Relaunching our brand

Bringing the
essence to life.

London
Business
School

Contents

Our brand model

Pillars

Original thinking

is fuelled by knowing how
to think, not what to think.

The spirit of London

is the oxygen that breathes life and
dynamism into people and ideas.

Global community

a powerfully connected network fuelled by
a spirit of generosity and challenge.

Personality

Rigorous

Believes that robust evidence is the
cornerstone of academic excellence.

Open

Loves to collaborate and
create new connections.

Curious

Constantly looking for new
ways to think about things.

Inspiring

Brings out the best
in every individual.

Point of view

We believe that
magic happens when
diverse minds powerfully
connect and collide.

Purpose

We exist to have a profound
impact on the way the world
does business and the way
business impacts the world.

Essence

Diverse minds,
powerfully charged.

Our brand archetypes

The wisdom of the 'Sage' enables the freedom of the 'Explorer'

Minds alive

Minds alive is the promise of our evolved brand positioning translated into an emotively engaging idea for all our external audiences. It encompasses all our activities and is how the world will now come to know us.

See also *Brand advertising* on page 72

We express the spirit of Minds alive in the following way:

As a community, we challenge the status quo, question industry norms and free-up people to define their own success. This is a place where curious thinkers are unleashed and encouraged to experiment. Where future business leaders are exposed to countless perspectives, and learn how to think, not what to think. And where minds are truly brought to life, so they can have a remarkable impact on the world.

Minds alive is an asset we must protect. It will build in equity and will be at its most powerful when used with purpose. It should not be used across all collateral and in all messaging, but used primarily in:

- All advertising material (print, poster, digital display assets)
- Key event pull-up banners
- Social media #s
- Social media videos
- All new video end frames
- Campaign activity

Minds alive is not something we reference overtly at the end of a speech, as part of a pitch, or force into a conversation. It should be the result of every interaction and experience with the London Business School brand and our community and should be felt at each and every touchpoint with the School.

London Business School
Minds alive
Where minds come alive to have a remarkable impact.
london.edu

London Business School
Minds alive
Where minds come alive to fuel a different way of thinking.
london.edu

Tone
of voice

**Building powerful
connections,
word by word.**

How we speak

Introduction

Forget for a minute tradition, lectures and assignments and think about people, ideas and an energy and purpose connecting it all.

Tone of voice

At London Business School, we're not so much academic institution as dynamic global community. A community made up of the people with us today and the people we want to attract (even if they don't yet know it).

Our voice is the call they recognise, creating a sense of belonging, inspiration and the recognition of being accepted as a peer by some of the world's brightest minds. So how we say things is just as important as what we say.

Our community will come into contact with our words every day. A brochure. An article. An email. An advert. So we must interest and inspire them; doing away with generalisations, formality and certainly any kind of stuffiness and welcoming the reader into a world of camaraderie and discovery.

Think of us as a passionate explorer of ideas and connector of people, fostering excellence and originality as part of something much bigger – the ability to have a remarkable impact in the world.

Who we are

We have four strong personality traits that guide the way we speak.
Our writing is always **Curious**, **Open**, **Rigorous** and **Inspiring**.

The pages that follow explain each trait in more detail, but as a quick checklist, here are some questions to ask yourself.

Curious

- O Are we interesting and interested in new things and each other?
- O Have we created a feeling of possibility or a new perspective?
- O Are we using an active voice?
- O Are we keeping things interesting by varying our pace, asking rhetorical questions or applying some fresh thinking?

Rigorous

- O Are we being specific? Illustrating a point with provable facts or examples based on experience?
- O Are we being credible?
- O Is our writing precise and pithy, without waffle or exaggeration?
- O Do we have any related faculty research we could draw on?

Open

- O Are we inviting the reader in? Inviting them to join or acknowledging they're already part of our global community?
- O Are we making it personal?
- O Are we using everyday language?
- O Are we avoiding clichés or obvious metaphors?

Inspiring

- O Have we been aspirational? Created a vision in the reader's mind? With a way to make it happen?
- O Are we talking about the benefits and not the features?
- O Could we tell a real story here?

Curious

Constantly looking for new ways to think about things.

'Curious' is the signature 'accent' quality of LBS. It's essential to use it to stand out, but a little goes a long way.

'Rigorous' acts as a guardrail here. We can be expressive (where relevant), without losing sharpness of mind, which is what we're aiming for.

How we speak

Tone of voice

Our personality

⊮ ‹

Brave, experimental and involved

Be original

Bring to life the Explorer archetype and the spirit of London with a fresh way of looking at something. After all, we welcome minds that think uniquely.

Create a feeling of possibility. Be provocative. Be challenging. And keep things interesting. Use vocabulary and metaphor to bring contrast and create a sense of originality and discovery.

Use an active not a passive voice

For example,

'we provide strategy experts'

rather than

'strategy experts are provided by us'.

We know there will be times when a passive voice works better, but an active voice tells you that someone is doing something, they take responsibility, plus it can sound more personal. Try to use it as much as you can.

Vary the pace

Be engaging by using refreshing sentence structures or writing a shorter sentence after a longer one. Even a one word sentence. Really. It also makes your writing easier to digest.

Ask away

A curious mind is an inquisitive one and the question mark is your tool. Use questions to challenge the status quo or rhetorical questions to get your audience thinking.

Instead of	We say
Expand your horizons on the London Business School MBA.	Look beyond. And over. And above. With a London Business School MBA.
In the organisational Behaviour PhD class you'll gain a practical understanding of what shapes the way organisations work.	What makes organisations tick? Find out for real with our Organisational Behaviour PhD.
Creating world-class research is a fundamental part of life at London Business School.	Excelling at research is what drives us at London Business School.

We never

State the obvious –	'London is a global city'
	'Support that will help you'
Sound robotic, like we're going through the motions -	'Student discount applies'

Open

Loves to collaborate and create new connections.

A note on diversity

Words like **'diversity'** and **'inclusivity'** are essential, but it's also important to use the **'Open'** tone to communicate our approach in action. Phrases like **'your unique perspective'** and **'the value we all bring'** communicate our ethos in a natural, immediate way.

Learning from our community

We should always be aware of, and avoid, ethnically exclusive, ableist, heteronormative or cisnormative language. While, at LBS, we have long been committed to this, we must set an example and continue listening to our communities to continually learn how to do better, ahead of the mainstream.

How we speak

Tone of voice

Our personality

Inclusive, generous (supportive) and transparent

Create a connection

Build an affinity with personal pronouns. Use **'you'**, not **students**. Talk about London Business School as **'we'** or **'us'** and **'our programme'** rather than '**the School's programme',** to give your writing a more personal touch.

Feel welcome

Use verbs of participation like **'share'**, **'join'**, **'bring'**, **'meet'**, or **'be part of'** to demonstrate dynamic minds coming together and to feel inclusive.

Likewise adjectives like **'contrasting'**, **'various'**, and **'independent'** show a breadth of outlook and the excitement of combining different points of view.

Use more everyday words

In order to connect we need to talk the same language as our audience. Think about what people really say when they talk. What's familiar to them? Do people say **'forge'** or **'create'**? **'Illuminate'** or **'highlight'**? **'novel'** or **'new'**?

It's a fine line and we mustn't dumb-down, but using pompous language or academic jargon will also feel less transparent. We also need to bear in mind our diverse audience. We want them to understand the meaning of our communication the first time they read it.

Avoid the clichés

Steer clear of tired phrases (particularly in the business world), obvious metaphors and clichés, like **'your road to success'** or **'the opportunity of a lifetime'**. They sound like marketing speak - condescending and unnatural. Instead focus on the more emotional and engaging message – the end result.

We want to be original and thought-provoking from the outset, not lazy or conventional.

Instead of	We say
Carve the career you want	Meet the people defining their own success
Collaborate with us to create learning solutions for powerful and lasting result.	Get powerful and lasting results – join us to discover how.
Develop the power to innovate, break frontiers and discover untapped customer insights to illuminate new areas of business growth.	Learn to spot new areas of business growth through innovation and untapped customer insights.
Expand your global perspective within a student body drawn from every continent.	Our students come from all over the world so you can benefit from a truly global perspective.
Climbing the career ladder	Fuelling your career

Rigorous

Believes that robust evidence is the cornerstone of academic excellence.

Rankings and results

Statistics for LBS results and rankings are important proof points and we should use them whenever relevant. Make sure they sound natural and memorable, writing as you would speak.
For example, **'in the top 20'**,
not **'in the top 14.5th percentile'**.

We don't have to mention a statistic every time we make a claim, but the claim has to be based on a provable fact, with a link to the reference or table (a footnote or citation if offline).

Our personality

Precise, thorough and polished

Get specific

Rigorous research and proven facts are at the heart of LBS. Where we can, we should use facts, evidence and direct quotes to make our point. Creating clarity by using the right detail at the right time.

For example, rather than

> 'within months a majority of our graduates accept an offer of employment',

we'd say

> '96% of our graduates accept an offer of employment within three months of graduation'.

These facts will also add to our credibility and expertise, so avoid vague language, hyperbole, unsubstantiated claims or generalisations. We should never fudge or mislead.

Keep it concise

Steer clear of waffle, repetition and exaggeration. Often the more words you use, the less confident you sound. Our writing should be precise and to the point to reflect our rigorous nature.

An expert also presents things clearly and simply. Work out your main message – there's no need to tell everyone everything. Also use punctuation, like commas, hyphens and full stops, to break up longer sentences. It makes them easier to read.

Instead of	We say
Men were recruited online to take part.	Researchers recruited 307 men, via the online work marketplace Mechanical Turk.
We put you at the forefront of progressive marketing strategy design.	With LBS, be at the forefront of marketing strategy.
Developed in partnership with top global recruiters, the MiM equips you with the critical understanding of business, the adaptive mind-set and the business-ready practical skills to truly stand out in today's fiercely competitive marketplace.	Today the marketplace is fiercely competitive. Our MiM is developed with top global recruiters. It equips you with the right tools to stand out – a critical understanding of business, an adaptive mind-set and business-ready practical skills.

Inspiring

Brings out of the best in everyone.

Keep it open.

While we love non-conformers, we aren't individualistic, so our new tone balances strong, motivating language with the **Open** characteristic for a sense of community.

Our personality

> >|

Passionate, uplifting and purposeful

Be ambitious

Our inspiring tone gives the audience a sense of ambition, optimism and raises expectations. Think big when you write, and go beyond the individual. LBS is an enterprising community set on impacting the world!

For example, rather than

> 'the power to analyse, evaluate and deliver results',

we say

> 'shape the future of financial services'.

Use bold phrasing and encouraging words like 'achieve' and 'transform' to inspire.

Talk about benefits

Don't focus on what our programmes teach, leave that detail when our audience want to know more, focus on the end result – the difference it makes to our students lives. This way we deliver a more emotional and engaging message. The example left, **'shape the future of financial services'**, is again a good reference.

Show, don't tell

If you have an opportunity to tell a real story, tell it. Don't take our word for it, hear it from someone else - using quotes in our writing makes it feel more personal, authentic and is more powerful.

For example, rather than saying **'it's a life-changing experience'** quote a former student saying how LBS changed their life.

Instead of	We say
Translate and communicate data findings into insightful, impactful business solutions.	Use the power of data to transform your business.
Our world-renowned faculty guide you through the latest in research, software and techniques, as you build the business-ready skills to shape your future.	Our global reputation will take you all the way.
Let the EMBA be your catalyst for advancement into a more senior role.	"After the EMBA, I was in a better position to get the promotion I'd wanted for years", *L. Alanani.*

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Flexing the tone

Matching the tone to the task

We understand that communications vary. What is appropriate for a potential student, may not be for an organisation. There are times when our language may need to be more formal, more academic or we may need to use terminology familiar to a particular audience, such as financial professionals.

Different types of writing will require a different balance of our personality traits based on the task at hand.

Here are some examples:

Flexing the tone

Depth and Detail

Fact and Action

Rigorous
Believes that robust evidence is the cornerstone of academic excellence.

Use: to prove and demonstrate

Curious
Constantly looking for new ways to think about things.

Use: to engage and explore

Vision and Emotion

Open
Loves to collaborate and create new connections.

Use: to connect and fuse

Inspiring
Brings out the best in everyone.

Use: to celebrate and motivate

Breadth and Scope

Event invitation

An event that we want people to feel excited about attending, so likely to hero **Open** and **Inspiring**.

Job posting

We want to encourage candidates to apply, so a more **Curious** and **Open** personality will appeal more.

Global Give email

In order to encourage alumni to give we'd adopt a more **Open** and **Inspiring** tone.

Thought piece

Showcasing our academia, so will focus more heavily on **Curious** and **Rigorous**.

Course prospectus

We want to engage and attract potential students or participants so a combination of **Curious**, **Open** and **Inspiring** will hero over **Rigorous**.

Organisational email

We want to be helpful to company leaders, their time is precious, so a tone that reflects a more **Rigorous** and **Inspiring** personality would be more appropriate here.

Talking about the School

How to refer to people and programmes

Talking about the School

Boilerplate copy

London Business School is one of the world's elite business schools. We shape business practice and transform careers across the globe. Our academic strength drives original and provocative business thinking, empowering our people to challenge conventional wisdom in a truly unique environment.

How we speak

About the School

The School

Corporations	Corporate Partners has an upper case C and P.
	Company names should be used **without** their designations of corporate status, e.g. **ltd, plc, sa, gmbh.**
DECC	Degree Education and Career Centre, formerly known as DPO (Degree Programme Office)
London Business School	**London Business School** or **the School**,
	never the London Business School.
	We refer to the School as 'we', 'us' or the 'School' – **never** 'it'.
LBS or London Business School?	**LBS** is informal and can be used when current students or alumni are the key audience.
	Be aware of the audience, where the content is to be used (formal vs. informal) and be consistent.
	LBS can also be used on social media sites.
	When in doubt, spell out the term in full.
	Write in full in the first instance then abbreviate to LBS in subsequent mentions..
Sammy Ofer Centre	**Sammy Ofer Centre**
	not the Sammy Ofer Centre

Our partner institutions

CBS	Columbia Business School
HKU	Hong Kong University

Our students and participants

About the School

Students and participants

Alumni	Individuals who have graduated from one of our degree programmes
	Alumni (plural), **alumnus** (male, singular), **alumna** (female, singular) or **alumnae** (female, plural). **Never** alum or alums. However, referring to '**a member of our alumni community**' is more friendly and inclusive.
	First mention: full name followed by programme code and year –
	'John Bowmer MBA2012' or 'John Bowmer FSSM2014'.
	Subsequent mentions: use first name.
	If an alumnus has a formal title, please use that title followed by their first name: '**Sir Chris O'Donnell MiM2011**...' followed by '**Sir Chris**...'.
	For foreign titles, follow the custom of the person's own country: '**HRH Prince Feisal bin Al Hussein**...' followed by '**Prince Feisal**...'. We also leave out the period/full stop after an initial in the names of our alumni/friends/etc. '**John B Adams MBA2000**...'.
	All degree programme alumni have alumni status. Designated Executive Education programmes offer Executive Education alumni status providing access to specified areas of the alumni community (if in doubt, contact Advancement or the Executive Education Alumni Manager). Programme designations should be used with alumni names for the first reference only.
Applicants	Individuals who have applied to one of our degree or Executive Education programmes
Participants	Individuals studying on one of our Executive Education programmes
Past participants	Individuals who have successfully completed one of our Executive Education programmes. Designated Executive Education programmes offer Executive Education alumni status and have access to specified areas of the alumni community. If a participant has gained this status, they are referred to as 'ExecEd Alumni'
Students	Individuals studying on one of our degree programmes

Talking about our faculty and staff

How we speak

About the School

Our faculty and staff

Dean	**External/formal** First mention: **François Ortalo-Magné, Dean of London Business School.** Subsequent mentions: **François**. **Internal/informal** First mention: **François Ortalo-Magné, Dean.** Subsequent mentions: **François**.
Faculty	**On first mention:** Names are capitalised followed by comma and title or department e.g. **Henri Servaes, Professor of Finance**. **Subsequent mentions**: **Professor Servaes**. Faculty who are not full professors (e.g. **Associate Professor John Doe**) should be referred to with their usual designation, so if they have a PhD, as **Dr Doe**. When referring to a faculty member in a leadership role, it is acceptable to use the following format: **Professor Madan Pillutla, Deputy Dean (Faculty).**
	We **do not abbreviate** Professor to Prof. For social media channels we refer to **LBS's John Doe** and do not use academic titles at all. Our convention is to add the 's' after the apostrophe although we know this is technically not correct. This is to make copy clearer for all our audiences (e.g. social media posts: Twitter, Facebook, etc. See also *Flexing the tone* on page 12 In a list of faculty members and where space is constrained (e.g. in a short news story), it is acceptable to use the following format: **Faculty members Henri Servaes, Costas Markides, Lynda Gratton and Julian Birkinshaw...** In general references, the word '**faculty**' does not take an initial capital; it is also singular so '**Our faculty is**...' rather than 'Our faculty are...'.
Job Titles	**Internal titles:** these always begin with upper-case letters: Susie Balch, Associate Dean, Advancement **External titles:** use upper-case letters in titles, e.g. **Company XYZ Chairman John Doe...** or **John Doe, Chairman, Company XYZ...** or **John Doe, Chairman of Company XYZ...** When using job titles, as part of a description, use lower case: John Doe is the head of marketing at Company XYZ. When talking about the School's governors, use initial capitals only for specific titles: Sir Chris Gibson-Smith, Governor, London Business School; use lower case as a descriptor or for general references.

Our programmes

See also *Programme abbreviations* on page 18

Executive Education and Finance programmes	**Finance programmes not** Finance executive and **evening programme**s or **Finance evening programmes**. Those on Executive Education and Finance programmes are referred to as '**participants**' **not** 'students' and as '**past participants**', **never** 'graduates'. The exception is when they have completed a programme which offers alumni status and they are then referred to as **Executive Education alumni**.
Degree programmes	The School has ten degree programmes. Referred to as **programmes not** courses and **not** program. Written as:

Masters in Financial Analysis	**Executive MBA (Dubai)/Executive MBA (London)**
Masters in Management	**EMBA-Global Americas & Europe/EMBA-Global Asia**
Global Masters in Management	
Masters in Analytics and Management	**Sloan Masters in Leadership and Strategy**
Masters in Finance	**PhD**
MBA	

Programme designations	On first mention, programme designations should be used when we refer to alumni in all articles, programme marketing materials and name badges. They indicate programme and year completed. So: **MBA2005, EMBA1999, SEMBA2000, MiFFT2012** **The exceptions to this rule are:** **PhDs**, when the year indicates the programme's start **MBA** and **Sloan**, and the **MSc** which preceded MBA, in certain years have a numeric programme code. The graduation year, placed in brackets, should directly follow this programme code. So: **MSc19(1985), MBA23(1987), SLN01(1967).**

Programme abbreviations

How we speak

About the School

Our programmes

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Degree Education (DE)

MFA	Masters in Financial Analysis	**MBA**	Masters of Business Administration
MiM	Masters in Management	**EMBA**	Executive MBA – a Masters of Business Administration designed especially for corporate executives and managers
MAM	Masters in Analytics and Management	**EMBA-Global**	As above, but based in America, Europe and/or Asia
GMiM	Global Masters in Management	**Sloan**	LBS Sloan Masters in Leadership and Strategy
MiF	Masters in Finance		

Executive Education (EE)

General Management programmes

ADP	Accelerated Development programme
SEP	Senior Executive Programme)

Finance programmes

AFA	Accounting and Financial Analysis
VAL	Valuation
FSVC	Financial strategies for Value Creation
PIF	Project and Infrastructure Finance
FEB	Financing the Entrepreneurial Business
PE	Masterclass in Private Equity
FNFE	Finance for Non-Finance Executives
SIM	Strategic Investment Management
CFP	Corporate Finance programme portfolio

Leadership programmes

DMSL	Decision Making Strategies for Leaders
LTEL	Leading Teams for Emerging Leaders London & Dubai
EOL	Essentials of Leadership
HPPS	High Performance People Skills for Leaders
LBF	Leading Businesses into the Future
LCP	Leading Change Programme
NISM	Negotiating and Influencing Skills for Senior Managers
PRO	Proteus
WIL	Women in Leadership

Marketing programmes

SB	Strategic Branding: From Behavioural Insights to Business Growth
MDS	Market Driving Strategies

Digital Transformation & Innovation

AIML	Big Data to Decisions: AI and Machine Learning
IDW	Innovating in the Digital World (online)
EDD	Exploiting Disruption in a Digital World
MIH	Making Innovation Happen

Strategy programmes

DSVC	Developing Strategy for Value Creation
ESR	Executing Strategy for Results London & Dubai
M&A	Mergers and Acquisitions London & Dubai
HRST	Human Resources Strategy in Transforming Organisations

Certificates

CIM	Certificate in Management
CIF	Certificate in Learning

House style

Punctuation, spelling, numbers dates, contact details, places...

How we speak

Punctuation

House style

Punctuation

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And	In printed collateral, always use '**and**' never '&' unless in formal company names.
	In social media posts, on the website or in more informal communications, use of **'&'** is acceptable.
Bullet points	Use full stops and upper case for full sentences only and when bullets follow a full stop. When bullets follow a colon: begin each bullet line with lower case; · no semicolons at end of each bullet;· full stop at end of final bullet.
Capitalisation	Use capitals sparingly. They can be used in the following instances:
	Headers: Use initial upper-case only – except where making reference to a title of a service, product or benefit.
	Proper nouns: Always capitalise place names, countries, languages/nationalities (English, French, European), names, etc.
	Job titles: Capitalise, e.g. François Ortalo-Magné, Dean of London Business School. Don't capitalise when talking generally about someone's role, e.g.
	John joined Microsoft as managing director in 2002
	The School: When you're referring to London Business School, always capitalise, e.g. **Peter joined the School in 2012.** If referring to another institution or schools in general, use lower-case. See also *LBS or London Business School?* on page 14.
	Departments: Capitalise. For example: **Degree Programmes** or **Executive Education**
	Programmes: core courses: Always capitalise, e.g. **Understanding General Management**
	Regions: North, south etc are capitalised only if part of a commonly used title of an area - e.g. **South Africa, Western Australia** - otherwise they are lower case - eg **southern England**, **the west of Scotland**, etc.
E.g ., i.e., etc.	Lower-case abbreviations take full points. Use **c.** for circa.
	e.g. (means 'for example'): please use a comma before e.g. but not after: , e.g. No comma before or after **i.e.**
	If at all possible, avoid the use of '**etc**'. Comma before etc. if more than one term precedes it. As in:
	This programme includes financial economics, asset pricing, capital markets, etc., and offers multiple networking opportunities.
	Comma after etc., unless it appears at end of sentence. As in:
	This programme includes financial economics, asset pricing, capital markets, investment management, etc.
Ellipses (. . .)	Should be three points, spaced, closed up at left: e.g. **to be continued...**
Forward slashes	Do not proceed or follow a forward slash with a space, unless it significantly improves readability.
Full stops	No additional period/full stop is needed at the end of a sentence after a quotation, abbreviation, heading or subheading, or a title ending in a punctuation mark, e.g. **He was the editor of Which?**
	Leave out the period/full stop after initials in names; e.g. **John B Adams.**

Punctuation

Hyphenate	**Well-read book** (i.e. when attributive), but **the book is well read.**
	To distinguish different meanings, e.g. **the deep blue sea** (the sea is deep and is blue), but the **deep-blue sea** (the sea is coloured dark blue).
	When in doubt, words should be hyphenated, apart from multinational. For example, world-class.
	When linking sections rather than individual words use an 'en dash' (hold down the control key + hyphen on Num board/Alt key + hyphen on a Mac) with a space on each side, as in: **Career workshops – update job search and career management skills.** A sentence should still make sense with any content linked by an en dash removed, e.g. "**Those who leave our degree programmes get jobs which repay – economically and in terms of fulfilment – their time spent at the School**." Professor Sir Andrew Likierman
Oxford Comma	When listing several items, there is no need for a comma before the 'and' joining the last two items. For example:
	'The Union Flag is red, white and blue.' NOT 'The Union Flag is red, white, and blue.'
Paragraphs	Paragraphing should be blocked and not indented i.e. aligned left with no indentation and a space above.
Parentheses	A full stop should come before closing parenthesis if the whole sentence is in parentheses; otherwise after the closing parenthesis.
	LBS enjoys worldwide renown (it ranks as one of the world's top business schools).
Punctuation	Use one space after all punctuation.
	Avoid the excessive use of '!' in printed collateral. Use of '!' is acceptable on social media sites as an informal engagement tool. For use in other marketing collateral, be consistent and aware of the intended audience and intended use. See also *Flexing the tone* on page 12
Quotation marks	Double quotation marks only to be used for direct quotes.
	For quotes within quotes: single quotation marks should be placed within double quotation marks. **"One particular phrase, used by Professor Williams, has really stuck with me: 'If the deal is too cheap, you won't get it!'"**
	Full stops belong within quotes if the material quoted forms a grammatically complete unit, e.g.
	He said 'It cannot be done.' But: **He described the plan as 'totally unworkable'.**
	For stand-alone quotes on the website, in social media and in collateral, follow this format:
	"Quote." Full name (Nationality), Job title, Company,
	as in:
	"I chose London Business School because it has the huge advantage of being based in the centre of a truly dynamic city." Marco Pinheiro (Portuguese), Partner, BTEN Business Talent Enterprise Network

Numbers and dates

House style

Numbers/dates

Currency	**US$ €Euro** **£1 million** or **£1 billion**, **not** £1mn. **£1m** can be used in class directories and on social media. Where amounts are in currencies other than £ sterling, a conversion into sterling should be provided in parentheses.
Dates and times	Our date format is: **23 February 2012**. Use the 24-hour clock: **15:30** (colon between hour and minute).
Numbers	Should be spelled out up to, but **not** including, 10. If starting a sentence, numbers 10 and above need to be spelt out, e.g. **'Twelve years later, she was still sitting at her desk mulling over the style guide.'** Numerals thereafter, except for dates and units of measurement, e.g. **1 July, 9 cm**. Write out **second, sixth, eighth** etc. – all lower case. However, in relation to **business school rankings**, it is acceptable to use **2nd**, **5th** etc. Insert a comma for thousands and tens of thousands, e.g. **1,000** and **10,000**. When quoting a range, numerals should be used: **15–72** with no spaces before or after an **en dash –**. (Ctrl + hyphen on Num board or Alt + hyphen on Mac).
Percent	Use %: '**the majority of the population (99%) is**…' '**The School will allocate 50% of its Annual Fund to scholarships.'** Percentage – one word.
Degree	**360°** not 360 degrees.
Years	Written up to 10, numerals for 10+. **Four years, Four-year gap**
Decades	Write out decades: twenties, thirties, seventies. **The 51-year-old graduate, who now works in marketing, says that the two years he spent on campus in his twenties continue to influence his work.**

Spelling and abbreviations

Programme abbreviations
See also *Programme abbreviations* on page 18

Abbreviations

Spell out a term the first time it is used, followed by the abbreviation in brackets.

> The World Health Organisation (WHO) is the directing and coordinating authority for health within the United Nations system. The WHO is responsible for providing leadership on global health matters.
>
> The International Alumni Council (IAC) held its annual meeting on campus. The IAC Chair welcomed members. In some cases give a brief description: CNN, the international media company.

Commonly used abbreviations
Need not be written in full, e.g.

> ATM, BBC, CEO, CNN, IBM, IT, PC, MBA

Publication titles

Books, journals, newspapers, magazines and movie titles: in italics.

Papers, reports, talks, conferences, seminars: 'in single quotation marks'.

For newspapers, show the country of publication in brackets, e.g.
The Times (UK), *Le Monde* (France), except where it is obvious, e.g. Wall Street Journal, or a recognised international publication.

Spelling conventions

Preferred dictionary for spellings and usage – **Oxford English Dictionary (OED)**

advisor

among (not amongst)

cooperative

coordinator, coordinates (the OED also accepts the use of these three words with a hyphen, but we rarely employ it)

crosscultural

cutting-edge

eCommerce

fintech

first-hand

focused

focusing

focuses

hands-on

high-calibre

leading-edge

learnt (learned is acceptable in some instances, but learnt is preferred)

lifelong

lunchtime

multicultural

multinational

no one

not-for-profit

online

organisation

postgraduate

Professor

programme

real-world

RSVP – no full stops between letters

School-wide (Capital 'S'when talking about LBS)

startup (noun)

start-up (adjective)

viewpoints

website

whom

world-class

world-leading

-ise spellings
Use **organise**, **specialise** not organize, specialize.

Foreign words
Should be in italics except for proper names or where they are considered to have been anglicised.

Titles and salutations

London Business School communicates with a number of people who have titles and it is easy to address them incorrectly, particularly in formal communications.

These examples should help in relation to the UK:

The correct form of address may depend on how someone earned their title, e.g. whether it is hereditary etc.
If you are unsure, a good place to start is Debretts Correct Form www.debretts.com

Faculty titles
See also *Talking about our faculty and staff on page 16*

Titles and salutations

Title	Salutation	Envelope
Baroness	Dear Baroness Hogg	The Baroness Hogg
Son of a Baron	Dear Mr Bagri	The Hon Mr Apurv Bagri
Baron	Dear Lord Aldington	The Lord Aldington
Dame	Dear Dame Judith	Dame Judith Mayhew Jonas, DBE
Doctor	Dear Dr Best	Dr Simon Best
Knight	Dear Sir John	Sir John Ritblat
Prime Minister	Dear Prime Minister	The Rt Hon Theresa May, MP, the Prime Minister
Chancellor of the Exchequer	Dear Chancellor	The Rt Hon Philip Hammond, MP, Chancellor of the Exchequer
Minister	Dear Minister or Mr Hunt	The Rt Hon Jeremy Hunt, MP, Secretary of State for Health
Minister in opposition	Dear Minister or Mr Corbyn	The Rt Hon Jeremy Corbyn, MP

(These should be checked on Houses of Parliament website as they are only Rt Hon if they are members of the Privy Council.)

URLs and email addresses

URLs and email addresses

Always embolden web and email addresses.

Email

When providing email addresses, use the word 'email' as one word with colon preceding address.

email: **brand@london.edu**

Do not include a full stop after an email address.

Always use the imperative and write from the reader's perspective, e.g. you will or you'll. The phrases 'read more' or 'click here' are outdated and discredited: don't use them.

Always use the active voice. 'I can now communicate better across my team' not 'I am now able to communicate much better across my team'.

Ensure all important keywords are placed in any headings, subheadings and/or links.

Web

Website should be one word with colon preceding address,

e.g. website: **london.edu**

Online should be one word without a hyphen.

Do not include a full stop after a web address and do not use http://www in any School web addresses.

For instance: A large-print copy of this brochure can be found by visiting **london.edu**

Social media

Use jargon-free, conversational titles and headings.

Link back to london.edu and/or social media channels at the end of social media posts.

Geographical regions

Notes and Abbreviations

AEP	Asia, Europe, Pacific
APAC	Asia Pacific
Asia Pacific	Not Far East
BRIC	An acronym for the fast-growing economies of Brazil, Russia, India and China
EMEA	Europe, the Middle East and Africa
Europe	Never use 'on the continent'
IMEA	India, Middle East and Africa
MENA	The Middle East and North Africa
MNC	Multinational Corporation
NCSA	North, Central and South America
SAFE	South Africa and the Far East
SEAA	South East Asia and Africa
SME	Small- and Medium-sized Enterprises
UAE	United Arab Emirates
UK	The UK is part of Europe — do not say 'the UK and Europe'

1. Africa
Eastern Africa
Burundi, Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Mauritius, Mayotte, Mozambique, Réunion, Rwanda, Seychelles, Somalia, South Sudan, Uganda, United Republic of Tanzania, Zambia, Zimbabwe

Middle Africa
Angola, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Equatorial Guinea, Gabon, Sao Tome and Princip

Northern Africa
Algeria, Egypt, Libya, Morocco, Sudan, Tunisia, Western Sahara

Southern Africa
Botswana, Lesotho, Namibia, South Africa, Swaziland

Western Africa
Benin, Burkina Faso, Cabo Verde, Cote d'Ivoire, Gambia, Ghana, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Saint Helena, Senegal, Sierra Leone, Togo

2. Americas
Caribbean
Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Bonaire, Saint Eustatius and Saba, British Virgin Islands, Cayman Islands, Cuna, Curaçao, Dominica, Dominican Republic, Grenada, Guadeloupe, Haiti, Jamaica, Martinique, Montserrat, Puerto Rico, Saint-Barthélemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin (French part), Saint Vincent and the Grenadines, Sint Maarten (Dutch part), Trinidad and Tobago, Turks and Caicos Islands, United States Virgin Islands

Central America
Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama

South America
Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (Malvinas), French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela

Northern America
Bermuda, Canada, Greenland, Mexico, Saint Pierre and Miquelon, US

3. Countries and geographic entities included in the Asia-Pacific region
Australia, Brunei, Cambodia, China (including Hong Kong Special Administrative Region and Macau Special Administrative Region), Fiji, Indonesia, Japan, Kiribati, Laos, Malaysia, Marshall Islands, Micronesia, Mongolia, Myanmar, Nauru, New Zealand, North Korea, Palau, Papua New Guinea, Philippines, Samoa, Singapore, Solomon Islands, South Korea, Taiwan, Thailand, Timor-Leste, Tonga, Tuvalu, Vanuatu, Vietnam

4. Asia
Central Asia
Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan

Eastern Asia
China, Macao, South Korea, Japan, Mongolia, North Korea

Southern Asia
Afghanistan, Bangladesh, Bhutan, India, Iran, Maldives, Nepal, Pakistan, Sri Lanka

South-Eastern Asia
Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste, Vietnam

Western Asia
Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, State of Palestine, Syria, Turkey, UAE, Yemen

5. Europe
Eastern Europe
Belarus, Bulgaria, Czech Republic, Hungary, Poland, Republic of Moldova, Romania, Russian Federation, Slovakia, Ukraine

Northern Europe
Åland Islands, Channel Islands, Denmark, Estonia, Faeroe Islands, Finland, Iceland, Ireland, Isle of Man, Latvia, Lithuania, Norway, Svalbard and Jan Mayen Islands, Sweden, UK

Southern Europe
Albania, Andorra, Bosnia and Herzegovina, Croatia, Gibraltar, Greece, Holy See, Italy, Malta, Montenegro, Portugal, San Marino, Serbia, Slovenia, Spain, Macedonia

Western Europe
Austria, Belgium, France, Germany, Liechtenstein, Luxembourg, Monaco, Netherlands, Switzerland

6. Oceania
Australia and New Zealand
Australia, New Zealand, Norfolk Island

Melanesia
Fiji, New Caledonia, Papua New Guinea, Solomon Islands, Vanuatu

Micronesia
Guam, Kiribati, Marshall Islands, Micronesia, Nauru, Northern Mariana Islands, Palau

Polynesia
American Samoa, Cook Islands, French Polynesia, Niue, Pitcairn, Samoa, Tokelau, Tonga, Tuvalu, Wallis and Futuna Islands

Contact formats and calls to action

Calls to action

The call-to-action, or CTA, is one of the most important elements in a landing page, email or in print. The words in your CTA should explicity describe the primary action you want your reader to take.

Avoid
outmoded phrases such as

— Click here

— Go online

— Get in touch

— Don't include **www.**
use shortcut links when they exist
e.g. **london.edu/mba**

See also *Tone of voice* on page 6

Tone of voice in CTA
— Use direct language

"Talk to us" rather than **"For more information:"**

— Be consistent across outputs

Primary CTA
— Have a primary CTA - make this dominant visually

— Emphasise the **channel/link** in a bolder weight than surrounding copy

— Emphasise the name of contact (if included)

Contact formats

Telephone – [on]
Include the international code.
Omit "Tel:" when used in a call to action

Talk to us on **+44 (0)20 7000 7000**

Talk to our programme consultant on **+44 (0)20 7000 7000**
Talk to **Jenny Ng, Programme Consultant on +44 (0)20 7000 7000**

Email - [at]
Contact **finance@london.edu** to find out more

[Do something] at **example@london.edu**

Weblink
Put CTA into a phrase

[Do something] [at] **london edu**

e.g. Complete your application at **london.edu/link**

Reserve a provisional place at **london.edu/reserve**

If this isn't possible use "visit"

e.g. Visit **london.edu**

Contact role
Give the job title or role (in context). Only capitalise if it is a named person's job title.

Named contacts
— Where possible give a named contact and their job title or role.

— Don't use names if the response will be fielded by a team or in items with a long shelf life e.g. print.

Contact block order
Name
Role
Tel:
Email
URL

In block contact include "Email:" and "Tel:"

Use "**contact**" rather than "**call**" if details include emai *and* telephone.
e.g.

Contact Jenny Ng,

Programme Consultant

Email: hpps@london.edu

Tel: + 44 (0)20 7000 7000

london.edu/apply/

Address block
London Business School
Regent's Park
London NW1 4SA
United Kingdom

Tel: +44 (0)20 7000 7000
london.edu/link

Building blocks of success

Our brand assets

How we look

Our logo

Our logo is the most valuable asset of our visual identity. It should remain consistent across our communication channels and never be modified.

Primary logo
For most of our communications we lead with our primary stacked lock-up. A mono version of our logo can be used in exceptional circumstances, where printing limitations restrict colour reproduction.

Single line logo
This is our exceptional use logo.
For applications that require a landscape format or where space is limited, we have the option to use our horizontal lock-up. Ask permission from our Brand Team when using this variation of the logo.

If you have any questions, please contact the Brand Team at content@london.edu

Logo

Our logo

Primary logo

Primary logo - monochrome

For mono printing only.

Single line logo

Single line logo - full colour boxed

Single line logo - monochrome

For mono printing only.

Logo spacing

Use this guidance to allow our logo the space it needs.

No borders
For all standard uses, including signage, don't add keylines or borders to our logo. (For signage take our logo to the edge of substrate.)

Clear space
Allow twice the distance between red thread and lower edge in all directions ("X" in guidance on this page).

Background colour
— Ensure that the background is as simple as possible and that there is enough contrast with our logo

— If used on photos place over a tonally simple area – don't lose our logo

— Avoid using on tonally similar, dark backgrounds

— You can use it **without keylines** on the deep blue of the **Core brand colour palette**, (e.g. as it appears on the header of the School website below.)

Logo appears continuous with blue background

Preferred use: white or light-coloured backgrounds

You can use it on the deep blue – if the background respects the clear space

Avoid use on dark backgrounds

Don't add a border

Keep background simple

Logo lock-up

Use the guidance opposite to help you create a typographic descriptor lock-up with the primary logo.

Lock-up components
London Business School sub-brand logos consist of the core mark and a typographic descriptor set in **Montserrat Medium**.

Spacing the descriptor
The space between the logo and typographic descriptor is always one and a half times the height measured from the base of the primary logo and the middle of the intersecting red line (show as 'X' opposite).

Clear space
To ensure good legibility and standout it is important to retain sufficient clear space around our logo lock-up. The clear space is defined by two times the 'X' measurement.

Alignment and sizing
Sub-brand descriptors can be set over 1 to 4 lines and should always be aligned with and at the same point size as our name set in the core logo.

Logo lock-up

Spacing the descriptor

London Business School

Building Name Third line Fourth line

Clear space

London Business School

Building Name Third line Fourth

Descriptor size and alignment

London Business School

One Two Three Fourth

One line

London Business School

Name

Two lines

London Business School

Building Name

Three lines

London Business School

Building Name Third line

Four lines

London Business School

Building Name Third line Fourth line

LOGO

Co-branding

Find the right balance when combining logos.

Spacing logos

To ensure good legibility and standout it is important to retain sufficient clear space between and around our logo lock-ups.
No text or graphics should enter this space.

Where possible the logos should be optically sized by eye to ensure they have an equal presence.

Logo

Co-branding

Spacing logos - horizontal

Spacing logos - vertical

Clear space

Endorsement

Part of
London Business School
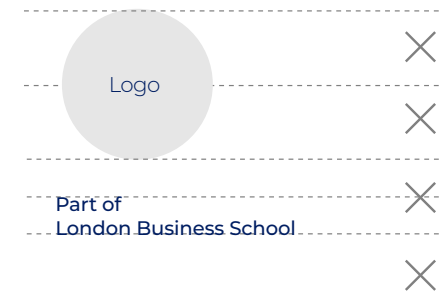
Co-branding

When using multiple brand logos together, it's important to consider their hierarchy, especially in relationship to the core logo.

The schematic opposite demonstrates the three possible co-branding hierarchies:

Lead partner
Here the London Business School logo leads, both in terms of size and position.

Endorsing partner
Here the London Business School logo is used as an endorsement or sign-off.

Equal partners
Here all the logos have an equal relationship.

Co-branding

Lead partner
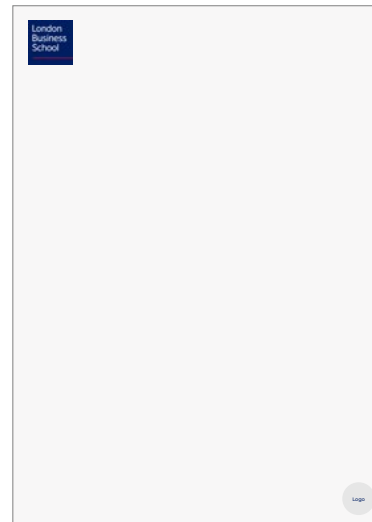
Endorsing partner
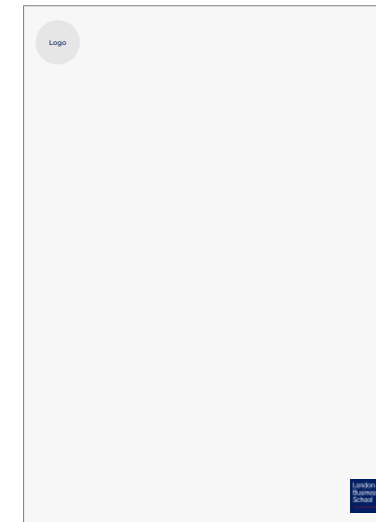
Equal partners

Core brand colour palette
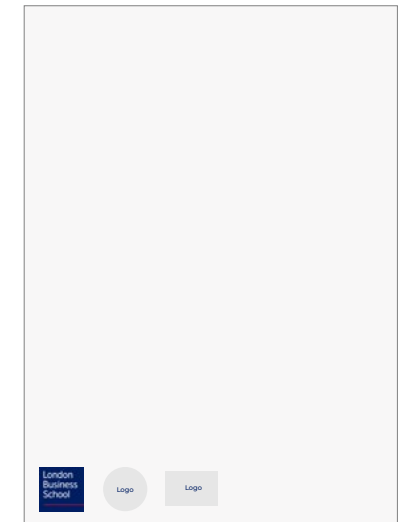
Core brand colour palette

Our colour palette is simple but intelligent, premium and sophisticated.

We are a monolithic brand with a concise colour palette, carefully chosen to build brand equity through considered and consistent use.

Our core brand palette is:

Deep Blue
Our core colour. Use for backgrounds and typography, and 20% tints for infographics.

Rich Red
Our accent colour. To be used primarily within the red thread, as well as within iconography and infographics as appropriate.

Off-White
To be used exclusively as a background colour.

White
To be used as a background colour, and for typography on top of our Deep Blue.

Last updated: 3 March, 2019

Deep blue
PMS 2758c
C:100 M:95 Y:5 K:39

R:0 G:30 B:98
#001E62

Rich red
PMS 186c
C:2 M:100 Y:85 K:6

R:200 G:16 B:46
#C8103E

Off-white
LBS WARM GREY
C:4 M:6 Y:7 K:10

R:235 G:232 B:229
#EBE8E5

White

C:0 M:0 Y:0 K:0

R:255 G:255 B:255
#FFFFFF

Our functional palette

In exceptional circumstances we use a broader palette for specific functional applications only.

When we need increased prominence or breadth of colour we can use these additional colours alongside our primary palette for **infographics and iconography only.**

Principles:
— Never use them for any purpose other than the ones shown, for example never for colour coding business divisions, text boxes or CTAs.
— Never use secondary colours for typography, other than legends on infographics.
— Where possible, avoid using more than one secondary colour per application.
— Do not create any further secondary colours.
— If creating an infographic that requires more colours, try and think of a different way of representing the data.

Last updated: 3 March, 2019

Our functional palette

Functional palette

Amber	Purple	Sky	Green
100%	100%	100%	100%
80%	80%	80%	80%
60%	60%	60%	60%
40%	40%	40%	40%
20%	20%	20%	20%
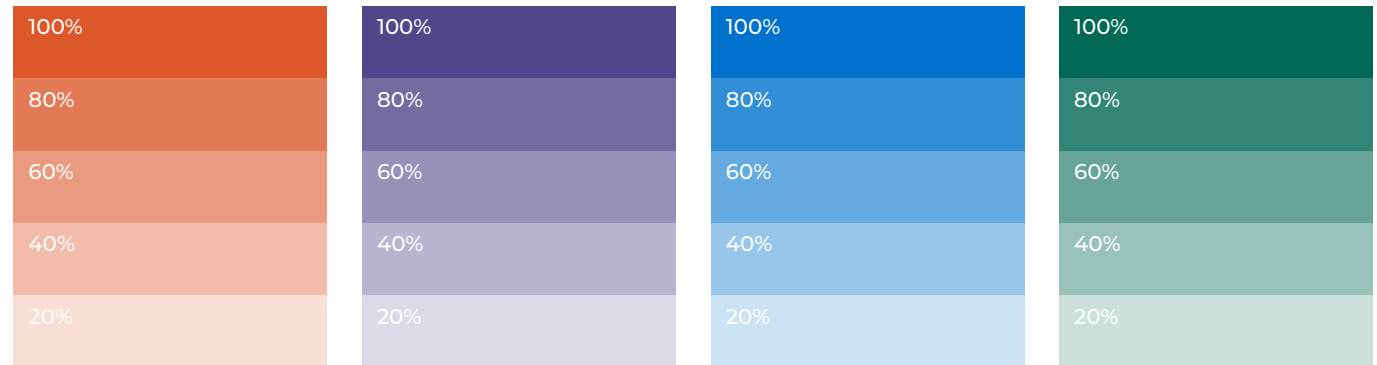
Amber
PMS 7579C
C:0 M:74 Y:100 K:0

R:220 G:88 B:42
#DC582A

Purple
PMS 7671C
C:83 M:70 Y:0 K:4

R:81 G:70 B:137
#514689

Sky
PMS 285C
C:90 M:48 Y:0 K:0

R:0 G:114 B:206
#0072ce

Green
PMS 329C
C:100 M:14 Y:60 K:49

R:0 G:104 B:94
#00685E

Usage

a —————— 64	a 28%	
b —— 22	b 47%	
c ————— 89		
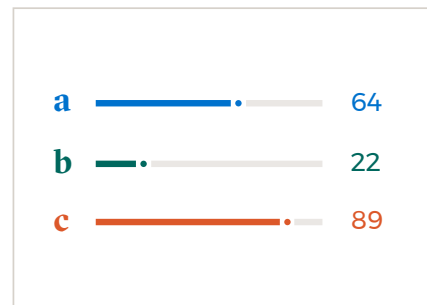
Use colour to differentiate data.
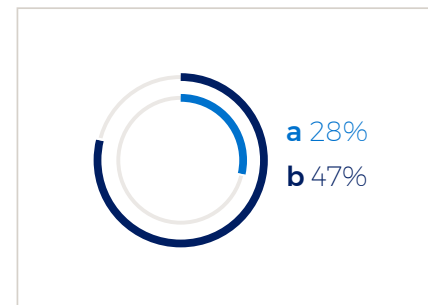
Combine with our primary palette for greater variation in colour.
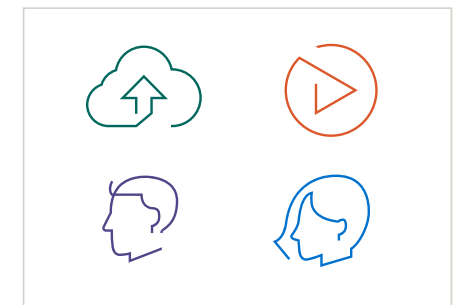
Secondary colours for iconography can aid page architecture in print, but should be used sparingly.

TYPOGRAPHY

Our typefaces

Our typography takes classic forms and reinvents them in a modern and unexpected way, without compromising legibility.

Our headline font, **GT Sectra Fine Bold** is a contemporary serif typeface combining calligraphic curves with sharply cut serifs. It is characterful and confident, and showcases our modernity and non-comformist, pioneering nature.

Our secondary font, **Montserrat**, is geometric and legible with just the right amount of character to hold its own without overshadowing the headline.

Combined, these fonts symbolise our brand personality traits of Rigorous, Open, Curious and Inspiring.

Last updated: 3 March, 2019

Our typefaces

Headline typeface – GT Sectra Fine Bold

ABCDEFGHIJKLMN OPQRSTUVWXYZ abcdefghijklm nopqrstuvwxyz 0123456789

Secondary typeface – Montserrat

ExtraLight
ABCDEFGHIJKLMN
OPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz
0123456789

ExtraLight Italic
ABCDEFGHIJKLMN
OPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz
0123456789

Light
ABCDEFGHIJKLMN
OPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz
0123456789

Light Italic
ABCDEFGHIJKLMN
OPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz
0123456789

Medium
ABCDEFGHIJKLMN
OPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz
0123456789

Medium Italic
ABCDEFGHIJKLMN
OPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz
0123456789

Black
ABCDEFGHIJKLMN
OPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz
0123456789

Black Italic
ABCDEFGHIJKLMN
OPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz
0123456789

Using our typefaces

Use our typefaces to create intelligent and intriguing layouts that are appropriate for the content.

Typography principles:

GT Sectra Fine Bold

— Use for large headlines

— Can be used for subheads or pull-out quotes where appropriate

— Always left aligned

— Only one weight

Montserrat

— Medium for subheads

— Light for body copy

— Extra light for big numbers

— Freedom to use a range of weights in editorial

A new school of thought.

Hero our bold, ownable headline font GT Sectra with large, confident headlines.

CORPORATE FINANCE PROGRAMMES

1 Accounting and Financial Analysis

Explore and analyse the structure of financial statements.

2 Master Valuation Tools

Master valuation tools to accurately assess financial decisions and evaluate companies.

Add interest by combining different weights of Montserrat within editorial layouts.

FINANCE PROGRAMMES

Shape the future of financial services

To be successful in today's fast-paced business environment, professionals need to master a wide range of complex financial tasks and use financial information to make better decisions. Our programmes are designed to meet the needs of both general managers and finance specialists. Long-established as a global centre of excellence, London Business School's finance faculty balance real-world experience with rigorous academic programme content, to deliver the best

Create contrast within layouts by balancing large and small text sizes.

Meet the world on your MFA

International students	Female students
95%	29%
Students in the 2018 class	Nationalities represented
84	35

Use Montserrat Extra Light for pull-out facts and figures.

37

Our icon style

Our icons reference the red thread, with an outline created from a single line, with a clear beginning and end.

Use icons primarily in a functional and practical role to signpost information and tools with immediacy and clarity, helping viewers navigate our content.

Icons should be primarily used in our core brand palette, although when extra breadth or standout is required, our functional palette can also be used. Never combine colours in the same application, all icons should be the same colour.

Our icon style

Core brand palette
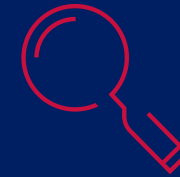
Functional palette (exceptional use)

Icon grid

Use this grid when creating additional icons, to ensure consistency.

Icon grid

Grid details
—
12 x 12 sq.
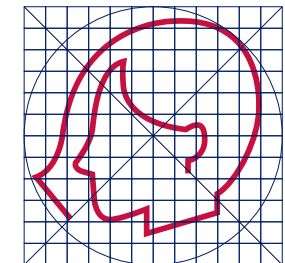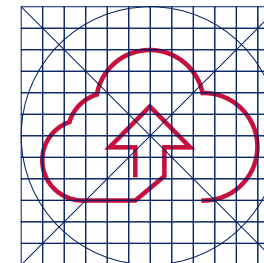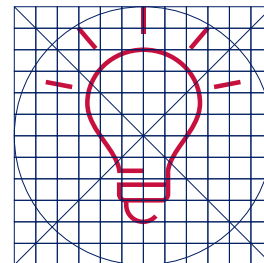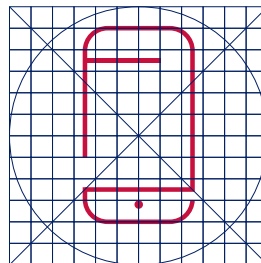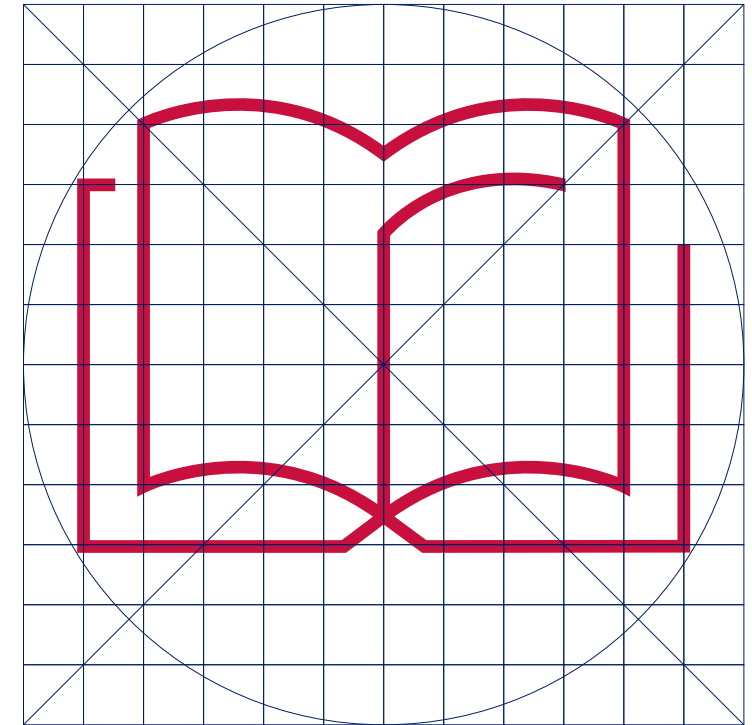
INFOGRAPHICS

Our infographics

Use infographics to bring our data to life, making the complex simple and engaging.

Our infographics make data more accessible and engaging to our viewers, visually demonstrating our rigorous approach by providing proof points relating to LBS.

Their style is clear and straightforward, with a single takeout per application. Avoid showing complex information that viewers will struggle to understand.

Where possible we keep to our core brand colour palette, but when extra breadth is required, we use our functional colour palette. Use off-white for background chart architecture.

Typography can be in either Montserrat or GT Sectra, as appropriate to the context.

Last updated: 3 March, 2019

Donut charts

a 28%
b 47%

19%

Line graph

November   December

6K

4K

4,560
3,974

Slider

a ———————•——— 64
b —•——————————— 22
c ————————————•— 89

Bar chart

100

50

91%

40
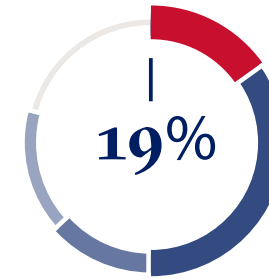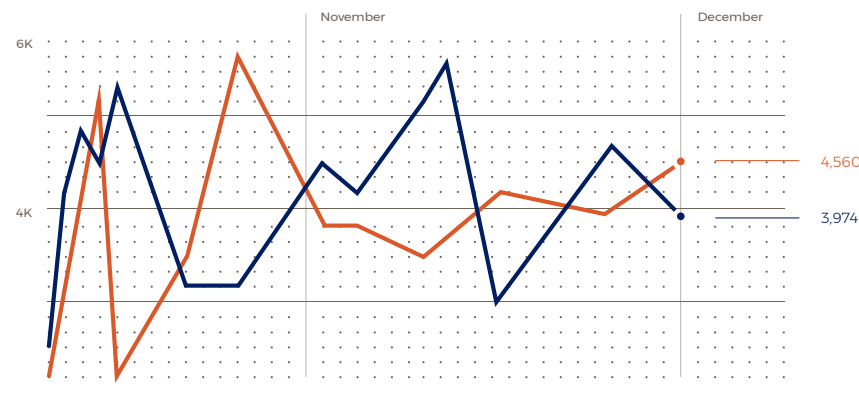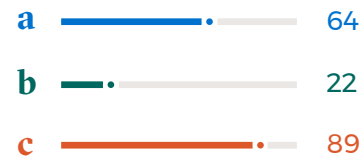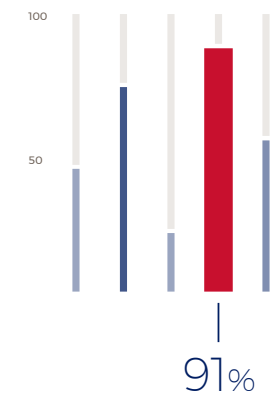
The red thread

The red thread embodies the LBS essence 'Diverse minds, powerfully charged' – by linking ideas, people and actions in a way that's dynamic, distinct and purposeful.

It has three roles:
1. Powering the community
2. Connecting minds
3. Highlighting ideas

1. Powering the community

Use the red thread to illustrate the transformative effect of LBS on the communities it creates and touches.

1. Powering the community

Being part of our network is an important motivator for our people. We show the impact of our community by creating a 'charged circuit' around individuals and scenarios using the red thread.

Use the red thread to show the flow of energy generated by our community members and the global impact they are creating.

— Wrap imagery with headlines
— Bridge coloured panels to photography
— Hold body copy and link to portraiture
— Create an ownable frame around reportage photography

How we look

The Red Thread

Powering communities

A broader impact.

Show our people and their impact in the world

We're not just students.

We're a network.
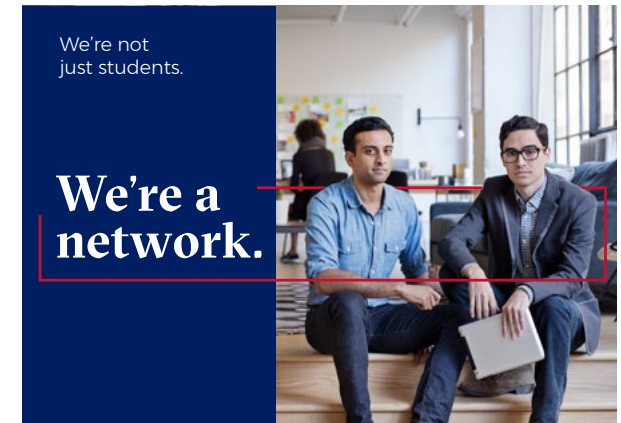
Bridging coloured panels with photography

EXECUTIVE EDUCATION

Transform your organisation

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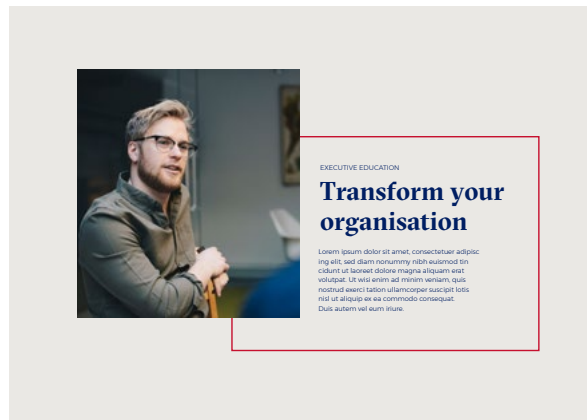
Layering up copy with photography

London Business School

Applying an ownable frame to reportage photography – in controlled circumstances and with pre-approval only

Use the red thread to bring separate elements together, as a metaphor for the way LBS creates inspiring connections.

2. Connecting _____ minds

2. Connecting minds

Use the red thread to connect brand elements together, as a powerful metaphor for the impact of the brand.

The red thread at its heart is about celebrating connections. Use it to link different elements together within layouts.

— Connect questions and answers
— Connect speakers to quotes
— Connect content in timelines

Connecting minds

Wondering where your next generation of global business leaders will spring from?

We're not.
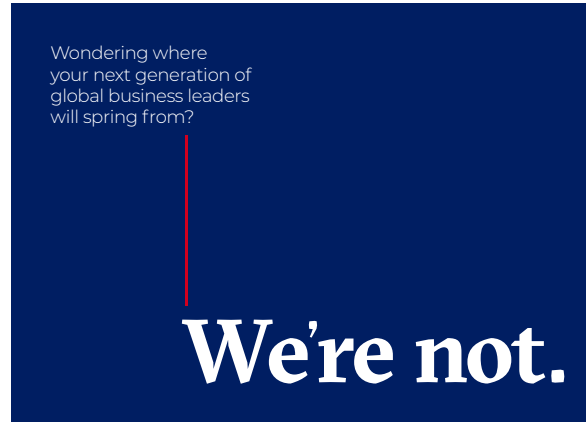
Connecting questions and answers

"**We teach you how to think, not what to think.**"

François Ortalo-Magné,
Dean, London Business School
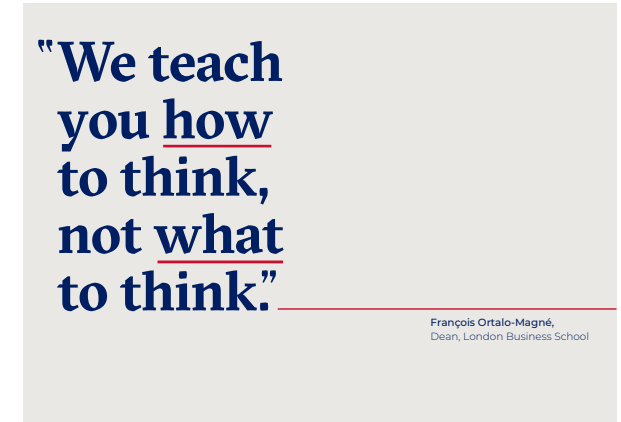
Connecting speakers to quotes

19 64   **19 70**   **19 83**   **20 09**

School founded | Campus opens | Plowden building | EMBA Global
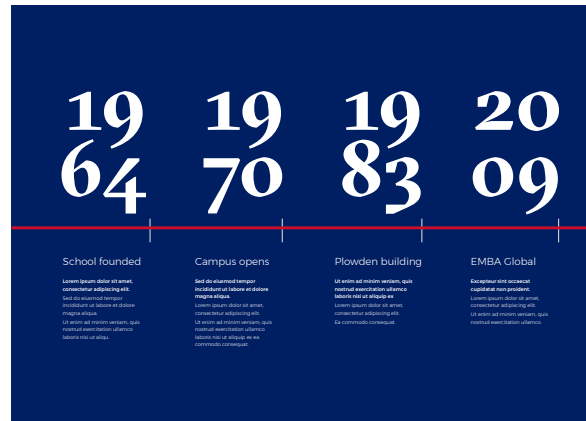
Connecting content in timelines

3. Highlighting ideas

Use the red thread to draw audiences' eyes to the core idea, giving the message heightened simplicity and impact.

3. Highlighting ideas

Our red thread can draw the eye to the most important information, emphasising original thinking and fresh perspectives.

Use the red thread to highlight key ideas, concepts and pieces within layouts. This reinforces our brand personality of showing rigour in our understanding.

We teach you how to think, not what to think.

Underlining key words

Rigorous. Open. Curious. Inspiring.

Bring to life the Explorer archetype and the spirit of London with a fresh way of looking at something. After all, we welcome minds that think uniquely.

Create a feeling of possibility. Be provocative. Be challenging. And keep things interesting. Use vocabulary and metaphor to bring contrast and create a sense of originality and discovery.

Draw attention to headlines and pull-out text

Exceptional uses

We reference our red thread in graphic illustration when we need to create extra impact for the brand.

Create simple line illustrations referencing our red thread to sum up complex information in a visual metaphor. This provides extra stand-out and cut through for our designs.

Note: These are exceptional uses and do not make up the core use of the red thread.

In illustration

Get a different perspective

Success

Study

50/50
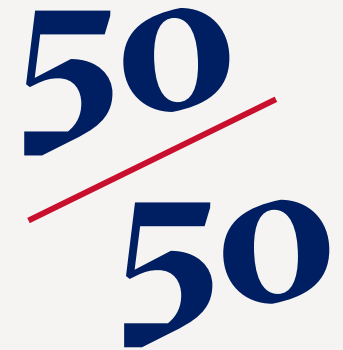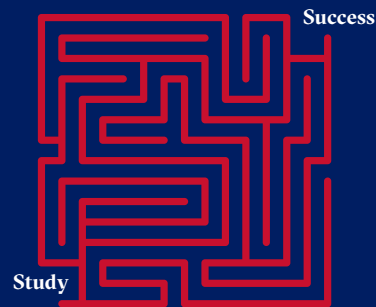
See both sides
We challenge how things are done and we teach our students to constantly question and innovate. We believe in providing our students with the most diverse, world-class and rewarding business education in the world.

Red thread principles

The Red Thread

Principles

— The red thread plays an active part in the composition. It's never there just for decoration.

— Use the red thread to accentuate positives, not complexity.

— Balance the weight of the line in context, using the examples in this document as a guide. It should be elegant, not fragile; emphatic but not heavy-handed.

— Be careful not to overuse the red thread, stick to one use per layout.

— Where possible, use motion to bring the red thread to life in digital applications.

Art direction

LBS attracts a broad spectrum of applicants, all looking to make their own way in their careers. We celebrate that diversity in our photography, capturing an authentic vision of life at the school and beyond.

Our photography shows the diverse minds of our people...

...powerfully charged by
their experience at
London Business School.

Overview

Our art direction principles cover both core brand photography, and supporting photography.

Core brand photography
— We lead our content with connected moments, our active shots of the community interacting with work and with each other.
— We also hero individuals and small groups with our confident and emotive portraiture.

Supporting photography
— We add additional context to articles and stories with reportage shots of our people.
— We also have environmental shots of our campuses and locations. This should never lead a piece of content and should only be used for context or in a functional role.

Overview

Core brand photography

Connected moments

Portraiture

Supporting photography
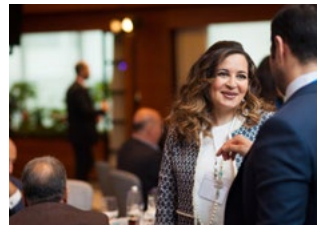
Reportage   **Environmental**

Connected moments

Our connected moments photography captures our people in action, demonstrating both our essence, 'diverse minds, powerfully charged' and our Explorer achetype.

Capture curiosity, leading our people to discover new ideas, influences and points of view. This could be people working on campus, or case studies of our alumni success stories.

Content guidance
— Exploring new and exciting ways of working
— Show the power of our community
— Shots should feel inclusive and showcase our diverse international presence
— Capture dynamic energy and eureka moments of discovery

Art direction principles
— Warm, natural light
— Authentic emotions
— Authentic imperfect styling

Note: Always ensure content is appropriate for the audience, however these art direction principles should be maintained across all business divisions for example Degree Education and Executive Education.

Last updated: 3 March, 2019

Connected moments

On-campus

Alumni success stories

Portraiture

Our portraiture photography celebrates our Sage archetype. Capture the diversity of our participants with pride and authenticity.

Portraiture can support our active photography when we want to hero individuals or small groups. Use our authoritative portraits for faculty profiles and author headshots, showing some context to the individual in the background where possible.

Content guidance
— Demonstrates our thought leadership and prestige with confident portraiture
— Shots should feel inclusive and showcase our diverse international presence
— Capture moments of human emotion between more posed shots

Art direction principles
— Warm, natural light
— Authentic emotions
— Authentic imperfect styling

Note: Always ensure content is appropriate for the audience, however these art direction principles should be maintained across all business divisions for example Degree Education and Executive Education.

Last updated: 3 March, 2019

Authentic emotions

Authoritative portraits
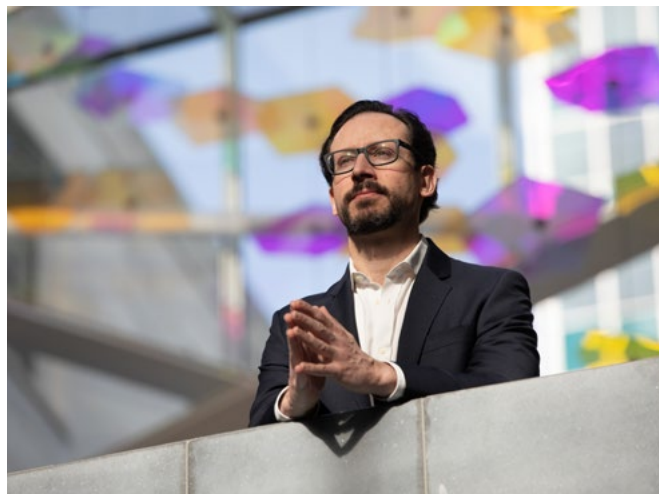
Supporting photography

This is our supporting editorial photography, to add depth and background to articles and social media posts.

Use reportage shots of our people and events to provide additional context to stories and articles.

It's used on the inside pages of literature and presentations, and in deeper web pages.

Where possible, this photography should be professionally shot, with high-quality art direction.

Note: Never use this photography as lead imagery.

Supporting photography

Reportage photography — Capturing real life

On-campus

Events

In the field

ART DIRECTION

Supporting photography

We are a human brand first and foremost, and use environmental photography to support our other styles only.

Use environmental shots of our campuses and wider locations to provide additional context to stories and articles, and in functional roles describing our campuses.

It's used on the inside pages of literature and presentations, and in deeper web pages.

Where possible, this photography should be professionally shot, with high-quality art direction.

Note: Never use this photography as lead imagery.

Environmental photography — Campus shots and architectural details

Campus shots
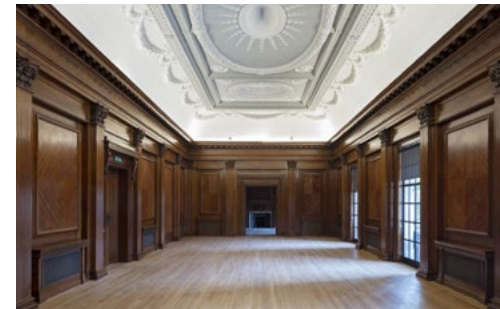
Interiors
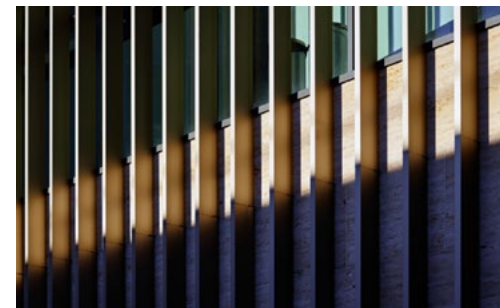
Architectural details

Art direction principles

Principles

— Photography should be warmly lit, with rich contrast and saturation.

— Overlay the red thread onto imagery where relevant, for an ownable link back to the brand.

— Ensure photography content mirrors the richly diverse community of LBS, with a balance of ages, ethnicities, genders and abilities.

— Authenticity is key. Avoid images that feel too posed or artificial.

— These art direction principles relate primarily to photography, but the framing and colour treatment also relate to videography.

Connected moments: setting up hero shots

Preparing for a hero shot.

(Detailed instructions for photographers.)

Setting up the shot

Set up and subject selection

— Try to choose subjects who are **engaged** and happy to be photographed.

— Make sure they have committed enough time for the shoot. **Don't rush it.**

— Put the subjects at ease in a situation where they can naturally converse with each other – if they are alone engage them in conversation. If possible get a helper to do this to allow you to move around and capture the interactions.

— If there is a larger group try to select diverse subjects in terms of age sex and race.

Clothing and makeup

— **Preparation** – ask subjects to dress simply and avoid highly-branded clothes and extreme patterns.

— **Avoid formal business wear** – unless the context is a formal event.

— **Makeup** – Ask subjects to bring their own makeup to allow for any light and shine you may encounter – also have simple skin powder ready in a range of skin tones for those who don't have their own.

Context

— Use a relevant setting e.g. School buildings, facilities, London locations. For Alumni and EE participants shoot the subjects in a context that relates to their professional life e.g. their office, their location or engaged in a business-related activity.
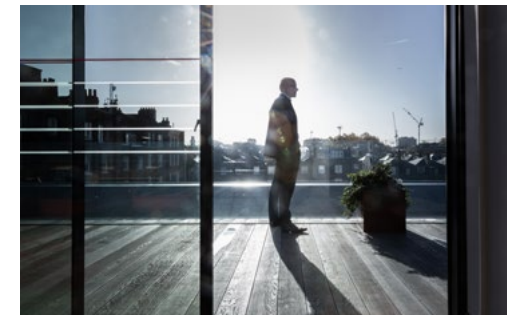
Hero subjects

— **Focus on one or two individuals** – ideally **two people** with others in a supporting background role.

Connected moments: the subject

How do you create a connection?

(Detailed instructions for photographers.)

The eyes have it!
— **Make sure eyes are clearly visible in the person(s) of interest** e.g. avoid people looking down at written paper or activities – if these are present, capture the moment when they look up/to each other to share or discuss what they are engaged in.
— **Note**: for **Authoritative Portraits** style it's OK if the subject looks directly to camera, but for **Connected Moments** hero shots they should appear to be looking at another person (even if that is merely implied e.g. that person is out of shot or has their back to camera in an over-the-shoulder shot).

Posture and pose – keep it natural and authentic
— **Avoid obviously-posed shots** e.g. static people looking upwards without a clear point of focus. Don't prescribe exactly how people should sit or stand but encourage them to relax and keep mobile.
— **Avoid people in a row** looking at the camera
— **Avoid crossed arms and closed poses** – use simple props if necessary e.g. a phone a folder a book a laptop or (without resorting to journalistic cliché). Keep subjects moving if they are standing up.
— **Avoid rigidity – distract, amuse and disrupt the subject if it helps!**

Other points
— Avoid shots of people **eating**, with alcoholic drinks and prominent refreshment branding e.g. coffee cups.
— Avoid prominent inclusion of the LBS logo especially legacy versions.

Connected moments: composition

Framing and scale
for hero shots.

(Detailed instructions for photographers.)

Composition

Scale and composition
— Shoot **medium shot**, **bust sho**t or **head and shoulder** depending on degree of activity you want to show

— **Avoid close up shots and extreme cropping in camera** – leave room around the composition – we may need to use it to fit different formats.

— **Keep verticals vertical** – avoid angled shots.

— **Avoid lens distortion** – use "natural" lenses that don't create noticeable fish-eye effects – especially when applied to people e.g. extreme foreshortening or distortion of limbs and body. Keep people in natural-looking proportions.

— Keep the point of interest **compact and grouped** – don't have interest in both left and right of frame.

Leave space for headline and overlaid copy
— Use the rule of thirds i.e. shoot with **area of focus in right-hand third** – please do vary this across a shoot to allow us to use in different web page modules (where either the left or right of the image may be obscured by copy.

Leave room to crop the image
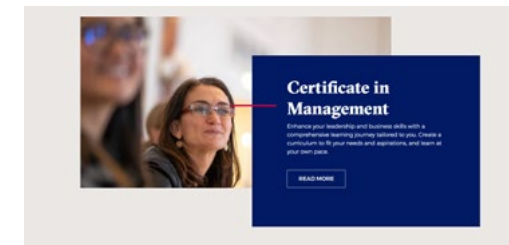
Examples of left and right-aligned modules

ART DIRECTION

Connected moments: depth of field

Using the depth of field to focus interest and remove distracting detail.

(Detailed instructions for photographers.)

Depth of field and background
— Unless the background is vital, use a **narrow depth of field** that creates impressionistic backgrounds. Simple **bokeh** is OK but not to the point of distraction — not stylised or shaped.
— Ensure that **focus is on the person(s) of interes**t, or gesture (e.g. a hand) and blur out extraneous background distraction.

Keep backgrounds simple and uncluttered.
— People in background – keep to a minimum and blur if possible to avoid distraction from the heroes
— If available use heavily-blurred foreground elements to suggest depth. Don't overuse this device!

Colour and contrast
— keep colours bright, warm, clean and saturated but avoid noticeable effects no HDR style colour grading – no washed out or monochrome effects.
— **Avoid overexposure** and burnout.

Image above has wider depth of field as background is more interesting than image below

Blur in foreground suggests depth and immersion in event.

Bringing it to life

Best practice comms

Executive Education examples

Programme brochures

A new range of consistent brochures.
Cover images follow through from website use .

Programmes

Accelerated Development Programme
EXECUTIVE EDUCATION

London Business School

Senior Executive Programme
EXECUTIVE EDUCATION

London Business School

Mergers and Acquisitions
EXECUTIVE EDUCATION

London Business School

Making Innovation Happen
EXECUTIVE EDUCATION

London Business School

Market Driving Strategies
EXECUTIVE EDUCATION

London Business School

Financing the Entrepreneurial Business
EXECUTIVE EDUCATION

London Business School

Executive Education examples

Programme brochures

Spreads focus on our participants, featuring vibrant photography and inspiring quotes.

Programmes

BEST PRACTICE COMMS

Executive Education examples

Programme brochures

Use consistent styling and typography alongside clean simple infographics.

Programmes

BEST PRACTICE COMMS

Executive Education examples

Last updated: 3 March, 2019

Pull-up programme banners

Executive Education programme banners use these templates.

Programmes

London Business School

EXECUTIVE EDUCATION

Negotiating and Influencing Skills for Leaders

london.edu/nisl

London Business School

EXECUTIVE EDUCATION

Leading Teams for Emerging Leaders

london.edu/ltel

London Business School

EXECUTIVE EDUCATION

Strategic Branding:

From Behavioural Insights to Business Growth

london.edu/sb

BEST PRACTICE COMMS

Degree Education examples

Programme brochures

A new range of consistent brochures.
Cover images follow through from website use .

Programmes

BEST PRACTICE COMMS

Degree Education examples

Programme brochures

Spreads focus on our participants, featuring vibrant photography and inspiring quotes.

Programmes

BEST PRACTICE COMMS

Degree Education examples

Programme brochures

Use consistent styling and typography alongside clean simple infographics.

BEST PRACTICE COMMS

Degree Education examples

Pull-up programme banners

Degree Education and Career Centre programme banners use these templates.

Programmes

Brand advertising

Minds alive is the promise of our evolved brand positioning translated into an emotively engaging idea for all our external audiences. It encompasses all our activities and is how the world will now come to know us.
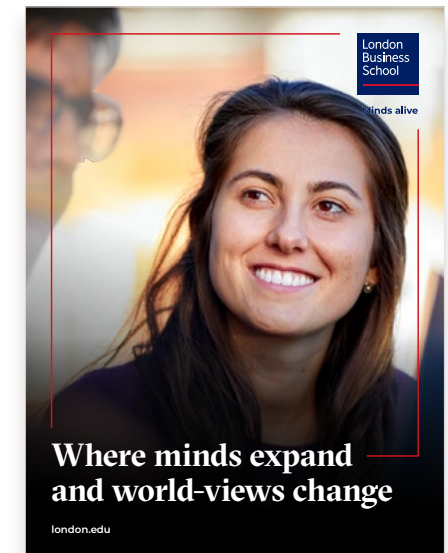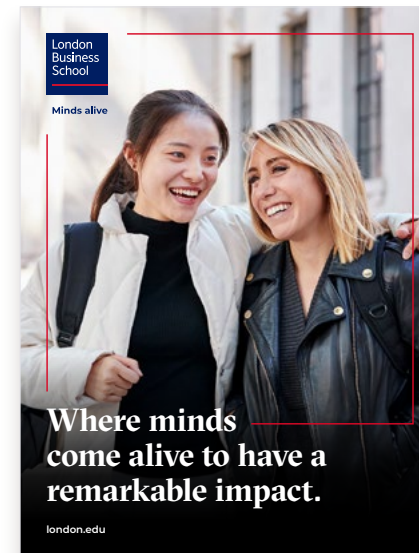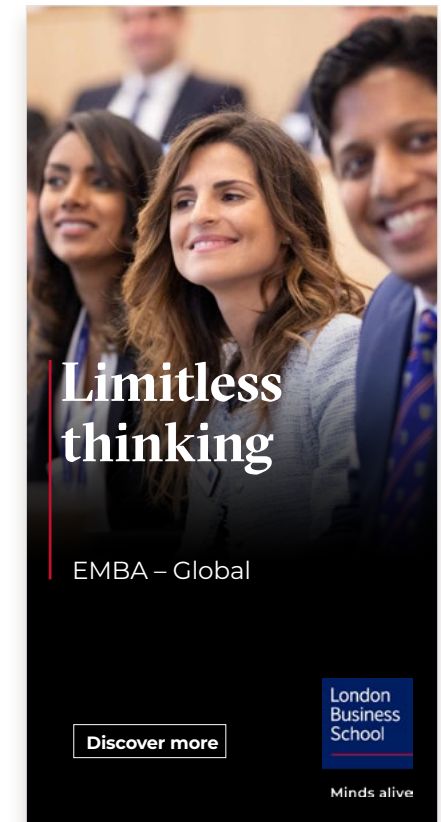
Minds alive

Print adverts

Bring to life the tone of voice and imagery

Brand advertising

Minds alive is the promise of our evolved brand positioning translated into an emotively engaging idea for all our external audiences. It encompasses all our activities and is how the world will now come to know us.

Examples

Minds alive

Figure.
Forecast.
Future proof.

Masters in Finance

Discover how

London Business School

Minds alive

Figure.
Forecast.
Future proof.

Masters in Finance

Discover how

London Business School

Minds alive

Graduate to ground-breaker

Early Career

Discover more

London Business School

Minds alive

Limitless thinking

EMBA – Global

Discover more

London Business School

Minds alive

Data to decisions

Masters in Analytics and Management   Discover more

London Business School

Minds alive

Online media
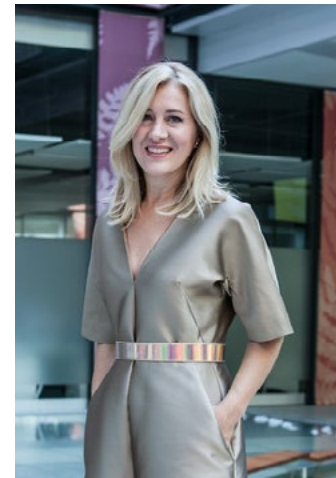
Promoting individual programmes.

Alumni/ past-participant photography

Telling the stories of alumni and past-participants.

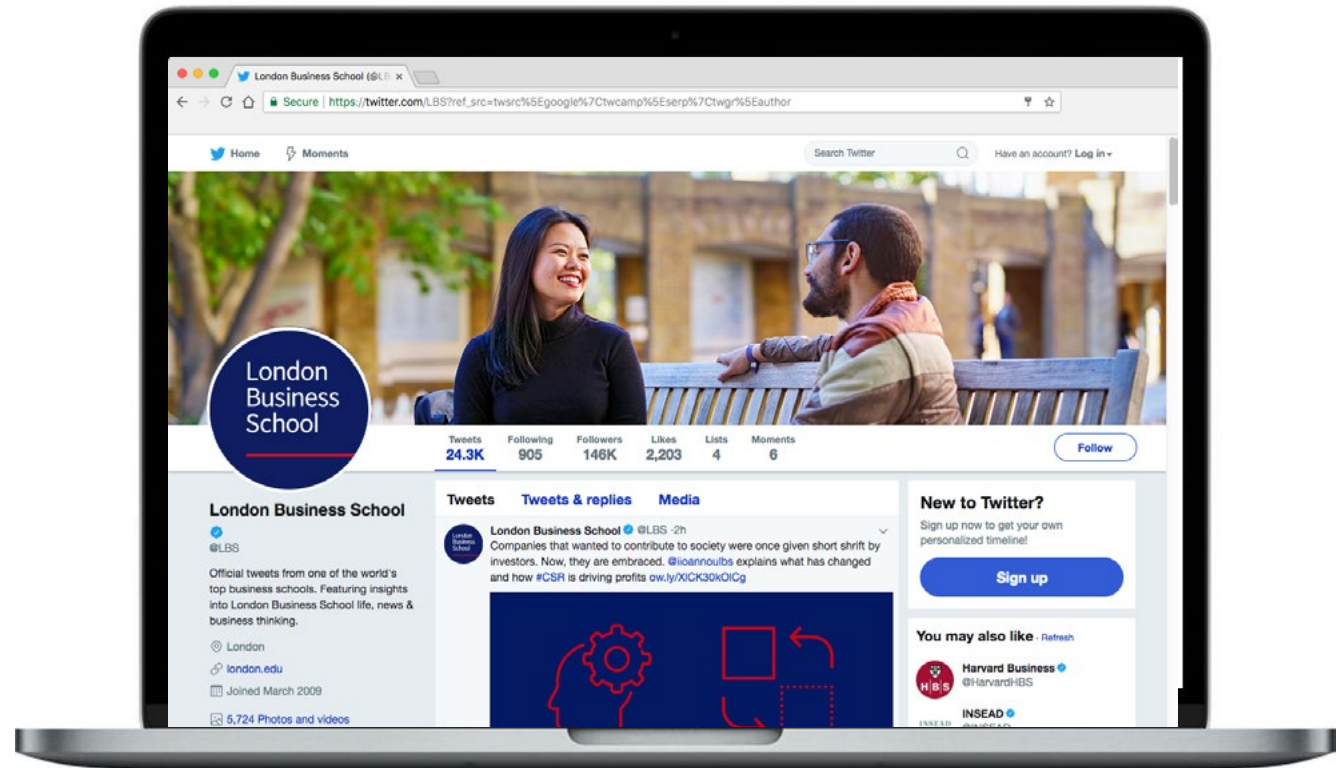See recent collections of Alumni and past participants on BrandHub.

See also *Portraiture* on page 55

Photography

Social —
Twitter

Header image focusing
on the powerful network
for alumni.

Online
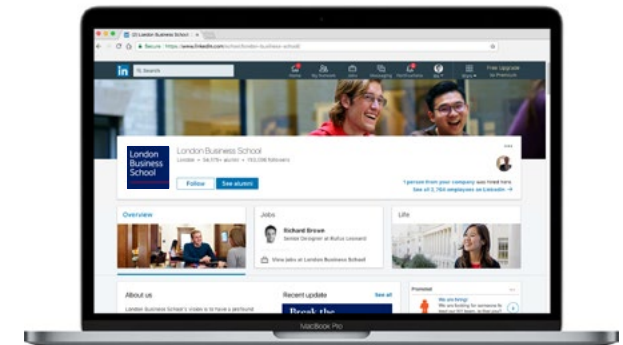
Social —
LinkedIn

Header image focusing on the innovative business spirit of the School, pushing participants to challenge the status quo.

Online
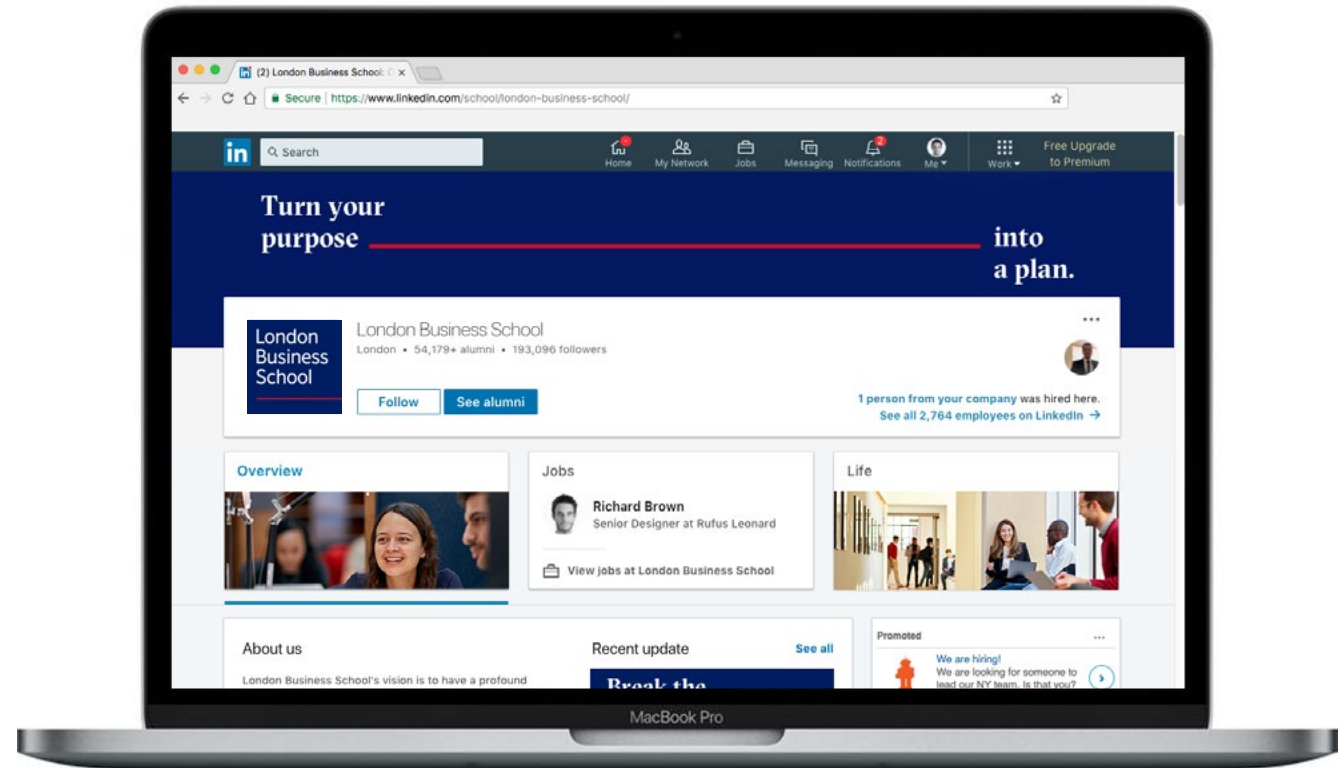
People header image
Example showing photography. Take care to select an image that works well within extreme formats.

Social —
Facebook

Header image focusing
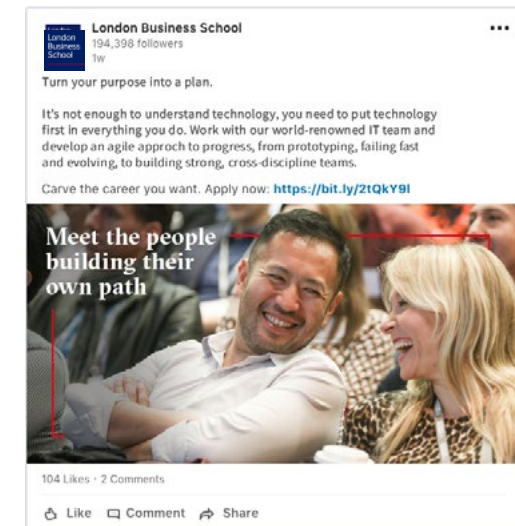on the community aspect
of the School.

Online

Social posts

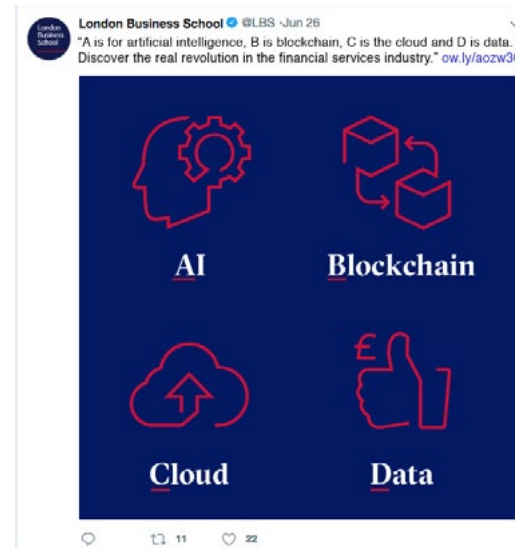A range of posts aimed at different audiences showcasing different brand elements.

Online

LinkedIn thought leadership post

LinkedIn recruitment post

Twitter infographic post

Social quote posts

Demonstrating how to post thought leadership quotes from faculty and alumni, with and without imagery.

Online

Facebook quote image

London Business School
22 July at 05:18

"It's fashionable now to talk about customer experience, and that is valid, but businesses could truly differentiate themselves by looking beyond the purchaser to the user – the consumer," says LBS's Nader Tavassoli

"Ten years ago we sold products. Now we sell experiences."

Nader Tavassoli
Professor of Marketing
London Business School

21   2 Shares

Like   Comment   Share

Facebook quote

London Business School
24 July at 05:31

"From financial services to transportation and logistics, in a whole host of sectors technological innovation is seen as a threat to jobs. But these advances have the potential to create new jobs as well, says LBS's Andrew Scott. What impact do you think automation will have?

Andrew Scott teaches on our Senior Executive Programme."

"The transition won't be easy but there's room for hope."

Andrew Scott
Professor of Economics
London Business School

36   7 Shares
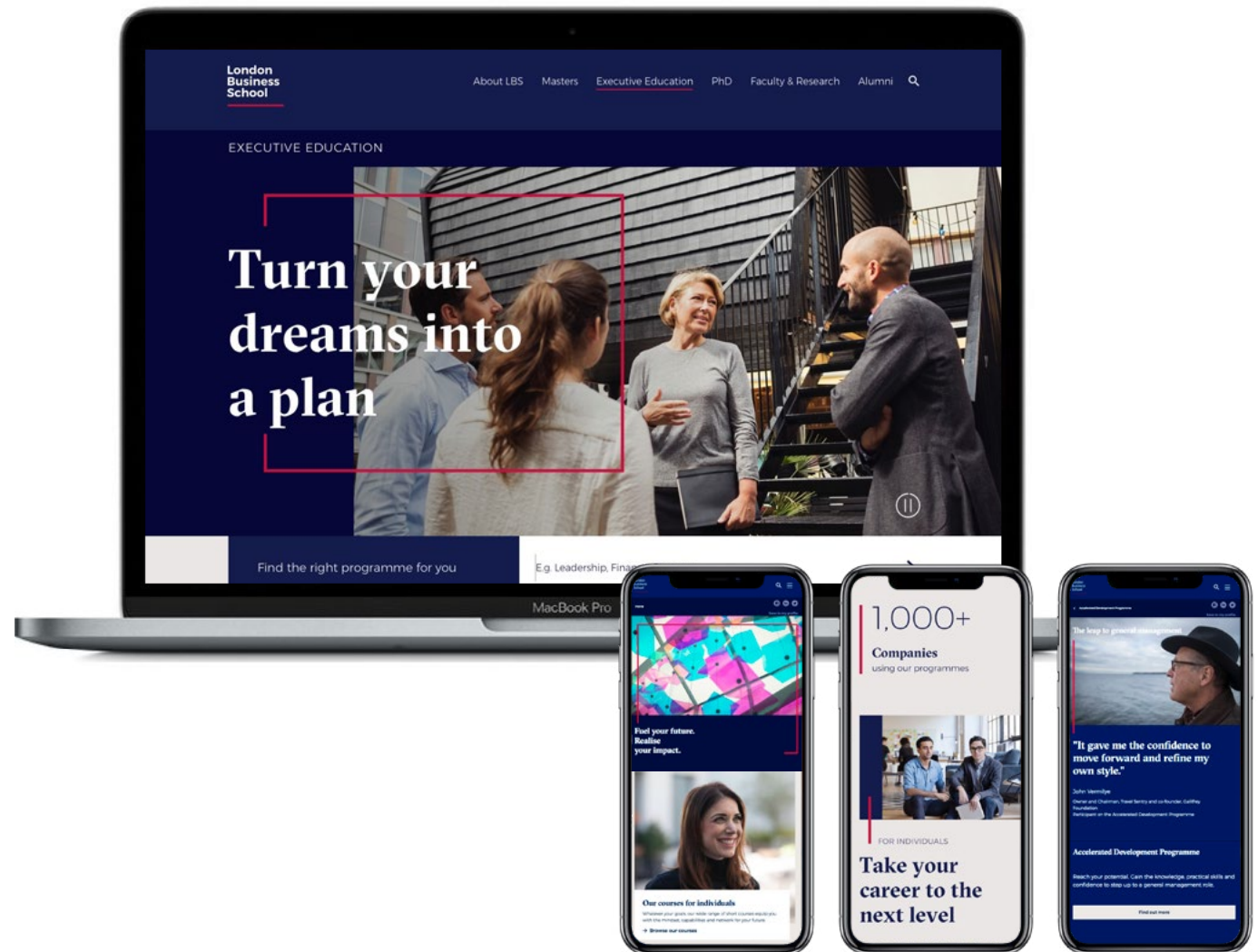
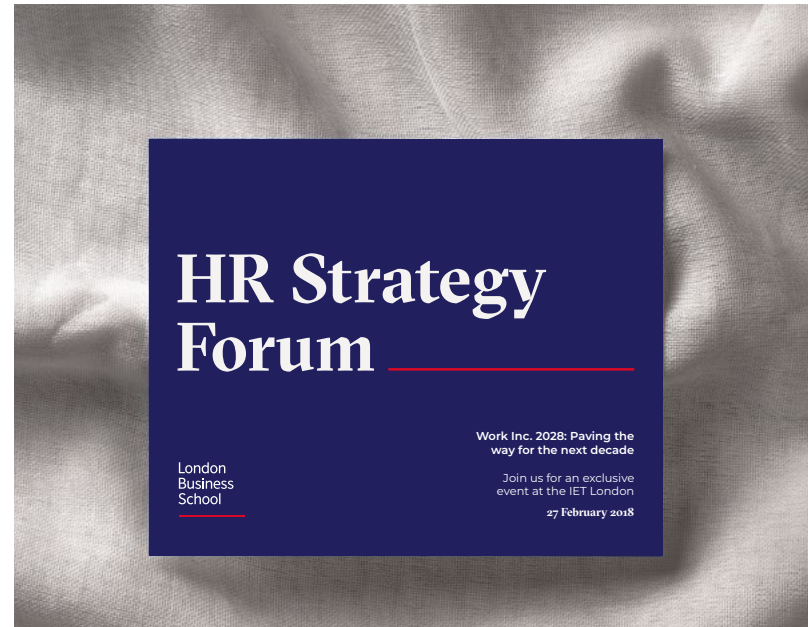Like   Comment   Share

Website

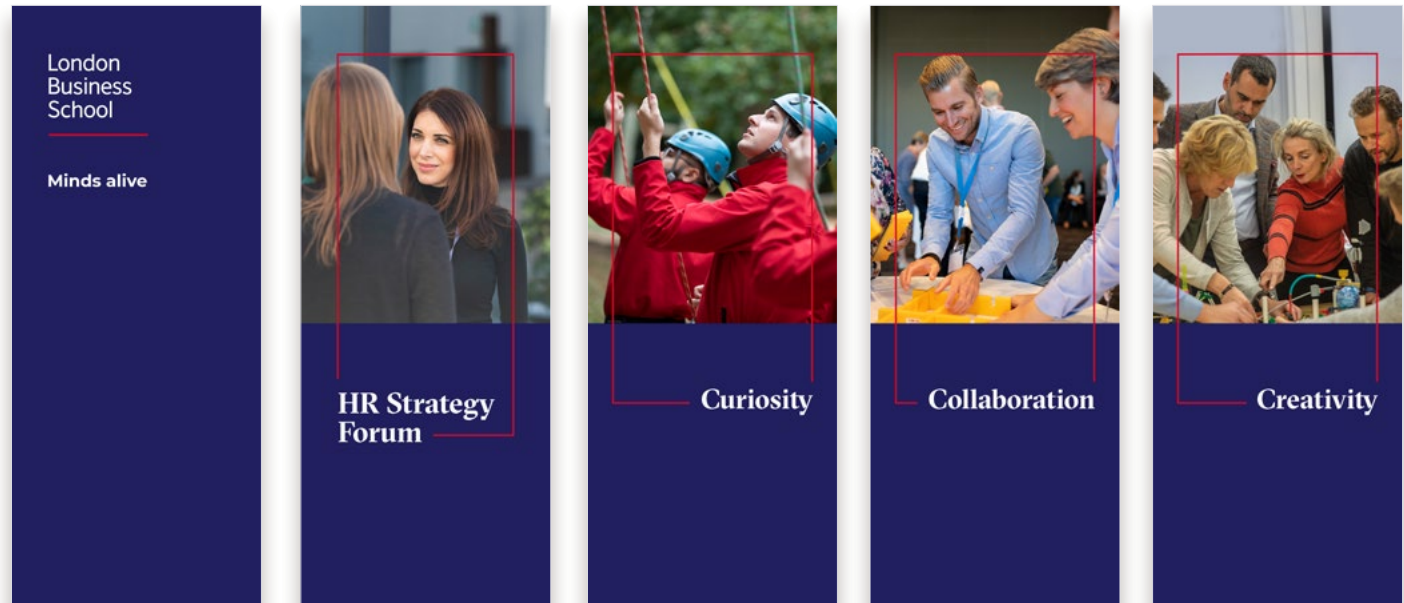Look and feel for online.

Events

Minimal, subtle branding ensures the event feels premium and sophisticated.

Events

Events

Minimal, subtle branding ensures the event feels premium and sophisticated.

BEST PRACTICE COMMS

Event banners

Pull-up banners for events.

Banners can feature photography or be quote based.

CONTACT

Talk to us

For more information and advice on applying our brand talk to us at **brand@london.edu**