Writing Strategy

Name

Institution of affiliation

 Writing is an important communication skill that is required in almost every job. When writing a portfolio project, it is crucial to consider the portfolio's impact on the clients. Portfolio projects are essential since they mirror an organization's competence, hence employing effective writing strategies to persuade clients. The form of writing requires prowess and precision to communicate effectively.

 One strategy that is quite effective in writing a portfolio project is minding the targeted audience. A portfolio should be targeted to the client one is trying to sell services to. By assessing the clients' needs, one can communicate effectively and select the projects that fit the client's specifications. The strategy also ensures that the language used fits the mood of the client. It also helps to choose a style that resonates with the audience (Fareed & Bilal, 2016).

 A portfolio project requires an outline when writing since it gives the reader a plan of the writer's ideas. An outline ensures that ideas are organized and well portrayed in the profile. A good portfolio takes the reader from the beginning to the end without necessarily telling the reader anything. The strategy involves brainstorming and coming up with a list of the ideas you want to communicate. Using an outline also helps develop a strong argument when presenting the project ideas when writing the portfolio. Additionally, the outline also helps arrange ideas chronologically in ascending order of importance (Fareed & Bilal, 2016).

 Lastly, timing is the essence of making the message powerful and impactful to the set audience. Timing ensures that what is in the profile is up to date and fits the project's clients' requirements. Having a precise well thought out portfolio project separates jokers from serious business people, making it essential to put, though when writing (Fareed & Bilal, 2016).

References

Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners’ writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, *4*(2), 81-92.