MBA Mandatory Writing Guide

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MBA MANDATORY WRITING GUIDE
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EXECUTIVE SUMMARY

The following guidelines were created to help undergraduate and graduate students write more professional documents. The guidelines cover:
- Style and grammatical errors and guidelines
- Mechanical guidelines for formatting the paper
- Procedures for presenting the written narrative
- Styles for common business formats
- Instructions on constructing references
- Guide to structuring appendices

Style and Grammar
The style and grammar section enables students to write without errors. The section also provides rules on common misused words, frequently misspelled words, pronouns, numbers, punctuation, abbreviations, acronyms, alphabetization, capitalization, bias-free language and referring to Loyola University New Orleans.

Mechanical and Formatting Issues
This section addresses many common mechanical issues that affect the perceived quality of any paper. Instructions are provided for creating sentences and paragraphs properly, for correctly binding reports, and for how to use fonts. The section also discusses properly spacing various parts of the document, handling hyphenation and paginating the document.

The Written Narrative and Common Business Formats
This section guides the presentation of the written narrative and other business formats, as well as discusses the sequencing the main sections of the paper, formatting the cover page, formatting the table of contents, writing the executive summary, structuring the main text (including introduction, body of the paper and conclusion), and using footnotes and endnotes. Common business formats include: executive summaries, memoranda/e-mails and persuasive proposals.

Appendices and References Guide
Referencing sources in the body of the paper requires correctly citing the source in the paragraph. Instructions are offered for single authors, multiple authors and specific quotes. The distinction between paraphrasing and plagiarism is also explained. All references must be listed on the references page. Examples are offered for referencing books, journals, magazines or newspapers, conference proceedings, personal interviews, government documents, electronic sources, miscellaneous works, multiple citations, reprints, and secondary citations.

A variety of appendices may be used in student papers. Instructions are provided for tables, charts and graphs.

Quick Guides
A proofreading checklist, a sample grading rubric and proofreading marks are available as reference in appendices A, I and J, respectively. The document also highlights the difference between academic and business writing. Academic writing refers to assignments turned in to professors or papers submitted to academic journals for publication. This style is typically theory-based. Business refers to how professionals write in the business world. The style is typically action-based. A quick guide to the differences is available in appendix G.

MBA MANDATORY WRITING GUIDE

INTRODUCTION

Why does the Loyola MBA program need a style guide?

A universally accepted method for preparing papers for submission to professors does not exist. Students often find the lack of a style guide a major source of frustration. Unfortunately, many students have never been taught any method for preparing papers. Many professors and business people point to the lack of written communication skills as a major shortcoming of college students. These guidelines will help students enhance writing abilities by providing a methodology for preparing professional reports.

What are other useful style and grammar references?

- *The Associated Press Stylebook,* any edition dated from 2009 to present

    www.apstylebook.com

- *American Psychological Association Style Guide*, for citations

    www.apastyle.com

- *Merriam Webster Dictionary*

    www.m-w.com

STYLE AND GRAMMATICAL ERRORS

Errors made in style and grammar seriously damage the credibility of the writer(s) and the entire document. No substitute exists for careful and thoughtful proofreading of any document. The document should be prepared far enough in advance that corrections can be made in time to meet deadlines. The lack of adequate proofreading is the most common source of students' writing problems (*i.e.*, The writer hurriedly prepares the document and does a sloppy job.) An effective tip on proofing is to read the paper backward or aloud. Whenever possible, other individuals should be asked to proofread the document as they may spot errors not detected by the writer.

INEXCUSABLE ERRORS

- Misspelled words
- Subject and verb tense disagreement—*e.g.,* **the data is analyzed**
- Lack of specificity and use of ambiguous terms and expressions—*e.g.,* **the foreseeable future**
- Failure to be specific or "say what you mean and mean what you say"
- Constructing two very short sentences that could easily be combined into one sentence
- Beginning several sentences in a row with the same word or phrase. Such structure is only acceptable when done deliberately and sparingly for emphasis—*e.g.,* **"The company has … The company did … The company plans …"**
- Using double negatives—*e.g.,* **"We didn't do nothing to deserve this."**
- Using a conversational tone—*e.g.,* **"Oh, you know what I mean."**
- The splitting of an infinitive—*e.g.,* **to vigorously investigate, correct form is to investigate vigorously**
- Using the words "firstly," "secondly," and "thirdly" instead of "first," "second," and "third."
- Using colloquial expressions —*e.g.*, **"He was fit as a fiddle."** If a colloquial expression is unavoidable, then show in quotation marks.
- Using colloquial two-word verbs —*e.g.*, **talk over (discuss), look into (investigate) and throw out (discard)**
- Ending sentences with prepositions —*e.g.,* **"…seeing where he is at."**
- Using contractions
- Using "in order to" unless literally "in order"
- Ending sentences with the same word as the beginning word of the next sentence, instead of

> combining the two

- Using the phrases "there is" and "there are"

- Using "try and" in the place of the standard "try to"

- Utilizing "however" in the place of "nevertheless" to introduce an opposing view or point out a flaw ("however" literally means "how ever")

COMMON CONFUSING WORDS

More than/less than vs. over/under

Use more than/ less than when referring to numbers —*e.g.,* **Fletcher has more than $100 in his bank account.**

Use over/under to describe a physical description of an object —*e.g.,* **The plane flew over Chicago.**

Fewer vs. less

Use "less" for quantity and "fewer" for number —*e.g.,* **The new airplane has less floor space than the original, yet the cabin contains no fewer than 10 seats.**

That vs. which

Use "that" in restrictive clauses. Commas do not precede restrictive clauses—*e.g.,* **An exercise routine that increases the heart rate is the most convenient.**

Use "which" in nonrestrictive clauses. Commas set off the clause —*e.g*.**, The FIFA World Cup, which occurs once every four years, was held in South Africa in 2010.**

Use commas around nonrestrictive clauses without "which." This clause is called an apposition—*e.g.,* **Jodi Lokay, Professor of Finance,** is easier to read than **Professor of Finance Jodi Lokay.**

Feel vs. think

"To feel" is an expression of emotion. "To think" is an expression of thought. Usually "to think" should replace "to feel" —*e.g.,* **The department thinks (not feels) Justin's plan has the most potential...**

Their vs. there vs. they're

"Their" is the possessive form of they.

"There" (adverb) means in or at that place. "There" (pronoun) is a function word to introduce a sentence or clause. "There" (noun) means that place or position.

"They're" is a contraction meaning "they are." *Avoid contractions in academic and business writing.*

Its vs. it's

"Its" is the possessive form of it.

"It's" is a contraction meaning "it is." *Avoid contractions in academic and business writing.*

Your vs. You're

"Your" is the possessive form of you

"You're" is the contraction meaning "you are." *Avoid contractions in academic and business writing.*

Cf. vs. e.g. vs. i.e.

cf.- confirms a previous fact with another fact demonstrating the fact is beyond question

> **All Americans have the right to an attorney, regardless of whether or not they can afford one (cf. Gideon vs. Wainwright).**

e.g.,- for example, italicize and place a comma after

> **Late work will not be accepted without an appropriate excuse —*e.g.,* illness, family death.**

i.e.,- synonym, italicize and place a comma after

> **The president ate at the most expensive restaurant in town —*i.e.,* Kirby's.**

Than vs. then

"Than" is a conjunction used in comparisons —*e.g.,* **Nicole is better at dancing *than* Mirna.**

"Then" can mean any of the following:

> At that point in time —*e.g.,* **I was not working *then*.**

> Next or afterward —*e.g.,* **I ate dinner and *then* did homework.**

> In that case, therefore (often with "if") —*e.g.,* **If you failed the midterm, *then* get a tutor.**

Affect vs. effect

Generally, "affect" is a verb and "effect" is a noun.

"Affect" means to influence or to act in a way contradictory to actual feelings.

"Effect" means a result.

Active voice verbs vs. passive voice verbs

Active voice is preferable in both academic and business writing. Business writing allows for passive voice to avoid placing responsibility on a party, as active voice is more direct than passive and can lead to unintended inappropriateness.

> Situation: Your manager, Edward Smith, has asked you to write a memorandum explaining why sales have decreased. The real reason for the decrease in sales is your manager stopped allowing merchandise returns for cash refund. When writing this memo, should you use active or passive voice?

> *Active voice*: **Manager Edward Smith stopped allowing merchandise returns for cash refund.**

> *Passive voice*: **Merchandise returns for cash refunds were stopped.**

> Because you do not want to offend the manager, the passive voice is more suitable in the given situation; the structure does not point blame directly at Edward Smith.

FREQUENTLY MISSPELLED WORDS

Absence	Correspondence	February	Knowledge	Profited
Accommodate	Courteous	Foreign	Manageable	Prominent
Acknowledgment	Defendant	Government	Mileage	Questionnaire
Analyze	Definitely	Grammar	Miscellaneous	Receipt
Automatically	Dependent	Guarantee	Necessary	Receive
Bankruptcy	Dissatisfied	Harass	Nevertheless	Recommendation
Canceled	Embarrass	Height	Noticeable	Remittance
Changeable	Emphasis	Immediate	Pamphlet	Schedule
Committee	Exaggerate	Independent	Permanent	Secretary
Congratulate	Existence	Indispensable	Prevalent	Separate
Conscience	Extraordinary	Irrelevant	Privilege	Sincerely
Conscious	Feasible	Judgment	Probably	Unnecessarily

FREQUENTLY MISSPELLED TECHNICAL WORDS

blog	Intranet	logoff (n.)	online	Web page
database	Internet	log off (v.)	podcast	Web site
e-mail	login (n.)	logon (n.)	voicemail	
homepage	log in (v.)	log on (v.)	Web log	

PRONOUNS

Do not use a pronoun unless the reference has no ambiguity.

- Do not use the indefinite "you" —*e.g.*, **"When you hire folks like him, you could get burned."**

- Do not use they, them, this and other pronouns that could reference more than one noun. Beginning sentences with such pronouns is weak, because the pronoun in question modifies the entire preceding sentence.

- Do not start almost every sentence with "there."

- Eliminate sentences that contain a string of several pronouns —*e.g.*, **"They did it to them so they would know that he could do business with them."**

- Avoid writing in the first person, singular (I) and plural (we) in academic writing. The use of first-person pronouns is acceptable in business writing when the referenced noun is obvious.

NUMBERS

- Spell out one to nine in most cases. Use figures for 10 or more.

- Use figures for reunions, anniversaries—*e.g.,* **5th reunion.**

- Spell out decades—*e.g.,* **seventies or use 1970s (no apostrophe).**

- Use figures for ages —*e.g.,* **5-year-old daughter, 35-year-old son.**

- Do not spell out numbers used as units of measure— *e.g.,* **170 pounds, 2 ounces; 45 inches; 5,500 square feet; 3-credit course.**

- Do not begin a sentence with a figure; if unavoidable, spell the number out. Ideally, rewrite the sentence so the number is not at the beginning of the sentence.

- Use 1 million, but **999,000.**

- Use 8.25 million, not 8 1/4 million.

- Use $1 million, not one million dollars.

- Use closed parentheses with figures—*e.g.,* **twenty (20).**

- Use a comma in 4-figure numbers— *e.g.,* **3,090.**

- Use numbers and dashes for phone and fax numbers— *e.g.,* **(650) 723-3152**

- Use less when describing an amount— *e.g.,* **less than 70 percent.**

- Use fewer when describing a number— *e.g.,* **fewer than 100 cars.**

PUNCTUATION

Apostrophe

- Normally, possessive nouns should contain an apostrophe, — *e.g.,* **Timmann's.**

- Do not use apostrophes to make plurals of abbreviations without periods— *e.g.,* **1980s, MBAs, PhDs.**

- Use only an apostrophe for singular proper names or nouns ending in "s"— *e.g.,* **Achilles' heel.**

Colon

- Use after independent clauses before lists, tabulations and texts — *e.g.*, **The bouquet included the following flowers: daisies, sunflowers, tulips.**

- Use before an explanation— *e.g.,* **Jaimee did not answer the phone: she was working late.**

- Use before long quotes and dialogue— *e.g.,* **Croy said: "I need to graduate from…"**

- Do not use immediately after the verb "to be" (is, are, am) — *e.g.,* **In the bouquet were daisies, sunflowers and tulips.**

Comma

Use a comma:

- In a series with four or more items, before "and" —*e.g.,* **daisies, petunias, sunflowers, and tulips**
- After specific dates and names of places—*e.g.,* **Gwen was in New Orleans, Louisiana, when …**
- To set off titles or degrees— *e.g.,* **Jessica Newton, PhD, a well-known therapist …**
- After initial adverbs— *e.g.,* **thus, however, therefore, nonetheless, consequently**
- After dependent adverbial clauses (clauses beginning with the coordinating conjunctions because, since, when, while, before, after, until and if)
- Between coordinate adjectives if the word "and" logically could be read between the adjectives— *e.g.,* **The club is recruiting** *athletic, fit* **people.**
- In compound sentences, before the conjunctions and, but, or, nor, for, so, and yet— *e.g.,* **Katie wanted to visit her parents for the weekend, but she could not afford the plane ticket.**
- With nonrestrictive clauses that begin with "which"

Do not use a comma:

- In a series with three items, before "and" — *e.g.,* **daisies, sunflowers and tulips**
- Before Co., Corp., Inc., Ltd.
- Before dependent adverbial clauses that begin with the coordinating conjunctions **because, since, when, while, before, after, until, and if**.
- To separate an adjective from the noun modified— *e.g.,* **Cameron was an angry green giant.**

Dash (em— and en–)

- Use an em (—) dash to substitute and give more emphasis than a comma or as an alternative to parentheses.
- Use an en dash (–) in place of a hyphen (-) to indicate continuing or inclusive page numbers, times or dates, and references— June–August, 1995–1998, May–June 1967, pp. 100–122. Do not use in place of "from … to" or "between … and."

Diagonal

- Avoid use of word combinations using the diagonal "/"as in either/or, and/or, alumni/ae in formal writing. Avoid excessive use otherwise.

Ellipsis points (…)

- Ellipsis points are preceded and followed by a space.

- Ellipsis points may be used at the end of a sentence to indicate an incomplete sentence—*e.g.,* **I was going to stop by the grocery store but … (three dots)**

Exclamation point

- Avoid all together

Hyphen

- Hyphenate almost all compounds that begin with these prefixes: all, self, ex, half, wide— *e.g.,* **all-important, self-confident, ex-president, wide-ranging, half-truth.**

- Hyphenate prefixes and suffixes, to avoid doubling vowels or tripling consonants— *e.g.,* **anti-trust, pre-law.**

- Hyphenate when forming nouns, adjectives, or verbs that indicate occupation or status— *e.g.,* **co-producer**

- Hyphenate an adjective connected to a noun with "ed" at the end— *e.g.,* **big-hearted.**

- Hyphenate homonyms to prevent misreading— *e.g.,* **re-cover, un-ionized**

- Do not hyphenate adverbs ending in "ly" followed by an adjective— *e.g.,* **hardly touched meal.**

- Do not hyphenate the following words because they are so common— *e.g.,* **coauthor, codirector, cofounder and coworker.**

Parentheses and brackets

Parentheses are used to set off parenthetical expressions.

- Within quotations, do not use parentheses to set off a speaker's parenthetical remarks, rather set off with commas or dashes— *e.g.,* **"My alma mater, Loyola University New Orleans, donated money to my charity," she said.**

- Set off editorial interpretations, collections, or clarifications with square brackets— *e.g.,* **I do not know why [my cousin] decided to turn down a scholarship to Harvard.**

- Use a period inside the closing parenthesis or bracket of an independent sentence— *e.g.,* **Kristen is engaged. (I read the announcement in the newspaper.)**

- Use a period after the closing parenthesis or bracket if the enclosure is not an independent sentence— *e.g.,* **Kristen is engaged (or so I read in the newspaper).**

<u>Punctuation with quotation marks</u>

- Commas and periods go inside quotation marks. Exclamation points, question marks, dashes and semicolons usually go outside the quotation, but they may go inside the marks when part of a quoted statement. *E.g.,* **"He is tired." "He is tired," she said. "He is exhausted!" she said. She said "Ashley is furious at us" after work! "Is he tired?" she asked. When she asked "how long," did she mean to scream at us?**

<u>Quotation marks or italics</u>

- Use italics for book titles, course titles, newspaper titles, radio and television series, movies, plays, and magazines, including online newspapers and magazines— *e.g., **The Great Gatsby, Leadership Dynamics, The Tampa Bay Times, The Rest of the Story, Boardwalk Empire, When Harry Met Sally, Much Ado About Nothing, Vanity Fair***

- Use italics for Web and e-mail addresses in prose. Do not use italics if the web and e-mail addresses are simple listings—

   e.g., **Please e-mail Sarah at *SMZ@loyno.edu*.**

   Sarah Zarate- SMZ@loyno.edu

- Use italics for foreign words that are not accepted American usage— *e.g., **bonjour**.*

- Do not use italics for an initial "the" when newspapers and periodicals are mentioned in text—

   e.g., **He only reads the *Los Angeles Times* on Sundays.**

- Use quotation marks for articles, conferences, episodes, essays, poems, short stories, songs, or programs in a radio or television series.

<u>Semicolon</u>

- Use to break two sentences that are linked— *e.g.,* **Sonja danced; Kelli sang.**

- Use in place of commas in complicated lists, especially if items within the list contain commas—

   e.g., **The company has offices in Gainesville, Florida; Mobile, Alabama; and New Orleans, Louisiana.**

- A semicolon precedes the word "therefore" when joining two main clauses.

ABBREVIATIONS AND ACRONYMS

Abbreviations and acronyms are space-saving shortcuts. By removing clutter, they can assist readers' comprehension, especially when dealing with long scientific terms, such as DNA. Nevertheless, in many cases, shortcuts hinder comprehension.

- When in doubt, spell it out.

   Some organizations have changed legal names to initials. Under certain circumstances, readers

are assisted by introducing the initials as "CVS, formerly known as Customer Value Stores …"

- Acceptable abbreviations must be more recognizable than the full word or term— *e.g.,* **DNA, VCR.**

- Avoid using abbreviations and acronyms that readers would not quickly recognize. Do not use nonobvious abbreviations or acronyms unless writing a memo to officemates. Recognize that even coworkers in a different department may not recognize many of the acronyms and professional terms used daily.

- Acronyms of well-known organizations are acceptable when addressing an entirely American audience— *e.g.,* **CIA, FBI, IRS, NAACP, NATO**.

- Do not end a sentence with an abbreviation.

Punctuations in abbreviations

- Abbreviations for a word have a period at the end— *e.g.***, Dr., Jr., Inc., Corp.—but initializations do not, *e.g.,* CEO, AARP**

- Common Latin phrases— *e.g., **i.e.*** take periods.

- For U.S. states used in conjunction with the name of a city, use standard abbreviations with an ending period, not postal-code abbreviations— *e.g.,* **Fla., not FL.**
  The full state abbreviation list is available in appendix G.

- When writing a full street address, use the postal code for the state.

- When referring just to the state, as in Louisiana, do not abbreviate.

- Do not use periods for academic degrees primarily because— *e.g.,* **MBA, PhD, MS** are well understood and used frequently in university writing. In other words, treat degrees the same as titles— *e.g.,* **CEO, VP, IPO**.

- The abbreviations **U.S., U.N. and U.K.** take periods—no periods in the three-letter **USA**.

- Use a.m. and/or p.m., not am and/or pm in running text.

Capitalization in abbreviations and acronyms

- Use standard upper and lowercase for abbreviations— *e.g.,* **Inc., Dr., Ms.**

- In general, abbreviate months when used with a specific date and spell out when not.

ALPHABETIZATION

- Drop the word "The" from all alpha listings for company names— *e.g.,* **Economist (not *The Economist*).**

CAPITALIZATION

<u>Capitalize:</u>

- Formal names of degrees such as Master of Business Administration, Master of Science in Management

- Committees only if proper names, such as the United States Department of Education but not the education department

- Proper nouns for specific regions such as the East, West, Middle West, Midwest, West Coast, East Coast

- Well-known areas are capitalized— *e.g.,* **Upper East Side, Silicon Valley**

- Titles when they precede names, but not when they follow the person's name or are used alone— *e.g.,* **President Jefferson but not the president of the United States**

- The following in titles and headings in publications

    o First and last words, regardless of the part of speech

    o All nouns, verbs, adjectives, adverbs, pronouns

    o Subordinating conjunctions if, because, as, that, etc

<u>Do not capitalize</u>

- The following in titles and headings in publications

    o Articles— *e.g.,* **a, an, the**

    o Prepositions of fewer than four letters— *e.g.,* **by, for, in, to**

    o The "to" in infinitives

- "university," or "school" when used alone

- "center," "program," or other units of the school when used alone

- The seasons or academic quarters— *e.g.,* **winter, spring, summer, fall**

- The words state, federal, city, government, university, except when referring to a campus or part of a title— *e.g.,*

    > **Jaymie owes $400 in fines to the City of New Orleans.**

    > **Jaymie owes $400 in fines to the city.**

- The "the" in newspaper, magazine titles, or company names

- Degrees—*e.g.,* **bachelor's, doctorate, master's**

- Directions— *e.g.,* **head *east* on I-75**

BIAS-FREE LANGUAGE

The goal when writing is to use language that includes both males and females. A group on nuns will be all female, but a group of nurses is not necessarily all female.

- Alumnus/alumni refers to a single or group of males. Alumna/alumnae refers to a single or group of females. When referring to both genders, state the alumni and alumnae. The term "alums" is acceptable in informal text.

- Avoid using the generic he. When referring to an unknown mix of genders, use "he and/or she," "him and/or her," or "his and/or her."

Race, ethnicity and nationality: general rules

- Do not identify the nationality or race of individuals unless those identifications are necessary to the context.

- Do not hyphenate American when referring to a person—Mexican American.

- American citizens, whatever the ethnic background, are simply Americans when ancestry is not pertinent.

- When distinctions are important, Americans of Korean ancestry should be called Korean Americans, spelled as two words.

- Do not capitalize black or white when referring to racial origin, and consider if the terms are appropriate to the purpose of the paper.

- Be as specific as possible. For example, Mexican American and Korean American are preferable to Chicano or Asian American.

Race, ethnicity and nationality: commonly used terms

The line between acceptable terms and derogatory expressions is not clear. The following list gives a generic, textbook definition. Use the terms as correctly defined, and be aware of the audience.

- African (n.): a citizen or legal resident of an African nation. Not all Africans are black.

- African American or black (n., adj.): Use interchangeably when referring to black Americans, but remember that not all people referred to as black are African Americans.

- Asian (adj.): people of Asian ancestry.

- Asian American (n., adj.): American of Asian descent. Precision is preferred when possible—Chinese American, Filipino American, etc.

- Black (n., adj.): refers to any nationality; generally avoid use as a noun. A black American, not a black.

- Chicano, Chicana (n., adj.): an American of Mexican ancestry. Mexican American is preferable.
- Hispanic (n., adj.): Spanish-speaking or descended from Spanish-speaking people.
- Hispanic American (n., adj.): American of Spanish or Latin American descent.
- Latin American, Latino (n., adj.): a person from a Latin American country; American of Mexican, Caribbean, South, or Central American heritage (sometimes excludes Mexican Americans). Latina (n., adj.): a woman or girl from a Latin American country, or a female of Latin American birth or ancestry. Best reserved for cases of self-identification.
- International students: Be aware that this term, as used by people in universities, is both imprecise and U.S.-centric. Users may be referring to both first-generation American immigrants and people who are "nationals" of other countries. U.S. citizens to carry dual citizenship, which adds to the confusion. When distinctions are necessary dealing with individuals, ask how to describe the nationality or residency, whichever is more appropriate to the context. When dealing with statistical groups, try for the maximum precision possible.
- Indian (n., adj.): person from India. (In many contexts rewriting the sentence to make sure the readers know the term does not mean American Indian is necessary.)
- Indian American (n., adj.): American of (Asian) Indian descent.
- Native American, American Indian (n., adj.): Either is acceptable; both are capitalized. However, a (lowercase) native American is a person of any color or racial background who was born in the United States. Precision is preferred. Subjects should be asked if they prefer to use and spell the the name of tribe.
- Oriental (n., adj.): not generally preferred.
- Person or people of color: preferable to nonwhite.
- White (adj.): Do not capitalize black or white. Be sure to identify people as white in a story where some of the people are identified as people of color. The assumption by some writers and editors that only people of color need to be identified by the so-called race is offensive to those who are sensitized to the unconscious racism involved.

MECHANICAL AND FORMATTING ISSUES

This section discusses instructions for several mechanical and formatting issues: sentences and paragraphs, binding, fonts, spacing, hyphenation, margins, and pagination.

SENTENCES AND PARAGRAPHS

Two essential units exist in written communication: the sentence and the paragraph. Effective and persuasive communication requires well-structured sentences and paragraphs. Take care to write complete sentences. Carefully edit each and every sentence after construction. Few things signal sloppy work faster than incomplete sentences or poorly written sentences.

Even greater care must be taken to ensure that each of the paragraphs is a cohesive unit of thought. For expository writing (as opposed to paper guidelines), a well written paragraph has a beginning, middle and end (often called the rule of three). *This translates into a minimum of three sentences in each paragraph.* Of course, the typical paragraph may require more than three sentences.

BINDING

For informal academic writing, the preferred method of binding is with a carefully placed *staple* in the upper left hand corner. If the paper is too thick to staple, the document may be bound with a large paper clip or other metal clasp. Fancy packaging will not improve a student's grade.

For business writing, professional binding is more appropriate. Some professors will require professional binding for a semester-long or final project.

FONTS

Select and use just one font that is *12 point*. Larger or smaller point sizes will not be acceptable. The easiest font to read is Times Roman. The hardest fonts to read are typewriter fonts like `Courier` or novelty fonts like Curlz MT or Cracked. Except for first and second level headings, the font color should always be black.

SPACING

Academic writing traditionally requires the text of papers to be double-spaced. Double-spacing the paper leaves the reader space to make comments. The executive summary, the body of the paper and the references should be double-spaced, but the table of contents and the appendices are single-spaced. Professors in the college of business will traditionally ask papers be double-spaced, but take note that business writing should be single-spaced. *If submitting a paper to a professor, double-space the document. If submitting a document to a potential or current employer, single-space the document.*

All headings must be separated by one double space (two single spaces) before and after. All headings or titles containing more than one line must be single-spaced. A double space must precede and follow a visual support (table, graph, chart, etc.) placed within the text.

All paragraphs must be indented a ½ inch. Spacing between paragraphs must also be double-spaced (two single spaces).

One space should follow every period at the end of a sentence. Also, one space should follow every colon. Prior tradition was to use two spaces, which was based on using a typewriter and fixed fonts, but one space is preferred with the use of computers and proportional fonts.

All sections of the paper must follow each other with a minimum of wasted space. Don't leave half of a page empty in the middle of the paper.

Don't leave *orphans* or *widows*! At least two lines of text must remain together when going to the following page. That is, do not leave one line of a paragraph's text at the bottom (orphans) or top (widows) of a page. The only exception is a situation that is unavoidable (*e.g.,* a paragraph containing three lines). Most word processing programs can automatically manage orphans and widows. Turn this feature on.

MARGINS

Papers must have *one-inch margins* surrounding the text, *i.e.* one inch at the top, bottom, left and right sides. All text must be printed inside this one-inch border. The page number must be outside the one-inch margin. The text must begin two lines below the page number. These guidelines are prepared in this manner.

Margins must be left justified or fully justified. All paper must be 8.5" x 11" in size, except for large visual aids that are folded to the proper size.

PAGINATION

With only the cover page as an exception, all pages in the paper must be numbered. With Microsoft Word, setting section breaks (next page) in the paper to enable different page numbering and number locations is necessary. The Table of Contents is given page "i" (lower case, Roman numeral 1) centered at the bottom of the page. Each following page before the first page of the text is given the next Roman numeral in sequence. This includes the Executive Summary.

Using the footer feature of the word processing software, set the pagination on the first page of text so that *an Arabic number 1 is placed on the bottom center of the first page of regular text (outside the one inch margins).* On all following pages of text, using the header feature of the word processing

software, set the pagination so that the next Arabic numeral (2, 3, etc.) is placed in the upper right hand corner of the page (within the margins). The text on each page begins two lines below the page number. This should automate the numbering for all of the following pages of text. However, the references page and any appendices should be numbered with the page numbers at the bottom center of the page. This will require inserting next page section breaks and using the footer feature. **Note:** Due to poor software design, these pagination instructions are difficult to complete in Microsoft Word.

PRESENTATION OF THE WRITTEN NARRATIVE

This section shows students how to structure the written narrative. Topics covered include sequence, cover page, executive summary, structure of the main text, footnotes and endnotes, referencing sources in the body of the paper, the references page, and appendices.

SEQUENCE

Following a logical sequence is critical. The paper should follow this general outline:

1. The Front Matter
   a. Cover Page
   b. Table of Contents (p. i)
   c. List of Tables (p. ii, if used)
   d. List of Figures (p. iii, if used)
   e. Executive Summary (p. ii (or iv))
2. The Main Text
   a. Introduction
   b. Body of Paper (Don't use this label as a heading)
   c. Conclusion
3. The Back Matter
   a. Footnotes and Endnotes (if used)
   b. References
   c. Appendix or Appendices (if used)

The paper may not contain all the parts of these three sections, but the document must follow the sequence exactly. *Sections 1.a, 1.b, 1.e, 2.a, 2.b, 2.c, and 3.b are required in all papers.*

THE COVER PAGE

Academic Writing:

Every paper must have a cover page and present the title of the paper, the author's name(s), the professor's name, the course title, the date, and the name of the institution.

All information must be centered on the cover page. The title must be placed *3 inches* from the top of the page. Larger and/or a fancy fonts on the title are acceptable. The name of the university must be placed *2.5 inches* from the bottom of the page. The author's name(s) must be centered beneath the title. The course information must be grouped together and double-spaced. The date and university name must be grouped together and double-spaced.

Business Writing:

The cover pages provides the reader with the topic and purpose of the document. The cover page needs a title, the author's name and organizational logo, the addressee's name (and organization, if different from the author's) and the date. The title page should be creative and aesthetically pleasing. Please see appendix B for examples of creative, professional cover pages.

TABLE OF CONTENTS

The table of contents must list every heading and subheading contained in the paper. Each heading and subheading must be followed by a line of periods that end with the page number for that heading. The page number must be positioned "flush right" to avoid a jagged right margin. Most word processors can accommodate these instructions and many have procedures that significantly simplify the creation of a table of contents. See the table of contents of these guidelines (p. i) for an example of these instructions.

STRUCTURE OF THE MAIN TEXT

A common weakness in students' presentation of the narrative is the lack of structure. The narrative must be presented in a fashion such that a specific item of information can be located rapidly. In addition, the writer must presume that the reader approaches the narrative with less interest than the reader of a Stephen King novel. Furthermore, structure enhances the clarity and the reader's comprehension of the text. An old and very simple description of the desired structure for expository writing or speaking is easy to remember: "Tell them what you are going to tell them," "Tell them," and "Tell them what you told them."

The _introduction_ of the paper must identify and explain the paper's topic, and explain exactly what is to be presented, why the subject is being presented, and in what sequence the matter is to be presented. The sequence is best explained in a plan of procedure paragraph at the end of the introduction.

In the _body of the paper,_ the writer must remind the reader where the narrative is in the sequence of the paper. The narrative should be developed in a logical, systematic fashion as a person would develop a persuasive argument. Be careful to _follow any special instructions from your professor_ about the content or structure of the body of the paper. Also, the body of the paper must reflect the subject of the class and the subject of the paper properly. Professors are amazed when a student turns in a paper for a marketing class, and the paper contains no marketing content.

The presentation of the narrative should carefully use headings and subheadings. Table 1 displays the commonly accepted levels of headings in descending order. Examples of the first three levels are used in these Paper Guidelines. The use all four types of headings is not necessary; however, the order must be followed. For example, the document may only need headings 1, 2 and 3. All topics having the same level must be of similar importance in the narrative. If this is not the case, more heading levels are needed.

The *conclusion* must remind the reader what the purpose of the paper was, summarize the main points of the paper, and note how the written narrative has accomplished the objectives.

Table 1: Levels of Headings

Heading Level	Appearance
1. Centered heading	Upper and lower case letters (may be bolded)
2. Major side heading (flush with left margin)	Not underlined (may be bolded)
3. Minor side heading (flush with left margin)	Underlined
4. Paragraph heading (beginning of paragraph, followed by a period)	Underlined

FOOTNOTES AND ENDNOTES

Footnotes and endnotes should be avoided. Only when a clarification of information in the text is needed should a footnote or endnote be used. In business publications, endnotes are preferred to footnotes. A raised number should be placed in the text at the point where the endnote is referenced. A separate page entitled "Endnotes" follows the last page of text with the notes appropriately numbered.

STYLES FOR COMMON BUSINESS FORMATS

THE EXECUTIVE SUMMARY

The "real world" managers will seldom be willing to read a lengthy manuscript or report. Most business managers only want very specific information. Executive summaries are included so a busy executive can quickly determine the essence of the document. If the summary triggers an interest, then the executive can continue to read and determine where in the document to look for the information desired. The executive summary must succinctly describe the purpose of the report and all major topics addressed, including recommendations.

The executive summary is normally no more than one page in length and is <u>not</u> a one-paragraph abstract. Where page constraints are placed on the report, the executive summary does not count as a page. The executive summary is numbered as page "ii," "iii," or "iv" depending on whether lists of tables and figures are included. Please see appendix C for examples.

MEMORANDUM

A memorandum (or "memo") discusses observations or events, and is a short, informal interoffice report. Generally a memo takes a conversational tone and is usually limited to one or two pages, depending on the subject matter and recipients' preferences. A memo must identify to whom, from whom, the date and the subject, as shown in appendix D. The subject line is extremely important, as the line is the way to capture the reader's attention. The subject should be short, concise and mention one topic.

Today's memoranda are rarely delivered in hard copy and are instead sent via e-mail. Therefore, the formatting is done automatically. The formatting in appendix D is for a hard copy.

PERSUASIVE PROPOSAL

Persuasive proposals are meant to persuade the reader to commit to a call to action. The structure is clear and straightforward. The use of headings and bullet points is not only allowed but recommended. Please see appendix E for examples. A proposal must contain the following components:

- An introduction
    - o Indicating the purpose
    - o Developing a persuasive "hook," *e.g.,* identification of positive results and/or benefits , or a serious issue
- Background, problem, purpose
    - o Introducing the problem to convince the reader the problem exisits

- Propose, plan, schedule
    - Presenting the plan to solve the problem or to reach a goal
    - Discussing how the plan is implemented and evaluated
    - Providing a timetable to show what is done and when
- Authorization
    - Asking for approval

A proposal can also contain the following

- Staffing
    - Promoting the qualifications of the staff detailing special resources
- Budget

APPENDICES

Some items created for papers may be too lengthy to place in the body of the text. These items can include copies of important documents, technical notes, tables, charts and graphs. Such items are placed in the appendix. All appendices should be titled in sequence beginning with appendix A. Each page of the appendix is numbered in sequence continuing from the reference page(s). Only appendices that are discussed in the text should be included.

TABLES, CHARTS AND GRAPHS

Where appropriate, tables, charts and graphs should be used to summarize or clarify the text. Often visual representations can greatly clarify many pages of text. Many business executives strongly recommend students become familiar with the process of developing such visual supports.

Tables, charts and graphs should be clearly labeled with a centered title containing the number of the exhibit in a sequence and the subject. For example, the second table might be labeled, "Table 2: A Statistical Summary of the Population of Orlando." The table should be placed on a separate page in the appendix and should be centered on the page from top to bottom. Refer to visual supports in the text by the title (e.g., Table 2). If possible, the visual supports should be presented with the supporting text, so the reader does not have to turn the page. A visual support taking less than one-fourth of a page is placed in the body of the paper as close as possible to reference the text.

PLAGIARISM VS. PARAPHRASING

Writers must always reference the words and thoughts of others properly. To do otherwise is plagiarism, which is defined as trying to pass off someone's exact words as original work. Plagiarism is a very serious breach of academic integrity and may result in expulsion from the university.

Paraphrasing is the proper way to restate the work of another person without plagiarizing that work. Paraphrasing is stating the essential ideas from a passage of text. Citing the original source is required because the paraphrased version is derived from that source. As an example, the previous quote from Bateson is paraphrased below:

> Reaching an inappropriate segment with an advertising message is less troublesome for goods companies than services companies. Goods companies still make sales even if the wrong consumers buy the product (Bateson 1989).

Note the basic meaning of the original is the same, but the new sentences are different from the original sentences. Note also that the paraphrased version is shorter and simpler. When paraphrasing, only an occasional short phrase may be repeated without risk of plagiarism. The phrase "reaching an inappropriate segment" was repeated. Had any more than one or two phrases been repeated, the sentences should have been constructed as a partial quote with the appropriate quotation marks. As an example, the previous Zeithaml (1981) quote may be presented as a combination of quotations and paraphrasing:

> Service quality will "depend not only on how well the service provider performs, but also on how well the consumer performs." (Zeithaml 1981, p. 187).

As a rule of thumb, quote all or part of the author's words when difficulties in paraphrasing arise. Do not take the risk of getting caught plagiarizing.

REFERENCES

CITATIONS IN THE TEXT

The preferred citation format for Loyola College of Business is APA. Citations in the text of the paper must be listed by the author's last name (or names if there is more than one author) and the year of publication enclosed in parentheses. Normally, the citation will go at the end of the sentence (or in a logical sentence break). If practical, the citation should stand by a punctuation mark (usually a period). Example:

> **The expanding interest in services marketing is partially related to economic trends such as the deregulation of various service industries and the growth of franchising (Lovelock 1984).**

When using the author's name within the sentence, repeating the name in the citation is not necessary; just use the year of publication in parentheses:

> **Grönroos (1985) has suggested that services are performances that are evaluated for the technical and functional excellence of the service worker and his/her support.**

If there is no author identified in the citation, then list the publisher's name instead:

> **One retailer that has successfully used extensive sales training is Nordstrom (Advertising Age 1987).**

CITATIONS FOR MULTIPLE AUTHORS

For multiple authors, use the last names for up to three authors; but for four or more authors, use the first author's name and indicate the other authors with "*et al.*" Examples:

> **Other contemporary issues facing services include efforts to personalize services (Surprenant and Solomon 1985).**
> **The often subtle, yet pervasive influence of a service's physical setting cannot be overlooked (Lovelock et al. 1981).**

CITATIONS FOR SPECIFIC QUOTES

If a particular paragraph, sentence, or equation is quoted, the page number(s) must be placed within the parentheses:

> **"The quality of services, and their ability to satisfy the consumer, depend not only on how well the service provider performs, but also on how well the consumer performs." (Zeithaml 1981, p. 187).**

When skipping part of a quote is preferred, use three periods (…) to mark the position of the text that is skipped:

> **"The quality of services … depend not only on how well the service provider performs, but also on how well the consumer performs." (Zeithaml 1981, p. 187).**

Long quotes should be kept to a minimum and should not exceed one paragraph from the original source. Any long quote requiring more than four lines of text must be *indented on both sides* (instead of placing quotation marks on both sides) and single spaced as follows:

> **Although segmentation is applied in both goods and service companies, the consequences of reaching an inappropriate segment with part of the advertising are less serious for goods than for services. If the wrong group of consumers buys our detergent, for example, then we don't really care; we still generate sales. (Bateson 1989, p. 399).**

THE REFERENCE PAGES

All sources referenced in the body of the paper must be listed on the references page. The complete reference list must be typed on a separate page(s) following the body of the paper. The page number is placed at the bottom center of the first reference page, and the rest of the page numbers are placed in the upper right hand corner. The page number follows the sequence from the text.

Each reference must be double-spaced with a hanging indentation of a 1/2 inch. A hanging indentation means that the last name is placed against the left margin and all subsequent lines of the citation are indented.

All references are to be listed alphabetically, with the author's last name first, followed by the first name and middle initial. If the reference has no author, the work should be alphabetized by the publication's name. The name is followed by the publication date in parentheses. Next, the title of the work appears, followed by the source of the work and finally the page number(s).

Several methods of citing the work of others are available. These instructions are adapted from the referencing instructions of the *Journal of Marketing*, *Journal of Marketing Research* and the *Journal of Consumer Research*. See the following examples for additional details.

REFERENCING SOURCES IN THE BODY OF THE PAPER

A properly prepared paper must use outside sources. As a general rule of good referencing, never start or end a paragraph with a quote. *Proper referencing requires identification of sources both in the text of the paper and at the end of the paper.* The following are general guidelines to follow for citations in the body of the paper.

BOOKS

Single author reference for <u>books</u> (include author's name, publication date, book title (*in italics*), location of publisher and name of publisher):

> Pirsig, Robert M. (1974), *Zen and the Art of Motorcycle Maintenance: An Inquiry into Values*.
>> New York: Bantam Books.

Multiple author reference:

> Tapscott, Don and Art Caston. (1993), *Paradigm Shift: The New Promise of Information*
>> *Technology.* New York: McGraw-Hill, Inc.

Single and multiple author references for an article or case in a <u>book edited by another author(s)</u>:

> Bitner, Mary Jo and Stephen W. Brown. (1992), "Services Marketing," in *AMA Management*
>> *Handbook*. Rod Willis, ed. Chicago: American Management Association.

Books with no author:

> Standard Rate and Data Service (1987), *Business Publication Rates and Data: Direct-*
>> *Response International*. 69 (5), May 24, 1612.

Edited books:

> Brown, Stephen W., Evert Gummesson, Bo Edvardsson and Bengtove Gustavsson, eds.
>> (1991), *Service Quality: Multidisciplinary and Multinational Perspective*., Lexington,
>> MA: Lexington Books.

JOURNALS

Single and multiple author references for <u>journals</u> (include author's name, publication date, article title, complete name of journal (*in italics*), volume number, month of publication, and the page numbers):

> Bitner, Mary Jo. (1992), "Servicescapes: The Impact of Physical Surroundings on Customers
>> and Employees," *Journal of Marketing*, 56 (April), 57-71.

MAGAZINES OR NEWSPAPERS

Single and multiple author references for <u>magazines</u> and <u>newspapers</u> (include author's name, publication date, article title, complete name of magazine or newspaper (*in italics*), month and day of publication, and the page numbers):

> Engardio, Pete. (1994), "Why Sweet Deals are Going Sour in China," *Business Week*, December 19, 50-51.

> Fisk, Raymond P. (1995), "New Insights on the Peter Principle: My Years as an Interim Chair," *Wall Street Journal*, January 7, 1-2.

<u>Magazine or Newspaper</u> *articles with no authors* should be alphabetized by the name of the publication (include complete name of magazine or newspaper, publication date, article title, month and day of publication, and the page numbers):

> *Advertising Age* (1987), "The 100 Leading National Advertisers," November 29, 130-132.

CONFERENCE PROCEEDINGS

Single and multiple author references for <u>conference proceedings</u> (include author's name, publication date, article title, complete name of conference publication (*in italics*), all of the editors' names, location of publisher, name of publisher and the page numbers):

> Dabholkar, Pratibha A. (1991), "Using Technology-Based Self-Service Options to Improve Perceived Service Quality," in *1991 AMA Educators' Proceedings: Enhancing Knowledge Development in Marketing*, Mary C. Gilly, F. Robert Dwyer, Thomas W. Leigh, Alan J. Dubinsky, Martha L. Richins, David Curry, Alladi Venkatesh, Masaaki Kotabe, Ruby Roy Dholakia and Gerald E. Hills, eds., Chicago, IL: American Marketing Association, 534-535.

PERSONAL INTERVIEW

When listing a personal interview (whether in person or by telephone), the format should include the words "Personal Interview" or "Personal Telephone Interview" followed by the person's title, the represented organization and the exact date and location of the interview:

> Garcia, Manny. (1998), Personal Interview, President, Davgar Restaurants, Inc., February 1, Orlando, FL.

> Dunlap, Dennis D. (2002), Personal Telephone Interview, Chief Executive Officer, American Marketing Association, January 9, Chicago, IL.

GOVERNMENT DOCUMENTS

Government documents should be listed by the name of the government agency that produced the report:

U.S. Bureau of the Census (1983), *Statistical Abstract of the United States: 1984*, 104th edition, Washington, DC.

ELECTRONIC SOURCES

References to Web sites and CD databases should be included in the reference list as follows:

MarketingPower.com (2002), "American Marketing Association, " (accessed April 1, 2006), [accessed at http://www.marketingpower.com].

New Orleans CityBusiness (2002), Book of Lists, (CD Database), Disk 1, August 12.

MISCELLANEOUS WORKS

References to doctoral dissertations, class notes, working papers, brochures, corporate seminars, company documents, annual reports, etc., should be included in the reference list as follows:

Lewis, John Robert. (1992), "A Conceptual and Empirical Analysis of Prospect Theory in a Services Marketing Setting," doctoral dissertation, University of Texas at Austin.

Fisk, Raymond P. (1997), "Marketing Research Class Notes," January 28, University of New Orleans.

Goolsby, Jerry R. (1990), "Nonsurgical Alternatives to Lobotomy: A Report From the Wasteland," Oklahoma State University, Working Paper.

Greater New Orleans Chamber of Commerce (1999), "Welcome to New Orleans," Brochure.

Hibernia Bank (1999), "Our Financial Services for Small Businesses," Corporate Seminar.

Walt Disney Corporation (1995), "Traditions 101," Company Document.

Xerox Corporation (2005), Annual Report.

As a rule, miscellaneous works should <u>not</u> be major reference sources for the paper. Any exceptions to this rule must be approved by the professor.

MULTIPLE CITATIONS

If an author appears more than once, substitute a one inch line for the author's name. If a team of authors appears more than once, substitute the line for each name that repeats:

Green, Paul E. and Vithala R. Rao. (1971), "Conjoint Measurement for Quantifying Judgmental Data," *Journal of Marketing Research*, 8 (August), 355-363.

_____, and Yoram Wind. (1973), *Multiattribute Decisions in Marketing: A Measurement Approach*, Hinsdale, IL: The Dryden Press.

_____, _____, and Arun K. Jain. (1972), "Benefit Bundle Analysis,"

> *Journal of Advertising Research*, 12 (April), 31-36.

If two works published in the same year by the same author are cited, they must be differentiated. The convention is to alphabetize the works by title and then to place an "a" beside the year on the one article and a "b" by the year on the other, e.g., (1977a, 1977b). The references in the text of the paper are made in the same fashion.

> Wind, Yoram .(1977a), "Brand Loyalty and Vulnerability," in *Consumer and Industrial Buying Behavior*, Arch Woodside, Jagdish N. Sheth and Peter D. Bennett, eds., New York: American Elsevier.

> _____ (1977b), "The Perception of the Firm's Competitive Position," in *Behavioral Models of Market Analysis: Foundations for Marketing Action*, Francesco M. Nicosia and Yoram Wind, eds., Hinsdale, IL: The Dryden Press.

REPRINTS

If the source is a reprint, the original citation is listed and then the source of the reprint is listed:

> Grönroos, Christian. (1983), "Innovative Marketing Strategies in Organization Structures for Service Firms," in *Emerging Perspectives on Services Marketing*, Berry, Leonard L., Shostack, G. Lynn and Upah, Gregory D., eds., Chicago: American Marketing Association, 9-21. Reprinted in Bateson, John E. G. (1989), *Managing Services Marketing: Text and Readings.* Hinsdale, IL: Dryden Press, 506-521.

> Surprenant, Carol F. and Michael R. Solomon. (1987), "Predictability and Personalization in the Service Encounter," *Journal of Marketing*, 51 (April), 86-96. Reprinted in Bateson, John E. G. (1989), *Managing Services Marketing: Text and Readings*. Hinsdale, IL: Dryden Press, 184-197.

SECONDARY CITATIONS

A secondary citation is used when the writer is quoting or paraphrasing a source that was cited in a publication by someone else. *Secondary citations should be avoided*, if possible. The writer should always find and cite the original sources rather than secondary sources. However, if a secondary citation is unavoidable, the following format would be used:

> Green, Paul E. and Vithala R. Rao. (1971), "Conjoint Measurement for Quantifying Judgmental Data," *Journal of Marketing Research*, 8 (August), 355-363. As cited in

Lovelock, Christopher H. and Charles B. Weinberg. (1989), *Marketing Challenges: Cases and Exercises*, Second Edition, New York: McGraw-Hill, Inc.

APPENDIX A

PROOFREADING CHECKLIST

Mechanical

_____ Did you bind your paper correctly?
_____ Did you format the cover page correctly?
_____ Did you format the table of contents correctly?
_____ Did you sequence your paper correctly?
_____ Did you double-space your paper (except where instructed otherwise)?
_____ Did you format any headings, subheadings and visual supports?
_____ Did you use the correct indentations for paragraphs and long quotes?
_____ Did you use the correct one inch margins?
_____ Did you print your paper in the correct font size (10 or 12, 12 is preferred)?
_____ Are all pages in your paper properly paginated?
_____ Were you careful not to leave widows or orphans?
_____ Did you edit your sentences and paragraphs carefully?
_____ Did you carefully review the list of style and grammatical errors?

Written Narrative

_____ Did you write a one-page executive summary?
_____ Did you write an introduction, and does it include a plan of procedure paragraph?
_____ Did you write a conclusion?

Referencing

_____ Were you careful to paraphrase rather than plagiarize?
_____ Did you reference all sources that you used within the text (and only those sources) of your paper?
_____ Did you use the proper form for citations used in the text of your paper?
_____ Did you create a separate references page in your paper and titled it "References"?
_____ Are your references listed in alphabetical order beginning with the author's last name (when applicable)?
_____ Did you use the proper form for referencing the books, journals, magazines, newspapers, etc. that you have used as sources for your paper?

APPENDIX B

CREATIVE, PROFESSIONAL COVER PAGE

The following example of a cover page is meant to fit an entire page.

LOYOLA UNIVERSITY NEW ORLEANS | **COLLEGE OF BUSINESS**
Master of Business Administration

Guidelines for Preparing Papers

July 13, 2012

Prepared for: Kim Wilmath
Tim's Plastics
410 St. Charles Ave.
New Orleans, LA 70130

Prepared by: Sarah Zarate
Loyola University New Orleans
College of Business

APPENDIX C

THE EXECUTIVE SUMMARY

The following are two examples of executive summaries. Please note the examples are meant to fit an entire page.

Executive Summary

Situational overview-Major high-tech companies Huge Co. (HC) and Computer Co. (CC) recently merged to form Huge Computer Company (HCC). As operations combine, an important issue is the blending of the benefit and retirement plans and the effects on the software engineers, who are key to the success of HCC.

CC's plan-CC's practices flexibility, creativity and innovation and has a casual environment. CC has had the same benefits plan for a majority of the company's existence, and the company spends $26,000 per employee on annual benefits. Young employees make up the workforce, and they tend to focus on vacation packages and company fitness-centers as opposed to retirement packages and dental insurance.

HC's plan-HC has a formal, "by the book" culture. HC spends $20,000 per employee on annual benefits. The workforce at HC is comprised of people aged late 30s and 40s, most of whom have families. Employees are focused on health benefits, 401K and savings.

Similarities of the plans-Both CC and HC use a "cafeteria plan" style system. CC assigns each benefit a point value. Employees have equal point amounts used for different options. HC has two choices for medical plans, choices for life and dental insurances, and a spending account, using pretax dollars to reimburse items not regularly covered.

Concerns about merging-Salinas expressed concern about the merge with HC's benefits system. She stated although she is not familiar with the new benefits package, she firmly believes CC's is better. She is concerned the merger will rob CC of the flexibility and innovation. Nagami believes HC's plan is best, and the engineers at CC will need to be educated about HC's package and convinced CC's is better.

Recommendations- CC is opposed to adopting the HC plan, and HC believes adopting their plan is the only option. To collaborate the plans while cutting costs, expensive leisure benefits from the CC package will be replaced with the spending-account option. The spending account will allow all employees this option. The HCC plan will have several options that include strong health and retirement packages as well as leisure activities.

EXECUTIVE SUMMARY

Situational overview

Major high-tech companies Huge Co. (HC) and Computer Co. (CC) recently merged to form Huge Computer Company (HCC). As operations combine, an important issue is the blending of the benefit and retirement plans and the effects on the software engineers, who are key to the success of HCC.

CC's plan

- CC practices flexibility, creativity and innovation and has a casual environment.
- Young employees make up the workforce, and they tend to focus on vacation packages and company fitness-centers as opposed to retirement packages and dental insurance.
- CC is below average on contributions to 401K plans and a weakness of the program is the lack of focus on retirement.

HC's plan

- HC has a formal, "by the book" culture.
- HC spends $20,000 per employee on annual benefits.
- The workforce at HC is comprised of people aged late 30's and 40's, most of whom have families.
- Employees are focused on health benefits, 401K and savings.

Plan similarities

- Both CC and HC use a "cafeteria plan" style system.
    - CC assigns each benefit a point value. Employees have equal point amounts used for different options.
    - HC has two choices for medical plans, choices for life and dental insurances, and a spending account, using pretax dollars to reimburse items not regularly covered.

Recommendations

CC's plan is too expensive and HC's program is not flexible enough for the CC engineers. To collaborate the plans while cutting costs, expensive leisure benefits from the CC package will be replaced with the spending-account option. The spending account will allow all employees this option. The HCC plan will have several options that include strong health and retirement packages as well as leisure activities.

APPENDIX D

MEMORANDA

The following are four examples of memoranda. Please note the examples are meant to fit an entire page.

1. Procedure memo example

<div align="center">

MEMORANDUM

</div>

To: MediCore Staff
From: Elizabeth Kasey
Date: July 12, 2012
Subject: What to Wear When

I have recently observed attire that raises the question about what the staff believes is acceptable attire at MediCore. As a result, I think a few reminders and adjustments are in order. The intention of this notification is to clarify dress rules.

Mondays through Thursdays *Standard Business Attire*	Employees must adhere to business casual dress, suitable for a professional office. Please see the Intranet posting concerning business casual under the employee tab for details.
Casual Fridays	Casual Friday rules have been altered. Jeans are still acceptable, but holes and neon colors are not allowed. Shorts during the summer months are no longer acceptable. The Intranet posting elaborates on the rules.
Guidelines to use	Follow these simple guidelines to avoid penalty: - If you question an outfit choice, do not wear said clothing. - Spandex is never an acceptable fabric for the office. - If you would wear said article to the beach or to mow the lawn, it is not appropriate.

Please e-mail me your confirmation and understanding of this document by July 31, 2012 at *Elizabeth.Kasey@mc.com*.

2. Informational memo example

MEMORANDUM

To: Students of Loyola University New Orleans College of Business
From: Sally Zarate
Date: July 12, 2012
Subject: College of Business Style Guide

The faculty of the Loyola MBA program have agreed upon and committed to a universal style guide for students. Beginning in August 2012, all students are required to follow the grammar and style rules in the document.

Objectives: The purpose of creating the document is
Why Loyola needs   • To provide a universally accepted method for preparing papers
a style guide   for submission to professors.
                         • To enhance student's writing abilities for real-world application.

Background: The style guide is a resource derived from
Gathering the right   • *The Stanford Graduate School of Business Writing and Editing*
resources   *Style Guide*
                         • *The Elements of Style*, 4th Edition
                         • *The Associated Press Style Guide*
                         • Dr. Goolsby's *Guidelines for Preparing Papers*

Please e-mail Sally Zarate your confirmation and understanding of this document before or on July 31, 2012 at *SZ@loyno.edu*

3. Periodic activity reports memo example

MEMORANDUM

To: Jared Wrage, CFO
From: Sarah Zarate
Date: July 12, 2012
Subject: July Monthly Recap- Rocky Mountain Region

The Rocky Mountain Region's continues to show growth in new accounts and retail sales. The increase of product back orders is a problem this month. A plan to reverse the negative trend was initiated.

Store records	Of the nine Rocky Mountain retail stores, seven ranked in the top 10 stores for retail sales. Sales for the entire region exceeded those of any other area.
New accounts	The region acquired six new suppliers in anticipation for winter sales items.
Reasons for the increase in back orders	The region did not properly prepare to meet the demand for summer sales items. The demand grew considerably from 2011 to 2012.

The attached action plan outlines what the region has done and will do to reverse the trends and mend any troubled relationships. Please contact me at extension 8487 with any further questions.

4. Justification/ recommendation report memo example

MEMORANDUM

To: Wesley Snipes, CEO, MediCore
From: Sarah Zarate
Date: June 14, 2012
Subject: Explanation and Insights- New Product Development Improvement

Overview of Proposed Solution System

New-product development is essential to the continuation of the firm's existence. Ziltour's research and development team is integrating a system of quality functional deployment, otherwise known as the "house of quality," which guides product development and assessment systems. The "house" focuses on specific measures to discover the customer requirements and product features portions of Joseph Juran's product "roadmap" system. The process and process control portions present how the product features are implemented. The graphic below presents a general overview of the process.
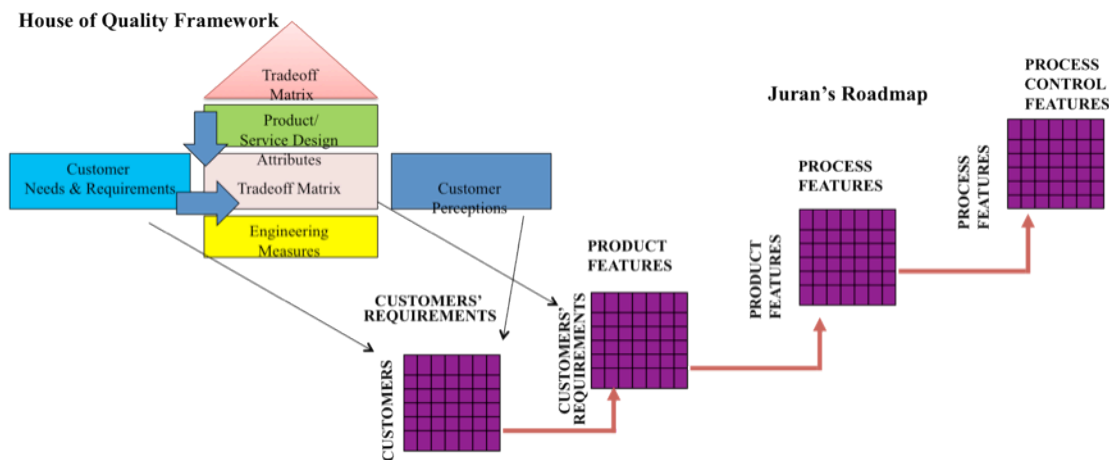
Customer Requirements and the Translation to Product Features

The process of new product development starts with listing relevant customers who correspond exactly with target markets. After an investigation of MediCore's research and development process, specific customers are not grouped into target markets. To pinpoint customer requirements, each customer must be grouped into the proper market. Once ascertained, the requirements are ranked based on what is most important to the most significant customers.

The customer requirements translate into product features, which are given a set of new, technical specifications. The translation allows the engineers to construct items based on what customers want. The R&D department should no longer leave translation of the requirements to engineers, as the engineering department's job is to take the specifications and construct the

product. Based on the information extracted from Ziltour's process, a shift in responsibility of assembling the technical specification list from the engineering team to the R&D department is advised.

**Tradeoff Matrix Between Customer Requirements and Product Features**

The use of a product features matrix will compare the customer requirements with the product features. The comparison will allow the R&D team to evaluate the correlation between what the customer wants and the product features. Only once the correlation is discovered should the R&D team present the product attributes to the engineering department with a set of engineering measures under each attribute. Correlation testing is very important, and an investment in proper training for testing and analysis is advised, as said training will yield an increase in innovation momentum. The benefit of appropriate innovation will outweigh the cost of the investment in training.

Formulation of Process Features from Product Features

The product features are considered the "what," while the process features are the "how." The engineering team is responsible for providing the how in a technical sense, for example, installing or improving machinery in MediCore's factory to make the assembly of a product feature more efficient. The human resources department provides the how from a training standpoint, for example, teaching employees to operate new machinery and care for the product trait.

A vital part of ensuring the process in producing the product feature is ensuring the process is controlled so as to examine performance. A commitment to research and implementation of process controls is highly recommended, as ensuring that the method creates the product features that customers require is indeed crucial.

Concluding Remarks
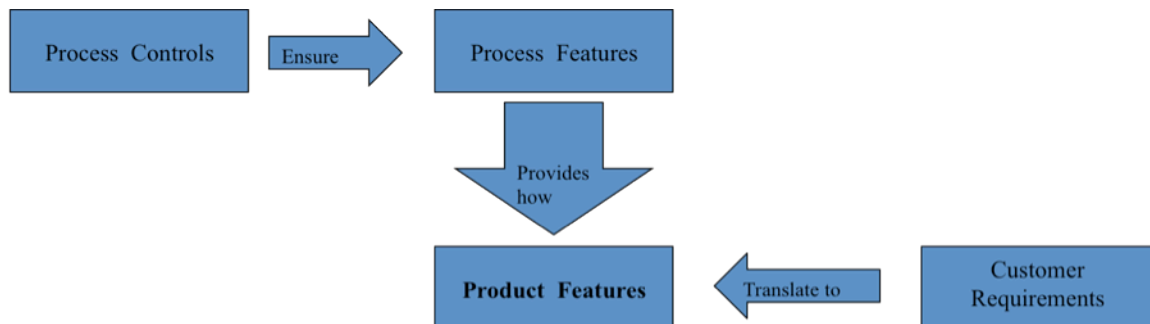
The brief process explanations, insights and advice touch the surface of the quality functional deployment framework and Juran's roadmap system. Any further information regarding any or all of the above research is available immediately upon request.

APPENDIX E

THE PERSUASIVE PROPOSAL

Business Professionalism Course for Iggy University
The University of Pennsylvania, the University of Florida and Loyola University New Orleans are located in distinct parts of the country and attract different sorts of MBA candidates. The Ivy League University, the large state school and the small Jesuit university have something in common. All three require MBA students to take a course in business professionalism (1),(2),(3). This is not a fluke, as JP Morgan only considers internship and entry-level applicants with excellent communication skills (4) and Citi Bank states the same on the Web site (5). What do these major conglomerates mean by communication skills? Applicants must know how to write and speak efficiently and effectively. As an expert in contemporary MBA programs, I strongly recommend Iggy University invests in a business-professionalism course, as the coure will provide value to the stakeholders and will give the program a competitive advantage.

Course set up
Business-professionalism courses, also known as business communication, cover four presentation areas: writing, oral, physical, and manners. These areas will put the MBA students at Iggy ahead as said areas will prepare individuals for interviews and save embarrassment on the job. The professor selected for the course must have the highest level of knowledge in all of said areas.

Writing presentation
The University of Pennsylvania will not allow students to waive the management communication course that focuses on improving students' written-presentation skills (1). Writing is broadly broken into three categories: grammar, format and style.
- **Grammar-** Students must know basic English grammar before entering the job market. In order to ensure students know "your from you're from yours," a professor with impeccable knowledge of English must teach the course. Students should be tested in grammar separately and as part of each writing assignment.
- **Format-** Students must know how to properly format a memorandum, an executive summary, a résumé, a cover letter, and a business proposal. Per an interview with William Casale, Chief Operating Officer of Firm Solutions Inc., and Florida Default Law Group, a candidate will not be considered for an interview if he or she submits a poorly written or formatted resume and cover letter (6). Casale stated employees are expected to know how to format and write a memorandum and executive summary prior to his or her first day.
- **Style-**As many students are used to writing five-page creative essays, the course must teach students how to eliminate irrelevant information and write in a straightforward, concise manner.

Oral presentation

The fear of public speaking has been compared to the fear of death. Students must learn how to effectively present to an audience. The course should require more than one oral presentation. The University of Florida requires a professional-communication course for students. Learners must present an informative and persuasive presentation as part of the coursework (7). Like Florida's course, Loyola University New Orleans teaches its MBA students to use slideshows to aid in presenting with impact (3). Casale said public speaking is a learned skill, and a course that requires practice in said field would put an employee ahead of his or her competition (6).

Physical presentation

Students need to know how to dress in a professional manner. For example, they must know the difference between business casual and business professional. At least one class period should be devoted to professional presentation including dress, cleanliness and stature. Loyola's business-professionalism course dedicates a class to dressing for a successful future (3). Casale said good physical presentation is a sign of preparation. Physical presentation shows the prospect researched the organization to ensure appropriateness (6).

Manners presentation

Although you may assume table manners are learned at home, employers can be shocking what some students may think is appropriate. A class period dedicated to manners is imperative. This should overview how to eat, speak and motion in a business setting. Loyola hosts an etiquette dinner as part of the business-professionalism curriculum (3). Casale values humility and said at dinner interviews he looks for courtesy to wait staff, modest ordering and allowing the host to lead (6).

Advantages to stakeholders

This course will present opportunities for the MBA program's stakeholders. While the students will benefit directly, employers and MBA program administration and faculty will also gain from this course. As students enter higher-level jobs due to the polished, professional skills, Iggy University will have greater leverage to rise in MBA rankings. This rise could generate buzz about the program, therefore attracting stronger applicants. The faculty will gain from this because as the program grows, there will be an ability to expand the program's course list and focuses.

Conclusion of recommendation

Iggy University's investment in a business-professionalism course will benefit the stakeholders. Students must have an understanding and ability to present themselves in writing, speech, dress and manners. Therefore, I recommend the course test students on the writing, oral, physical, and manners presentation outlines detailed above. According to international banks, top MBA programs and a chief operating officer, business students must know how to communicate before entering the job force (1-6). Prepared students make better impressions at interviews and to managers. Well-prepared students can generate a rise in Iggy's school ranking which creates opportunities for Iggy's faculty and staff.

APPENDIX F

ACADEMIC VS. BUSINESS WRITING QUICK REFERENCE GUIDE

Topic	Academic	Business	Reference Page
Binding	For informal, weekly assignments, a staple in the upper left-hand corner is acceptable. Final or semester-long projects may require professional binding	The extra step of professional binding for a presentation is almost always the norm.	17
Cover Page	Title, name, professor's name, course title, date, institution's name Professional look	Title, name, company logo, addressee's name, addressee's company name if applicable, date Creative, professional look	20 35
First-person pronouns	Do not use	Acceptable only when the referenced noun is absolutely unambiguous	7
Paragraph length	Each paragraph must contain more than two sentences.	Each paragraph should contain more than two sentences. Do not construct paragraphs with two non-related thoughts. Business writing uses more paragraph breaks than academic writing to indicate a change of thought.	17
Passive vs. active voice	Active voice is preferred to create clear sentences.	Passive voice is acceptable to avoid placing responsibility of an action on one person. Otherwise, use the active voice.	7
Spacing	Double-space	Single-space	17

APPENDIX G

STATE ABBREVIATIONS

State Name	Abbreviation	Postal Code
Alabama	Ala.	AL
Alaska	Alaska	AK
Arizona	Ariz.	AZ
Arkansas	Ark.	AR
California	Calif.	CA
Colorado	Colo.	CO
Connecticut	Conn.	CT
Delaware	Del.	DE
Florida	Fla.	FL
Georgia	Ga.	GA
Hawaii	Hawaii	HI
Idaho	Idaho	ID
Illinois	Ill.	IL
Indiana	Ind.	IN
Iowa	Iowa	IA
Kansas	Kans.	KS
Kentucky	Ky.	KY
Louisiana	La.	LA
Maine	Maine	ME
Maryland	Md.	MD
Massachusetts	Mass.	MA
Michigan	Mich.	MI
Minnesota	Minn.	MN
Mississippi	Miss.	MS
Missouri	Mo.	MO
Montana	Mont.	MT
Nebraska	Nebr.	NE
Nevada	Nev.	NV
New Hampshire	N.H.	NH
New Jersey	N.J.	NJ
New Mexico	N.M.	NM
New York	N.Y.	NY
North Carolina	N.C.	NC
North Dakota	N.D.	ND
Ohio	Ohio	OH
Oklahoma	Okla.	OK
Oregon	Oreg.	OR
Pennsylvania	Pa.	PA
Rhode Island	R.I.	RI

South Carolina	S.C.	SC
South Dakota	S.D.	SD
Tennessee	Tenn.	TN
Texas	Texas	TX
Utah	Utah	UT
Vermont	Vt.	VT
Virginia	Va.	VA
Washington	Wash.	WA
West Virgina	W.Va.	WV
Wisconsin	Wis.	WI
Wyoming	Wyo.	WY

APPENDIX H

WRITING ABOUT LOYOLA UNIVERSITY NEW ORLEANS

Official name	First mention	Subsequent references
Joseph A. Butt, S.J. Loyola University New Orleans	Loyola University New Orleans	Loyola
Loyola University New Orleans College of Business	Loyola University New Orleans College of Business	college of business Loyola
Loyola University New Orleans MBA Program	Loyola University New Orleans MBA Program	the MBA program Loyola's MBA program
Center for Spiritual Capital	Center for Spiritual Capital	the center
Business Portfolio Program	Business Portfolio Program	Portfolio the program
Executive Mentor Program	Executive Mentor Program	the program
J. Edgar and Louise S. Monroe Library	Monroe Library	the library Monroe

APPENDIX I

GRADING RUBRIC

1. Writing rubric

Topic	Unacceptable (0-83)	Acceptable (84-94)	Exemplary (95-100)	Score	Weight
Grammar					20%
Punctuation					20%
Professional Presentation					20%
Clarity					30%
Understandable Data Analysis					5%
References					5%

2. Presentation rubric

Organization:

_____   Introduction (15)
  - Attention getter (5)
  - Credibility (5)
  - Preview (5)

_____   Organization of Ideas (20)
  - Point 1: Pop, Evidence? (2.5, 2.5)
  - Point 2: Pop, Evidence? (2.5, 2.5)
  - Point 3: Pop, Evidence? (2.5, 2.5)
  - Effective use of Transitions (5)

_____   Effectiveness of Conclusion (10)
  - Review (5)
  - Final Thoughts (5)

Power, Relationship, & Persuasion:

_____   Power (25)
  - Confident? (5)
  - Powerful stance? (5)
  - Strong Voice Projection? (5)
  - Dressed professionally? (5)
  - Interrupters (uhm, like, ya know) (5)

_____   Relationship (20)
  - Did you move comfortably? (5)
  - Hand gestures? (5)
  - Smile or pleasant expression? (5)
  - Eye Contact? (5)

_____   Persuasion (5)
  - How well did you sell your ideas?

APPENDIX J

PROOFREADING MARKS

OPERATIONAL SIGNS

Sign	Meaning
✀	Delete
◡	Close up; delete space
✀	Delete and close up (use only when deleting letters *within* a word)
(stet)	Let it stand
#	Insert space
(eq #)	Make space between words equal; make space between lines equal
(hr #)	Insert hair space
(ls)	Letterspace
¶	Begin new paragraph
□	Indent type one em from left or right
]	Move right
[	Move left
][	Center
⌐	Move up
⌊⌋	Move down
(fl)	Flush left
(fr)	Flush right
═	Straighten type; align horizontally
‖	Align vertically
(tr)	Transpose
(sp)	Spell out

TYPOGRAPHICAL SIGNS

Sign	Meaning
(ital)	Set in italic type
(rom)	Set in roman type
(bf)	Set in boldface type
(lc)	Set in lowercase
(caps)	Set in capital letters
(sc)	Set in small capitals
(wf)	Wrong font; set in correct type
X	Check type image; remove blemish
V	Insert here *or* make superscript
Λ	Insert here *or* make subscript

PUNCTUATION MARKS

Sign	Meaning
⌃	Insert comma
⌄ ⌄	Insert apostrophe *or* single quotation mark
⌄ ⌄	Insert quotation marks
⊙	Insert period
(set) ?	Insert question mark
;	Insert semicolon
⌃ or :|	Insert colon
═	Insert hyphen
M	Insert em dash
N	Insert en dash
{|} or (|)	Insert parentheses

REFERENCES FOR MBA MANDATORY WRITING GUIDE

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The authors thank Sarah Zarate for compiling the MBA Mandatory Writing Guide.