

# CREATING A WEBSITE: WEB DESIGN TIPS AND TRICKS

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## **VISION**

Why is the website being contemplated? You have to know why. Most of all you have to have a vision, a grand plan. Make it a big vision. A website is always under construction, is flexible, but you should have an aim and a goal. Start small, dream big. The philosophy and scope of the website need to be thought out carefully.

You will need to consider ways of structuring the website to suit the aims and philosophy of your institution. You also need to ponder the proposed style and ethos of the planned website. You will develop ideas about your final product, but they will be changed as you implement them. Your plans and those of your administrators will change and your perceptions of what is important will alter. A good idea is to talk to all the "stakeholders"; to find out what they expect the site to be, perhaps even form a committee of involved and interested people. If possible, those who will use the site need to have input into its development so that it becomes their territory and they become part owners. However, at the end of the day, if you are the person creating and maintaining the website, make sure you know why.

## **PHILOSOPHY**

Any move to create a website should be informed by a thorough understanding of the purpose of the whole enterprise of the organisation as well as implementing an effective philosophy. Why are you making this website? I'm a fan of Constructivism: <http://library.trinity.wa.edu.au/teaching/construct.htm>. People need to involve themselves in their learning so that whatever they learn becomes a part of their lives. They need to remake any knowledge into the fabric of their internal landscape and they can only do that by making meaningful choices about things they care about and by being actively involved within the constructs of their own knowledge.

## **The Purpose:**

Why do you want to create a website? Maybe you think it's your good idea; maybe it's an idea from CEO. The reason for the creation will determine to a large extent the scope and direction of it. You must have a good reason, not just "we should have one". If there is not a purpose then the website will fail.

- Is your site to be a "front door" to the organisation? In this case the priorities will be concerned with creating an impressive face, an exercise in public relations
- Is your site to be a place where staff members and users share their work?
- Is your site to be an information source for staff members and public users?

Maybe you'd ultimately like it to be a combination of all of these.

With increasing demands or re-structuring, re-training, educational outcome statements access to a greater range of resources has become a necessity. You are very aware of the problems of servicing these wide ranging needs. It is obvious that no library; can afford to provide enough text-based material to support the ever-widening requirements of all its users, especially teachers and students. However, the other resources of the library, whether print-based or multimedia, are still vitally necessary. You want to steer the user into the direction of the most appropriate resources for each need.

## **What Do Your Users Want?**

Obviously, one of the prime purposes for the creation of the website will be to provide what the user requires. This usually involves an opportunity for learning of some kind.

- Users may want to find out about the operation or news of the organisation.
- Users may be searching for material to answer an immediate information need.
- Users may be looking for background information for work or research.
- Users may be pursuing an interest or hobby.

Each of these users wants to learn something from your website. Your aim is to assist them.

As web designer you are often in the unique position of being able to have an overview of the whole enterprise of the organisation. Your website should be a tool, as your "real" organisation is, to

further the development of user demands. Above all, what can you create that will be original and different that will be of real use for you and your organisation? What is unique about your vision? You need to establish guidelines for project management, guidance and discussion.

### **Project Management: Guidance and Discussion:**

As mentioned before, your website is part of a greater whole: the whole enterprise. The "stakeholders" need to be involved from the beginning if at all possible. It may take many forms:

- o an official committee,
- o a small group of interested parties,
- o a flurry of shared e-mails and ad hoc meetings.

This grouping will vary depending on the shape of the website. Possible interested people include other staff, IT personnel, administration and other staff. If it is only a website for a part of the organisation then less people will be interested and involved than if the website includes input from the whole. Even if the website is only concerned with content from your subsection there will still be a need to discuss various issues with other members of the organisational community. You will need to ascertain where the website fits into the rest of the organisation's endeavours.

### **Support:**

What you need most is in principle and practical support from administration, Information Technology Department and your section's staff. Without this, your website will not be possible.

### **Funding:**

As with every undertaking, funding will need to be allocated for this endeavour for:

- o some space on a web server either locally or on an Internet service provider will need to be made available
- o software will have to be bought and licensed (though this may be covered in other licenses)
- o appropriate computers for compiling the webpage will need to be available
- o a computer as a local server
- o staff allocated to the task will be required and this is a cost from other tasks

### **Hardware:**

The first action is to find out:

- o what hardware is present (do an audit)
- o what will (definitely) be provided if upgrades are necessary.
- o a fast computer with adequate memory is needed for the person creating the website: searching, creating, publishing and storage are necessary.
- o if the server is to be housed locally then the computer should be dedicated only to that task, if at all possible.

### **Web authoring software:**

Find out what software will be available. There are many different website creation tools, many easy to use for new creators of web sites. Skills of web authorship are very like those of word processing, written composition and design that many school librarians already possess. I would advise against trying to do your entire website with pure html. It is far too time-consuming. Why not use some of the very easy to use web authoring software available? WYSIWYG (What You See is What You Get) web editors are very user friendly.

I would not use Word, as html documents made with Word are very clunky. Word html is very verbose. Publisher saves as a large image. Many people use Netscape Composer quite successfully. People using Macintosh rather than PC might find other software of use.

Web Authoring Software and HTML:

<http://library.trinity.wa.edu.au/subjects/te/it/webdes/webauthor.htm>

Front Page Web Design:

<http://library.trinity.wa.edu.au/subjects/te/it/webdes/front.htm>

I use FrontPage to create my website at school (Dreamweaver at home). FrontPage is available at many schools with the Office software license purchased by many departments and organisations. FrontPage is a tool that enables planning of the structure of the site beforehand, and it is able to be changed easily as needs change. It is relatively easy to use and integrates easily with ubiquitous Microsoft products. Existing licenses in the school and existing staff expertise also need to be considered. FrontPage is less useful in its html coding, often adding code which is incorrect or redundant.

Dreamweaver Web Design:

<http://library.trinity.wa.edu.au/subjects/te/it/webdes/dream.htm>

I do use Dreamweaver at home as it is very customisable (it does what you tell it!) The code is very clean. It will even clean up Word html if necessary.

### **Staffing:**

- Web authorship
- Expertise
- Who will create and maintain the site? Is it you? Whoever is chosen must either have or be prepared to develop the expertise.

### **Time Allocation:**

If this is to be someone from present staff, what will have to be curtailed to enable the website to proceed? Creating and maintaining a website is a time-consuming undertaking. Decisions have to be made as to how much time is allowable and available. Who will update the site and how are the links checked and how often?

### **Technical Support:**

An essential factor in the creation of the website is the technical support for setting up and organising the running of the equipment and inevitable troubleshooting.

- how is the website to be hosted - locally or at an Internet service provider?
- if it is hosted locally who will handle the server and the interface with the outside world?
- if the site is to be hosted externally
- how easy is it to publish to the server and
- how much space is allocated?
- who will maintain backups and logs?

It is very important that issues of space and ease of publication are discussed very early so parameters are set.

## **DESIGN**

What do you know of web design principles?

Web Design:

<http://library.trinity.wa.edu.au/subjects/te/it/webdes/default.htm>

The basic idea is KISS (Keep it Simple S...)

What kinds of design parameters are important to you?

Have a look at what some schools have done.

School Websites and Design:

<http://library.trinity.wa.edu.au/subjects/te/it/webdes/schweb.htm>

School Library Web Sites and Their Design:

<http://library.trinity.wa.edu.au/subjects/te/it/webdes/libweb.htm>

Establish or ascertain your organisation's

- o print style guides
- o web style guides.

These will need to be established especially if there are a number of different websites for your organisation.

### **AUDIENCE**

Who is the audience? Who do you expect to view the site? Who is your main target?

#### **Prospective Users:**

Prospective users of the organisation are on a fact-finding mission trying to learn about it

They want information about:

- o the values, vision and priorities of the organisation and how its practice matches with theory.
- o organisation culture, tone and spirit
- o any costs and opening hours
- o contacts, ways of getting in touch
- o services offered.
- o opportunities for courses and activities.
- o the kind of activities that will impinge on the area
- o the contribution that the organisation will be likely to make to the community.

#### **Your User Community:**

Your users have a multitude of needs

They want:

- o information about your organisation, as above.
- o methods of keeping in ongoing touch with the organisation.
- o access to information for themselves
- o access to information of use to their children for assignment completion.
- o access to materials to support research and recreation
- o information about activities and services that interest them

## **Students**

If students are your main audience, you need to be looking at their needs and requirements. Students will want information to support their assignments. They will want it quick and easy to find. They will need intuitive navigation with lots of points of access and plain language. Information will need to be targeted very closely to specific assignments.

Students want:

- o Internet links to sites to assist completion of assignments
- o general reference
- o assignment outlines
- o course outlines
- o study and reference guides
- o recreational sites
- o ways of interacting with other students and also staff

## **Teaching Staff**

Information for teachers needs to be targeted to their special needs. It needs to be accessible and very easy to use. Any material for staff has to be obviously of immediate benefit, either saving time or helping students.

Staff want:

- o lesson plans
- o rubrics
- o webquests and online module outlines
- o educational theory for study and research
- o Internet links for background reading in their subject area
- o study skills and research information
- o information about recreational reading
- o information about hobbies and interests

Keep in mind that all groups will possibly include people who will want to use links you provide for your own staff for their own information-seeking. It might be that your website will be serving an amalgam of some or all of these groups. Nevertheless you have to decide who is most important for you. If the students are your main focus, you will create a different site than if other community members are your main expected user. Choose which specific groups of users will be the focus for your site.

You can't be all things to all people.

Remember The Parable of the Old Man, The Boy, and The Donkey:

<http://www.alia.org.au/~rhorton/library/parable.htm>

## STRUCTURE

You'll have to decide on an organisation plan for the site. You need to consider

- o where your website sits in relation to other websites within the organisation
- o the website should not mirror the organisational map but instead what users want to do at your website

First you will need to decide what the main areas of your site are. These will need to be subdivided. How? What makes sense? What will your users be looking for? What combination is right for you? What makes sense for you and your organisation? At first you may not have anything each section. You do not need to create folders until they contain anything, but you will need to have a plan to accommodate further growth.

A good idea is to use software like Inspiration, <http://www.inspiration.com/>, to help first brainstorm, then create a map of your site.

### **Some Guidelines:**

Start small but figure on growth.

I started with one page, but soon planned a site where every learning area is covered and each has its own folder and subsections have subfolders. This allows for expansion as further assignments are added.

Create enough folders for each main section and folders with the directories to divide up into sub sections. Do not create too many levels of folders. For an average site there should be: a reasonable number of folders (around 5 - 7) and only a few levels (around 3 - 5). Very large sites may have a need for more; very small sites less.

In each folder call the main file index.html/default.htm or whatever is the name of your beginning file (ask your systems administrator what it is!), this will prevent people accessing a directory list.

Keep the folders and file names short, with no spaces or strange symbols and no capitals so there will not be trouble with older or less common browsers.

Place all graphics in one folder (call it images or graphics).

### **A website is not a book**

The organisation of a website can be much more fluid than a book because of the magic of hyperlinks. You can link each page to a number of other pages, go back and forwards and off on a tangent. Redundant navigation is the key.

Organise the links coherently with easy navigation. Link! Link! Link! The glory of the web is to refer forwards backwards and sideways! You should be able to find your way around with ease.

### **Add a site map or table of contents to assist with this**

This is what my site map looks like. P. L. Duffy Resource Centre, Trinity College Site Map: <http://library.trinity.wa.edu.au/site.htm>. This can be set up within FrontPage or Dreamweaver.

### **A search facility is also useful**

Freefind, <http://www.freefind.com>, provides a free search facility, which indexes as often as you like. Google, <http://www.google.com>, provides a free search for education institutions but is only indexed once a month. FrontPage has a search option. This may or may not work depending on server options and set-ups.

### **Navigation bars are important**

Create a template and have a common navigation border. I place mine on the right hand side, though this is less usual, because most users are right handed and have their mouse on that side. Also, if your page is designed to sometimes appear in the frame of a parent website, two areas of navigation on the left hand side makes finding "real" content difficult. You can insert navigation buttons or bars at will.

### **Frames are a bad idea. Don't use frames!**

Users can end up with tiny windows in which to view your page. Users have no idea when they are on your site or elsewhere. If you link within frames it can imply a page is on your site when it is not, raising difficult copyright issues.

### **Speed**

This is important. Users need to find what they want quickly. Pages need to load in seconds. The priority is for each page to load quickly and provide information as easily as possible. The website necessarily should be as accessible and usable as possible, both for ordinary users and for those who are disabled in some way. Look at some of the recommendations in Usability and Accessibility: <http://library.trinity.wa.edu.au/subjects/te/it/webdes/use.htm>. The resource is only worthwhile if students and staff find it easy to use,

and it is only fair for you to make it possible for disabled users to access it easily.

## **CONTENT**

What kind of content do you want to include?

Remember: different users will need distinctive content.

### **Things you need to consider before you start**

## **COPYRIGHT**

One of the first considerations is that of copyright. As a web designer, part of your role has always been to inform users of their responsibilities under the copyright law. As the creator of a website, you have to be very clear as to your responsibilities in this area. Any materials placed on the Internet should be copyright free, or used with permission and appropriately acknowledged. The rules for placing materials on an Intranet are less stringent, but still must be obeyed. Check further information on Copyright and Intellectual Property:

<http://library.trinity.wa.edu.au/library/study/copyright.htm>. One area where confusion arises is that of linking. Apparently the law allows a web author to link to another site, as long as it is clear that you are linking off-site, and that is acknowledged. Read the pdf file from Australian Copyright Council: <http://www.copyright.org.au/PDF/InfoSheets/G057v03.pdf>, Web sites: creating and publishing on the Internet.

It's also necessary to point out to staff and students their responsibility to acknowledge the source of all material used for teaching and learning. We have to provide guidance in the correct acknowledgement of sources and avoidance of plagiarism. Read further about Plagiarism, and Referencing and Citation: <http://library.trinity.wa.edu.au/library/study/citation.htm>.

## **Censorship/Filtering**

The organisation will have already made informed decisions about whether they filter what the users and staff see. Some organisations will have a two-phase filtering system. One will be via the Internet service provider and the other will be in-house. Depending on what is filtered, you may find locating appropriate sites difficult when you are dealing with controversial topics (drugs, etc.) The decisions you and your organisation make about filtering and censorship will influence the content of the site. Read some varied ideas on the topic at Internet Censorship:

<http://library.trinity.wa.edu.au/subjects/te/it/censorship.htm>.

## **Specific organisation related information**

This includes:

- outline of services and facilities
- bibliography guides
- search catalogue facility
- guides to research, study and literacy skills
- tutorials and guides to the use of computer software and Internet
- searching
- references and dictionaries

## **Appropriate web links**

You might want to provide assistance with finding specific information for your users so you will need to choose links to sites to assist.

We are all aware of the possibilities of the enormous amounts of material available on the Internet. The huge quantity of sites available is daunting rather than encouraging for a person first faced with the vagaries of the World Wide Web. It is very apparent that many find the quantity of material available on the web overwhelming. Anyone who has gone to Google, Yahoo or even an Australian search engine like Goeureka, typed in one word, and been faced with millions of hits, has been confronted with the sheer immensity of the Internet. However, the main difficulty with this plethora of information is the enormous variety in quality of material that is available. There is a necessity to provide a roadmap to assist your users find their way through the maze on the "Internet Superhighway". To achieve this, you can include appropriate Internet links on your library website. The search engines are developing better selection methods to make their retrieval more useful, but the amount of information recovered is still overwhelming. Both users and staff often find the task of obtaining relevant material very time consuming. While casual users may not mind this time loss, staff resent it, and users ultimately realise they do not have the information they need to assist them.

Some staff members initially may see the creation of the website as "spoon feeding" the users. However, in a print library we don't just pile the books in a heap on the floor. We don't call providing a library catalogue "spoon feeding". The "roadmap" of the website merely points people in the right direction. If we simply provided one or two sites on a topic, then this might be too proscriptive. Your aim is to provide a number of sites, just as we would offer a number of books.

The main aim is to provide access to a wide variety of high quality information in all kinds of areas to support the user as much as possible. Your expertise, as a librarian, gathered over a number of years, enables you to choose material. No library has the funds to provide access to a wide range of hard copy resources in all the possible areas students and teachers would choose to research. The Internet can provide a very useful extra resource that can extend the other resources of the library and be of use to staff and students.

The skills of selection you apply in choosing books and magazines are appropriate in selecting web sites. The questions you ask about quality and relevance apply in the same way. The medium may be different but the quality of the message is still an issue in selection. The assistance of this selection gives the maximum amount of choice with the greatest amount of support for the teaching and learning. We should not try to limit the choices of the users. We can provide a number of sites on each topic of interest, ranging from introductory to academic. Especially in areas where viewpoints differ, attempt to provide a wide spectrum of opinions to allow people to examine the alternative options. There's not much use in providing lists of other links. Find useful information for students to use. There are lots of lists out there; yours has to be relevant to your users.

## **FINDING AND CHOOSING LINKS**

How do you ascertain appropriate links?

- educational, computing and other journals regularly review sites of use to students and can provide good suggestions.
- colleagues and students will often provide suggestions.
- serendipity is a wonderful thing. While you're searching for one subject, you often find something else which is relevant.

Internet Searching:

<http://library.trinity.wa.edu.au/library/study/searching.htm>

Learn how to search intelligently and teach this to your users.

Search Engines: <http://library.trinity.wa.edu.au/library/search.htm>

Learn which search engine works best in which circumstances.

Search engines are useful but there is a need to learn the peculiarities, strengths and weaknesses of each one, to use them appropriately.

Use "invisible web" tools. Invisible web search engines are especially tailored to search academic and research databases.

Knowledge of the “invisible” web is very useful in finding appropriate sites. Normal search engines do not find the contents of databases or Adobe pdf files which are of great benefit to all users. Have a look at some of these Invisible Web Search Engines: <http://library.trinity.wa.edu.au/library/invisible.htm>

### **CRITERIA FOR SELECTION**

You need to establish criteria for selection of links in the same way as you would for other materials that you add to the library. Don't ever accept lists of links at face value from anyone. Check each link before you add it. At the very least the link may be “dead” or inactive; at worst some unsavoury and inappropriate site may have hijacked it.

Evaluating web sites has a few difficulties that you may not find when examining books. Sometimes the details about the author or date are hard to establish. You may have to search backwards and forwards through a site for contact details or index pages.

Specific criteria of assistance when examining web pages:

#### **Accuracy**

When viewing a webpage, weigh the information provided with information already known. If possible, check with available experts to assist in this area. You are not an expert in every field. However, as a librarian, you are used to making such decisions. Where details are provided, you can check with known information. If there are sources provided on the site, you can use these to verify accuracy. Another area of accuracy of great importance is accuracy of links. A page where many of the links do not work argues that details are not important and/or no revision has taken place recently. This is of concern if considering the accuracy of statements made.

#### **Authority**

This is one of the most difficult areas to confirm. Many websites provide little or no information on the author and some authorisations prove spurious on further analysis. It is definitely a step in the right direction if there is an author cited. Try to choose sites where the credentials are clear, where reliable source organisations are acknowledged, and organisation loyalty is clearly cited. This is not always foolproof. Universities sometimes host websites that have no actual academic standing at all. It is a good sign if there is an address provided that is contactable outside the Internet.

## **Objectivity**

Previously during your education, lecturers have often said you need to be objective. They spoke of keeping personal feelings hidden and merely presenting the facts. This stance was and is untenable. No one is really totally objective. People have differing views of the world. This colours what they say, how they say it and what they include and exclude. In choosing websites, select sites where the bias is clear and acknowledged; where, if commercial, the dependency is stated; if academic, which institution is involved; if related to any group, that affiliation is clear. When dealing with advertising, the situation is more problematical. A commercial site must advertise its product. A genealogy site may advertise gedcom software or a music site promote favourite player software. When choosing sites, for students especially, I try to choose sites where the relationship with the advertising is clear and acknowledged.

## **Currency**

One of the major benefits of the web is access to current information. It is obviously of much more use if a site is updated regularly. This is not a hard and fast rule. For example, on-line classics will not change. However, regular updating is important even in areas like history, as research can change our view of the past. Currency is especially relevant in areas like politics or contemporary issues. Choose sites where the page is dated clearly, and where verifiable information is up-to date.

Links also need to work. The usefulness of any links provided is dependent on whether they work or not. If these are not updated then the page may be out-of-date despite any dating provided.

## **Coverage/Purpose**

Firstly you will be concerned about subject matter to help students with their assignments. Many sites may cover the particular topic, but to be added to your site they have to be relevant to the topic under discussion, and suitable for the year level that is studying it. There is so much on the Internet and you are not trying to catalogue it all, but merely finding sites appropriate for users in their tasks.

When evaluating sites, those of more value are ones where the purpose and coverage of the site are clear. It does not matter whether the site appears to be comprehensive or focussed on one small area. If it is clear what the aim of the site is, and if it achieves that aim, then it may be valuable if it's on the right subject at the right level. A major university site may aim to provide a comprehensive coverage of World War Two; a small storytelling organisation may try to supply resources for beginning tellers. Both

will be valuable if they achieve their task well and are relevant for your users. You will want to find material that is of local interest. It's often useful to find international material, but it is also very valuable to find information that is culturally relevant to your users. List material that is state level and country specific first, so it is accessible.

Further links for you to examine which will help you to learn more about this process and teach it to your users: Evaluating Web Sites: <http://library.trinity.wa.edu.au/library/study/evaluating.htm>

### **Commentary or just a list?**

You need to decide whether you comment on sites found or just list them. I decided not to have much editorialising. My comments are minimal so the users can make their own decisions. The books on my library shelves do not come with my commentary on the cover. I decided not to add comments except when absolutely necessary. Sometimes, if a site seems reasonable but is created by a student, I will indicate that. The process of writing comments on each site adds considerable time to the process, and places the teacher librarian between the source and the reader. However, it is your choice and may be of use for some particular assignments.

## **APPROPRIATE ONLINE ACTIVITIES**

### **Pathfinders**

Pathfinders are a particular online listing that includes web links but also includes a list of other resources available in the library. They often include appropriate keywords, Dewey numbers, book titles, journal articles and encyclopaedia references. These are useful if you want to emphasise the varieties of resources available on the topic. However, if a librarian does this, it will be very time consuming and often linked very closely to one particular narrow topic (which may not be as useful as a broader list of links).

### **WebQuests and On-Line Research**

<http://library.trinity.wa.edu.au/teaching/webquests.htm>

These specific research activities are excellent to avoid the "hunter-gatherer" assignment. These are great to avoid the issues of the "cut and paste" brigade, the sort of plagiarism that is rife.

### **Collaborative Projects**

<http://library.trinity.wa.edu.au/teaching/collab.htm>. These activities involve people working with others from around the local community and further afield. This is only one of the ways of interacting with students and also teachers.

### **Subject outlines, assignment outlines, course outlines.**

These are usually provided for the benefit of the user by teaching staff, although the librarian may have input when a unit is planned and/or implemented in collaboration. Some teachers may be quite pleased to have these available to the world; other staff may not be happy for other teachers to have access to their creations. Some teachers may fear other teachers will use their materials or judge them harshly. My experience has shown most teachers are very grateful to those brave enough to share.

### **Creations by Staff and Users**

In-house webpages and other productions created to fulfil assignments, meet a particular need or as competition entries are sometimes available. There are some issues of concern with these especially with regard to privacy, so some organisations leave off names or identifying labels. Also, it is very important that any documents available on the web be consistent with copyright law. Some organisations may be afraid to expose amateur work to the outside world fearing less than perfect material will damage public relations. Most members of the public know we are all still learning and are usually impressed and charmed by individual offerings.

### **Advice**

Keep it small and simple at the beginning. Know that you'll add and change as the site grows. Try to make it specific to your users. Don't duplicate what's already "out there". Look for special things your users need that they can't access easily in other ways.

### **EVALUATION**

This is an important aspect of the development of the website. There is a need to examine how to judge or measure success.

#### **Basically, is it used and is it useful?**

Anecdotal evidence and personal observation is probably of the most help in ascertaining usage. This will come as you observe users and respond to requests. Also valuable are comments, suggestions and other feedback of those who use the site.

There are ways of checking logging and usage. One method is web-tracking software like Extreme Tracking, <http://www.extreme-dm.com/tracking/>. This can track how many visitors the site has, from which country, which browser they use, what search terms they are using, where they are referred from and many other indicators. This information is very valuable in guiding the development of your site.

The search facility of Freefind, <http://www.freefind.com>, sends monthly and weekly reports of search terms.

If the student has access to server logs, they also are of use. Surveys can be useful, although implementation and interpretation are not easy.

Use the Evaluating Web Sites:

<http://library.trinity.wa.edu.au/library/study/evaluating.htm>, tests on your site.

Also using criteria like 10 Criteria to Evaluate a Website:

<http://www.mcil.co.uk/7-10-criteria.htm>, from Management Centre International Limited can be a valuable exercise.

### **A CONCLUDING WORD**

As usual, you'll use your professional judgement, and skills you already possess to build your website. It's not insurmountable; in fact it's very exciting.

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