

ESADE Style Guide for Institutional Communication

English Language Version

**DRAFTING AND
ENGLISH LANGUAGE**

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ESADE document for internal use only

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Foreword

ESADE has seen a considerable increase in written material in English over the last few years, primarily resulting from the institution's internationalisation.

In the case of corporate texts written originally in English or translated into English (brochures, press releases and websites), there is an increasing need for a style guide to standardise and streamline these texts at an institutional level, offering a language model that is better suited to the business management environment.

The ESADE STYLE GUIDE has been produced with a practical purpose in mind: to provide institutional criteria for writing, correcting and translating corporate documents with the aim of unifying the image of the institution's written material and also answering some of the most frequently asked questions.

The potential users of this ESADE STYLE GUIDE are, on the one hand, ESADE faculty and staff who write in English and, on the other hand, external correctors and translators.

In preparing the ESADE STYLE GUIDE, we have focussed on aspects that can be correctly written in several different ways, comparing and analysing examples taken from previously published texts. Our aim is to establish a guideline for consistency. This project was coordinated by ESADE's Language Advisory Service (LAS) and directed by Antònia Rigo. Drafting and English language consultancy was provided by Ben Rowdon, teacher at the Executive Language Center, with content supervision provided by Francis G. Linn, LAS translator.

The ESADE STYLE GUIDE is not intended to be definitive. It is an ongoing project which will be updated and extended periodically. For this reason, we would appreciate any contributions and suggestions you may have. These can be sent to antonia.rigo@esade.edu

The latest version of the ESADE STYLE GUIDE can be consulted on the Intranet (Academic Services > Academic and Management Documents) and the LAS website at www.esade.edu/sl

We hope you find this guide useful.

Xènia Guàrdia
Director, Organisation and Strategic Support Service

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Introduction

The ESADE STYLE GUIDE is a book of advice, examples and lists intended to answer any doubts about writing for ESADE publications.

The book could have been called 'Appropriateness and Consistence' since the main aim of the guide is to achieve a level of consistence of style / language use throughout all ESADE literature, both in-house and client-oriented.

It is aimed at anyone who needs to write a text in English for ESADE.

Due to the fact that texts are necessarily written by different people in different departments and that much printed matter is translated or even *cut and pasted* from other sources, there is a variety of spelling, punctuation, use of articles and so on throughout ESADE literature.

Obviously it is in the school's interest to keep the language-use consistent, appropriate and coherent across the board. Taking for granted the need to be consistent with the rules of English grammar, and to use an appropriate language register and vocabulary, this book's main focus is on the need for consistence in published texts in terms of smaller questions: use of the article, capitals, abbreviations, discrete items of punctuation, vocabulary and so on.

There will of course be room for argument. There are not always correct answers to these doubts. Sometimes, where two possibilities are equally correct, the 'definitive' answer means 'definitive for ESADE publications' (brochures, website, etc.), the ultimate goal being, as explained above, across-the-board consistence in our literature.

Antònia Rigo
Manager, Language Advisory Service

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1. The Importance of Checking

The way to achieve this consistence is through checking. A great number of errors can be avoided by just re-reading the paragraphs you have written – or getting someone else to read them – before you present them. As mentioned above, *cutting and pasting* – or taking texts from multiple sources, such as the student CVs in the *MBA Projects and Summer Internships* – can result in mixed up grammar, repeated information, and inconsistent titles, spelling and vocabulary.

Was it cutting and pasting that caused these mistakes? It was certainly lack of checking:

- One student's entry in the MBA Projects brochure reads '*Conducted a fundamental assessment of the company's technology which lead (sic) to the shut-down of company after 10 years of technology development*' for which he must be grateful.
- One list in the Full Time MBA brochure consists of: *Full time professors, Part time professors, Visiting professors, Foreigners, Doctors, Assistants ... 'Foreigners'?*
- Although a spell-check should detect mistakes like *choolse* for 'choose', or *Wedesday* for 'Wednesday' or even *fisics* for 'physics', it will not notice '*Which will subsequently by graded by a jury*' or '*(One positive aspect of the ESADE MBA) is that **is** allows ...*', and do we want students from Georgetown coming here hoping to find '*interactive **lecturers** and other activities*'?

The STYLE GUIDE is divided into three sections:

- The **Language** section deals with the areas of vocabulary and grammar.
- The **Format** section deals with spelling, punctuation, layout and so on.
- Finally, there is a group of **appendices** and **lists** of job titles, departments, abbreviations and so on for quick reference at the back of the guide.

2. Language

This section covers the language used in publications.

By 'language' we mean vocabulary, register, style, grammar and so on – as opposed to spelling and punctuation.

This section should help you to decide on the appropriate word when in doubt, and will attempt to provide 'definitive' answers about the ESADE version, when there is more than one correct possibility.

- There must be coherence between all publications and documents and within each publication / document.
- Appropriateness of style is essential:
The reader of the text must be considered at all times (register).
When documents are translated, differences in style between Catalan / Spanish and English must be taken into account.
- As far as possible, the question of whether it is preferable to use British or North American English is dealt with.

2.1 Effective Sentences

The idea here is to give you a list of things to check, in order to make your writing clearer and more effective:

- Active / Passive Voice
- Short Sentences

- Redundancies / Over-complication
- Matching in lists

Active / Passive Voice

Although in English we generally tend to use the passive voice for formal documents for economy and clarity of meaning, we should use the active voice in ESADE publications.

Give the action an agent if possible. As well as making the text more vigorous, it makes it easier to find the person / department (and so on) responsible:

Official certificates ... should be submitted would sound better as *Submit official certificates* (mainly as the rest of the list consists of *Submit ... Attach ...* etc.)

When it is not possible, use an impersonal subject, rather than the passive:

There have been many attempts to ...

rather than

Many attempts have been made to ...

Obviously, course descriptions and such like (*Students' Notes* for English Public Courses and so on) have to be done in the passive – statements such as '*This course is designed for people who ...*' cannot comfortably be made active.

Equally, some passives give a resonance to the text which would be lost in the active:

The application for admission to the PhD programme will not be reviewed until ... sounds more serious than *ESADE will not review ...*

The idea is to avoid the passive voice when it is **unnecessary**.

Short Sentences

Similarly, try to keep all sentences simple. This is not only a matter of courtesy for the many non-native English speakers (employees and clients) who need to read our brochures / documents, it is also a simple question of clarity.

All our documents exist to communicate information, and a simple subject-verb (object) structure whenever possible is probably the most direct way to achieve that.

Also, complicated sentences / paragraphs are more difficult to check quickly, and mistakes may go unnoticed. Take for example the following sentence:

It is comprised of the following institutions: Copenhagen Business School, Denmark; Erasmus Universiteit (sic) Rotterdam, The Netherlands; (...) ISTUD, Italy; Swedish School of Economics and Business Administration, Finland, and Uppsala Universitet, Sweden, are members and Ceram (sic) Sophia Antipolis, France, and Lab Denmark, as associate members.

The stumbling effect towards the end could have been avoided by cutting into two (or more) shorter sentences.

Redundancies / 'Baroque-isms' / Complications

The best advice would be simply

'Try to avoid over-complicating sentences'

but that's probably not exact enough.

The problem is not limited to over-long sentences. It is also a question of checking through written texts to see whether words are really necessary, or whether they are extra weight, or direct translations from Spanish which are redundant (even if not actually incorrect) in English. For example:

- Professionals who, like you, are considering ~~choosing~~ an MBA programme
- Knowledge of English ~~language~~:
- and ~~very soon~~ our recommended housing agency will contact you
- Classes are small ~~in size~~,
- As a potential student ~~with us~~, ...
- That is ~~the reason~~ why we have launched ...
- An intensive one-month ~~long~~ Spanish course ...

Simplifying avoids ambiguity: for example, *With your name signed on the back* (assuming that they do not **only** require a signature) makes it unclear whether the photo should have the name, or the name and signature on the back, so get rid of the word 'signed', or write '*With your name and signature ...*'

Simplifying also avoids straightforward confusion:

Use 1 as your most preferred option and rank all of them (Use from 1-4)

would surely be better as

Rank them 1-4, with 1 as your preferred option.

Matching / Balancing ideas

When putting two or more ideas together, in a list, for example, make sure they are expressed in a similar grammatical form.

For example:

- ... are motivated to learn and **contribute** their own ...

and

- ... an excellent opportunity to clarify any queries ... as well as **meet** professors

would read better as

- ... and **to contribute** their own ...
- ... as well as **to meet** professors

It may seem unimportant, but correctly balanced ideas read more fluently and give a better impression of style.

See more in *List Matching*.

Occasionally, grammatically mismatched ideas really stand out:

- ... is looking forward to working with you over the coming year and **help** you with any questions or doubts

help clearly should be **helping**

- the programme's specific **objectives** can be set out as follows: **Provide** broad, open-minded humanistic training ... **Provide** ... **Develop** ... **Develop** ...

The full infinitive as opposed to the zero infinitive is the appropriate form to express an objective: **To provide ... To develop** and so on.

Similarly:

- Candidates ... must satisfy one of the following conditions: 1) **Have** obtained a university degree ... 2) **Have** obtained ...

A *condition* indicates a **noun**, therefore it should read *The **possession** of ...* which is a little inelegant. Therefore, jump directly to the noun itself: *one of the following conditions: 1) A university degree ...* or write a whole sentence: *one of the following conditions: 1) They must hold a university degree ...*

- *We are looking for people with high professional development potential **and eager** to learn*

...
Here, a noun (*development*) is being matched with an adjective (*eager*). **Eager to learn**, then, needs to become something like **enthusiasm for learning**.

Collocation

Matching ideas is a matter of checking in most cases. Matching words with (or *to*) the correct preposition or verb (collocation) is more a matter of knowledge, or study if it is not your first language.

Appropriate Prepositions

During / for

- **During** *eight weeks*

is 'Spanglish'. We use 'for' with simple time periods (eight weeks, two hours etc.), and 'during' with 'named' periods of time (the war, his lifetime, your time as director etc.).

Some verbs which use prepositions in Spanish, do not use them in English:

- ... *you might contact **with**:*

In / on / at

The eternal *in / on / at / to* problem needs close attention:

- *launched several products **to** the market*
- ... *should be accompanied by a sworn translation **to** one of these languages*

Note: Since the products end up **on the market**, then they are launched **onto the market**, and since the document will be **in one of these languages**, it has to be translated **into one of these languages**.

Similarly, since 'manage' is not a verb of movement or change, then:

- ... *to manage my career **into** Europe*

should read **in Europe**.

This is almost certainly a *second language* mistake, using **into** as an emphatic **in** – i.e. instead of **within** or **inside**. Whereas:

- *You can find details fees for 2004-2005 **in** the attached information sheet*

is a typical native mistake, where **in** collocates with the closest noun (*information*) but the real substantive is *sheet*, which necessitates the preposition **on**.

While on the subject of **in / on / at**, there seems to be no clear agreement about whether we talk of **in ESADE** or **at ESADE**. **At ESADE** could be taken as ESADE the institution, and **in ESADE** more ESADE the buildings. For example, more people work **in ESADE** than **at ESADE**, since the former would include non-academic jobs (catering, maintenance etc) and so on. However, even this differentiation is disputable, so:

if in doubt, use 'at ESADE'

Similarly, the phrase **At the MBA Office** would mean the MBA Office as a service rather than a place: *At the MBA Office we believe ...* as opposed to *In the MBA Office there are four desks...* So is *At the MBA Office you will find the following people* 'right' or 'wrong'? It is fine, since the focus is on the office as a service to help students.

Appropriate Verbs

- (You will find) Databases to **perform** company and industry **research**
We **carry out / do / conduct** research. We do not **perform** it.

- (an MBA student) **Grew the employee base** from ...
'Grow' is transitive only in gardening! Here, the student **increased, expanded, enlarged** or simply **took** the employee base from X to Y.

- Students **deal** directly **with enrolment** that can be **made** online.
Students do not **deal with** enrolment, they *deal with* a person or department. Enrolments are not **made** online but they can be **done** online.

This kind of doubt can be solved by consulting a *Dictionary of Collocations* or a Thesaurus. Whereas problems of the grammatical type, like:

- *But **equally importantly** was the support*
can be solved simply by checking more carefully.

2.2 Grammar

There are two types of grammar error: those which could be classified as *non-native* caused by interference of another language and those which are simply wrong and cannot be blamed on language influence.

The former are made not only by writers whose first language is not English but also by English speakers whose English has become somewhat influenced by Spanish or Catalan. We all therefore need to check very carefully everything we write in order to avoid 'non-native' problems and inaccuracies.

Sometimes 'non-native' grammar comes down to the translator choosing an inappropriate word:

- *If you think that ESADE **can be** ...*
it should be **could be** or **might be** – it is predicting possibility, not ability or permission, whereas ...

- *... you **might** contact: ...*
should be **can** or **should** as it is advice or permission, not predicting possibility.

- *You can never find opportunities in just **a** single functional area*
should be **one** single ... (the **number** is important).

- *If you are considering taking **a** next step ...*
Like 'in the last months', 'a next step' is impossible in English, as there can only be one next step or one last month. Therefore it should be **the next step** (and *the last month* or *the last few months*).

- *Responsable operativo de embarques y de stocks en filiales a nivel mundial*
is translated as **Operating responsible for shipments and subsidiaries global stocks**, which sounds like a computer translation which has not been checked. It should be something like **Global operative in charge of shipments and stocks in subsidiaries**.

- ***Paying for your tuition fees***
The typical confusion of **pay for** a service or a product and **pay** a quantity of money or the person who receives the money.

Sometimes 'non-native' grammar is a question of non-English word order.

- *Two hours and a half (two and a half hours)*
- *... taught me how to think and **effectively perform** under pressure (perform effectively)*

- *Web ESADE* (ESADE Web)*

Sometimes 'non-native' grammar is a question of non-English style.

- *And here are some tips how you can start*
Would sound better as *tips on how you can start*.

- *Job offers, career orientation, to name a few*
The common phrase is *to name but a few*.

Sometimes 'non-native' grammar is a question of non-English ... grammar.

- *The ESADE Library, specialised in management and law ...*
Like the 'concentrated' student, this needs to be made **active** becoming *the ESADE library, which specialises in management ...*

- *It provides constant feedback on the business reality in all sectors*
The is incorrect here, as it is a general abstract noun.

- *Prior to be appointed dean ...*
After each and every preposition the verb form is *gerund*, so this should be *Prior to being appointed dean ...*

The second type of grammatical error is the one which is simply wrong. This may come about through cut-and-paste (see **The Dangers of Cutting and Pasting**) or through over-complicating a sentence or paragraph so that the subject and verb or verb and adverb do not agree. It certainly comes about every time through lack of close checking.

Adding or omitting words

- *Within approximately of one month* (no **of**)
- *Exploitation raw materials* (needs **of**)
- *If you are paying a bank transfer ...* (should be **by** a bank transfer)
- *... the establishment of national and international relations and the broadcasting ESADE's image, qualifications and diplomas to the public.*
(either get rid of **the** or add **of** before *ESADE's*)
- *Designing an integrated ecommerce and database system, including a website, for a business company to in expanding business ...*
(presumably needs **use** or some such verb between **to** and **in**)
- *Implemented in the consumer goods industry in several clients around Europe*
(presumably some words are missing here. What good does this kind of unchecked English do on an MBA student's CV?)

Non-agreement

- *The extended class periods ... enables faculty to ...*
- *But equally importantly was the support ...*
- *Total (for 18 month)*
- *Process reengineer and system design* – is 'reengineer' another verb connected to 'system design' or an adjective (*the engineering system design*)? Occasionally lack of agreement leads to ambiguity / lack of clarity.

Over-complication

- *Sequentiola cases are also used to cover on a step-by-step basis, creating a foundation and building the knowledge and management capabilities from the fundamentals*

This, like other examples in this guide, does not seem to make any sense. Were they too complex to check easily? Or were they the result of hasty cut-and-pasting? (See **The Dangers of Cutting and Pasting**)

* Throughout ESADE literature, we refer to the **ESADE website**

2.3 Appropriate Language

Dealing with register, usage, phrasing appropriate to text / publication.

Style

What we are dealing with here is not something which is correct or incorrect. These are sentences which simply sound wrong. Occasionally they can be overlooked in a dense text – a sentence like:

- (They) ... *follow an innovative competency-based and intellectually demanding curriculum*

would probably get passed over despite its lack of grace, due to the complex adjective pile-up before the noun. As a general rule:

- Do not use more than two adjectives before a noun.
~~*A long, difficult, time-consuming, under-appreciated project.*~~
*A long, difficult project **which was** time-consuming and under-appreciated.*
- Those two nouns should be separated by a comma rather than with 'and'.
~~*A long and difficult project ...*~~
A long, difficult project ...
- Stick to one only (if possible) if it is a compound noun.
A time-consuming, under-appreciated project.
A time-consuming project which was wholly under-appreciated.

However, titles (see also **Consistence in Titles**) need special attention. They are the calling cards of each section, and a clumsy style does not create confidence. These chapter titles:

- *A whole new world to grow in*
- *Start right now to manage your future*
- *45 years leading top management*

could surely all be streamlined / improved.

Spanish-isms

Again, the pitfalls of quick translation from Spanish or losing your ear for 'good' English, can lead to Spanish-isms such as the following being overlooked:

- *Roger-Matthew Bell* (The hyphen is not used to join first names in English.) (See **Spelling: The Hyphen**).
- *Such as case studies, simulation games.* (The final item on a list must be preceded by *and*.)
- *Reckitt-Benckiser, Universal Music ...* (The idea of continuing a list is given in English by *etc.*) or *and so on*. The 'suspension dots' are only used to indicate a pause, or silence.) (See **Punctuation**).
- *The fare ... is usually about 10 €.* (In English, the symbol goes *before* the quantity: **€10**.) (See also **Use of Symbols**).

List Matching

Lists of any kind are easier to read if they match throughout.

If a list begins with numbers:

- *Full-Time Professors 81*
Part-Time Professors 44, and so on

it should **not** continue with:

- *Doctors 70%*

since the statistics presented are not comparable.

Similarly, a list of gerunds should not have an infinitive in the middle. While not incorrect, lists of mixed constructions create a style which is unimpressive and whose information is less easy to assimilate.

- *We learned **how to manage** / **how to be managers** / **managerial skills** and **how to work with our Chinese colleagues.***

A list of four items: three *how to's* and a sudden noun in the middle. Obviously one must either change the noun to *how to gain managerial skills* or change all the others to nouns: *We studied management ...* NB: The similarity of the first three items seems to indicate repetition through cutting and pasting. (See ***The Dangers of Cutting and Pasting***).

If most student CVs read:

- *Established collaborations ... Developed and implemented ...* and so on, then
- ***Lead the development and implementation ... Increase production efficiencies... Analyse the new requirements ...*** must be put into the past.

Matching on Forms (Application etc.)

In application forms it is very important that all questions 'match'. If you begin with a direct question, then continue in that style. For example, the alternatives following *How did you get interested in ESADE?* should not jump from:

- *An article ... A fair or forum ...*

to

- *It was recommended by ...*

But should remain a list of nouns: *An article ... A fair or forum ... Recommendation by ...*

The question

- *How did **you** find out about this programme?*

should not be answered by

- *Recommendation by **one's** company*

but by *Recommendation by **your** company*

Note: Avoid the use of the impersonal *one* if possible.

If the section begins:

- *Candidates must submit the following documents:*

Then what is expected is a list of documents. If, however, the list begins

- 1. Submit (a document)**
- 2. Provide (a document)**

Then number (3) should not be

- 2. Official certificates ... should be submitted**

And number (4) should not be

- 3. A minimum of two letters ...**

(unless the form was organised correctly and *all* the other points were simply named documents.)

If the section begins:

- *Please list all ...*

Then further instructions should also be polite imperatives: not

- *In which areas will you ...? or Explain why you want ...*

but

- *Please list the areas ... Please explain why ...*

and so on.

Matching in Titles

If a brochure lists some people in one department as:

- *Manager, or Secretary,*

then the inclusion of

- *Registrar's Office, or 'Assistance'*

will stand out as not matching. The solution to this is absolute consistency throughout ESADE publications about how to refer to the different departments in written titles. This is a more complex area, dealt with in **Consistency in Titles**.

Register

ESADE brochures are sent to prospective clients all over the world. They can often be the first thing that the client judges ESADE by. Two things, therefore, have to be very clear in the mind of the writer 1) the clarity of the language and 2) the register of the language.

It goes without saying that it is best to avoid all pretentious language and on the other end of the scale, slang, jargon (beyond that necessary for course description, department identification etc.) and euphemisms. Brochures are read in many cases by non-native English speakers and should be written in a straightforward, communicative manner and using a neutral or semi-formal register.

Avoid phrasal verbs when they sound too much like slang / too informal. A sentence like:

- *our recommended housing agency will contact you to **sort it out**.*

will not inspire confidence. It would be preferable to say

- *our recommended housing agency will contact you to **finalise the details/ deal with the organisation**.*

Direct translations of long texts (for example, open letters) from Spanish will often sound stilted, since many Latinate words sound too formal or even somewhat pretentious in English. The texts need to be completely recreated in English, to reproduce the 'feel' of the original, not simply given a 'correct' translation which leaves the writer of the open letter sounding strangely 'dubbed'.

Sexist Language

The advantage in English is that a word such as *students* or *associate professors* is neither masculine nor feminine. The disadvantage is that we cannot say simply *Las estudiantes (hacen tal)* and *los estudiantes (hacen el otro)*.

In cases where such a difference is necessary, use the adjectives **female** and **male**. *The female students (do such and such) and the male students (do such and such)*. **Female members of staff may use ...** and so on. **Avoid** the prefix *Lady* as in *Lady professors*. In fact, the word *lady* has all but disappeared from everyday English.

The most obvious way to avoid the problem is to write sentences along the lines of:

- *what post does **he / she** hold?*
- *training **men and women** who are capable ...*

This is obviously fine in small doses - such as one or two questions on an application form - but throughout a long text it can begin to grate. It also raises the question of whether we should say '*she / he*' and '*women and men*'. The impersonal *they* (as in *Who is **your referee**? What position did **they** hold?*) is again acceptable in small doses but the most satisfactory and easiest solution is to use a plural right from the beginning if possible: *training people who are capable of ... so that they ...* and so on.

Some clients might expect rigorous observation of 'politically correct' language in this respect. Without going to extremes, it is a good idea when writing about the business world to avoid any single-sex references such as *mankind* or *man* which sounds better as *humankind, humans* or simply *people*. Others which commonly crop up in business contexts include:

chairman	preferably	<i>chairperson, chair, moderator</i>
foreman		<i>supervisor</i>
manpower		<i>personnel</i>
workman		<i>worker, labourer</i>
salesman		<i>salesperson,</i>
to man (verb)		<i>to operate, to staff</i>

(The Dangers of) Cutting and Pasting

This is something that can affect the overall style of the brochure, article or letter being written, but which is in fact a separate section in its own right. With the advent of word-processing, taking chunks of information from other sources has become the norm, but the simple fact that it is the correct information does not mean it fits with the rest of the text. Confidence that the grammar and vocabulary is right does not obviate the need for checking that it is coherent in its new setting.

Sometimes cutting and pasting creates minor – but still clumsy – inaccuracies, such as words that were separated in the original text no longer needing to be separated in the new text, due to the new distribution of the lines. It looks poor to see phrases like:

- *It conducts re-search ...* or
- *en-abling the training*

which were obviously pasted from ends of lines.

Similarly, it can create mismatches, such as those focused on before – for example:

- *How did **you** find out about this programme followed by Recommendation by **one's** company*

(**Note:** As previously mentioned, avoid the impersonal *one* in ESADE publications.)

or

- *Candidates will be eligible ... if they have completed **3** or more seminars ... at least **one** of them ... evaluated by **two** faculty members ...*

Could this changing between figures and words have been caused by cutting and pasting?

Among a list of CVs, the sudden personal possessive pronoun here stands out:

- (**Student's Name**): *Convinced the senior management ... based on **my** team's evaluation report.*

If this sudden inconsistency can be explained by careless cutting and pasting from the student's own blurb, then that would explain other inconsistencies in these lists, such as capitals and tense-usage throughout. Closer checking is obviously called for.

Sometimes, however, the mistakes are more serious. Some previously mentioned grammar mistakes were possibly caused by cut-and-paste:

- *We are looking for people **with** high professional development potential **and eager** to learn ...*

This could have been cut and pasted from two sources:

- *Designing an integrated ecommerce and database system, including a website, for a business company to in expanding business...*

seems to have some words missing, and the same words are missing again in another brochure:

- *... including a website, a business to business company to in expanding business...*

which seems to indicate very careless cutting and pasting, and no checking.

Cutting and pasting without checking can also result in information being left out:

- *... su currículum en castellano e inglés, **con información más específica acerca de los trabajos realizados previamente**, sus áreas de interés etc.*

is translated as

- *... the students' profiles in Spanish and English, their areas of interests etc.*

Or information being repeated, such as in this single continuous section:

- *... and ESADE's agreement with CIDEM (Centre for Innovation and Business Development of the Generalitat de Catalunya), which finances up to 60% of newly created^{*} projects by our students. ESADE also has agreements with the Catalanian Autonomous Government's Centre for Business Innovation and Development^{**} (CIDEM) which finances newly-created ESADE student projects up to 60%.*

Or this apparently repetitive list, which does not make the course sound very varied:

- *We learned how to manage / how to be managers / managerial skills...*

* This should be *newly-created*: See 'Use of Hyphen' in **Spelling**.

** Note the inconsistency of these two translations of CIDEM. See **Abbreviations**.

* Note the inconsistency of these two translations of CIDEM. See **Abbreviations**.

Cutting and pasting is as useful as it is inevitable. But remember it is a tool for creating your own article. Your work is not finished until you have worked the information into its new environment seamlessly.

2.4 Appropriate Words and Vocabulary

Highlighting consistence of use of vocabulary throughout documents.

Consistence in Titles

(Brochure sections, departments mentioned etc.)

Capitals

In longer titles (including essays, books etc.) use capitals for all words, except conjunctions, prepositions and so on:

- One-Year Full-Time MBA Programme
- 'The World of Macroeconomics and Information Technology Today'

All the titles of sections / chapters in brochures (*Programme Curriculum, Summer Projects, Information Systems, Marketing Management* etc.) should be written in lower case with the first letter in upper case, so:

- *Confidential recommendation*

should read

- *Confidential Recommendation*

to match *Professional Details, Additional Information* etc.

Also, if you refer back to another section within a text, it should be capitalised to show it is a section, not just a common noun. For example:

- *See accommodation on the next page*

and

- *After thoroughly reading the important notes...*

would be clearer if **Accommodation** and **Important Notes** were capitalised to show that they are previous sections.

Similarly, subjects in lists in brochures, information required on forms, information for students and so on should be capitalised to show that they are not just common nouns. For example, the *MBA Office* refers to the institution's resource, whereas the *MBA office* is a room.

Note: Make sure that subjects are capitalised throughout the list, not just in apparently random cases.

For example:

- *Age Range* cannot be followed by *Work experience* as CV subjects.
- If we refer to an *MBA* and *MPhil* then we cannot have a *Master of science*.
- *Financial Accounting* cannot be followed by *Introduction to business law*.

Even worse is inconsistency in a single list:

- *Bank Branch, Parking lot*
- *The challenge of Leading Strategic change - The Tools for Implementing Strategy - Cross-cultural issues in international change management*

or even a single phrase:

- *Lufthansa's experience & General Reflections*

If the Alumni Club has capitals, then so should:

- *The human resources business club*

Check your work for random capitals used, for example, to emphasise words. If you are not referring to or treating something as a title then do not capitalise. Avoid phrases like:

- *an International managerial position*

- *Cross-Cultural communication* (when it is not a course title)
- *Accommodation in Residences and Hotels*
- *Send your completed Registration Form to ...*
- *I would like Homestay accommodation*
- *One Term at the Business School chosen, and another term ...*

The Article

The easiest workable solution to solve inconsistency in section-titles, such as

- *Letter from the Dean* followed by **A Message from the Directors**

or

- **The Career Resource Centre** and **The Professors** alongside *MBA Office* and *Faculty*

is to **avoid using the article in all titles, in all publications, except where grammatically necessary.**

On a rare occasion there is a title such as *The World in Your Classroom* or *A Few Words from ...* which grammatically needs the article, but otherwise – departments, people – should read:

Professors
Participants
Faculty

Career Resource Centre
Admission Process

Letter from the Dean
Message from the MBA Directors

and so on. This means they agree with abstracts such as *Entrepreneurship* or *Research*, and general plurals such as *Corporate Internships*.

Note 1: However, phrases like:

- *ESADE MBA Admissions Office aims to...*

are incorrect, since omission of the article is only permissible in titles. Thus

- *ESADE IDGP* is a title, but in texts, we refer to *The ESADE IDGP*.

Note 2 Do not use *ESADE's IDGP*, for example. And never use *The ESADE's IDGP* as the definite article cannot be used with the Saxon genitive.

Singular or Plural?

Some abstracts appear in both plural and singular forms. In some cases both are correct. For example:

- *Admission* and *admissions*

Admission is the general abstract area. The process, regulations, requisites of admission to ESADE.

Admissions are the actual admissions of students into the university.

So *Admissions Office* would mean the Office in charge of *Admissions*: The area of ESADE's administration. Therefore:

Title of the department / area:	<i>Admissions</i>	<i>Admission</i>
In compounds	<i>Admissions Office</i>	<i>Admission Office</i>
	<i>Admissions Process</i> *	
	<i>Admissions Committee</i>	

* *Admission Process* is also correct, but for the sake of consistence, use *Admissions*.

Admission is obviously also an ordinary noun – the act of admitting a student. Therefore:

The application for admission to the PhD programme...

Final admission is based on ...

Admission: Candidates who receive a letter of acceptance ...

(In this last, *admission* is not the area or the department, but the successful outcome of application, as opposed to *Re-Application*.)

Occasionally, *Human Resource* (singular) can be seen. For the sake of consistence, only use *Human Resources* (plural):

Alone *Human Resources*

In compounds *Department of Human Resources, Human Resources Team*

Note: *Career Resource*, however, behaves like an ordinary countable noun. The *Career Resource Center* has access to a large number of career resources.

Names of Departments

Consistence must be observed when referring to departments. All are *The Department of ...*, except Language Departments *The English Department* etc.

For a full list, refer to the ESADE nomenclature.

Positions

- *Professor* or *Lecturer*?

For this and other doubts, see the **ESADE nomenclature**.

Abbreviations

Obviously, it is equally important that ESADE publications are consistent in their writing of abbreviations. Is it Ph.D or PhD? Is it US or U.S.?

Firstly: Throughout all publications, **ESADE** must be referred to as such, not as ~~Esade~~!

Academic abbreviations (*siglas*) can be found in the **ESADE nomenclature**.

The general rule for abbreviations is **avoid the full-stops for separation**.

MBA not M.B.A.

MPhil not M.Phil.

PhD not Ph. D or Ph. D.

UK not U.K.

US not U.S. (as both a noun and an adjective: So neither *What can Spanish companies learn from the U.S.?* nor *U.S. Companies ...*)

Note: Use **US**, not **USA**, throughout.

Another question connected to abbreviation-use is **when and how** to explain what the abbreviation stands for.

Put the full name in brackets after the first mention of the abbreviation in each section.

For example:

- *The LEAD team works with each participant ...*

should, as it is the first mention of *LEAD*, read

- *The LEAD (Leadership Assessment and Development) team works ...*

thereafter referring to '*LEAD*' without any need for explanation for the rest of the section.

DON'T put the full name first, followed by the abbreviation.*

DON'T put two sets of brackets together:

- *Instituto de Ciencias de la Administración (Institute of Administrative Sciences) (ICDA)*

as this looks clumsy.

* Except when it is a section title, where the abbreviation is incidental.
E.g. *International Advisory Board (IAB)*.

If the abbreviation is not from English, the reader will logically want to know both what the letters stand for and what the name means. There is no elegant way to do this.

If the meaning of the name is quite clear to a reader even with almost no Spanish, put only the Spanish / Catalan name in brackets:

- *ICDA (Instituto de Ciencias de la Administración)*

If the English translation is **necessary**:

1) Put both in the same brackets, separated by a colon:

- *The ICDA (Instituto de Ciencias de la Administración : Institute of Administrative Sciences)*

2) Refer to the body first in English, then put the abbreviation and original name in brackets afterwards:

- *The Latin American Council of Business Schools (CLADEA: Consejo Latinoamericano de Escuelas de Administración)*

Note: As it would be far too confusing to have 3 abbreviations – English, Catalan, Spanish – for a single body, ESADE maintains the abbreviation **from the original language**:

- MBA (English)
- USIP (Catalan: *Unitat de Suport a la Innovació Pedagògica*)
- CILE (Spanish: *Centro de Investigación de Logística Empresarial*)

with translation when appropriate (see above).

Consistency is, as always, of utmost importance. Keep track of how you have referred to each abbreviation in the past, and keep to that form. If you refer to:

- *The Latin American Council of Business Schools (CLADEA)*

on one page, do not refer to

- *Consejo Latinoamericano de Escuelas de Administración (CLADEA)*

on the next. If you refer to CIDEM as

- *Centre for Innovation and Business Development of the Generalitat de Catalunya*

the first time you mention it, then keep to that, and do not change to

- *The Catalanian Autonomous Government's Centre for Business Innovation and Development.*

In such cases, if you are unsure of the appropriate translation for a body, and it is not clarified in the indexes attached here, then check the appropriate website and use their official translation.

Note: When a phrase like *Ayuntamiento de Palma de Mallorca* is **not part of an abbreviated title**, it should not be treated as a foreign name and given a bracketed translation (*Majorca Town Council*) – any more than you would refer to *The actions of the Gobierno Español (Spanish government)*. In such a case, simply refer to the Majorca Town Council.

Consistence in words and phrases

This is an area which is really up to ESADE.

Like 'Faculty' vs. 'The Faculty', one option may not be more correct than another, but there has to be consistence throughout ESADE publications.

1) Vocabulary

a) The US / UK Question

A complex and unresolved question, but as a **default** method think about the target client: if it is going to an American market, use US English exclusively; for European markets, use British English. Therefore, the default language in ESADE publications etc. is UK English.

Obviously American vocabulary, such as *Parking Lot* as opposed to *Car Park*, is appropriate for publications / letters and so on whose target is American clients, otherwise the British English equivalent is preferable.

Similarly, phrases like:

- ... *the passing grade*

sound very American to British English speakers.

There needs to be consistency in type of English throughout each publication.

Avoid using two words – one more commonly used in US English, and one more common to UK English – to refer to the same academic concept.

For example, although:

- *Electives*

and

- *Optional courses*

are synonyms in general course descriptions, if the writer uses both it will be assumed that there is a reason for differentiating between them.

The same thing applies to:

- *Dual degree*

and

- *Double degree*

They **can** both refer to the same thing, but if they are used together in the same publication, then the reader will assume that a *dual degree* at ESADE is not the same thing as a *double degree*. Therefore, use two different words / phrases only if you are referring to two different concepts, otherwise this will cause confusion.

b) Other Doubts

Similarly, what's the difference between:

- Admissions Procedure

and

- Admissions Process

We can suppose that the Admissions Procedure includes the student's application, while the Admissions Process is limited to what happens once that application is received / accepted.

The difference is simply not important enough to merit a separate word. Use Admission Procedure, thereby including everything.

Finally, although it is referred to in various ways throughout the literature, refer to the:

ESADE website (i.e. not web, web-page, net etc.)

2) Set phrases in letters, on Application forms etc.

Signing off:

The classic

- *If you have any questions on the programme or the admissions procedure, please do not hesitate to contact (the Admissions Office)*

is perfect for a letter. Simple forms could benefit from a more direct

- *You can also contact us directly at: ...*

or

- *For further information please contact: ...*

as opposed to the slightly clumsy

- *You can ask for further information about this course at: ...*

Instructions on Forms

As always, be consistent. If the form begins with direct questions, then it must continue with them. Although the ideal is polite imperatives:

- *Please list all ... Explain why you want ...*

Note: Do not repeat 'Please' after the first section.

Indicate that candidates must 'satisfy' rather than 'fulfil' a condition.
Do not forget that some candidates may satisfy *both* conditions:

- Candidates should **satisfy one or both** of the following conditions: 1) a degree from ... 2) a degree from...

When the same letter (invitation, announcement etc.) has to be written in Spanish / Catalan and English – for example, the announcement of a conference – **translating** can cause style problems. Some common words and phrases are listed in the **ESADE nomenclature**, otherwise, consult this list:

A cargo de...	Given by...
Presenta: / Presentación... / Presentador	Presented by...
Coordina: / Coordinación... / Coordinador	Coordinated by...
Modera: / / Moderador	(for meetings) Chaired by ... (for debates) Moderated by ...
Dirigido a... / Destinatarios:	(for conferences) Addressed to ...
Objetivo:	(general) Objective
Sesión exclusiva para...	Exclusive to ...
Información e inscripciones	Information and registration
Para más información	For further information
Es preciso confirmar la asistencia (antes del día...)	Please confirm attendance by (date)
El acto se realizará en inglés, con traducción simultánea	The event [very general – avoid if possible] / meeting / conference will be in English with simultaneous translation ...
Plazas limitadas por orden de inscripción	Limited places. By order of registration only
Estamos a su disposición	Please do not hesitate to contact us at ESADE
Dirección del programa / Director del programa / Directores del programa	Programme Directors
ESADE, edificio 1 / Edificio 1 de ESADE / ESADE 1	ESADE Building 1

Time References

Fecha, horario y lugar de realización	Date: Time: Venue:
Fecha: ...	Date:
Hora: ...	Time:
Lugar: ... / Lugar de realización: ...	Venue:
Duración	From (XX.00) to (XX.30)*
Calendario	Programme
Duración y calendario	Times *
Estructura y calendario	Programme and Times *
19.00 h / 19 h / 19:00	7.00 pm

* In English, titles such as **Duración** are omitted in favour of simply writing the times. Similarly, instead of entitling a section **Estructura** or **Calendario** the workshops, meetings, conferences are listed with the appropriate times without any preliminary section title.

Inscripción
Importe de la matrícula / inscripción
Inscripción gratuita

Registration
Registration fee
No registration fee

Errors

Finally, occasionally vocabulary is inappropriate because it is *wrong*.

For example, a student CV containing the sentence:

- *I have been exposed to **different** unexpected situations*

sounds wrong because the English translation of *diferentes* (in this context) would be *various*.

The boast that it is our ability to meet objectives

- *... that makes us so unique*

actually only makes us sound wrong, since something cannot be *more / so / very unique*.

Referring to Barcelona's

- *Gothic architecture, modernism and Gaudí's buildings*

should actually be a reference to its '*Modernisme*' (the Catalan word, in italics) or 'Art Nouveau' (the English expression for (more or less) the same thing).

Again, these mistakes could be avoided by referring directly to the Language Advisory Service for proofreading.

3. Format

This section covers the format used in publications.

By 'format' we mean spelling, punctuation, layouts and so on – as opposed to vocabulary and style.

This section should help you to decide on the appropriate use of spelling, punctuation and layout when in doubt, and will attempt to provide 'definitive' answers about the ESADE version, when there is more than one correct possibility.

- There must be coherence between all publications and documents and within each publication / document.
- Appropriateness of punctuation is essential:
The clarity of the text must be considered at all times (punctuation).
When documents are translated, differences in style between Catalan / Spanish and English must be taken into account (dates, times, money).
- As far as possible, the question of whether it is preferable to use British or North American English is dealt with.

3.1 Spelling

US or UK?

The answer to this question, which affects the spelling throughout ESADE documents of such common words (in the context of ESADE) as:

UK	US
analyse	analyze
centre	center
enrol	enroll
favour	favor

programme program

(Note: 'travel' is the same in UK and US, but: **travelling** (UK) and **traveling** (US))

is that, at ESADE, the default language is UK English.

It is therefore up to the judgement of the writer, bearing in mind what was said earlier: the spelling for European consumption should be UK, and for the US market it should be US.

Thus, two things must be kept in mind:

- 1) The intended audience: if the brochure / letter / e-mail etc. is intended specifically for US consumption then for reasons of etiquette as much as anything, the US spellings should be used.
- 2) The idea of consistence: if you begin with *Center*, then continue with *Center* **and** *enroll* and references to *Parking Lots* etc. What is unacceptable is:
 - *The Entrepreneurship Center*and
 - *The Entrepreneurship Centre* on the same page.

...ise or ...ize?

This is not in fact a US or UK question. It is a personal decision, although most dictionaries give the ...**ize** spelling in first place. ESADE publications, however, favour the use of **ise**.

However, the most important criterion is consistence. If your text contains:

- *Personalized, organization and specialization*
- then another text in the same brochure containing
- *organisation, standardise and familiarise*
- is going to look wrong. And these things do get noticed.

Country Names

As mentioned before, use US (not USA) and UK. If there is a special reason for writing The United Kingdom out in full, then make sure that other countries in the list/document get the same treatment.

If you are uncertain about the spelling of a country, check in an atlas in order to avoid spellings like:

- *Italia* or *Check Republic*

Note: When translating from Spanish / Catalan, remember that nationalities capitalise, so:

- *The spanish public health system*
- should be
- *The Spanish public health system*

Spellchecks

Computerised spellchecks are usually enough to avoid mistakes like:

- *Profiting, analist consultant and fisics*

But cannot help when you write *alike* for *like*, or *Décathlon* for *Decathlon* (the company).

Final proofreading is always necessary.

The Hyphen

In compounds

Note: In titles of brochures, **Full Time** is written without a hyphen, regardless of rules. For marketing purposes, it looks more elegant than the hyphenated version. However, within the brochures' pages, and elsewhere, 'full-time' must follow the rules

We use the hyphen in English to join two or more words acting as an adjective before a noun, as in *long-term* or *business-orientated*, so:

- **Four week** language course should be **four-week** ...
- A **business to business** company a **business-to-business** ...
- **16 member** team **16-member** ...
- **newly built** residence **newly-built** ...
- **closely woven** network **closely-woven** ...
- **business specific and job market related** press and magazines **business-specific and job-market related** ...
- **company creation** consultancy services **company-creation** ...
- **single class** session **single-class** ...
- **on campus** interviews **on-campus** ...
- **near term** goal **near-term** ...
- **1st year** students **1st-year** ...
- **up to date** **up-to-date**

Note: They are *not* hyphenated when they *follow* the noun.

The hyphen is also used in words beginning with *ex-*, *self-* and *all-*. So, not:

- *Self confidence*

There are, however, no neat rules about noun creation. Is it

- *bookshop* or *book-shop* or *book shop*

for example? Some nouns from **phrasal verbs** use a hyphen:

- *a set-up*, *a spin-off*

but others do not:

- *a hostile takeover*

The only way to check a noun is with a dictionary. If the compound word is not in the dictionary, then write it out as **two words**.

End of Line Divisions

A word must be divided at the end of a line by syllable. For example:

- *Multinatio - nals* should be divided as *multination - als* or (preferably) *multi - nationals*
- *Mana - gement* as *man - agement* or (preferably) *manage - ment*

It is particularly noticeable when pronunciation is affected, as in:

- *Profes - sionals* (should be *pro - fessionals* or *profession - als*)
- *George Was - hington* (should be *Washing - ton* or *Wash - ington*)
- *interns-hips* (should be *intern -ships*)

Abbreviations

See the **ESADE nomenclature**, or the *Abbreviations* section in **Language: Appropriate Words and Vocabulary**.

Using Symbols/ Short Forms

Wherever possible, use the full word, for maximum clarity. Phrases or sentences like:

- *250 m from ESADE*

or

- *It is about 20 min walk from ESADE*

should be written out as *250 metres from ESADE* and *It is about 20 minutes walk* (or *It is about twenty minutes walk*).

The question of whether to use the figure (20) or the word (twenty) is a question of consistency. If we talk about *4-month courses*, then we must not compare them to *six-month courses* later on.

Note: If the number is standing alone in a sentence (i.e. not followed directly by the noun it is counting) then it should be written as a word, not as a figure. So while *There are 17 students* is acceptable (as long as all other numbers are figures too, and the space saved is important), the sentence

- *We expected more students, but there were only 11* would not be.

In the same way, a heading like:

- *Basic Living Expenses in €* is inelegant. It should be *Basic Living Expenses in Euro*:

If you are using currency symbols, remember that the symbol goes in front of the quantity in English, not after it. So:

- *The fare is usually about 10€.*

should be

- *The fare is usually about €10.*

or

- *The fare is usually about 10 / ten euros.*

The **ampersand (&)** is not a convenient substitute for *and*:

- *Developed & implemented marketing plan ...* looks clumsy. Always use the word *and*.

Exceptions to this in ESADE publications are fixed titles such as **Lic&MDE**, or accepted abbreviations such as *R&D Department*.

Application forms should all not only have the titles **Tel.** and **Fax**, but also **e-mail** and **Web**.

Note: *e-mail* is always to be written with a small 'e'.

Those titles above should precede the appropriate departmental information in the brochures.

3.2 Punctuation

Brackets:

After abbreviations

See the *Abbreviations* section in *Language: Appropriate Words and Vocabulary*.

Use brackets rather than dashes, to separate information that explains or clarifies the preceding noun / sentence. For example:

- *Term 3 (April – June)*

Commas

The major problem with commas in translation is that they are used less in written English than in written Spanish.

Do not use them

after conjunctions:

- *And, our research activity ...* needs no comma.

before conjunctions if there is no new clause:

- *He was happy, but I was not.* is acceptable.

- *He was happy, and rich.*

is not.

before the last item in a list. In English, the word 'and' is necessary:

- *Such as case studies, simulation games.*

should read

- *Such as case studies and simulation games.*

before e.g. or i.e. (both of them need more 'final' punctuation preceding them).

after please

- *Please, send your completed Registration Form to...*

is too hesitant.

Suspension Points

Another common mistake when translating Spanish / Catalan into English is the use of suspension points to indicate *and so on*. For example:

- *Reckitt-Benckiser, Universal Music ...*

which needs to be written as

- *Reckitt-Benckiser, Universal Music and so on.*

or

- *Reckitt-Benckiser, Universal Music etc.*

Note 1: Do not use suspension points after **etc.**!

Note 2 Use a comma after *and so on* if the sentence continues: *Reckitt-Benckiser, Universal Music and so on, are all ...*

In written English, suspension points indicate only that some information has been skipped over.

Colon, Semi-Colon

- Do not follow a colon / semi-colon with a capital.

~~...continue in that style: For example~~

...continue in that style: for example

- Do not put a space both sides of a colon / semi-colon. **Like a comma or full-stop**, there is only a space afterwards.

~~...continue in that style : for example~~

...continue in that style: for example

Note: Pay attention to this last point, as some programmes automatically 'correct' by putting spaces both sides (it is correct in some languages).

3.3 Layout / Mechanics

Layout in General

The layout needs to be consistent between different documents covering similar functions / departments. For example:

If the **Intermediate 3 Student Notes** (for the Executive Language Centre) have the information on page one in a box, then so should the other levels' notes.

If the sections in the **Intermediate 1 Student Notes** are underlined, they should also be underlined in the other levels' notes.

If the four subsections of the **Work Outside Class** section is in a particular order, then that order should be adhered to in the other levels.

Similarly with style – passives reflect passives, actives reflect actives and so on (for more detail on this, see **List matching**).

Capitals

See **Consistence in Titles** section in **Language: Appropriate Words and Vocabulary**.

Bold

Use bold for emphasis, **instead of underlining**. For example;

- *List in reverse chronological order*

Italics

Use italics to refer to another section title. This shows that you are referring to a **title**, rather than the actual **common noun**. For example:

- **See accommodation on the next page** and **After thoroughly reading the important notes**

need to be clarified as

- **See *Accommodation on the next page* / *After thoroughly reading the Important Notes***

Use italics when writing non-English words which have no translation, for example, the Spanish university degree, having no direct equivalent in English education, needs to be written as:

- *Licenciatura* degree

the word *degree* being necessary to clarify what it is.

Note 1: This does not apply to 'adopted' foreign words in English, such as '**Zeitgeist**', '**coup d'etat**' or '**raison d'etre**'.

Note 2: Some ESADE brochures use italics to emphasise information. It is preferable to use **bold**.

List – numbering

Generally, stick to

- 1) XXXXXX
- 2) YYYYYY
- 3) ZZZZZZ and so on.

If you need to number a list as part of one of the items in the initial list, do so with letters:

- 1) XXXXXX
- 2) YYYYYY
 - a) xxxx
 - b) yyy

Do not use lower case Roman numerals – (i) (ii) and so on.

3.4 Numbers

Dates

Write (for example) 1st December 2002 (NOT 01 / 12 / 4 or 12 / 01 / 04).

Be consistent. Lists like:

- Madrid, 26, 27 and 28th May 2004
- Barcelona 2, 3 and 4th June 2004

should read

- Madrid, 26th, 27th and 28th May 2004
- Barcelona 2nd, 3rd and 4th June 2004

Time

Write (for example) 6.30 am or 6.30 pm.

Do not use the 24-hour clock, clarifying instead through *am* or *pm*. ~~18.00~~ **6.00 pm**

Do not write ~~06.30 am / 06.30 pm~~. Write 6.30 am / pm without the zero.

Do not write h for hours. ~~7.00h am / 7.00 am h~~.

Note: *o'clock* does not mean *en punto*. If *en punto* is needed, then use *on the dot*.

Money

See also *Using Symbols and Short Forms*.

In both US and British English, the comma is used to separate thousands from hundreds, so

- 24.000 managers and 3.500 €

become

- 24,000 managers and €3,500 (See **Note 2** below).

Note 1: The decimal point after a number indicates that it is a whole number, followed by decimals.

Note 2: In both US and UK English, the currency sign comes before the quantity.

Millions of euros / dollars can be written in many different (and correct) ways, using currency symbols. For example:

- \$300 m., €2 million, US\$ 45M, €42M, USD 1M, 1 million, US\$2 million, M€ 5.4, USD10 million, €3,000,000 or 14 million (USD)

As consistence is necessary, the suggested method is:

- \$300 M or €300 M

(and consequently €100K or \$300 K for thousands.)

- 300 M\$ or 300 M€

are unacceptable. (See **Note 2** above).

Figures or words?

Both 1st-year student and Second-year MBA participant are correct. The key, as always, is consistence. If you begin with 1st-Year, continue with 2nd-year and so on.

So, a sentence like:

- ESADE is the **first** business school in Spain and the **7th** in Europe ...

Might look better as

- ESADE is the **first** business school in Spain and the **seventh** in Europe ...

And similarly,

- Candidates will be eligible ... if they have completed 3 or more seminars ... at least one...two faculty members..

Would look better with either **all** figures or **all** words.

Note: 1st-year / First-year (hyphenated) are adjectives. 1st year / First year are academic years.

4. Appendices

ESADE Nomenclature

- *Administrative Organisation Chart (pending approval)*
- *Academic Organisation Chart: Faculty categories (in production)*
- *Names of services, departments, centres and institutes (in production)*
- *Names of subjects, courses and programmes (in production)*
- *Administrative Terminology (in production)*
- *Basic Academic Terminology (in production)*

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