

Editing for Your Business: The Importance of Proper Editing Training for Employees

**by
Mikaela Harris**

Bachelor of Communications, Simon Fraser University, 2019

Project Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Publishing

in the
Publishing Program
Faculty of Communication, Art and Technology

© Mikaela Harris 2023
SIMON FRASER UNIVERSITY
Spring 2023

This work is licensed under the Creative Commons
Attribution-NonCommercial-NoDerivatives 4.0 International
(<http://creativecommons.org/licenses/by-nc-nd/4.0/>)

Declaration of Committee

Name: **Mikaela Harris**

Degree: **Master of Publishing**

Title: **Editing for Your Business: The Importance of Proper Editing Training for Employees**

Committee: **Chair: (Robert) Scott Steedman**
Lecturer, Publishing

(Robert) Scott Steedman
Supervisor
Lecturer, Publishing

John Maxwell
Committee Member
Associate Professor, Publishing

Michael Berg
Committee Member
Marketing Manager
British Columbia Institute of Technology Student Association

Abstract

This report explores several editing training options for employees and discusses why training is necessary to help retain employees and increase satisfaction within the workplaces, and how properly edited internal or external training communications can impact the workplace. Based on a short case study at the British Columbia Institute of Technology Student Association (BCITSA), this report looks at three different editing training options for distinct employee groups. The goals are to discover what worked, what could work better, and why editing training is necessary for businesses. The aim is to provide a basis for training options that businesses could use to train employees better to understand the four main steps of the editing process and edit their own work.

Keywords: BCIT; BCITSA; Editing; Publishing; Training

Dedication

I would like to dedicate this paper to Phil Eastwood, Karen Menzies, and the whole team at Fiore Group Training. I would especially like to thank Phil, who instilled in me an undeniable passion for workplace training, and the drive to be a lifelong learner.

Acknowledgements

I would like to express my thanks to my favourite editor and senior supervisor, Scott Steedman, and all the rest of my publishing professors for giving me the knowledge and opportunity to succeed in the MPub. Secondly, I would like to thank Shaleeta, Geoff, Michael, and the rest of the team at BCITSA. You all encouraged my training initiatives, and I am grateful for your help and guidance.

I am also extremely thankful to my parents, Teresa and Chris, for supporting and encouraging me to further my education. And, of course, to my partner, Mitch, thank you for your undying support and love throughout my entire education journey.

Finally, my completion of the MPub could not have been accomplished without the friendship of my MPub cohort. Fake books, real friends forever.

Table of Contents

Declaration of Committee	ii
Abstract	iii
Dedication	iv
Acknowledgements	v
Table of Contents	vi
List of Figures	vii
List of Acronyms	ix
Introduction	1
Chapter 1. WHAT	3
British Columbia Institute of Technology Student Association (BCITSA)	3
Missing Foundational Knowledge: What Are We Training For?	4
External Tools and Why We Sometimes Don't Have Them	5
Training Buy-in	6
Using the Tools Available	7
Training Options at BCITSA	8
Chapter 2. HOW	10
Training Creation: Finding the Right Options for Your Employees	10
Creation of <i>Link</i> Employee and Contributor Editing Training	11
Training Document	11
The Online Training Course	22
Training Implementation Student <i>Link</i> Training	32
Employee Feedback	32
Implemented Changes	36
Creation of Business Writing Training	39
Training Implementation Business Writing Training	40
Training Feedback: Higher-ups and Co-workers	45
Implemented Changes (Feedback Matters)	50
Conclusion and Decisions	51
Chapter 3. WHY	53
Training Benefits: Long-term Learning	53
Extended Learning Benefits for Students and Employees	54
Internal Communication Benefits (Employee Satisfaction)	56
External Communication Benefits	57
Conclusion: Which Training and Editors Would Work Best?	57
Bibliography	59

List of Figures

Figure 2.1.	Old Document—Table of Contents	13
Figure 2.2.	Contributor Editing—Table of Contents.....	14
Figure 2.3.	Old Document—Editing	16
Figure 2.4.	Contributor Training—Introduction to Editing	17
Figure 2.5.	Contributor Training—Bias	18
Figure 2.6.	Contributor Training—Bias Examples	19
Figure 2.7.	Contributor Training—Common Mistakes	20
Figure 2.8.	Contributor Training—Dashes	21
Figure 2.9.	Articulate 360	22
Figure 2.10.	The Editing Process—Working with Writers	23
Figure 2.11.	The Editing Process—Introduction to Editing.....	24
Figure 2.12.	The Editing Process - Test Your Knowledge	25
Figure 2.13.	The Editing Process—Write Out an Answer	25
Figure 2.14.	The Editing Process—Adobe Acrobat.....	26
Figure 2.15.	Contributor Training—Tracking in Word.....	27
Figure 2.16.	The Editing Process—Citation Machines	28
Figure 2.17.	Contributor Training—Citations	29
Figure 2.18.	The Editing Process—Download.....	30
Figure 2.19.	The Style Guide	31
Figure 2.20.	Litmos.....	32
Figure 2.21.	Survey—How Much Did You Learn?.....	33
Figure 2.22.	Survey—Comfort Levels Before	34
Figure 2.23.	Survey—Comfort Levels After	34
Figure 2.24.	Survey—Were Materials Easy to Understand?.....	35
Figure 2.25.	Survey—Style Guide.....	36
Figure 2.26.	Survey—Documents Provided	36
Figure 2.27.	Pamphlet—Page 1	38
Figure 2.28.	Pamphlet—Page 2.....	39
Figure 2.29.	Blog Packet—Front Page	41
Figure 2.30.	Blog Packet—Table of Contents	42
Figure 2.31.	Blog Packet—Working with Editors	43
Figure 2.32.	Blog Packet—Submissions.....	44
Figure 2.33.	Blog Lunch and Learn—Title Page	45
Figure 2.34.	Blog Lunch and Learn—Keywords and SEO	46
Figure 2.35.	Blog Packet—Keywords and SEO	47
Figure 2.36.	Blog Lunch and Learn—Outlines.....	48
Figure 2.37.	Blog Lunch and Learn—Active Voice.....	49

Figure 2.38.	Blog Lunch and Learn—Submissions	50
Figure 3.1.	Blog Lunch and Learn—Editing.....	55

List of Acronyms

BCIT	British Columbia Institute of Technology
BCITSA	British Columbia Institute of Technology Student Association
MPub	Master of Publishing.
SFU	Simon Fraser University

Introduction

Both spoken and written language are an integral part of traditional education. Those who grew up within a conventional school setting may remember spelling tests, language classes, and (those within a certain age bracket) digital literacy lessons. Individuals are expected to carry these skills with them, sometimes without further training, into their jobs and careers. While many workplaces still hire with language competency in mind, many do not test past a basic understanding of written languages. This lack of oversight can leave employees to their own devices when writing (and editing) their work, which may include important internal and external documents.

When workplaces do not hire or train for skills that they demand, it can affect many aspects of the business, including (but not limited to) creating unhappy employees, reducing productivity, increasing staff turnover, and increasing business expenses.

This report explores several editing training options for employees and discusses why training is necessary to help retain employees and increase satisfaction within the workplace. Based on a short case study at the British Columbia Institute of Technology Student Association (BCITSA), it looks at three different editing training options for distinct employee groups. The goals are to discover what worked, what could work better, and why editing training is necessary for businesses.

Editing training is necessary, as editing, similar to spelling, is an aspect of communication individuals and even organizations tend to rely on machines for (despite the lessons learned when young), which leaves documents and other forms of communication overrun with easy-to-fix mistakes. Workplaces tend to rely on their employees to edit their own or each other's work, often without oversight or training options that are easy to take and helpful to the employees. Without being offered these options, individuals can make grammar and spelling mistakes more often. These mistakes can unintentionally change the meaning or clarity of important documents. This report intends to be valuable to all businesses with any or all day-to-day internal and/or external communication that must remain of professional value.

Although the information included in this report applies to a non-profit company still recovering from the COVID-19 pandemic, the aim is to provide a basis for training options that businesses could use to train employees better to understand the four main steps of the editing process and edit their own work. A business can decide better when to leave the editing to their employees and when to hire a professional editor by using examples from this report.

This report aims to showcase ways businesses could implement editing training in the workplace, why this is necessary, and the positive effects each kind of training has on the workplace. The report will discuss how offering employees solutions by giving them internal or external training options for everyday communications can impact the workplace and show that there are other options for the workplace, such as hiring an editor on a long-term employee or contract basis.

For the case study, the report will use the **What, How, Why** model designed by Simon Sinek (Ruuth 2015). In marketing, the What, How, Why model, usually explains the why first, however, this report begins with the **What**. **What** will explain who the BCITSA is and where the research for the case study comes from. **How** will describe the creation and implementation of the training. The report will conclude with the **Why**, explaining the importance of training options for editing within the workplace.

Chapter 1. WHAT

British Columbia Institute of Technology Student Association (BCITSA)

As a candidate for the Master of Publishing (MPub) at Simon Fraser University (SFU), I completed a work placement as part of my training. These work placements typically last three months and conclude with students writing a report with the supervision of an industry supervisor and a member of the SFU faculty.

I completed my MPub placement on August 19, 2022 with the British Columbia Institute of Technology Student Association (BCITSA), a non-profit student service and advocacy organization at BCIT (British Columbia Institute of Technology) with a mandate to enhance student life. After my placement, I stayed in the same department, continuing to work for the Marketing and Communications department, and later as the Publications Coordinator at *Link* magazine.

Link acts as the cultural magazine for the BCIT community, published by students (with help from BCITSA employees). *Link* currently prints six times annually, is distributed to all five BCIT campuses for free, and is available online. *Link* hires student employees (who work ten hours per week and get paid hourly) and student contributors (who can join at any time to submit articles, photographs, illustrations, etc. and get paid upon completion). *Link* benefits employees and contributors as an experiential learning magazine.

When I arrived, *Link* was missing formal training in editing, a skill students were also not learning in BCIT classes. This report describes my contribution to *Link* Magazine and the BCITSA through three different editing training options I helped develop and implement for *Link* employees (who are transitional employees), *Link* contributors (who are short-term contracted employees), and BCITSA employees (who are permanent employees). This report will help showcase that implementing editing training options in the workplace has positive outcomes for both the employees and the business, using this case study as an example.

Missing Foundational Knowledge: What Are We Training For?

Four types of editing need to be understood to edit appropriately. The first has many terms, one of which is substantive editing. The second step in the process is line editing, the third is copyediting, and the fourth is proofreading. Not all the editing processes must happen on each piece of writing, and they can happen simultaneously, but all four are part of basic editing procedures. Many other sections can be included in editing training; however, the basics are appreciated.

When I started working at the BCITSA, *Link* hired student editors for the magazine. However, there was a lack of responsibility to ensure students received training for their editing position. While training documents are a good start, having an accountability system so the BCITSA has proof that students are interacting with the training, is an important step. As an experiential learning magazine, students' development and education are the primary mandates that need to hold more weight. While gaining experience, students should get the proper instruction to guarantee they are not picking up lousy editing habits.

Unfortunately, this attitude is not always the most common one. Some employers, such as Mr. Silver from *The Wall Street Journal's* article, "This Embarrasses You and I --- Grammar Gaffes Invade the Office in an Age of Informal Email, Texting and Twitter," believe that editing skills are something that people should come to the workplace already having honed, leaving these employers to take a hard stance on grammar mistakes. Mr. Silver admitted to imposing fines for employees who botched grammar instead of creating training initiatives to resolve the problem. He admitted it was a losing battle. Losing battles need solutions, and it is crucial to help employees who may be struggling with things they have never received training for as adults. In the case of the student editors, *Link* magazine was hiring for the skill of editing; however, as a student learning experience, training should be a necessary part of the role.

Finding and fixing missing foundational knowledge should be a part of a business's training practice. A *New York Times* article suggests that businesses should train for skills they need and skills in demand. Why not set workers up for success when people are already hoping for these skills outside the workplace? (Eduardo 2016). Not

only would businesses be improving the outlook for workers, but they would also create a situation that shows they care for their employees. While implementing training and/or hiring editors is entirely up to the business, it has many implications.

External Tools and Why We Sometimes Don't Have Them

While training employees to edit basic documents is important, on the job training will never replace formal training. While internal training is necessary, needing an editor for an important document is not a business failure, as there are many reasons to hire an outsider editor for a particularly important job. Editors are versatile and can save time and money, make sure messages are clear, and help make businesses look good (Editors Canada 2009).

Any document that reflects an organization's brand and business should undergo a proper and complete editing process. Furthermore, it is best to use an outside editor for documents that need to maintain perfect quality and accuracy. A business can hire freelance or professional editors for internal and external documents; however, it makes the most sense to use them as a resource for external or significant internal documents where mistakes could affect profit and outside reliability. Editors are essential for these types of documents as they help maintain objectivity. Documents may be a labour of love (or frustration), leaving details to be seen by employees that an editor can catch with a professional eye. Editors can save employees' frustration and help with the clarity of documents that, even with the right tools, internal employees can miss. A hired editor has no emotional attachment to the document. As Clark says in her article "7 Reasons to Hire an Editor for Your Business," a hired editor will be in a much "better position to accurately assess it and propose changes" (Clark 2019).

However, this option is not viable for some businesses if all documents need to be edited. According to "Starting an Editing Business" by Aigner Loren Wilson, industry medians for editors are between \$6,538 and \$2,892 per large job for different types of editors (Wilson 2020). Even hiring an editor with a lower rate still adds an extra business cost. A solution to this is to hire a permanent editor for the team who can have other responsibilities that benefit the business or train current employees in editing. A business should remember that depending on the size and/or demand, editing can be a full-time job for one person and should not be given as an additional task on top of a full-

time job. Training teams in editing should eventually reduce the workload as employees can become skilled in trained area.

Training employees in editing is an excellent step, so day-to-day communications are taken care of internally, and crucial jobs can be saved for the professionals. Many options exist, such as in-person, virtual, or self-directed editing courses. The cost of such training must be kept in mind but finding the best option for employees will help save money in the long run. Training that does not engage employees is a waste of time and resources.

At the BCITSA, I created different training documents and courses that would be the most helpful to the employees and students. These documents went through many changes while deciding what would help employees best. It is uncommon for all employees to enjoy the same option, but many options, such as a self-paced e-learning course, a short document, and an in-class training course, could be run simultaneously. Learning the best option for the workplace is necessary.

Training Buy-in

When creating training options, it is crucial to ensure buy-in at all levels before beginning. Business management may have little time to help implement training or even take training courses themselves. Management may even believe that training is tedious (O'Hara 2015), but helping employees communicate better helps businesses better communicate externally and even internally.

"How to Improve Your Business Writing" in *Harvard Business Review* explains that everyone has the capacity to improve, and business writing is a skill individuals cultivate. The same can be said for any writing and editing type. "Training Engagement Theory: A Multilevel Perspective on the Effectiveness of Work-Related Training," from the *Journal of Management*, helps explain the effectiveness of training. The paper explains how the degree of training at different hierarchal levels influences other levels to succeed or fail. Training will fail if there is no buy-in at the highest levels.

It is essential to ask, "How can we maximize the effectiveness of organizational training initiatives?" (Sitzmann and Weinhardt 2015). The best option is for managers to make training required in the workplace. Internal training works best when there is buy-in

and when employees are satisfied with the instructional experience (Sitzmann and Weinhardt 2015). If employees feel it does not enhance their knowledge and skills, the training does not take. Training also works better within a business when most employees complete the training (Sitzmann and Weinhardt 2015).

Employees have many goals, and whether employers prioritize training is determined by the training culture and how many resources there are for training. Training should not be a punishment and should be implemented on each level. Training, especially self-regulated training, works better when it includes internal and external goals. It should be mandated, but not so much so that employees mentally disengage from it when prioritizing training over other goals. Employees should receive praise for engaging in training, not just being present.

Using the Tools Available

Tool implementation is essential for businesses when they need more funds (or time) to hire new editors or put employees through proper training. Using what is available with online courses can help turn emails and day-to-day editing tasks from horrific to easy. This training supplements proper editing courses that students take and should not stop employees from seeking to gain certification. Instead, this training focuses on how employees and students can use the tools available to them to make their working lives more manageable and how workplace training is helpful to employees and employers.

When training employees on editing, recognize that editors have specialties and every individual has specialties, and can get good at editing within their specialties. Everyone on a team should know how to send that perfect email as “email is essential to business and industry, convenience, a written record, and the ability to communicate with several individuals at once” (Brown, 2005) (Granberry 2007). However, within their departments, employees can be trained to edit work in their fields to the best of their abilities.

Find out what options a business could be used to jump-start editing training. Are there old documents that could be updated and cycled throughout the office? Are there internal self-regulated online training services where management can create courses?

There may be money in the budget for training that has not been used for many years. At the BCIT, all these things were not being used to the best of the business's ability.

Training Options at BCITSA

There are three editing options that I helped create and started to implement during my placement at the BCITSA. The first is an editing training course primarily for BCIT students hired as employees for *Link* on yearly contracts, which will hopefully be *Link's* first of many training options for student employees in the coming years. The second, a condensed version of the first editing course, is a document created for the BCIT student contributors that teaches them a bit about editing while they are writing articles. The third is a blog learning packet (which can remain virtual or be printed) that is created for all employees at the BCITSA to help them during the process of posting their own blogs and self-editing (or business writing) along the way. This packet will be used for both employees at the BCITSA and student employees who will join the BCITSA during short-term placements. After internal feedback, this learning packet was turned into a thirty-minute course taught to employees in the preceding year; it is also highlighted in this report.

Before I arrived, there was no compulsory training within the BCITSA, and during my project report, I witnessed a loss of employees, which caused a decline in training options. With the help of the Marketing and Communications team, I implemented all three training options, which helped boost interest in the upcoming blog hosted by the Marketing and Communications team.

At the BCITSA, there are external training options that employees can take advantage of outside of the organization. As an employee at the BCITSA, you can take paid BCIT courses for free after a certain amount of time working in your position. While this is a remarkable option that many businesses cannot take advantage of, employees are still limited by the editing courses available: one technical editing course available in the communications department. In this six-week online course, students gain knowledge of the role of professional editors in the workplace and are introduced to copyediting and substantive editing. The course is said to help students pass competency tests that may be required by employers that hire for writing positions (BCIT). Having this course available is a fantastic and comprehensive option for

employees who have the time to take it. However, only some employees will choose this option, and some specific details could be missing from a more generalized course.

Student employees at *Link* do not have the option to take courses for free, so implementing copyediting training was essential. Copyediting ensures that the magazine's articles are clear, consistent, and well-organized (Morris 2007). It also ensures that BCIT students can easily follow and understand the text without changing the contributors' meaning.

For full-time BCITSA employees, some tool introductions could be used to help with everyday work. These are options that external training may not offer, such as instruction on how to properly use online editing tools such as Grammarly, as well as how to check for proper citations and links to online articles. These were all considerations when creating suitable training options for BCITSA employees.

Chapter 2. HOW

Training Creation: Finding the Right Options for Your Employees

Creating the proper training for a business can happen through trial and error. During my work placement at the BCITSA, I created a document that would serve as business writing training, keeping the employees' busy schedules in mind. To go along with that, I was asked to create a short, thirty-minute training course to review the document's contents and ensure that the ideas in it were clear. This in-person training was produced through experimentation after introducing the blog training packet to the Marketing and Communications team.

A lot of the feedback on all three forms of training is through self-assessment of the employees who were involved in taking the online course, reading the documents, and participating in the thirty-minute in-person training. As the *Psicologia* journal article, "Evaluation of Learning, Reaction and Impact of Corporate Training at Work," states, there is still relatively little research that investigates the relationship between learning and the impacts of training on work, which leaves employers in a place where they have to trust their employee's instincts on whether or not something will work for them. Research that has been done is inconsistent and based on the fact that self-assessment tools are usually used, training varies from business to business, and training can depend on buy-in.

How honest employees can be about what options are best for them should be considered when deciding the form of employee training, as only some businesses have the opportunity to go through many forms of trial and error. "Training Engagement Theory: A Multilevel Perspective on the Effectiveness of Work-Related Training," from the *Journal of Management*, helps explain that deciding which type of learning management system to train with (either hosted online or delivered through classroom instruction) "...is a major component of an organization's training initiative. (Sitzmann and Weinhardt 2015).

This report will attempt to explain which options were chosen for each group of employees and why those were the best options given the circumstances of each group.

“Improved skills and knowledge are the bedrock of an organization’s competitive edge in today’s global world” (Nauman et al. 2020).

Creation of *Link* Employee and Contributor Editing Training

To decide the best option for the *Link* employees and contributors, I looked at the options that the BCITSA already had and the available tools. The organization had created training documents four years previously, which proved to be the ideal place to start the creation of the training course. Finding what employees had learned in the past and adding to it would help maintain consistency in the workplace. There is the possibility of existing documentation explaining how the training went, which can also be built upon.

Training Document

The available training documents had supplementary information that students and employees would require for their jobs. Having important work material in documents that also offers training may help keep the training relevant enough that students look through the entire document, thus engaging with the content. However, in this case, I believed that keeping the “how to get started,” daily information, and editing training together could create a one-and-done document that students did not take time to look through more than once. The goal for both sets of student employees, especially the transitional employees who would only stay in their roles for one to two years, was to create some editing training they could use continuously.

To combat the problem of students only looking at the document once, the “how to get started” information became a welcome email that all new contributors received upon joining *Link* and that the employees received with their formal training upon being hired. However, the daily information relevant to the editing jobs remained with the editing training, to keep the students engaged in the training. Another goal for this training was to lay out the critical information for editing in a more digestible way. While the original document was well laid out for print, it was less effective as a training document.

The figures below look at the two table of contents of the previous and new training documents. Figure 1 displays the previous training sections; Figure 2, the new training document, shows more sections than previously available. In Figure 1, the “Introduction to *Link*” and “SA Offices” were condensed into “Knowing *Link* Magazine,” which can be seen in Figure 2, as this part was removed and replaced by a welcome email that would have students engaging with the “getting started” pieces at a much quicker rate.

“Hours and Responsibilities” and “Communication and Deadlines” in Figure 1 were replaced with “Scheduling” and “Working with Editors,” which I felt better explained the responsibilities required of the contributors as this was a document that was specifically for them instead of for both employees and contributors.

“Programs and Resources” in Figure 1 was expanded and replaced by the “*Link* Style Guide,” “Track Changes in Word,” and “Citations” in Figure 2, as those are the three most common resources that students needed. The other resources in the previous document that may have been available widely are now given on a case-by-case basis or are no longer available.

“Designers” in Figure 1 was replaced by an entirely separate document explaining how designers would work with the *Link* designer. I also created a similar document for those interested in creating a podcast episode for *MicroLink*, and the *MicroLink* Podcast Host, an employee role at *Link* magazine. This document was very specific and only relevant to a few employees, so it was separated from the editing training documents.

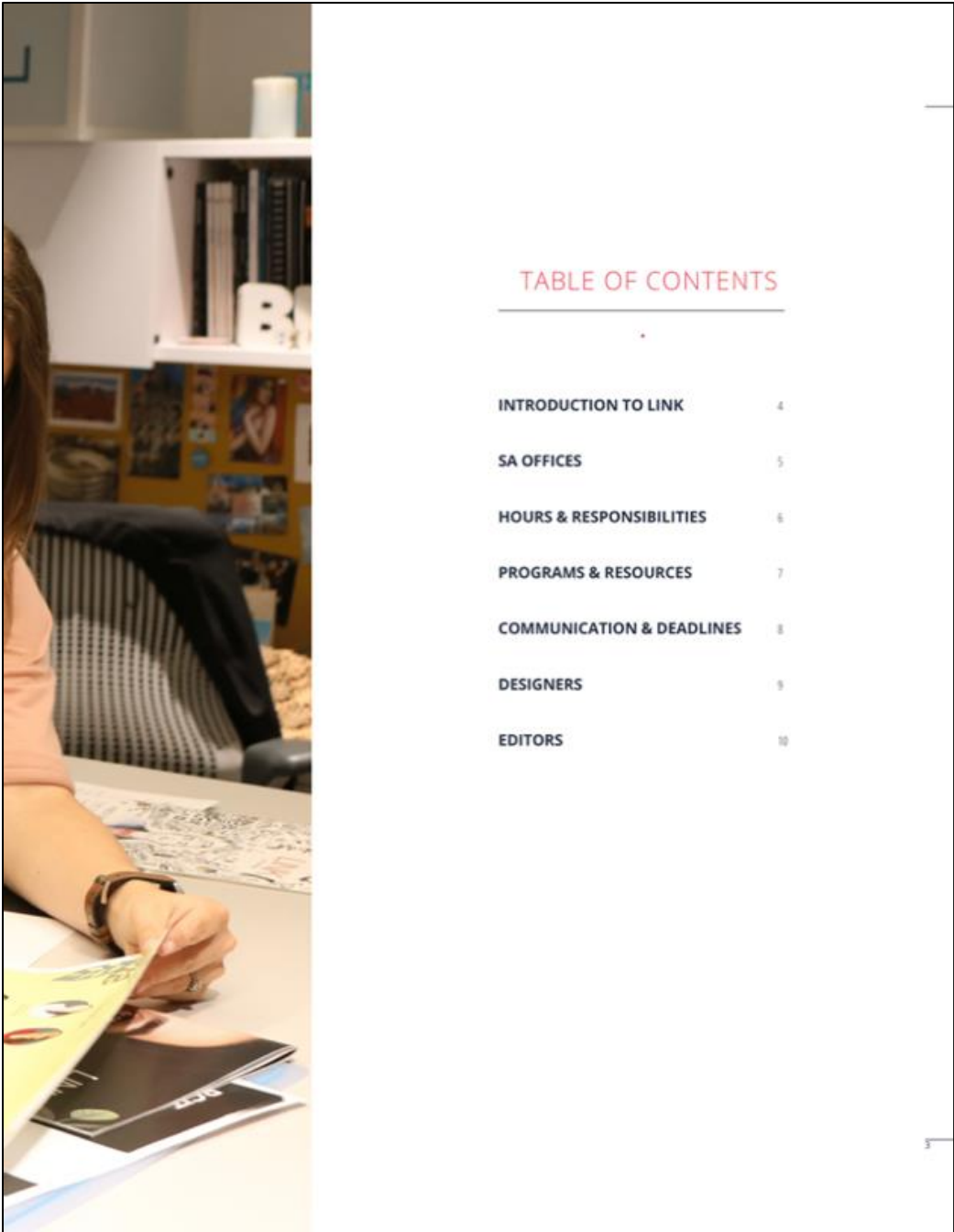
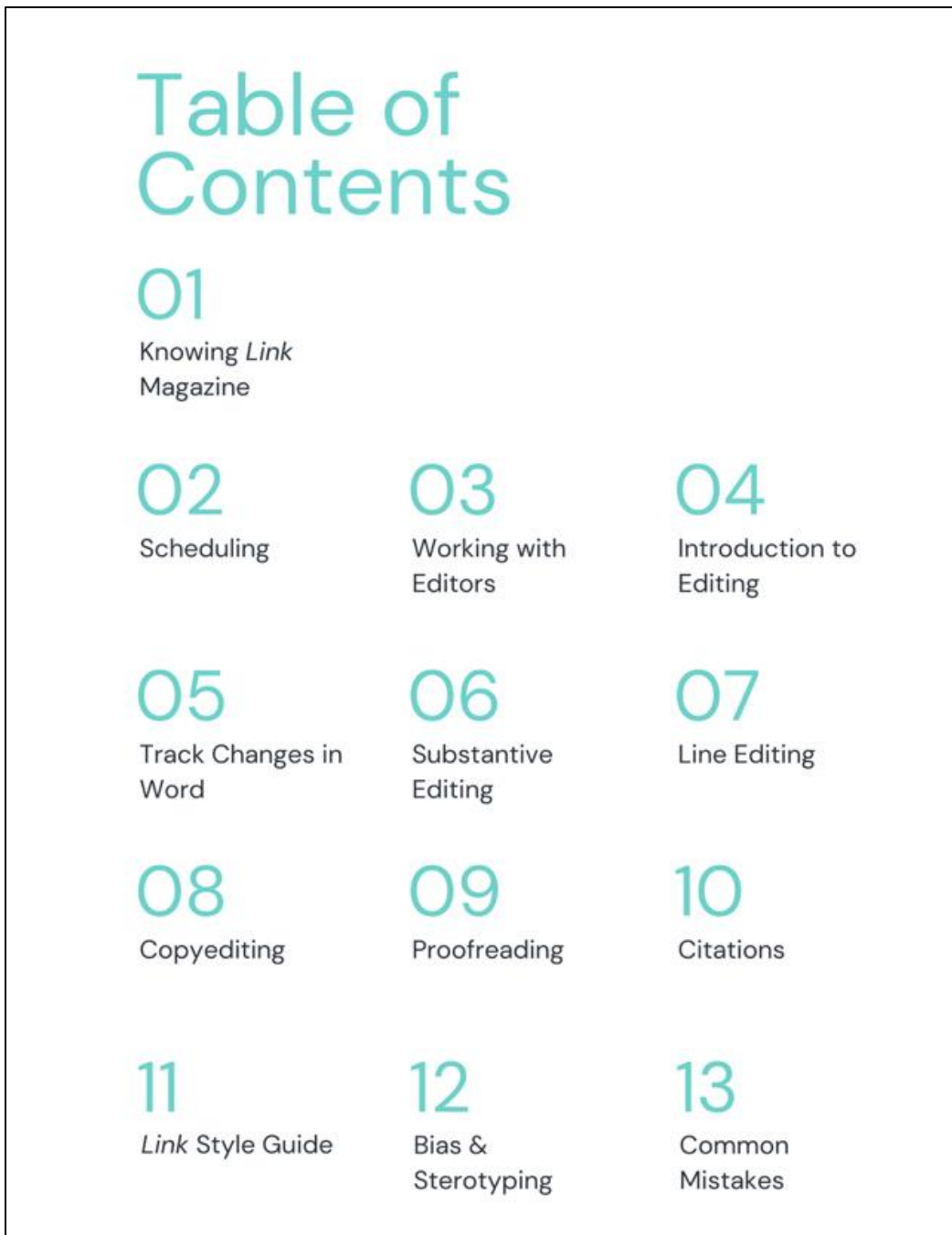


Figure 2.1. Old Document—Table of Contents



The image shows a table of contents for a book titled "Table of Contents" in a teal font. The content is organized into 13 numbered sections, each with a teal number and a corresponding title in a smaller black font. The sections are arranged in a grid-like format, with the first section on the left and the remaining sections in two columns of three.

01	Knowing <i>Link</i> Magazine	
02	03	04
Scheduling	Working with Editors	Introduction to Editing
05	06	07
Track Changes in Word	Substantive Editing	Line Editing
08	09	10
Copyediting	Proofreading	Citations
11	12	13
<i>Link</i> Style Guide	Bias & Sterotyping	Common Mistakes

Figure 2.2. Contributor Editing—Table of Contents

“Editors,” from Figure 1, is a page seen below in Figure 3. This section was broken down into seven different sections on editing. In Figure 3, there is a quick overview of the editorial process but not much about what each of those sections entails. To help the *Link* contributors learn, they must be thoroughly introduced to the editing process, not only so they can understand why edits are taking place, but so they can edit

their work as they go. While they have an editor, in this circumstance, setting up employees for success in other areas is a wonderful thing a business can do. As a workplace with a mandate for experiential learning, the learning part should be taken much more seriously.

"Introduction to Editing" (seen in Figure 4), "Substantive Editing," "Line Editing," "Copyediting," and "Proofreading" were created to break up the editing sections, which can be seen in Figure 2.

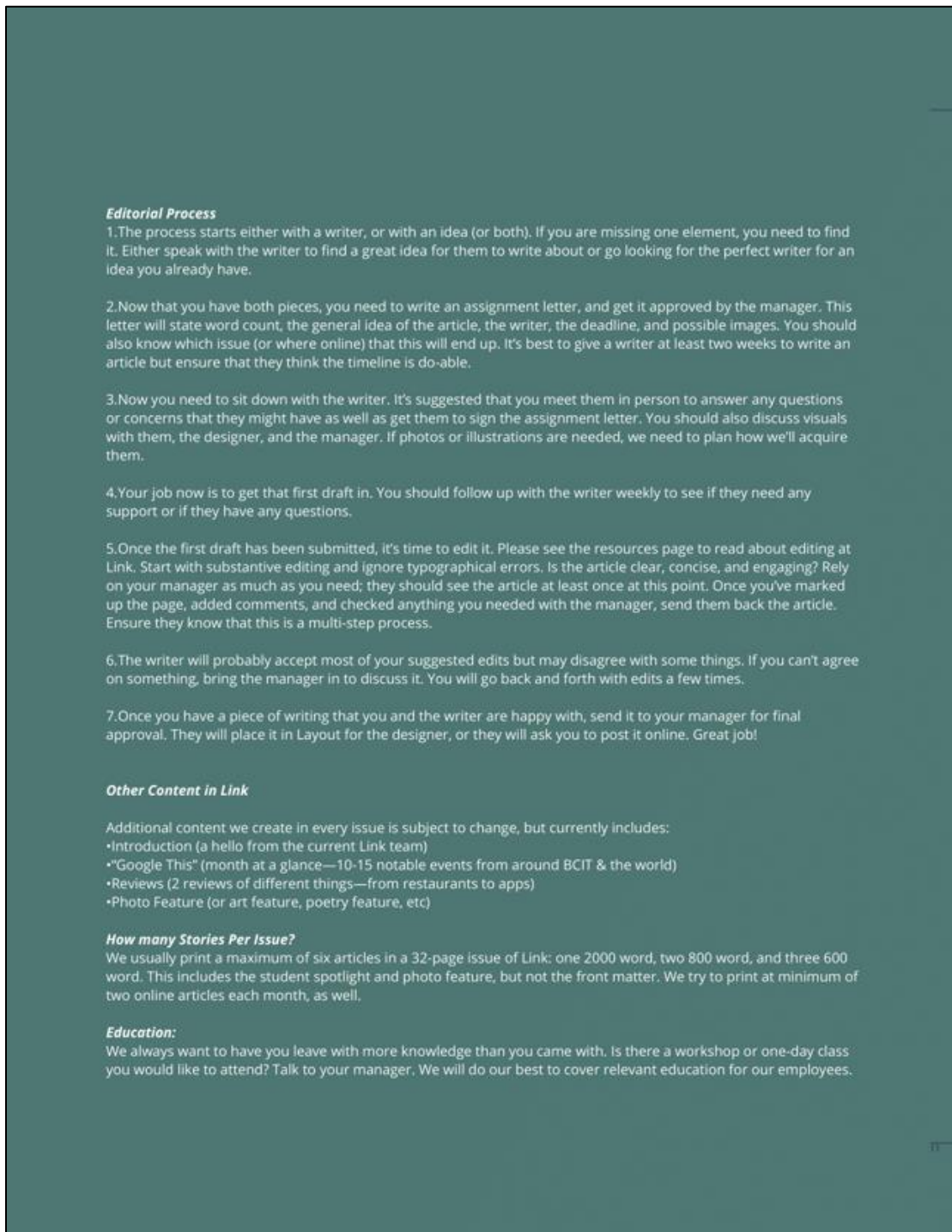


Figure 2.3. Old Document—Editing

04 Introduction to Editing

There are three kinds of editing that you should be aware of:

- Substantive Editing
- Line Editing
- Copyediting

Once a piece of writing has been through all three stages, the designer will lay it out in InDesign, and proofreading will occur. It is essential to go through these stages in order, so that we don't waste time.

With editing, there are some grey areas between the three stages—paragraph transitions, for example, are something to consider in steps one and two.

There are two main goals of an editor. In order of importance, they are:

- Ensuring the reader will understand the writing
- Preserving the voice of the author

If there is time, your editor should go through each stage of editing with you, getting you to approve changes as you go. This step may take several drafts. Since *Link* is often on a tight schedule, we may decide that we need to rush the process. No matter what, step one should always be done separately and before other edits. Following that, we can go through steps two and three simultaneously.

Figure 2.4. Contributor Training—Introduction to Editing

In the two final sections, the document discusses critical edits for which the contributors should check their work, such as errors, bias, stereotyping, and common mistakes. With this type of hands-off training, a business cannot teach everything but can introduce standard editing practices. While the contributors will not have time to do all their own editing (and should not use their time for this), they can look carefully for mistakes they know they make and ensure they are not using any inherent biases in their work. This training document reminds them of this and prompts them to look for such mistakes within their work.

12 Bias & Stereotyping

Using stereotype and bias-free language is essential in creating a safe environment for readers. Unfortunately, most writing will never be 100% stereotype and bias-free as language can be inherently biased.

The easiest way to do this is to avoid making generalizations when writing.

This includes (but is not limited to) when writing about:

- Gender
- Ethnicity
- Sexual orientation
- Race
- Persons with disabilities

If you mention any race, ethnicity or sexual orientation, it should be relevant to the information in the piece.



Figure 2.5. Contributor Training—Bias

Bias Examples

Gender Bias

Using words like "mankind" or "man-hours" is gender bias. Gender bias can also include using he or she instead of they when writing about the general "you."

Age Bias

Age discrimination can happen in either direction. Calling all Millennials "lazy" or all Boomers "ignorant" are both hurtful stereotypes.

Ethnicity/Racial Bias

Calling something your "spirit animal" is offensive to some Indigenous groups. Another example of ethnicity bias is saying "native English speaker" instead of "fluent in English."

LGBTQ Bias

Using the word "lifestyle" to describe a member of the LGBTQ+ community's sexual orientation is an example of bias.

Elitism Bias

Elitism bias can be found when placing higher worth on writers from certain post-secondary institutions over others. Another example is mentioning someone's educational background when it is unnecessary—for example, to make them feel ashamed.

Mental Health Bias

Bias can be found in writing when assumptions are made based on someone's mental health diagnosis. Or when a writer diagnoses someone else based on perceived behaviour.

Unbiased language helps show our readers that we care and are invested in being an inclusive publication. There are many more biases and stereotyping examples that you could find in writing. It is an editor's job to look out for these.

Figure 2.6. Contributor Training—Bias Examples

13 Common Mistakes

Active Voice vs Passive Voice

Active: The buyer paid a large amount.

Passive: A large amount was paid by the buyer.

When the subject performs the action of the verb, the voice is active. When the subject receives the action of the verb, the voice is passive.

Semicolons

When to use semicolons:

- To separate two closely related independent clauses
The outline for the report is due within a week; the report itself is due at the end of the month
- When items in a series have commas within them
Our previous meetings were on November 11, 2018; February 20, 2019; and April 28, 2020
- When separate clauses begin with a word such as however, therefore, or nevertheless
Our friend has been out at the pool all day; however, we have found another person who can drive us to the beach

Parentheses and Punctuation

A period goes on the outside (hi).

An exclamation mark goes on the inside (hi!).

The rules for question marks and parentheses are similar to the rules for question marks and quotation marks. If a question mark applies to the parenthetical information, place the question mark inside the parentheses: I saw the chicken (or was it the rooster?)

Figure 2.7. Contributor Training—Common Mistakes

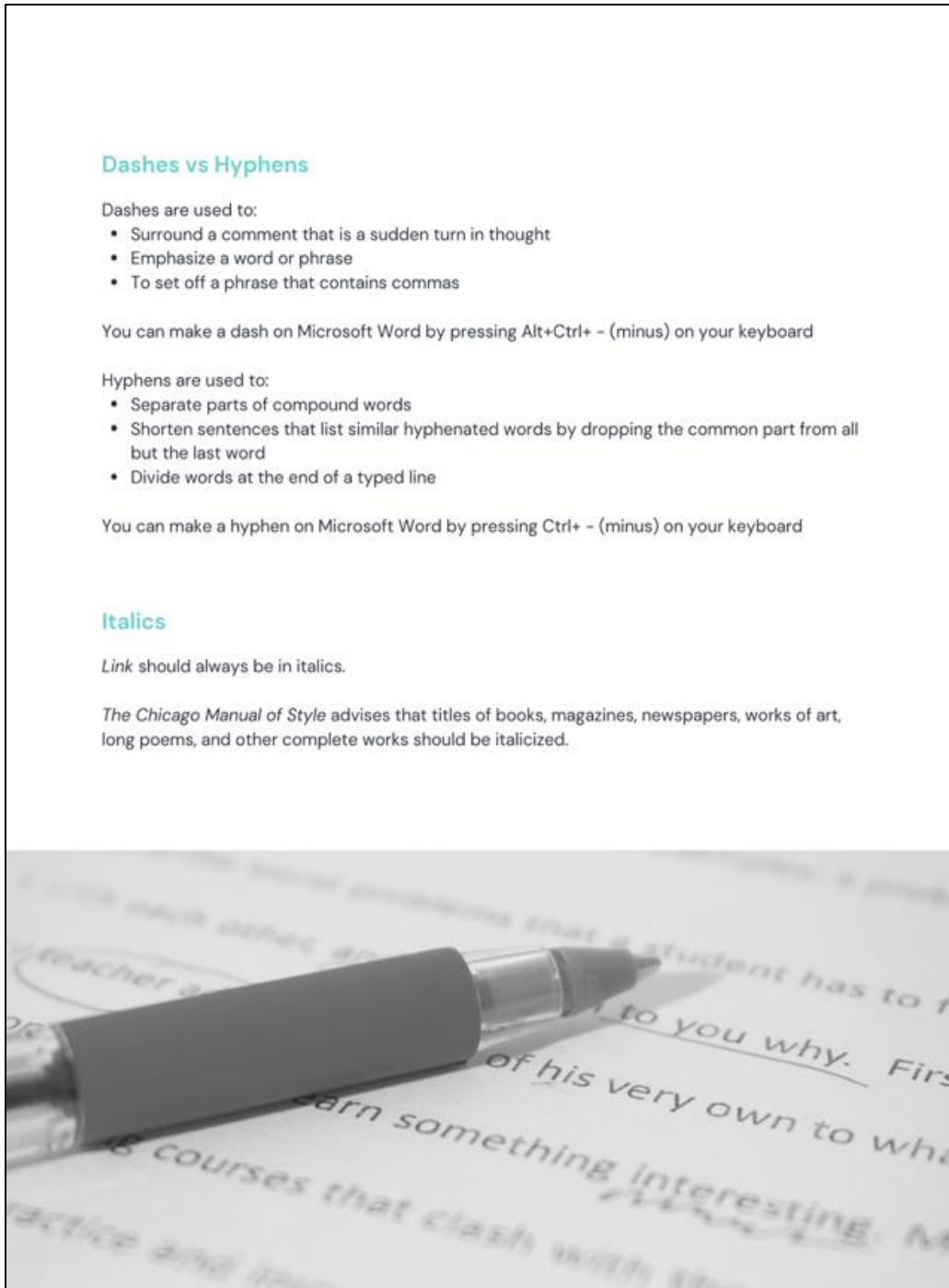


Figure 2.8. Contributor Training—Dashes

Implementing training for *Link* contributors, who do not have access to the online learning portal employees use, can help make up for a lack of available resources. Although I wish this option were available for everyone, it is understandable that contributors that are only getting paid for their work after the fact would not want to put

much time into mandatory training. For contributors, easily digestible options they will find helpful and want to use to make their jobs easier is a priority. For employees, there is more incentive to create mandatory training as they are paid hourly, so BCITSA can pay them for their training hours.

The Online Training Course

When I was brought on to work for *Link Magazine*, one of my tasks was to create a training course so that all students would receive the same information on how *Link* magazine edits and so that they could use it as a helpful resource. I used Articulate 360 (Figure 9), available at the BCITSA through the HR department, to create a course called *The Editing Process*. Internally, training options are available if an employee can create the course for the online portal. Some of the available process training options were *Roberts Rules*, *Introductions to the SA* (for different types of employees or volunteers), and financial literacy courses for different employees. There were also internal mandatory health and safety, workplace bullying and harassment, and another skills-based course, *Customer Service Training*. *The Editing Process* is only the second “skills” course created, after *Customer Service Training*.

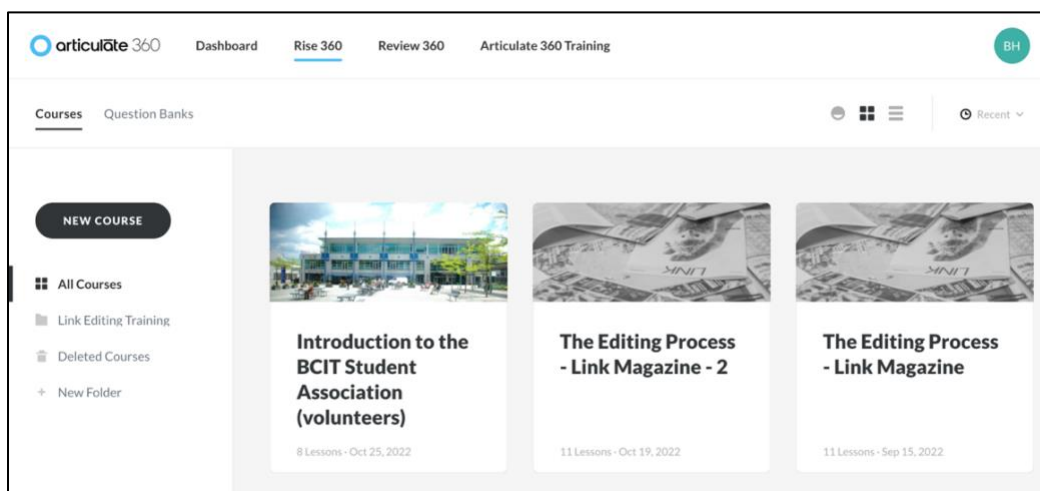


Figure 2.9. Articulate 360

While creating this training course, I was able to create modules that had many different learning options. Creating modules using Articulate 360 was a very easy-to-use

tool that was not being used as often as I imagined; it would be helpful to employees at the BCITSA.

Within the modules, I could put relevant information that *Link* employees would need to know for their jobs and information that would be helpful to look back on. Since this online training course was specifically for *Link* employees, I focused on their jobs and how they would work with the contributors (Figure 10). In contrast, for the contributors, I explained how to work with the editors. Teaching editors how to work with writers is an important step when instructing editors, as working with someone’s writing is very personal. When writers, prominent or not, have poured themselves into any document, the last thing the editor wants to do is upset them. These nuances are essential when doing any formal training. Employees should not only know the steps to take but also why they are taken.

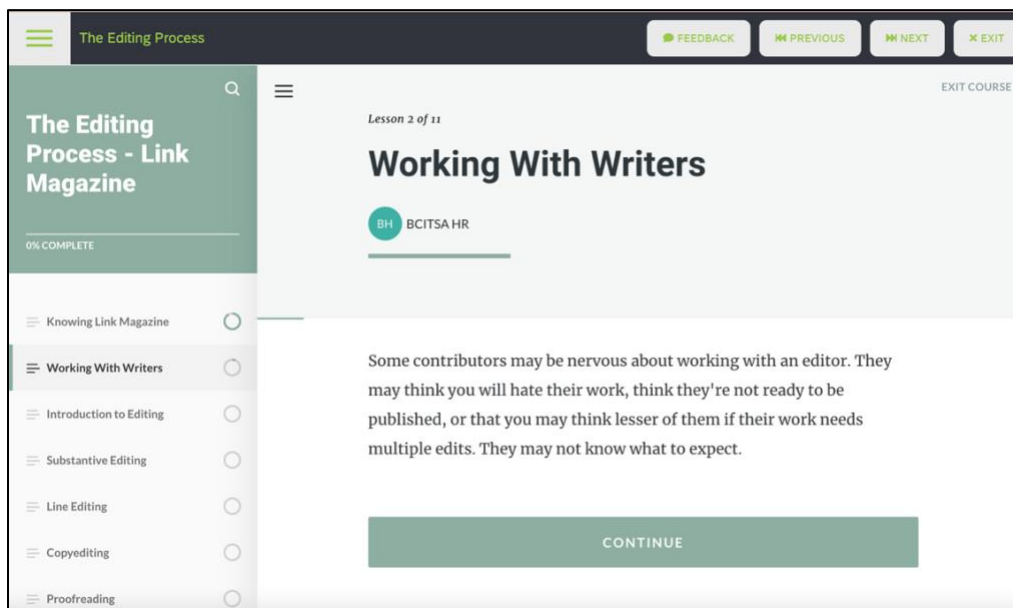


Figure 2.10. The Editing Process—Working with Writers

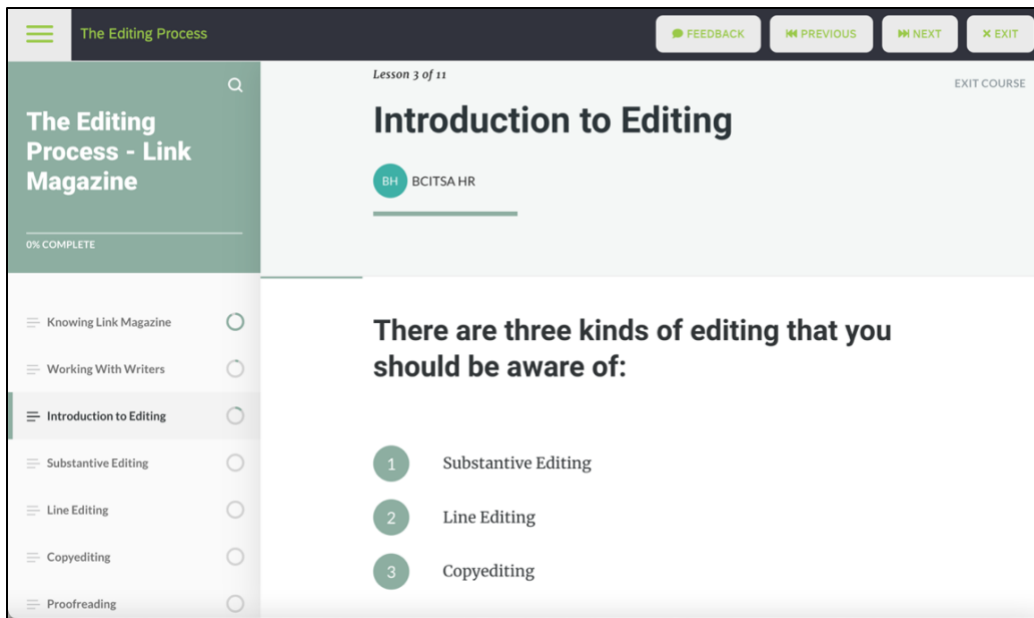


Figure 2.11. The Editing Process—Introduction to Editing

I created eleven modules in the online training. In the third module (Figure 11), I introduced editing and the forms the employees would need to use. This introduction is the same information given to the contributors; however, I could expand on the knowledge in this online training course. This extension was beneficial for the employees as it would relate directly to their jobs while editing.

Using Articulate 360, I created different “quiz” sections in the different modules where the employees could test their knowledge based on the information they had been provided in that module. While the system does not mark the employees or let me (as an administrator of the training) know how they did, they do have to complete these quizzes to complete the course.

There were a few different ways to create these quick, unmarked tests, which allow the employees to understand if they are comprehending the information without properly testing them. The employees were encouraged to reach out if they would like any of the concepts in training to be explained further. The goal of training (rather than coursework) is not to test the employees but to enhance their knowledge and create a better working environment.

Test Your Knowledge!

What should you review the piece for? (click all that apply)

Overly wordy sentences

Repetition of words/terms/ideas

Information that shouldn't be shared with the public

Names of our student executives

Figure 2.12. The Editing Process - Test Your Knowledge

Write out the sentence with the correct dash or hyphen.

Canada, USA, Mexico these are the countries we hope to concentrate on.

Type your answer here

Figure 2.13. The Editing Process—Write Out an Answer

Articulate 360 allows the creation of sections where a photo can be placed, creating pop-up notes on the photo (Figure 14). In *The Editing Process*, I used this system to show tools that the employees would be using at *Link* magazine. While new systems are best explained in person, this helped create a base understanding of the processes used while editing.

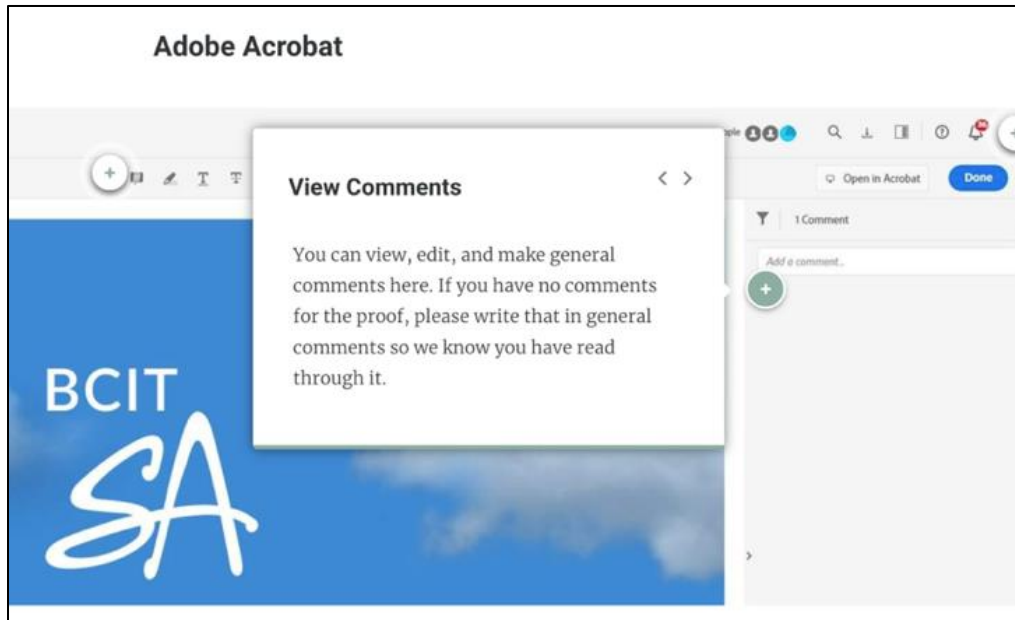
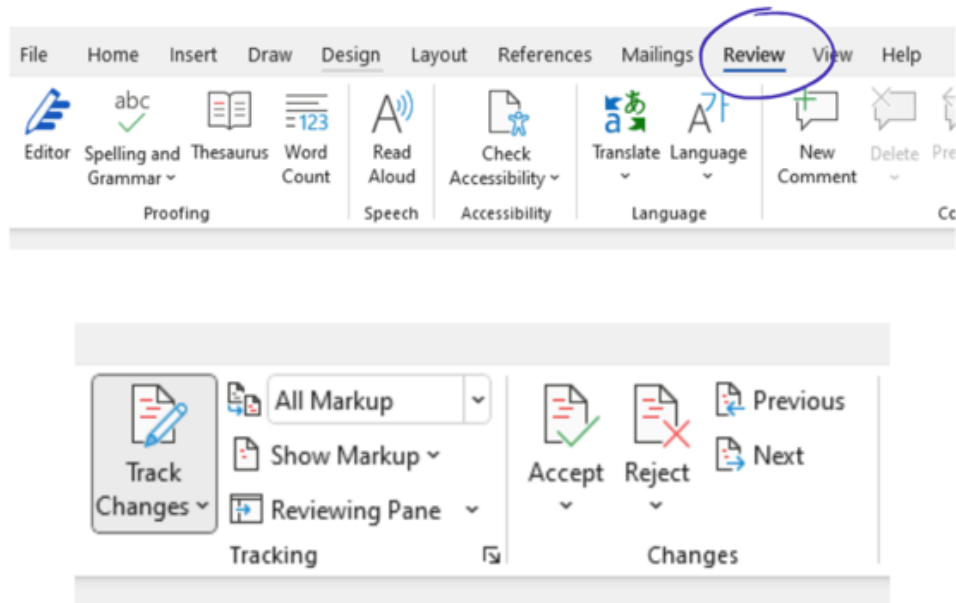


Figure 2.14. The Editing Process—Adobe Acrobat

This process is a better option than documentation if there is a new system many employees would not have used before. It allows the employees to interact with the system better than just seeing photos in a training document (in the training document the contributors were given, this was the only option). When a photo is the only option, highlighting or circling the most important parts of it helps show the process of using the system (as seen in Figure 15).

05 Track Changes in Word



Click Review and to find an Track Changes. Turn On Track Changes.

Once you start writing, it will appear in a colour that is different than the other track changes already shown and available. You can delete, rewrite, or make comments.

If someone else has used track changes, you can accept/deny these by clicking on them and clicking on the accept checkmark or reject x.

Please save a copy with your track changes before sending it back to your editor so you can easily see your original track changes after you have accepted/denied them. Make sure you do not save over this copy.

Figure 2.15. Contributor Training—Tracking in Word

Both a PDF and Articulate 360 training systems allow for links. Adding these links was more helpful than previous sources that were unlinked and created for print. With linking, a document can provide helpful resources.

Citation Machines

Citation machines help you create your in-text citations and bibliography (which should go at the bottom of your article). *Link* typically uses the Chicago Citation Style.

- <https://www.bibme.org/>
- <https://www.citationmachine.net/>
- <https://www.easybib.com/>
- <https://www.scribbr.com/apa-citation-generator/>
- <https://www.mybib.com/>
- <https://www.bibliography.com/>

Figure 2.16. The Editing Process—Citation Machines

10 Citations

What Is A Citation?

A citation is a reference to a source. It is a way to tell your audience that you have drawn from others' ideas and that certain parts of your blog have come from other sources. Citing helps your readers (and you) find that source again. It is also essential to source work so you do not break copyright laws.

When you cite sources, you credit the original author of that work or research. If you do not do this, you could be plagiarizing.

Why are Citations Helpful?

- People can learn more by following them to their original source
- If something is disproven, you can prove you got that research from another source
- Strengthens your own ideas

Citations don't make your work less original. Instead, it connects you to many people conversing about the same topic and adds your piece to that growing network!

Cite Whenever You:

- Quote
- Paraphrase
- You know of another work that uses the exact same ideas

Citation machines help you create your in-text citations and bibliography (which should go at the bottom of an article). *Link* typically uses the Chicago Citation Style.

- <https://www.bibme.org/>
- <https://www.citationmachine.net/>
- <https://www.easybib.com/>
- <https://www.mybib.com/>
- <https://www.bibliography.com/>

Creative Commons (CC)

When sending the *Link* team photos to use with an article, ensure you have permission. If you do not have your own images, make sure to use one with CC, which provides free licenses for creators to make their work available to anyone.

Figure 2.17. Contributor Training—Citations

While the training document is easier to go back to, the online training course had a system where documents could be downloaded directly (as seen in Figure 18).

Download The Style Guide

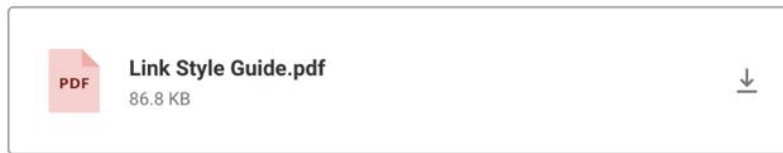


Figure 2.18. The Editing Process—Download

There was some documentation I could completely reuse, such as the *Link* style guide (Figure 19). When looking through old documents, some forms may be reimplemented without many or any changes.

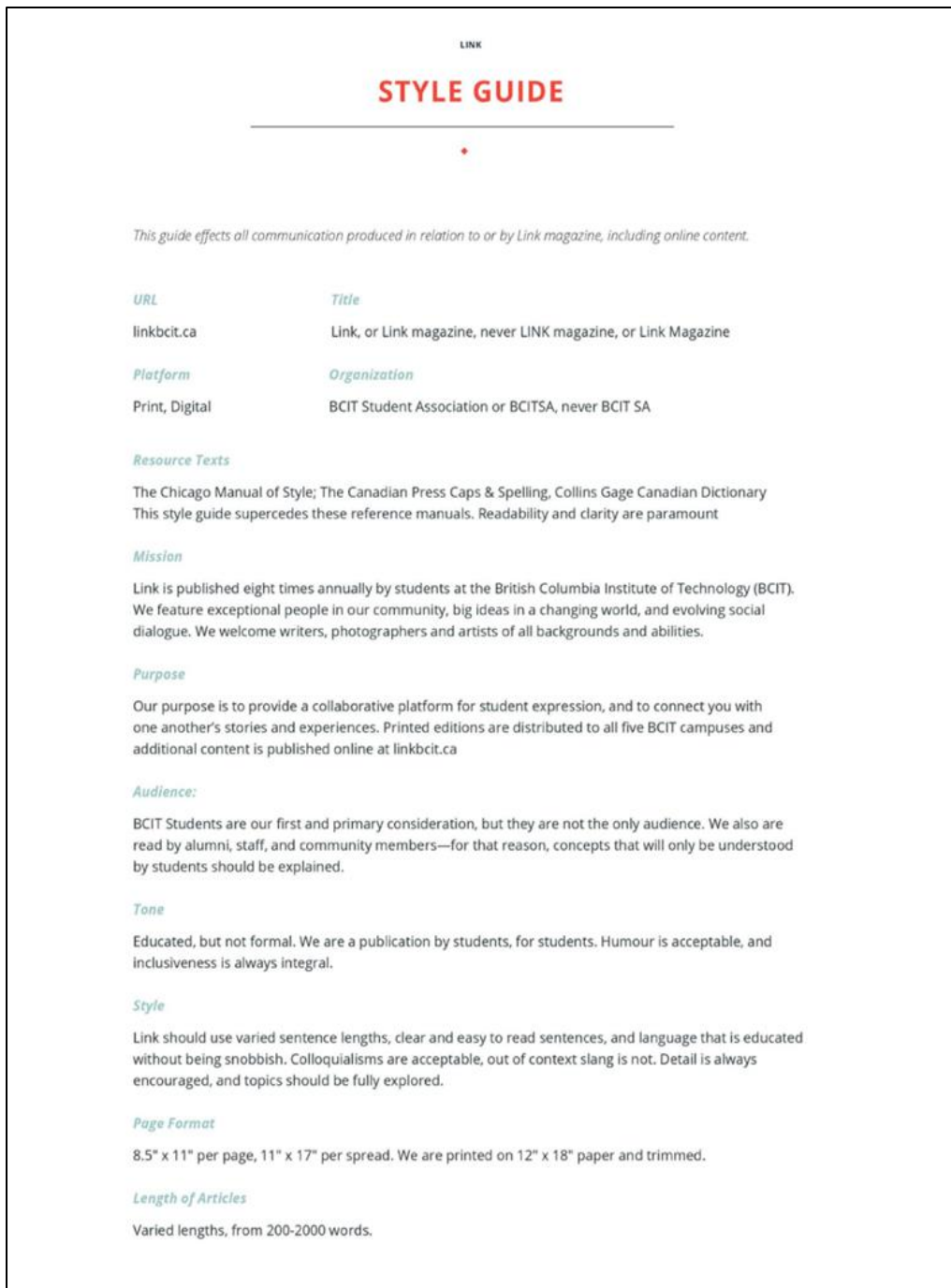


Figure 2.19. The Style Guide

To finish creating the online learning course, I downloaded the created course from Articulate 360 and uploaded it to an online hosting system called Litmos (Figure 20). All BCITSA employees take their work training courses in Litmos, and can go back to them after completing them.

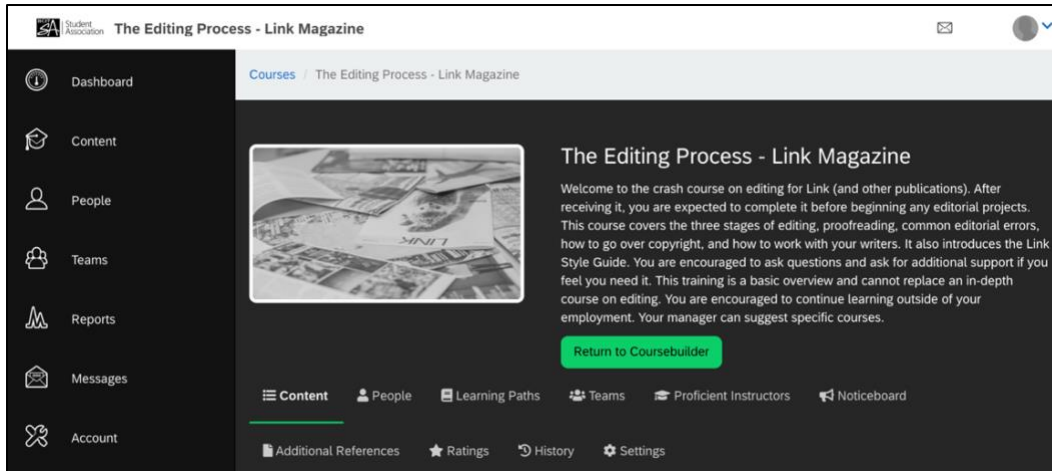


Figure 2.20. Litmos

Training Implementation Student *Link* Training

Link employees are on a contract from mid-August till the end of May. After they are hired each year in August, new employees are given a training package by the HR team. This year the employees were provided logins to access *The Editing Process*, which they were given two weeks to complete. Once they had completed the course, the system notified all administrators of the course. All employees provided with a link completed the course in the first few days, and it took them less than an hour each.

Some of the employees rehired from the previous year only had to complete the editing training, and did not have to complete any other courses. I noticed that having the editing training separate from the required training kept it more relevant to their jobs and less of a box to tick. In the future, I would like it to be given out a week after their other HR training so that the editing training can be more engaging for the work they will be completing.

Employee Feedback

Feedback is an essential part of training as it helps create changes so that the training better serves the employees. While some of the training will be absorbed by most employees, learning what works best for different employees helps create new options.

To get feedback from the *Link* employees, I conducted a survey. The survey asked how they felt, how much they had used the training after completion, and if they thought we should implement any changes to the course.

One of the questions was about how much they felt the course had taught them. This question was asked to help answer how much material the course should have added or removed from it. One of the students said they thought “it provided a strong, informative basis to those being introduced to editing for the first time.” This statement reflected that half of the students believed they learned more than anticipated, and the other half learned a few new things, as shown in Figure 21.

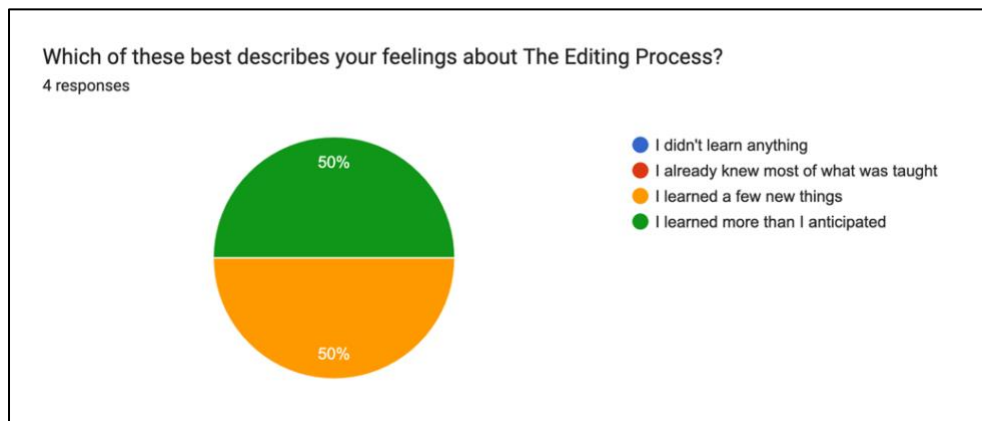


Figure 2.21. Survey—How Much Did You Learn?

An essential question for those taking the training was their comfort level with the material before and after completing it. For *The Editing Process*, the comfort level of some who took the training shifted backwards because they started to learn what they did not know (as shown in Figure 23). This question gave valuable information, as some employees may not even be aware of what they are expected to know (which happens in many kinds of training, not just in editing).

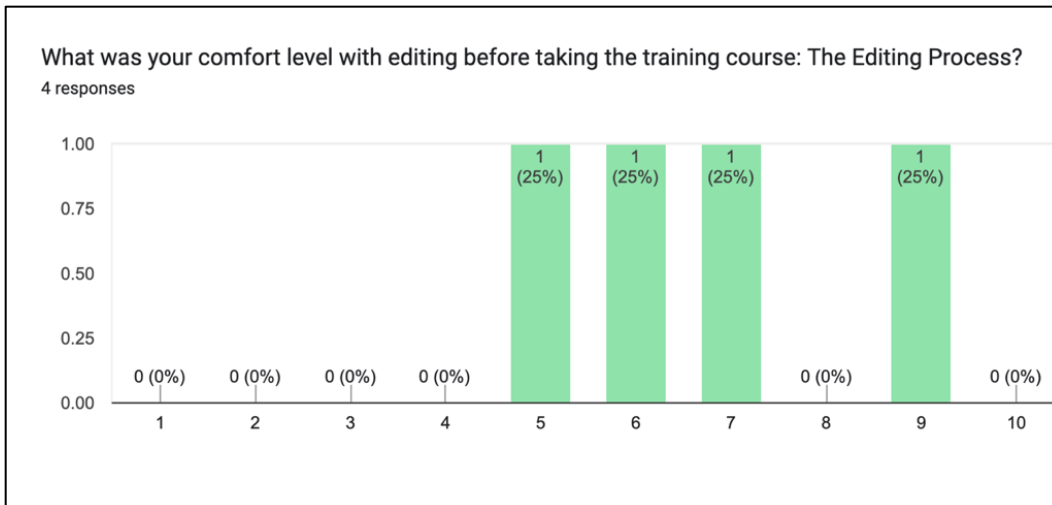


Figure 2.22. Survey—Comfort Levels Before

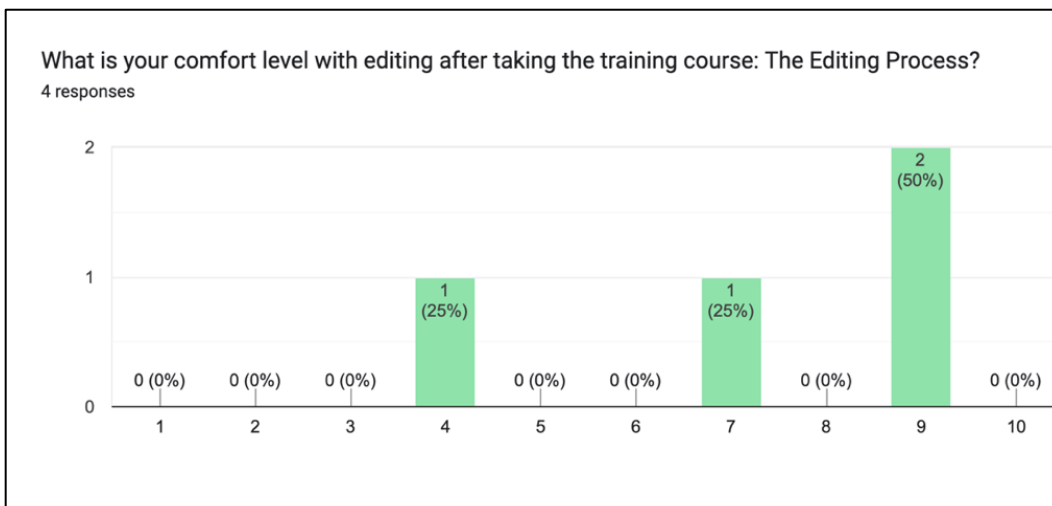


Figure 2.23. Survey—Comfort Levels After

Link employees had different responses when asked what they learned from *The Editing Process*. A typical reply was, “It was more complicated than I thought. I learned that there are three main types of editing.” While creating the course, I overestimated the amount students would have been aware of or would have previously learned. When asked how much they felt they knew going into the training, one employee stated that much of it was new; they did not know “The whole process overall since I am a novice.” When creating this training in the future I will explain that it is okay to not know of some topics and terms as some employees may fear being judged or be embarrassed for being unaware.

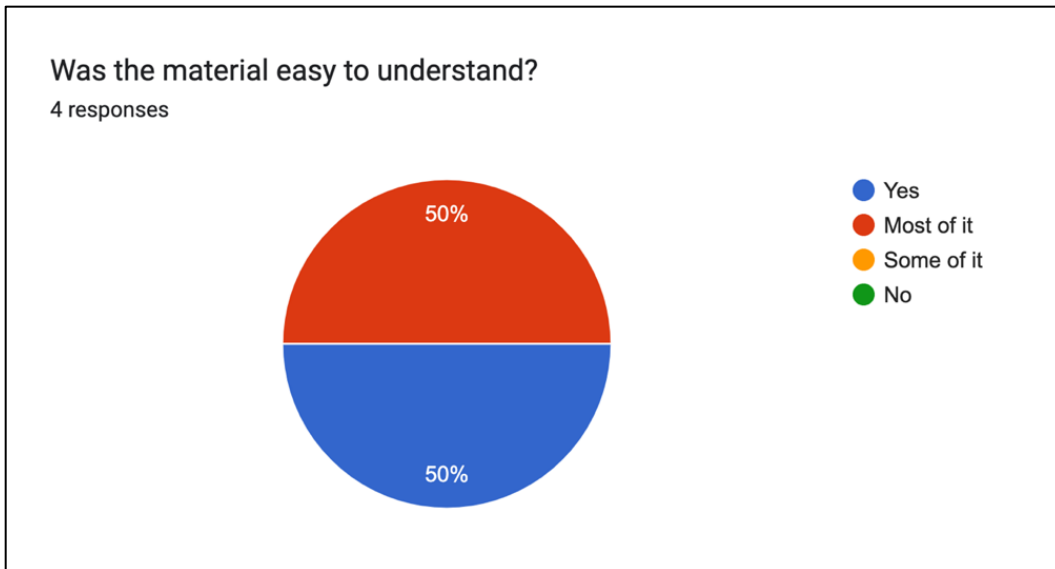


Figure 2.24. Survey—Were Materials Easy to Understand?

When administering training, it is helpful to ask questions to learn what is sticking with those who are receiving the training. Another employee discussed certain things they did not know, such as, “I learned a little more about using hyphens, en- and em-dashes,” and “The biases nuanced by certain language.”

Another important enquiry was how much the employees had looked at the provided resources since taking *The Editing Course*. While some were provided directly in the course, most were provided outside of it in altered or unaltered formats. In this case, it is still unclear if having the documents in many places is helpful for training, but the employees appreciate it, so BCITSA will continue to provide it. It is also important to note that it is much less important for some employees to look at the *Link Style Guide* or other editing documents because these may do not relate directly to their jobs. While it could be helpful to them in the future, it is not something they would look back on regularly for their work for *Link* magazine.

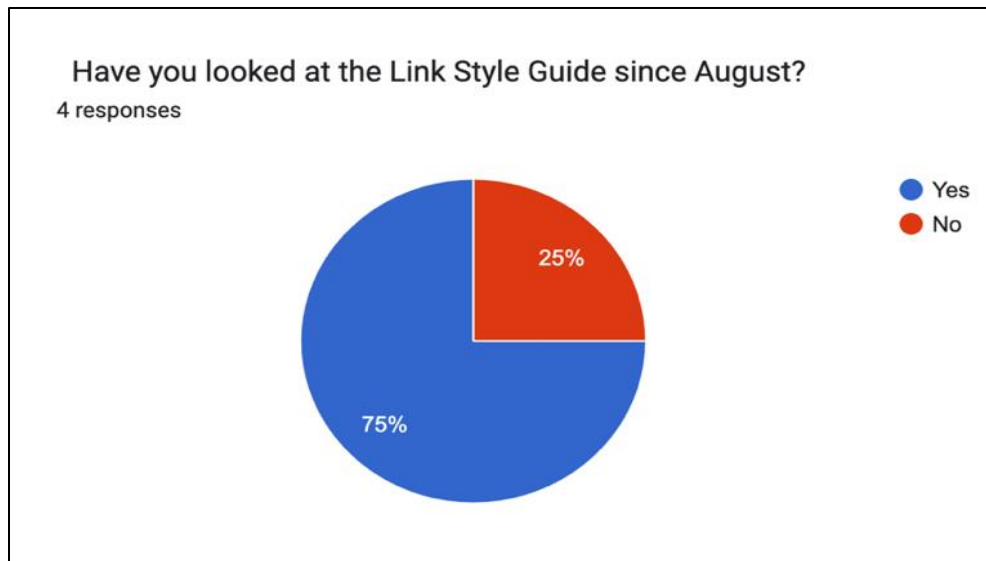


Figure 2.25. Survey—Style Guide

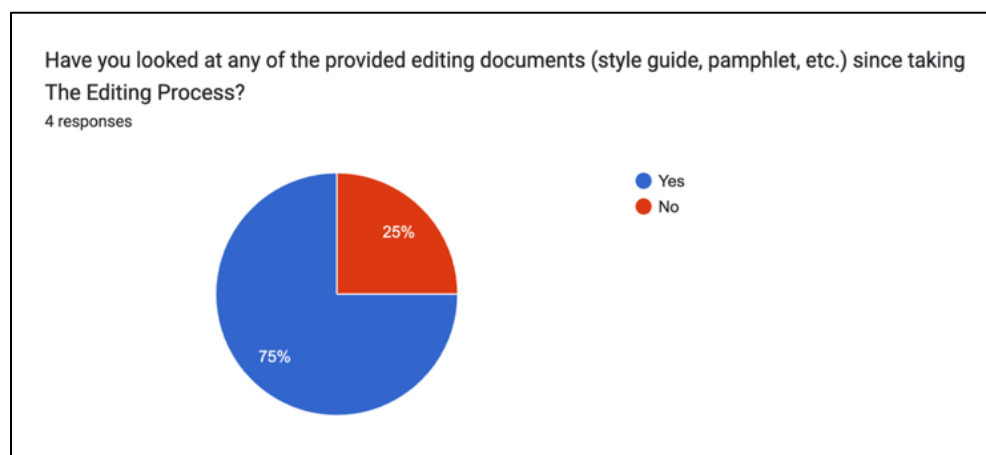


Figure 2.26. Survey—Documents Provided

Implemented Changes

To gather feedback, I surveyed the *Link* employees and met with them one-on-one to discuss the training they had received. One of the *Link* employees mentioned during a one-on-one meeting that the online training course could have more step-by-step guides. Another employee suggested the same thing on the online survey: "Maybe more step-by-step guides? I enjoy that sort of format personally." Adding step-by-step guides would be helpful and will be considered when the new version of the training course is created. I will also consider this for the student contributors. Eventually, once the blog is created for the BCITSA employees, I will create some helpful step-by-step

documents. That way, the step-by-step guides can be helpful for the internal students and anyone within the external BCIT community.

Exercises to test employees' knowledge were also mentioned, and I would implement them, but businesses must be aware of employees' time. Sometimes businesses will get suggestions they will have difficulty implementing. Easier changes suggested are creating a comprehensive overview at the start of each module for the rest.

Another change will eventually be creating a more comprehensive list of resources for the employees who wish to learn more, which every training program should have. "Maybe add resources on editing (such as *ex-Wall Street Journal* editor Shani Raja's editing courses) and communicating feedback (such as *Nonviolent Communication* and *The Communication Book: 44 Ideas for Better Conversations Every Day*)". It is great to hear from employees about what resources have helped them so businesses can share these with their coworkers.

I anticipate eventually creating more downloadable resources throughout the training for the employees to use. At the BCITSA, this is happening slowly, as the capacity for training in any given workplace differs at various times of the year. The important thing is to ensure there are training options created and that the business is allowing the time to for employees to take them, even if the courses are not perfect. Changes can always come when a business has the time.


For the *Link* contributors, I noticed that they would email me questions in the training guide I had given them at the start of the year. Therefore, I took the most crucial information and created a pamphlet, which I printed out to distribute throughout 2022. The challenge with pamphlets is that they will have to be updated, but at least that is a straightforward amendment.

Communication & Deadlines


The foundation of a publication like *Link* is communication.

Meetings
You should have a 1-1 meeting with the Publications Coordinator each issue. If you need to discuss an article or have an extra conversation, please send an email to mharris@bcitsa.ca to request a meeting.


Deadlines
For a periodical like *Link*, deadlines are integral to our success. Two common questions are “how strict are deadlines?” and “why do the deadlines matter?” Well, the answer to the first is—very strict. Think of all of the deadlines as a line of dominoes. As long as every piece is placed in the right spot, everything will go smoothly. If one piece is placed incorrectly, all of them fall. If we receive a single article late, our design team can’t do the layout, and we can’t go to print.



SHALEETA
Publications Manager
sharrison@bcitsa.ca



MICKY
Publications Coordinator
mharris@bcitsa.ca




Contact & Contribute!

☎ 604.451.7191
✉ publications@bcitsa.ca
🌐 linkbcit.ca

Visit Us

📍 BCIT Burnaby Campus, SE2,
Floor 3



Fall Term 2022
BCITSA

Figure 2.27. Pamphlet—Page 1



Figure 2.28. Pamphlet—Page 2

Creation of Business Writing Training

The idea of a blog was brought to the Marketing and Communications team at the BCITSA when the publishing department decided to stop publishing an internal information magazine. This new form of communication would benefit employees internally but also serve to give information to BCIT students. The idea that the blog could be used as a tool to be continuously publish to the community, with oversight from the Marketing and Communications team, was exciting for many teams throughout the organization. The problem was not the blog set-up but ensuring teams had the proper training to feel confident to write and post their blogs publicly.

Created an implementing training on how to submit, edit, and write the blog in a professional way may give employees enough confidence to give it a go. Business writing is used in a professional setting and conveys relevant information that is clear and concise, easy to follow, and grammatical (CFI Team 2022). It can be categorized

into four different types. Instructional writing is clear and concise and directs the reader through a task. Mastery of this form is important for many teams within a business, especially support teams. Informational business writing allows for short form and notes, is usually the core function of plans and outlines, and can be used for meeting minutes, financial statements, and reports. Transactional business writing is communication, such as emails, forms, and invoices. These need to be clear, concise, and professional.

Finally, persuasive writing “impresses the reader and influences their decisions” (CFI Team 2022). This type of writing is usually found in marketing, sales, bulk marketing emails, blogs, press releases, and newsletters. It was the form I used in my training documents and courses, whose primary purpose was to help employees of the BCITSA create and post blogs, both internally and externally. The team at the BCITSA that will mainly use this training is the Marketing and Communication team, as they will be editing and approving blogs written within the organization.

Some of the primary concepts added to the generation of business writing training were to help writers clearly express their purpose and opinions. One of the principles of good business writing is conveying accurate and relevant information (CFI Team 2022), which should be a primary goal for any employee writing for the blog. The information they are communicating should be valuable and consistently accurate. This blog is value-added for both internal employees and BCIT students.

This training discussed making things easier for the second set of eyes by reading and revising themselves. Correcting small items such as spelling, grammar, and sentence structure can be integral for creating a smooth posting process.

The employees using the blog and taking this training are also the group with the highest capacity for in-person learning, as they are long-term permanent employees at the BCITSA. After discussion, a thirty-minute, in-person training was decided upon, using the blog training packet created as a supplemental document.

Training Implementation Business Writing Training

A blog is a new tool that the BCITSA employees can use to share information internally and externally. A new guide needed to be created by the Marketing and

Communications team. Creating this training was a task I took on during my work placement.



Figure 2.29. Blog Packet—Front Page

The image shows a 'Table of Contents' for a 'Blog Packet'. It features a blue vertical bar on the left side. The title 'Table of Contents' is centered at the top. Below the title is a list of topics and their corresponding page numbers, arranged in a two-column format. The topics include 'The BCITSA Brand Voice', 'How Long Should Your Blog Be?', 'Formatting Your Blog Post', 'What Are Keywords and SEO?', 'Categories and Tags', 'Metadata', 'Citing and Linking', 'Creative Commons', 'Creating your Headline/Title', 'Editing', 'How To Submit Your Blog', 'Working With Your Editor', and 'Resources'.

The BCITSA Brand Voice	4-5
How Long Should Your Blog Be?	6-7
Formatting Your Blog Post	8-10
What Are Keywords and SEO?	11-12
Categories and Tags	13
Metadata	14
Citing and Linking	15-16
Creative Commons	17
Creating your Headline/Title	18
Editing	19
How To Submit Your Blog	20
Working With Your Editor	21
Resources	22

Figure 2.30. Blog Packet—Table of Contents

Although there was not much previous documentation, I was able to have meetings with the entire Marketing and Communications team, where they discussed what they would like employees of the BCITSA to learn about the creation of the blog. The guide was created entirely from scratch with the idea that employees would need to learn how to create a blog, self-edit that blog, and submit that blog properly. Because the

employees at the BCITSA have been given no editing training, anything significant would have to be included so they would understand the importance of self-editing and working with their editor. Two editors would work with all the blogs, in this case, so only the basics were needed.

How to work with their editor properly was one of the most important pieces of information that needed to be shared with those writing the blogs, as shown in Figure 31. Working with an editor will also be communicated more in-depth during the thirty-minute training session. Other vital sections included letting the employees know how to write their blogs and how to implement important SEO and photographs into them.



Figure 2.31. Blog Packet—Working with Editors

It was also imperative for the BCITSA employees to know how to submit their blogs correctly. The blog document that was created could serve well both onscreen and printed.

Name *

Full name of the person who wrote the post

Department *

Select

Email *

Project Name

This is for internal use only and should describe the post clearly

Suggested Title 1 *

Suggested Title 2 *

Suggested Title 3

Image Information *

Please include information about each image, including where it came from, what is in the image (so we can create alt text for accessibility), and your suggested caption.

File Upload *

Please upload your blog post (which should include citations, links, and references) as a doc or .docx file. Please also include at least one (ideally three) images for use with your post.

Drag and drop files here or [browse files](#)

Categories *

We have five simple categories to choose from, which will be visible on our website, please choose the one that suits your post the best!

Tags *

These are important identifiers, and will allow students to know what your post is about. Ensure that the ones you choose are truly relevant to the content, and if you have any other suggestions, please include them in notes at the bottom of the form.

Keywords *

Any words that you think people would search for to find your blog post, or other words and ideas that are related to what you wrote about. Aim for 10 keywords.

Suggested Post Date *

Please allow two or more weeks to edit and process your post.

Notes

Please let us know if you have any comments, questions, or concerns about your post or anything else you'd like to add.

Send me a copy of my responses

Submit Your Blog

The department you are writing for.

Project name is for internal use only. Use easy descriptors so that we can find your post later (without having to remember the fancy blog title).

Three suggested titles. Make these fun and use keywords!

Information for all uploaded images including alt text, and where the image came from (including permissions).

Use word or Google Docs to upload your file. Upload your images. Include all citations, links, and references.

If you have questions about where your blog post should go, please let us know in the notes section.

Choose as many or as little relevant tags as you would like.

Keywords help our marketing team create the best SEO (search engine optimization). Any words in your blog that someone would search on Google to find your blogs information should go here!

If your blog coincides with a holiday or event, let us know in notes. We will still need at least two weeks to process and post.

20

Figure 2.32. Blog Packet—Submissions

Training Feedback: Higher-ups and Co-workers

Following a meeting with the Marketing and Communications team, I was instructed to turn the training packet into a proper thirty-minute training course that I would teach. This short course would be presented in person or on Microsoft Teams, the online video-calling application of choice at the BCITSA. The Director of the Marketing and Communications team felt this would be the easiest way to engage the employees in creating the blog. Any employee who took the training course would use the document designed to reference what they learned.

The course was titled *Blog Lunch and Learn*, as that is a format that employees are knowledgeable about at the BCITSA. The employees learn about something online while eating their lunch in this format. Eating would be less practical in a classroom or boardroom setting but would follow a similar structure of a quick lesson with some interaction and questions.



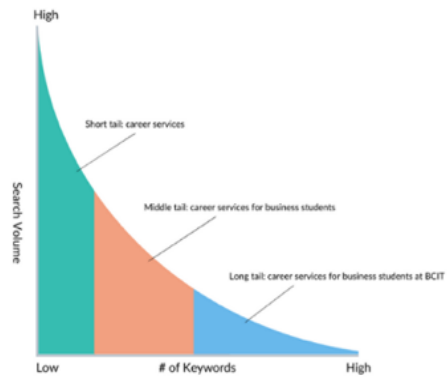
Figure 2.33. Blog Lunch and Learn—Title Page

I simplified pages from the blog packet for the screen so that BCITSA employees could easily discuss them, and then could use the supplemental document to learn more.

Keywords & SEO

What is On-Page Search Engine Optimization (SEO)

Title Tags - Headings Keywords - Internal Links
Improve search rankings & optimize elements of your blog



Choose Strategically

Integrate Naturally

Figure 2.34. Blog Lunch and Learn—Keywords and SEO

What Are Keywords And SEO?

What is On-Page Search Engine Optimization (SEO)

Title tags, headings keywords, and internal links help improve search rankings and optimize elements of your blog. All of these things help with on-page SEO, making it easier for search engines to grab hold of when telling people and the internet about your blog.

What Are Keywords?

Good keywords are essential parts of SEO and are helpful to drive readers to your blog.

For example, the keyword "student" will be too competitive for a blog you are using to drive traffic to the blog site. Narrowing keywords down can help a lot. Better keywords could be "BCIT student" or "Burnaby students." Long-tail keywords can also help a lot with this and are usually around 4-5+ words. They are more specific, and while they have less search volume, people looking for that particular thing will find you first instead of last.

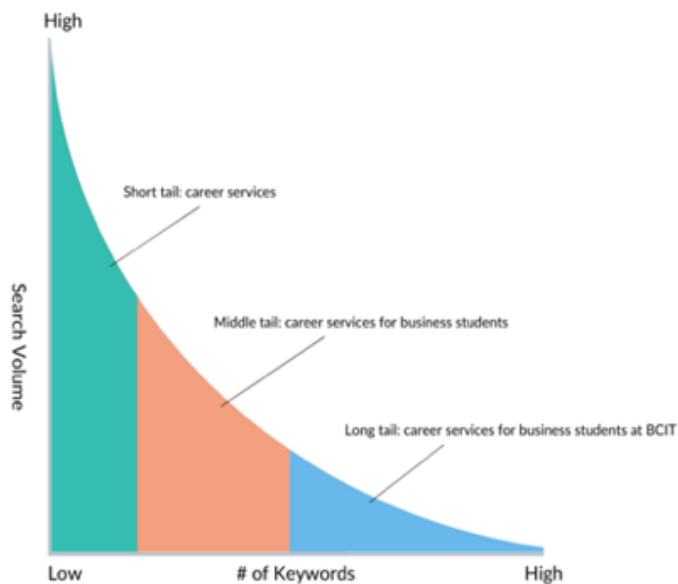


Figure 2.35. Blog Packet—Keywords and SEO

In the *Blog Lunch and Learn*, I was able to add instruction that would fit better into a classroom setting, such as creating an outline or discussing writing in an active voice. These pieces can be interactive in an in-person teaching space that you may not

be able to explain as quickly and efficiently in an entirely written format such as a document or even on a self-guided online course.

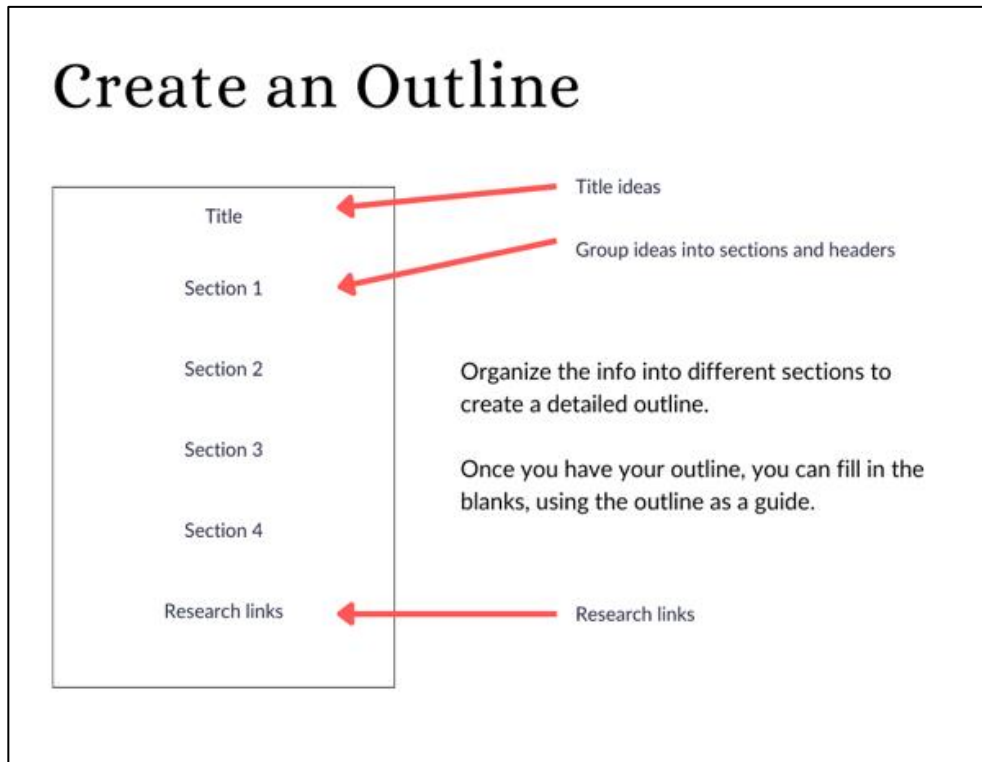



Figure 2.36. Blog Lunch and Learn—Outlines

Write in Active Voice

(subject + active verb + object)

"I bought a new fish."



"A new fish was bought by me."

Figure 2.37. Blog Lunch and Learn—Active Voice

Part of the training feedback included adding further explanation in-person about the proper submission of the blog, as it must be done correctly to make things easier for the editor and the entire Marketing and Communications team. Training can make administrators' and managers' lives easier and discussing these steps that can be added to training helps add buy-in for managers.



Figure 2.38. Blog Lunch and Learn—Submissions

Implemented Changes (Feedback Matters)

After the first *Blog Lunch and Learn* with the Marketing and Communications team, I implemented some changes. I added some cautions about where employees should do research while writing blog posts and explained the issues regarding untrustworthy websites after suggesting that some individuals may not check their internal “bull” meter when researching for their writing.

In the meeting to discuss change, the team decided that adding more information about image alt text, an accessibility tool, would help those writing blogs know more about its importance. These in-person courses are a great place to get feedback about how the training is implemented, and anyone attending may have some great suggestions on creating better training options. In this instance, there was some back and forth about how much personality and perspective an individual should add to a blog. One employee thought it should be footnote-sized rather than the entire document, especially when creating a how-to-style blog post. Another thought that adding personality made the blog much more enjoyable. The team agreed that these are conversations all training groups should have because they also add a bit to the

“Choosing Your Post Type” section. Different types of blogs should have different levels of personality added. I would not have thought of this on my own if I had not done a trial run of the training and then asked for feedback.

Conclusion and Decisions

The feedback from the Marketing and Communications team on the updated training course was positive. For this training, as it is for long-term employees, there will be more test presentations and reviews before launching the blog.

The feedback from both the BCITSA and *Link* employees and contributors is ongoing. After the first version of *The Editing Process* online training had been implemented, HR discussed using the program to create and implement more training opportunities throughout the BCITSA. To help expedite this, I trained the HR team on the programs used to develop *The Editing Process* (Articulate 360 and Litmos).

Gaining this level of support from management is essential as these types of skill training should be further implemented throughout the BCITSA. I would like to see the BCITSA employees have access to a different version of *The Editing Process* to help them learn how to edit their internal documents and day-to-day professional communications.

Giving more advanced editing training to permanent full-time employees could help with principal documents and even minor details such as emails. Burgess, Jackson, and Edwards explain in “Email Training Significantly Reduces Email Defects” that organizations are now becoming aware of email use (and other) problems, and BCITSA is no different. The quality of emails needs to be heightened by grammar and professionalism. There is effectiveness in training, which can significantly reduce some of the email defects and even improve how employees write emails. Grammar training helps with this. Even the most educated employees can have knowledge gaps in expressing themselves through different mediums.

In the same article, Burgess, Jackson, and Edwards share the quote, “Research has shown that more than 65% of all email messages fail to give the recipients enough information to act upon, and ambiguous poorly written email can lead to misunderstandings that can cause tension within the workplace (Frazee, 1996)”

(Burgess, Jackson, and Edwards 2005). Something like this could be helped with specific training on how to write and edit emails to support the effectiveness of the information being shared.

Another important piece I hope to create for the BCITSA is training the employees on how to use systems like Grammarly properly so that they can use these types of tools without introducing more mistakes into their writing. Giving employees tools they can use is very important, but if they lack the know-how, the employees can misuse these tools and introduce more problems than solutions.

Chapter 3. WHY

Training Benefits: Long-term Learning

After exploring the various editing training options at the BCITSA, I have discovered that distinct types of training work for unique groups of employees throughout the organization. Long-term employees value longer forms of training, and shorter-term employees appreciate quick and efficient training options that do not take up too much of their time. The longer training options are only desired by employees who can get paid for the training and see it benefit their everyday work.

For the first training option, we focused on *Link* magazine contributors who work with *Link* magazine while in school at BCIT and get paid for submitted work. Any training these students do with the BCITSA is unpaid and, therefore, cannot be mandatory. The best options for these employees were bite-sized training options in the form of pamphlets and short documents that gave them important information, which helped keep these students engaged.

The second training option was for *Link* employees, who work, on average, ten hours per week and get paid hourly. They used part of their paid hours for the online training, *The Editing Process*. Although they said it was the correct length, they would have preferred more exercises, more step-by-step guides, and more options for downloaded documents that had the training in easy-to-read segments. These employees are in a transitional role while in school, typically staying in the position for up to two years. They are using their positions as a learning experience, and it makes sense that they would want to add to their development as much as possible. The publications team will look to implement more training options throughout the year and tighten the first mandatory training the employees take at the beginning of the year to better go through the basics. These employees looking to further their careers are typically the ones most interested in available training options.

The third training option is for the BCITSA employees who are learning to edit and create blogs to further their continuing careers. These employees are busy with their jobs and prefer having reference documents and in-person learning to ask questions as they think of them instead of having to email or set meetings that would conflict with their

busy schedules. BCITSA employees tended to want short training sessions to help with their jobs and elevate their status at the student association. The training we offered them would do that and make their jobs easier by assisting them in learning to edit their work. An essential part of their training was helping them understand the systems so they could quickly and properly submit their blogs. I found discrepancies between these employees that varied from one to the next. Some employees wanted to do lots of training, while some with the busiest schedules did not want to be bothered. For these long-term employees, it is best to implement training from the top down if it is integral, so that it becomes a part of the business culture. This way, training does not take away from the job but adds to it.

Extended Learning Benefits for Students and Employees

Available training can help expand skills and increase good work habits and habit change. These habit changes are primarily self-regulated, but with buy-in from management and a business putting this kind of self-betterment in their mandates, businesses can help employees by implementing internal company training. Training should include self-regulation resources, as when these options are low, employees are likely to succumb to bad habits (Russell et al. 2021). Self-regulation is also an essential part of editing work. These helpful self-regulation tips must be implemented for the blog and contributors as there is much less external regulation.



Figure 3.1. Blog Lunch and Learn—Editing

The training implemented for the *Link* employees helped the employees become more interested in training. One of the employees at *Link* magazine hopes to be more involved in the training process. To include the student employee, they will work with the Marketing and Communications team to help present the thirty-minute blog training. The student employee will focus on the editing training as part of their education in editing training, with any assistance needed available during the presentation. They will start with the one slide created for editing (Figure 39) and expand on that to create the best training experience for those employees.

"How Training at Work Influences Employees' Job Satisfaction: Roles of Affective Commitment and Job Performance" explains how organizations must upgrade their employees' skills through training, and states that it has been shown through studies that training has a positive effect on employees' satisfaction, commitment to the business, and job performance.

Having a student assist with training will help them understand the editing better and follow *Link* magazine's mandate to create a learning experience. This student has expressed interest in teaching as a career and helping them expand on their skills in

their preferred area is also an essential part of the training options that a business can offer.

Internal Communication Benefits (Employee Satisfaction)

When working with short-term and long-term employees, the benefits of internal training relate to how the employees feel about and after training and how operations change internally (anything not seen by external factors). Training can be essential to job satisfaction, and "Trained employees are found to be more satisfied than untrained" (Nauman et al. 2020).

Job satisfaction is separate from just enjoying a job. "Job satisfaction reduces the incidence of absenteeism, accidents, and turnover and increases productivity, motivation, and mental and physical health" (Nauman et al. 2020). Training opportunities not only help employees develop their knowledge and skills but also build their organizational commitment. Commitment to a business continues after someone leaves for other opportunities. Job satisfaction helps bring other good employees to the job board.

Employees are a vital resource to any business, and training should be implemented to help with skills that employees may need now and in the future (Nauman et al. 2020). Editing training is an important part of this, and at BCITSA, three different groups of employees needed that training to help internal and external communications run smoothly.

Internally, it is best to recognize employees' efforts when they participate in training because the training outcomes may differ. As Morris explains in "Why Do We Bother to Copy-Edit?," copyediting should be invisible to the reader. Sometimes, the effects of the training can be invisible, especially if management is not looking for specific changes. This can be true for copyediting and self-editing through all forms. The fact that editing can be invisible is why instructors in school settings tend to ask for drafts. While at *Link* magazine, it is easier to see that the editing training is working, as management can receive drafts. However, it will be harder to view BCITSA employees in their daily work as this is something that an editor or manager is not receiving.

To help with employee satisfaction, reward or acknowledge employees for participating in the training. Findings in "How Training at Work Influences Employees' Job Satisfaction: Roles of Affective Commitment and Job Performance" suggest that training employees can enhance their performance and is vital to creating a motivated, satisfied, effective workplace and employees. Employees must want to be trained.

External Communication Benefits

Many external communication benefits can come with proper editing training. For the greater public, social media, like Facebook, are full of things like “fake news” (Benton 2016). However, with proper editing and communication, people can believe that a business is truthful and trustworthy.

There are also important documents that can benefit from proper editing. Whether a business uses in-house copyediting, which can be done with the proper training, or external copyediting, which is expensive it is beneficial for businesses to have their documents adequately edited.

Appropriate content and line editing should be outsourced on essential documents, but well-trained internal employees can do copyediting as relying on expert copyeditors is expensive. It is essential to recognize that copyediting removes mistakes that those outside the organization may notice if it is done poorly. However, having the wrong information due to poor content editing is much worse for a business. Creating truthful and easy-to-understand documents free of spelling and grammar mistakes should be the goal when training and hiring editors.

Conclusion: Which Training and Editors Would Work Best?

This report aimed to provide a basis for training options that businesses could use to train employees better to understand the four main steps of the editing process and edit their own work.

The case study with BCITSA helped gain an understanding that groups of employees accept different levels of training. Transitional employees will accept the most training, while short-term workers will not accept as much training for their

contracted jobs. Offering training options that best fit each employee is the most beneficial option.

My recommendations for the BCITSA include developing more internal training options to develop editing and writing skills for both transitional and full-time employees. These training options should be effective for their current and future work. Creating task-oriented training that helps employees build new abilities can enhance the business and the employee's work lives. Expecting employees to retain editing lessons from childhood is an oversight that the workplace should not fall into.

While developing training options, I overestimated how much student employees would know about editing, leaving students wanting more basic step-by-step training options. Part of creating training options is helping employees cultivate an awareness of what they do not know. If done in a respectful and nonconfrontational way, businesses can help raise consciousness of informational gaps. Starting with basics will help businesses learn the gaps for each employee; then they can offer more formal training if they have the funds to do so. Not offering these training options may affect the business and lead to unhappy employees, reduced productivity, increased staff turnover, and increased business expenses.

Training is a necessary step to take to not only help retain employees and increase satisfaction within the workplace but to create clear internal and external communication. Once training steps have been taken, businesses can make better decisions about when to leave the editing to their employees and when to hire a professional editor.

Bibliography

Amo, Tina. 2019. "The Negative Effects of a Lack of Training in the Workplace." Chron.com. March 6, 2019. <https://smallbusiness.chron.com/negative-effects-lack-training-workplace-45171.html>.

Benton, Joshua. 2016. "Get Serious About Getting Rid of Fake News: Hiring Editors at Facebook Is Key to the Health of Our Information Ecosystem." Nieman Reports 70 (4): 38.

BCIT. n.d. "Technical Editing (XCOM 1008) – BCIT." Wwww.bcit.ca. Accessed October 22, 2022. <https://www.bcit.ca/courses/technical-editing-xcom-1008/>.

Burgess, Anthony, Thomas Jackson, and Janet Edwards. 2005. "Email Training Significantly Reduces Email Defects." International Journal of Information Management 25 (1): 71–83. <https://doi.org/10.1016/j.ijinfomgt.2004.10.004>.

CFI Team. 2022. "Business Writing - Overview, Types, Key Principles." Corporate Finance Institute. February 10, 2022. <https://corporatefinanceinstitute.com/resources/careers/how-to-job-guides/business-writing/>.

Clark, Amanda. 2019. "7 Reasons to Hire an Editor for Your Business." Business 2 Community. October 8, 2019. <https://www.business2community.com/strategy/7-reasons-to-hire-an-editor-for-your-business-02246935>.

Editors Canada. 2009. "Five Good Reasons." Wwww.editors.ca. December 12, 2009. <https://www.editors.ca/hire/five-good-reasons>.

Granberry, Nancy. 2007. "Email—From "To" to "Send"." AAOHN Journal 55 (3): 127–30. <https://doi.org/10.1177/216507990705500305>.

Martinelli, Katie. 2018. "What Are the Consequences of a Lack of Training?" The Hub | High Speed Training. February 16, 2018. <https://www.highspeedtraining.co.uk/hub/lack-of-training-in-the-workplace/#:~:text=Inadequately%20trained%20employees%20are%20likely>.

Morris, Sally. 2007. "Why Do We Bother to Copy-Edit?" *Learned Publishing* 20 (3): 163–64. <https://doi.org/10.1087/095315107x206344>.

Nauman, Shazia, Sabeen Bhatti, Faryal Jalil, and Madiha Bint E Riaz. 2021. "How Training at Work Influences Employees' Job Satisfaction: Roles of Affective Commitment and Job Performance." *The International Journal of Training Research* 19 (1): 61–76. <https://doi.org/10.1080/14480220.2020.1864444>.

O'Hara, Carolyn. 2015. "How to Improve Your Business Writing." *Harvard Business Review*. August 12, 2015. <https://hbr.org/2014/11/how-to-improve-your-business-writing>.

Porter, Eduardo. 2016. "Job Training Works. Why Not Do More?" *The New York Times*, 2016.

Russell, Emma, Kevin Daniels, Thomas W. Jackson, and Marc Fullman. 2021. "The Work-habits Intervention Model: A 12-month Study to Change Work-email Habits." *Journal of Occupational and Organizational Psychology* 94 (4): 808–35. <https://doi.org/10.1111/joop.12363>.

Ruuth, Stirling. 2015. "Why, How, What, in That Order: Using the Golden Circle to Improve Your Business & Yourself." *Disruptiveadvertising.com*. 2015. <https://disruptiveadvertising.com/business/why-how-what-in-that-order-using-the-golden-circle-to-improve-your-business-yourself/>.

Santos Queiroz de Araujo, Maria Cecília dos, Gardênia da Silva Abbad, and Thais Rodrigues de Freitas. 2019. "Evaluation of Learning, Reaction and Impact of Corporate Training at Work." *Psicologia, Teoria e Pesquisa* 35. <https://doi.org/10.1590/0102.3772E35511>.

Sitzmann, Traci, and Justin M. Weinhardt. 2018. "Training Engagement Theory: A Multilevel Perspective on the Effectiveness of Work-Related Training." *Journal of Management* 44 (2): 732–56. <https://doi.org/10.1177/0149206315574596>.

Sue Shellenbarger. 2012. "This Embarrasses You and I --- Grammar Gaffes Invade the Office in an Age of Informal Email, Texting and Twitter." *The Wall Street Journal*. Eastern Edition, 2012, Eastern edition edition.

Wilson, Aigner Loren. 2020. "Starting an Editing Business." The Startup. December 15, 2020. <https://medium.com/swlh/starting-an-editing-business-7515c31ee95b>.