

UPS GBS Training and Development

Style Guide



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Introduction

What is a style guide?

A style guide creates consistency within a system that produces written work. Consistency makes it easier to create a voice or brand for a company or department.

Why is a style guide needed?

A consistent voice is heard more clearly than one that varies based on curriculum. This style guide creates the voice and tone used for training modules written by this department.

How is this style guide used?

Instructional designers, interns, supervisors, and managers adhere to the style guide at every stage of the module development process. To streamline the process, instructional designers' use of the style guide makes the editor's job easier and quicker to complete. Editors use the guide to ensure modules are grammatically and stylistically correct in addition to being technically and conceptually correct.

Global English

Global English establishes consistency across languages. Writing in Global English optimizes work for translation, decreasing the chances of mistranslation. Global English also ensures that non-native English speakers easily understand the work. The overall standardization of English creates the core level of consistency on which a style guide stands. However, be sure to remain true to the English language. Do not make changes that will sound unnatural to native speakers.

Some global programs may use British English spelling for specific audiences. When a program requires British English spelling, refer to the Cambridge Dictionary website (<https://dictionary.cambridge.org>) to differentiate between spelling differences.

This style guide was influenced by *The Global English Style Guide: Writing Clear, Translatable Documentation for a Global Market* by John R. Kohl.

Audience

Knowing one's audience is key in consistency. The audience for training modules is twofold. The end users of the curricula discussed in the module are the customer care representatives (CCRs) domestically and abroad. However, the training modules are written to help instructors conduct courses. Therefore, when instructional designers write, they must keep in mind that conceptually, the module is for the representative, and stylistically, the module is for the instructor. Write at an eighth grade reading level to ensure all instructors understand the curricula. Use simple vocabulary.

Further, the mindset for creation of modules is: to create documents that allow instructors to teach representatives how to understand processes, how to use systems to support processes, and how to find resources. Instructors guide participants in learning to use IRIS as a reference. So, information placed into modules adheres to the standards for the audience. Remember, modules are not scripts. Do not speak for the instructor. Refrain from using personal pronouns or transitions.

Voice and Tone

Beyond active or passive, voice represents who the reader hears in a work. Voice includes formal and informal styles. Formal writing is that of academic writing. It has no abbreviations, contractions, or slang. Formal writing never uses first or second person, avoiding personal pronouns like “I,” “we,” and “you.” Informal writing is that of familiarity, or writing colloquially. First and second person are acceptable in informal writing.

Voice is equivalent to personality. However, in this case, the personality of the overall brand or department overrides individual personality. Avoid inserting individual personality into modules. Tone is equivalent to attitude. Tone can be informative, persuasive, or affective. The tone of a piece must match the audience.

Diction, or word choice, complements and creates a standard for voice and tone. For example, using the word “angry” instead of the word “mad” creates a more formal voice.

Strive for a formal, objective voice with an academic or informative tone written in the third person. Choose words that adhere to the chosen voice and tone. Use the implied “you” construction when writing to remain consistent with the chosen voice and tone of the department.

Constructing sentences with the stated “you” places the word “you” within the sentence. Implied “you” assumes the reader is completing the action.

Additionally, use firm language in modules. Actions mentioned in curricula are instructions, not suggestions.

Tips for Writing for Translation

Modules must be optimized for translation. Mistranslation occurs when an original version uses non-standard English words and phrases. Use the following tips to prevent mistranslation: Use standard English. When questions about the use of a word arise, use the version that appears in the [Merriam-Webster online dictionary](#).

Use active voice.

See **Active Voice vs Passive Voice**.

Write positively.

Example:

Correct: It is unlikely that she will come to the meeting this afternoon

Incorrect: It is not likely that she will come to the meeting this afternoon.

Correct: Remember...

Incorrect: Never forget...

Do not use double negatives. Sentences containing double negatives are non-standard construction and can cause confusion.

Example:

Correct: Customers commonly have questions about this process.

Incorrect: It is not uncommon for customers to have questions about this process.

Consider cultural differences. GBS has a global audience. Ensure instructors and participants will not misinterpret references within modules. Consult managers for clarifications. Write for clarity. Create parallelism in sentences. Repeat verbs in sentences with multiple objects.

Example:

Correct: My dog wants not only treats, but he also wants bones.

Incorrect: My dog wants not only treats but also bones.

Use relative pronouns like “that” and “which” in a sentence only when it provides clarity. Limit synonyms. For example, representative is the acceptable alternative for customer care representative. Refer to an object by the same name throughout one piece of writing. Say what you mean. “Right” could mean “correct.” It could also refer to a direction. Use “correct” to prevent ambiguity. Similarly, use “because” instead of “since,” and “after” instead of “once.”

Rules and Conventions

Abbreviations

Do not use non-technical abbreviations. Consider the non-native speaker.

Example:

Correct: also known as

Incorrect: AKA

Correct: not applicable

Incorrect: N/A

Correct: for example

Incorrect: e.g., i.e.

Correct: ...name, address, and phone number.

Incorrect: ...name, address, etc.

Eliminate clipped versions of terms.

Example:

Correct: application

Incorrect: app

Correct: duplication

Incorrect: dupe

Correct: statistics

Incorrect: stats

Do not begin sentences with abbreviations whose first letter is lowercase.

Example:

Correct: The eTT system recalculates the delivery date when a package receives an Origin scan.

Incorrect: eTT recalculates the delivery date when a package receives an Origin scan.

Acronyms

Write out acronyms for systems only upon first reference in an entire curriculum. Write out all other acronyms upon first use in a module. Put the acronym in parentheses and use the acronym thereafter. The setup page does not count as the first reference of an acronym.

Refer to UPS using an acronym in every instance, even upon first reference.

Do not turn acronyms into verbs.

Example:

Correct: The representative must protect the customer's information.

Incorrect: The representative must PCI.

Do not begin sentences with an acronym with a lowercase first letter.

Example:

Correct: The eTT system displays the scheduled delivery date along with the remaining number of days before delivery.

Incorrect: eTT displays the scheduled delivery date along with the remaining number of days before delivery.

Exceptions include PDF, ZIP code, and Article ID.

Action Verbs

Bloom's Taxonomy Action Verbs table

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information	Demonstrate an understanding of the facts	Apply knowledge to actual situations	Break down objects or ideas into simpler parts and find evidence to support generalizations	Complete component ideas into a new whole or propose alternative solutions	Make and defend judgments based on internal evidence or external criteria
Verbs	Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Select State	Classify Convert Defend Describe Discuss Distinguish Estimate Explain Express Extend Generalized Give examples Identify Indicate Infer Locate Paraphrase Predict Recognize Rewrite Review Select Summarize Translate	Apply Change Choose Compute Demonstrate Discover Dramatize Employ Illustrate Interpret Manipulate Modify Operate Practice Predict Prepare Produce Relate Schedule Show Sketch Solve Use Write	Analyze Appreciate Breakdown Calculate Categorize Compare Contrast Criticize Diagram Differentiate Distinguish Examine Experiment Identify Illustrate Infer Model Outline Point out Question Relate Select Separate Subdivide Test	Arrange Assemble Categorize Collect Combine Comply Compose Construct Create Design Develop Devise Explain Formulate Generate Plan Prepare Rearrange Reconstruct Relate Reorganize Revise Rewrite Set up Summarize Synthesize Tell Write	Appraise Argue Assess Attach Choose Compare Contract Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select Summarize Support Value

Active Voice vs Passive Voice

Writing in active voice means the subject *does* something in the sentence. In passive voice something happens *to* the subject.

Use active voice.

Example:

Active: Access the database on the internet.

Passive: The database can be accessed on the internet.

A While, Awhile

A while is a noun that expresses an unspecified amount of time.

Example:

Correct: It has been a while since the customer updated his account information.

Incorrect: It has been awhile since the customer updated his account information.

Awhile is an adverb that expresses an unspecified amount of time. Use it after a verb.

Example:

Correct: Sit and stay awhile.

Incorrect: Sit and stay a while.

Use a *while* when placed after a preposition.

Example:

Correct: The customer said she would return to the line in a while.

Incorrect: The customer said she would return to the line in awhile.

Bullet Points

Bullet points organize information in a way that is easier and quicker to grasp. Introduce bullet points with a complete thought (subject and verb) and a colon.

Do not capitalize the first word of a bullet point. Exceptions are proper nouns, questions, and UPS systems and icons mentioned in the Globaltrain Template User Guide.

Do not end bullet points with punctuation. An exception is a bullet point that is a question.

Example:

Correct:

The representative confirms:

- the customer is only changing the pickup address
- the spelling of the address
- the contact name and phone number

Correct:

GSA agencies include:

- Veterans Administration (VA)
- General Services Administration (GSA)
- Tennessee Valley Authority (TVA)
- Department of Homeland Security
- Departments of Transportation, Defense, and Labor

Incorrect:

The driver:

- counts the packages
- compares the number with the End of Day record to ensure he or she has the correct number of packages
- scans the End of Day record
- places the packages in the package car

Setup page Learning Objectives are also an exception for capitalization of bullet points. Points under Learning Objectives start with a verb, are capitalized, and end with punctuation.

Example:

Correct:

After completing this module, the participants will be able to:

- Explain UPS My Choice from the customer's perspective.
- Identify ways to access UPS My Choice.
- Describe how customers register for UPS My Choice.

Incorrect:

After completing this module, the participants will be able to:

- explain UPS My Choice from the customer's perspective
- identify ways to access UPS My Choice
- describe how customers register for UPS My Choice

Likewise, topics are title case, without punctuation.

Use parallel construction when formatting points. Start each point with the same part of speech, preferably a verb.

Keep points short. Do not use complete sentences as points.

Do not use conjunctions when points constitute a list.

Example:

Correct:

Express advocacy in the following ways:

- listen to the customer's words and tone of voice to recognize his or her concern
- avoid mentally skipping ahead to other parts of the call
- customize your responses based on the individual customer

Incorrect:

However, there are options available that allow:

- The customer to keep the package and
- You to initiate or complete the inspection.

Capitalization

Do not capitalize common nouns.

Do not capitalize seasons. Capitalize months and days of the week.

Capitalize UPS services as listed under **Trademarks**.

Capitalize the words “district” and “region” only when specified by a proper noun.

Example:

Correct: South Atlantic District

Incorrect: Unloaders sort packages in the correct District for delivery.

See **Titles**.

Common Redundancies and Wordy Phrases

Keep content short. Use as few words as possible.

Redundant, Wordy	Alternative
accidental mistake	mistake
add additional	add
add on	add
at this point in time	at this point; at this time
basic fundamentals	fundamentals
boot up	boot
check to be sure	check; ensure
close proximity	close; near
connect together	connect
a great many	many
a number of	many
in order to	to + verb
more and more	more
used to	past tense form of verb
a lot	many
quite a few	several
in between	between
click on the OK button	click <i>OK</i>
as well as	and
and then	then
first initiates	initiates
call in	call
type in	type
simply click	click

Conjunctive Adverbs, Short Sentence Interrupters

Words like “however,” “therefore,” “for example,” and “nevertheless” can cause confusion when they interrupt a sentence. Instead, use conjunctive adverbs to begin sentences.

Example:

Correct: However, the template presents its own problems.

Incorrect: The template, however, presents its own problems.

Contractions

Do not use contractions.

Dates

See **Numbers**.

Days, Months, and Years

Use figures to express days, months, and years only for numbers 10 and higher.

Example: 10 months and six days later

See **Numbers**.

See **Capitalization**.

See **Time**.

Departments

Capitalize department and skill titles.

Example:

Correct: Connect the caller to the Billing department to discuss charges, if needed.

Incorrect: Connect the caller to the billing department to discuss charges, if needed.

Correct: The package requires inspection at U.S. Customs and Border Protection.

Correct: The package requires inspection at customs.

Incorrect: The packages requires inspection at Customs.

See **Titles**.

Display vs Appear

Use “display” or “displays” to refer to on-screen results from corresponding actions. Always provide a direct object after “display.”

Do not use “appear.”

Pairing “appear” with an infinitive suggests “to seem,” which creates ambiguity and can lead to misinterpretation.

Example:

Correct: The system displays a list of vendor names that match the search criteria.

Incorrect: The dialog box displays.

Incorrect: Your search results appear.

Foreign Words

Eliminate obscure foreign words. Use standard English equivalents.

Example:

Correct: in essence, by itself

Incorrect: per se

Correct: without

Incorrect: sans

Future Tense

Use present tense primarily. However, some instances call for future tense. Determine if the action will legitimately take place in the future.

Example:

Correct: The new program will be available for signup next June.

Incorrect: The Back Office DEG will handle parts of this process and we will identify those times as they occur throughout this training.

The setup page outlined in the Globaltrain Template User Guide is an exception for this future tense rule. Introduce Learning Objectives using future tense.

Example:

Correct: After completing this module, the participants will be able to...

Incorrect: After completing this module, the participants can...

Gerunds

Eliminate unnecessary –ing clauses and phrases.

Example:

Correct: AppleTalk access lists simplify network management.

Incorrect: Using AppleTalk access lists simplifies network management

Idioms

Idioms cause trouble with translation. Refrain from using them.

Example:

In a nutshell

The bottom line

Implied “You” vs Stated “You”

Use the implied “you” construction when writing to remain consistent with the chosen formal voice and informative tone of the department.

Example:

Correct: Click anywhere on the slide to begin.

Incorrect: When you are ready to begin, click anywhere on the slide.

Inverted Sentences

Limit use of inverted sentences. Construct sentences using the subject-verb formula instead.

Example:

Correct: His letter and notes are included in the email.

Incorrect: Included in the email are his letter and notes.

Italics

Italicize the following within modules:

- screen names
- tab names
- links
- buttons
- icons
- columns
- checkboxes
- titles of IRIS resources
- section names
- window names
- drop-down menu names
- field names
- information entered into fields

- <pretrip items>
- selections; items that are clicked
 - Example: Click *Done*.

To maintain consistency, it is best to only use the list of terms provided above when referring to the italicized items within modules.

Do not italicize the following within modules:

- error messages
- pop-up messages
- scans
- keyboard functions
- system names
- folders

Do not bold, underline, italicize, or capitalize words to demonstrate emphasis.

Length and Weight

See **Numbers**.

Misused Words and Phrases

The following table lists commonly misused words and phrases. Refrain from using these words in standard English.

Word or Phrase	Explanation	Alternatives
Be sure, Make sure	<i>Sure</i> is informal.	Depending on the context, try the following: • remember to • clarify • be certain • check • verify • ensure
Display	<i>Display</i> is both a verb and a noun.	Only use display as a verb with a direct object and in sentences similar to: Press Enter to display the next slide.
Once	Writers use once to refer to something happening a single time or after an event. The different uses can cause translation issues.	If referring to something that occurs a single time, use once. If referring to something occurring <i>after</i> an event, use after.

Word or Phrase	Explanation	Alternatives
Should	<i>Should</i> makes a statement sound like a suggestion.	Use only the appropriate verb in the sentence. Correct: The representative asks the customer for the tracking number. Incorrect: The representative should ask the customer for the tracking number. An exception occurs when used in a debrief that explains what the representative should have done. Example: The representative should have expressed empathy for the customer.
Since	People use <i>since</i> in place of <i>because</i> or to indicate the passage of time. Because these are two very different uses of the same word, <i>since</i> can cause translation issues.	Depending on the context, use one of the following: • because • after
Start	Because <i>start</i> can function as a verb and a noun, it can cause translation issues.	Begin (verb) Beginning (noun)
As (when used in place of because)	Modules must be as clear as possible.	Use <i>because</i> when the sentence calls for <i>because</i>. Correct: Be gentle, because the vase is fragile. Incorrect: Be gentle, as the vase is fragile.
Next	Writers use <i>next</i> to refer to actions occurring in a sequence or to describe a location. The different uses can cause translation issues.	Do not use <i>next</i> in a step-action table. If referring to the location of an item, use <i>next to</i> or <i>beside</i>.

Not, Only

To avoid confusion, place “only” and “not” immediately before the word or phrase they modify.

Example:

Correct: Treatment for the most common type of stroke is generally effective only within three hours of the first symptoms.

Incorrect: Treatment for the most common type of stroke is generally only effective within three hours of the first symptoms.

Nouns

Use nouns as nouns and verbs as verbs. Do not turn nouns into verbs.

Use words in their intended use, as determined by standard dictionaries.

Example:

Correct: The Overgoods department inventories and stores all packages that are lost or damaged during delivery or for some reason remain undelivered in the UPS network.

Incorrect: The Overgoods department inventories and warehouses all packages that are lost or damaged during delivery or for some reason remain undelivered in the UPS network.

Example:

Correct: I sent an email to the team to confirm the meeting time.

Incorrect: I emailed the team to confirm the meeting time.

Numbers

Spell out numbers zero through nine. Use figures for numbers 10 and higher.

Write out numbers that begin a sentence, regardless of whether the number is less or greater than 10. Exceptions: years and addresses.

Example:

Eighteen alpha-numeric characters make up the 1Z tracking number.

Ages

Use figures.

Currency, Money

Use figures to express amounts.

Example:

\$17; \$17 million; \$17,456; 17 cents

Dates

Write dates either of the following ways: January 6 or January 6, 2017. Exceptions are dates for module title pages and footers.

Use a comma after the year when a date is placed within a sentence. Never add a suffix to the day in a date.

Fractions and Decimals

Use figures.

Length and Weight

Use figures to express length and weight.

Do not abbreviate units of measurement. Pounds is an exception.

Based on your audience, determine which unit of measurement is appropriate.

Example:

8 lbs.

5 inches x 5 inches x 10 inches

2 meters

Ordinal Numbers

Spell out first through ninth. Use figures and suffixes starting with 10th.

Percentages

Use figures.

Time

See **Time**.

Participants vs Representatives

Refer to representatives as participants when writing about tasks they have completed or will complete in the training classrooms. Use representatives when referring to functions performed on the job.

Example:

Correct: Give participants 1-2 minutes to read the section in IRIS.

Correct: When a customer calls and states he or she did not receive an alert, the representative first checks the *Notifications Sent* tab in eTT to verify the UPS My Choice alert is listed.

Incorrect: Instruct representatives to open IRIS and read the related sections.

Reference a representative's skill-specific title, such as InfoNotice representative, in a curriculum's introductory module only. In all subsequent modules, use only representative. An exception is when comparing the representative's new responsibilities to those of his or her new role in a skill progression.

Example:

Correct: Tracking participants have had experience working with ECM cases while nesting as InfoNotice representatives.

Incorrect: Tracking participants have had experience working with ECM cases while nesting as representatives.

Preferred Terminology

Use the correct form of the following words in training modules.

Correct	Incorrect
Account customers	account customers; Account Customers
brokerage	Brokerage
callback (noun, adjective) call back (verb)	call back (noun, adjective)
click	click on
customs U.S. Customs and Border Protection	Customs (only capitalize when referring to a specific customs department)
representative customer care representative (CCR)	Agent; rep; customer service representative (CSR)
driver release	driver-release
driver-released package	driver released package
display	appear
drop-off (noun, adjective) drop off (verb)	dropoff
e-commerce	ecommerce; eCommerce; E-commerce
eLearning	elearning; e-learning; E-learning
email	E-mail; Email; e-mail; electronic mail
fills in	populates
follow-up (noun, adjective) follow up (verb)	followup
hazardous materials hazmat	HazMat; Haz Mat; haz mat
home page	homepage
identify	ID
information	data Exception: when used in terms of data privacy
internet	Internet; Web; World Wide Web; world wide web
login (noun, adjective) log in (verb) log in to [system]	log-in; log into [system]
misdelivery	mis-delivery
Nesting	nesting; ABAY; Academy Bay
Non-Account customers	non-account customers; Non-account customers; Non-Account Customers
Occasional customers	occasional customers; Occasional Customers
OK (used to name a button) okay (used in quotation marks for words spoken by a representative)	OK (used in quotation marks for words spoken by a representative) ok
only	just
PDF	pdf; .pdf
package center	UPS Customer Center; customer center; center
pickup (noun, adjective) pick up (verb)	pick-up
pop-up (noun, adjective)	popup
Preferred Customer Associate	preferred customer associate; Preferred Customer associate; Preferred customer associate
Preferred Customer Program	preferred customer program; Preferred Customer program; Preferred customer program
projector	data show
role-play	role play roleplay
Scheduled Pickup account	scheduled pickup account; Scheduled Pickup Account

Correct	Incorrect
screenshot	screen shot; Screenshot; Screen Shot; Screen print
set up (verb) setup (noun)	set-up
sign-up (noun, adjective) sign up (verb)	sign up
type...in	key...in
UPS Customer Center	customer center; package center
UPS Drop Box UPS Drop Boxes	Dropbox; drop box; dropboxes; drop boxes
ups.com	UPS.com
UPSers.com	upsers.com
UPS University	UPS U
U.S.	US
user ID	User ID
website	Website; Web site; web site; site
web page	webpage
worldwide	world wide

Pronouns

Person	Subject	Object	Possessive
First Person (Singular)	I	Me	My/Mine
Second Person (Singular)	You	You	You/Yours
Third Person (Singular)	He/She/It	Him/Her/It	His/Her/Hers/Its
First Person (Plural)	We	Us	Our/Ours
Second Person (Plural)	You	You	Your/Yours
Third Person (Plural)	They	Them	Their/Theirs

Use third person singular pronouns to remain consistent with chosen voice and tone of the department.

Do not use demonstrative adjectives (this, that, these, those) as pronouns.

Example:

Correct: Apply all the manual adjustments. These adjustments are on the *Rules* tab of the *Adjustments* window.

Incorrect: Apply all the manual adjustments. These are listed on the *Rules* tab of the *Adjustments* window.

Do not begin a sentence with “it.” Use the pronoun’s antecedent instead.

Example:

Correct: Acknowledge all statements before explaining the next steps in the damage process.

Incorrect: It is important to acknowledge all statements before explaining the next steps in the damage process.

All parts of a sentence should agree. If a pronoun referring to the subject is singular, the subject should be singular.

Example:

Correct: The customer must pick up his or her package.

Incorrect: Customers must pick up his or her package.

Punctuation

Brackets

Use <brackets> for information instructors must pre-trip, including site-specific information.

Example:

Correct: The subject line reads *2nd Request International Case <case number>*.

Correct: Type <pre-trip tracking number> in the *Tracking Number* field and press Enter.

Incorrect: Type <1Z6133566600174867> in the *Tracking Number* field and press Enter.

Colon

Use only one space after a colon. Capitalize the first word after a colon only if it is a proper noun.

Use a colon:

- to introduce a bulleted section
- after a complete phrase to introduce a list of items
- to introduce a direct quotation that is more than three lines in length

Commas

Use a comma to separate items in a list. Use a serial, or Oxford, comma before the last item in the list. Use a comma before a conjunction in a compound sentence.

Example:

Correct: The Damage Call Tag prints the package's pickup address, weight, and contents.

Incorrect: The Damage Call Tag prints the package's pickup address, weight and contents.

Use commas to separate two independent clauses (with a conjunction) and to separate main clauses from subordinate clauses. Use a comma before "because" if what follows is not essential to the sentence.

Example:

Correct: If speaking with the consignee, ask that he or she contact the shipper for additional information regarding the shipment.

Incorrect: If speaking with the consignee ask that he or she contact the shipper for additional information regarding the shipment.

Use a comma to introduce a quotation.

Example:

Correct: For example, say, "If I understand your request, you are interested in canceling your account because your shipping volume has decreased?"

Incorrect: For example, say "If I understand your request, you are interested in canceling your account because your shipping volume has decreased?"

Use a comma to separate a nonessential clause from the rest of a sentence.

Example:

Correct: Jill, who is the driver, left the package.

Incorrect: Jill who is the driver left the package.

Insert commas where natural pauses occur in sentences.

Example:

Correct: If the investigation proves the customer provided adequate packaging, but UPS mishandled the package, UPS issues a claim.

Incorrect: If the investigation proves the customer provided adequate packaging but UPS mishandled the package, UPS issues a claim.

Hyphens

Use hyphens to ensure clarity. For example, use a hyphen to create a compound adjective. Compound adjectives consist of more than one adjective describing a noun. Use a hyphen when compound adjectives come before a noun and can cause ambiguity.

Example:

Correct: out-of-district move

Incorrect: out of district move

Correct: third-party service

Incorrect: third party service

Parentheses

Use parentheses to set off equivalent forms of terms, like acronyms. Do not use parentheses to indicate alternatives.

Do not use (s) to indicate plurality. Use the plural form and corresponding verb.

Example:

Correct: Check the errors in the log file.

Incorrect: Check the error(s) in the log file.

Do not use parentheses to clarify numbers or symbols.

Example:

Correct: Pickup type conversions take a minimum of two business days.

Incorrect: Pickup type conversions take a minimum of two (2) business days.

Correct: A dollar sign is next to the delivery event.

Incorrect: A dollar sign (\$) is next to the delivery event.

Place punctuation outside the parenthesis when a sentence ends with an end parenthesis.

Place punctuation inside the parenthesis when a complete sentence is in parentheses.

Example:

Connect the customer to the Hazardous Materials Support Center (HMSC).

Quotation Marks

Use quotation marks for a direct quotation only. Place punctuation inside quotation marks. Use a comma to introduce a quotation.

Place commas outside the quotation marks only when quoting a single word.

Example:

Correct: An error message, "No further forward scrolling possible," indicates that a group has no more screens.

Incorrect: An error message, "No further forward scrolling possible", indicates that a group has no more screens.

Semicolons

Use a semicolon to indicate a pause between two main clauses. Do not capitalize the first word after a semicolon, unless it is a proper noun.

Use semicolons to separate lists where one or more items contains a comma.

Example:

Correct: The new store will have groceries on the lower level; luggage, housewares, and electronics on the ground floor; men's and women's clothing on the second floor; and books, music, and stationery on the third floor.

Incorrect: The new store will have groceries on the lower level, luggage, housewares, and electronics on the ground floor, men's and women's clothing on the second floor, and books, music, and stationery on the third floor.

Slash

Do not use a slash for terms that are alternatives to each other. Use “or” instead.

Example:

Correct: A customer needs to order an ASO illuminated sign or light bulb.

Incorrect: A customer needs to order an ASO illuminated sign and/or light bulb.

Spacing

Use only one space after punctuation.

Spelling

Do not use non-standard, informal spellings of words.

Example:

Correct: high

Incorrect: hi

Correct: light

Incorrect: lite

States

Spell out states when they stand alone and when included with a city.

An exception is an address. State abbreviations are acceptable for addresses.

Symbols

Do not use a symbol in the place of its written equivalent.

Exceptions include: % behind a figure, @ in an email address, currency symbols, math symbols in an equation, and symbols in system field names.

Example:

Correct: building, suite, or floor number

Correct: #Pkg field

Incorrect: building, suite, or floor #

That

Use “that” with verbs that take noun clauses as complements.

“Be certain” and “ensure” do not need “that.”

While “that” is not always necessary, do use it when it provides clarity.

Example:

Correct: In the *PCS* field, confirm that this shipment consists of <insert number of packages from the screenshot> packages.

Incorrect: In the *PCS* field, confirm this shipment consists of <insert number of packages from the screenshot> packages.

Correct: The representative uses this amount to calculate duties and taxes.

Incorrect: This is the amount that will be used to calculate duties and taxes.

The

Use “the” only with definite nouns. Incorrect use of “the” is often translated into incorrect use of corresponding articles in other languages.

Example:

Correct: Ask participants to provide examples of how packages become damaged or go missing.

Incorrect: Ask the participants to provide examples of how packages become damaged or go missing.

Correct: Click the *Next* button to advance to the next slide.

Incorrect: Click button to advance to next slide.

There is, There are

Refrain from using “there is” and “there are.” Instead, use the corresponding noun as the subject.

Example:

Correct: That group has seven screens.

Incorrect: There are seven screens in that group.

Time

Use figures for time, except for noon and midnight. Use a colon when the time is not on the hour. Use only figures when the time is on the hour.

Based on your audience, determine which clock format is appropriate.

Example:

Correct: 10 a.m., 5:30 p.m., 15:30

Incorrect: 10:00 a.m., 5:30 P.M.

Duration

Use figures to designate a span of time, or a spread between two time limits. Use a hyphen in-between figures.

Example:

Correct: 2-3 minutes

Incorrect: two to three minutes

Do not use figures for numbers zero through nine when referring to a specific length of time.

Example:

Correct: six months, five days, 15 minutes, 10 hours

Incorrect: 6 months, 5 days, fifteen minutes, ten hours

Time Zones

Spell out time zones when they stand alone.

Example:

Correct: The system displays times in Eastern Standard Time.

Incorrect: The system displays times in EST.

Use acronyms when used with a time of day.

Example:

Correct: 5:30 p.m. EST

Incorrect: 5:30 p.m. Eastern Standard Time

Titles

People

Do not capitalize titles unless accompanied by an individual's name.

Example:

Correct: The Account Manager, Henry Lou, spoke to the customer.

Incorrect: The Account Manager spoke to the customer.

Titles found in most curricula are: manager, coach, supervisor, team lead, representative, customer care representative (CCR).

Titles found in HRSC are: occupational health nurse, region district occupational health supervisor.

Customer care representatives are referred to as representatives, never agents or reps.

Only capitalize specific skill titles used to describe a representative. Do not capitalize the term customer care representative, because the term is not a skill title. Only pair capitalized skill titles with the word representative, never with the acronym CCR.

Example:

Correct: In this lesson, Tracking representatives learn how to investigate packages in disputed deliveries.

Incorrect: Some cases have a reference to transfer to Universal CCRs.

See **Participants vs Representatives**.

Services

Capitalize services according to UPS style.

Refer to the [online service guide](#) for clarification.

Example:

Correct: On-Call Pickup

Incorrect: On-call pickup

Incorrect: On-call Pickup

Trademarks

Some terms and services are registered by UPS. These terms and services always display without variation. The symbols for trademarks (™) and registered trademarks (®) are not necessary.

Example:

Correct: UPS Access Point

Correct: UPS Access Point locations

Incorrect: UPS Access Points

Incorrect: Access Points

Registered or Trademarked			
1-800-PICK-UPS	The UPS Store	UPS Business Monitor	UPS Preferred
CargoEdge	Trackpad	UPS CampusShip	UPS Proactive Response
C.O.D. Automatic	TUPSS	UPS Capital	UPS Returns
C.O.D. Direct	United Parcel Service	UPS C.O.D. Secure	UPS Smart Label
C.O.D. Secure	UPS	UPS Complete View	UPS Smart Pickup
ConnectShip	ups.com	UPS Delivery Intercept	UPS Supply Chain Solutions
DIAD Venturer	UPS 10 KG Box	UPS Expedited	UPS SurePost
Early A.M.	UPS 25 KG Box	UPS Express	UPS Temperature True

Registered or Trademarked			
Flex	UPS 2nd Day Air	UPS Freight	UPS Trackpad
iShip	UPS 2nd Day Air A.M.	UPS Ground	UPS Trade Direct
Kiala	UPS 3 Day Freight	UPS Hundredweight Service	UPS TradeAbility
Mail Boxes Etc.	UPS 3 Day Select	UPS InfoNotice	UPS TradeSense
MBE	UPS Access Point	UPS Integrad	UPS Worldport
My UPS.com	UPS Air Cargo	UPS Mail Innovations	UPS WorldShip
Quantum View	UPS Air Freight Consolidated	UPS Mobile	UPS Worldwide Expedited
Quantum View Manage	UPS Air Freight Direct	UPS My Choice	UPS Worldwide Express
Quantum View Notify	UPS Authorized Return Service	UPS Next Day Air	UPS Worldwide Saver
SampleSure	UPS BorderReady	UPS Next Day Air Early A.M.	World Ease
ShipExec	UPS Brand Exchange	UPS Next Day Air Saver	Worldport
Signature Tracking	UPS Broker of Choice	UPS On-Call Pickup	WorldShip

UPS Fleet

UPS has more than 8,100 vehicles used to complete deliveries. These vehicles include package cars, vans, tractors, motorcycles, and aircraft.

Propane	rural routes of 100+ miles
Electric/Hydraulic Hybrid	suburban trips that average 100 miles
Electrically Assisted Tricycle	Cargo Cruisers in city centers for trips less than 20 miles
Electric	city center trips less than 60 miles
Liquefied & Compressed Natural Gas (LNG & CNG)	regional long haul trips of 400-600 miles; CNG package cars also support suburban routes of approximately 100 miles
Biomethane or RNG	regional long haul trips between 400 and 600 miles

User Interface Naming Conventions

Use the following verbs when referring to these screen elements and keystrokes.

For this screen element or keyboard stroke	Use this action verb	Example
Arrow, double arrow	Click	Click the down arrow to browse...
Button (any image surrounded by a rectangle)	Click	Click <i>OK</i> . Click <i>Next</i> .
Checkbox	Mark, unmark	Mark the checkbox...
List box	Choose	Choose from the options in the list box...

For this screen element or keyboard stroke	Use this action verb	Example
Field	Enter, type	Enter the account number in the account number field.
Icon (any image not surrounded by a rectangle)	Click	Click the <i>Internet</i> icon
Link	Click	Click the <i>More Results</i> link...
Tab	Click	Click the <i>Finding an Existing Value</i> tab.
Scroll bar	Use, move	Use the scroll bar to view more information.
Keystrokes	Press	Press Enter.
Radio button	Select, deselect	Select the <i>Send me the following UPS email communications</i> radio button.
Mouseover	Place the cursor over	Place the cursor over the image to display information.
Item in drop-down menu	Select	Select <i>Service Guide</i> from the <i>Shipping</i> drop-down menu.

Verbs

Form sentences around the verb. Do not add verb suffixes or prefixes to nouns, acronyms, or conjunctions.

Example:

Correct: After identifying the customer's problem...

Incorrect: After you have ID'd the customer's problem...

Web

Web is not synonymous with the internet, but is a subset.

See **Preferred Terminology**.

Which vs That

Use that before a restrictive, or essential, clause. Use which before a nonrestrictive, or nonessential, clause.

Example:

Correct: The driver leaves an InfoNotice that lists the location where the customer must go to pick up his or her package.

Correct: The next scan is PKG AGING, AWAITS PU, which stands for package aging, awaits pickup.

Incorrect: There are several other situations which prevent a package from being delivered to a UPS Access Point.

Incorrect: The last field is the *Country* field, that defaults to United States.

See **Pronouns**.

ZIP Code

Use all-caps for ZIP and lowercase code, unless in a title, lesson title, or various headings used in modules. Use a comma to separate a ZIP code from the rest of an address.

Example:

Correct: ZIP code

Incorrect: zip code