

Section 7 Resources

Introduction

A small business which is planning to extend its activities abroad will need to pay particular attention to the resources available to it. In this section we focus on people as a key resource, and deal with the following topics:

Topic 1: Preparing a Job Description

When you have completed this topic you should be able to:

- list the key elements of information which should be contained in a job description
- explain why a job description is necessary, both for the employee and the employer
- prepare a complete job description.

Topic 2: Person Specification

When you have worked through this topic you should be able to:

- explain the usefulness and relevance of a person specification
- identify the *desirable* and the *essential* qualities and skills necessary for any job vacancy within your business
- prepare a complete person specification.

Topic 3: Motivation

When you have worked through this topic you should be able to:

- explain the difference between motivation and demotivation
- list the factors that increase motivation, and those that decrease motivation
- explain Maslow's 'hierarchy of needs' and how this model relates to motivation
- identify specific motivational strategies you might use with specific employees.

Topic 4: Leadership

When you have worked through this topic you should be able to:

- describe the key leadership tasks
- identify some of the key leadership personal qualities
- assess your own leadership skills, qualities and abilities
- explain the difference between 'directing leadership', 'coaching leadership', 'supporting leadership' and 'delegating leadership'
- identify the appropriate leadership strategy to use with each of your employees.

Topic 5: Training

When you have worked through this topic you should be able to:

- explain what a 'training needs analysis' is
- describe the way in which a training needs analysis is carried out
- list the different kinds of training opportunities
- carry out a training needs analysis within your own company.

Topic 6: Networking

When you have worked through this topic you should be able to:

- explain what is meant by 'networking', and why it is important to your business
- assess your own current network
- identify ways in which you can expand your current network.

Glossary of commonly used terms

Desirable job specification factors	The qualifications, skills etc. which, in a perfect world, the successful candidate would have in <i>addition</i> to the essential factors.
Essential job specification factors	The qualifications, skills etc. that the successful candidate <i>must</i> have.
Job description	A document which lists the job title and purpose; the responsibilities, tasks and duties involved in the job; the skills needed to do the job well; the demands that will be made on the jobholder; and the working and environmental conditions of the job.
Maslow's hierarchy of needs	Survival, security, social, esteem, self-actualisation needs.
Motivation	A feeling, attitude and approach which, together, drive someone to want to do well, and to succeed.
Network	The people you know who may be able to help you in connection with your business.
Networking	The process of creating, developing and using personal contacts for the benefit of your business and for mutual benefit.
Person specification	The qualifications, skills, experience, character, personal traits and attributes which, together, describe the ideal person for the job.
Situational leadership	An approach which allows leaders to adapt their leadership approach to the specific needs of the situation and the individuals involved.
The four approaches of situational leadership	Directing, coaching, supporting, delegating.
Training needs analysis	The process of finding out (1) what job someone does; (2) what tasks are involved in the job; (3) what skills are needed to perform the tasks. Then, assessing whether or not someone would benefit from training and, if so, what kind.

Section 7 Resources

Topic 1 Preparing a Job Description

Ideally, you should already have a job description for every member of staff working within your business. If you are planning to employ someone to work abroad on behalf of your company, then a job description is vital.

You will need to prepare a job description – sometimes also referred to as a job specification – before the recruitment process actually starts. The whole point of having a job description is that, before you employ someone, you can go through the job description with them, item by item, and explain what is required and expected of them. This means that the employee cannot subsequently refuse to do certain tasks because ‘That’s not my job’, or because ‘No-one told me I’d be expected to do that.’ A job description is especially important if your employee is working abroad, on behalf of your business, and is not directly supervised or managed.

Here is a sample job description for a sales representative who is to be employed by a UK company; resident in France; able to travel to other member states of the European Union; to sell pickles manufactured in the UK.

Job title	Sales Representative
Job purpose	To introduce and sell our range of home-made pickles to customers in all the member states of the European Union.
Responsibilities, tasks and duties	<p>Identify potential customers.</p> <p>Approach and sell to potential customers – by telephone, in person and using direct sales methods (mail shots etc.).</p> <p>Deal with all customer queries and complaints.</p> <p>Meet agreed business objectives and sales targets.</p> <p>Liaise with head office in UK on a daily basis.</p> <p>Prepare weekly and monthly sales reports.</p> <p>Monitor competition in member states of the EU.</p> <p>Monitor customer requirements and suggest changes to existing products and ideas for new products.</p>
Job skills	<p>Selling skills</p> <p>Communication skills</p> <p>Marketing skills</p> <p>Administration skills</p> <p>Organisational skills</p> <p>Language skills</p> <p>Driving skills</p>
Job demands	<p>Live and work in Paris, France</p> <p>Travel throughout Europe – working away from home</p> <p>Working alone</p> <p>Long hours</p>
Job conditions	<p>£40,000 On Target Earnings plus £5000 p.a. for living expenses abroad</p> <p>Company car</p> <p>Company pension scheme</p>

A job description should provide straightforward information about what the job holder will be expected to do, and what the job holder will be offered in return for doing the job.

A job description should contain the following information:

- job title
- purpose of the job
- responsibilities, tasks and duties involved in the job
- skills needed to perform the responsibilities, tasks and duties
- demands of the job
- working conditions.

Check Point

If you are planning to employ additional staff to work with you to develop the global side of your business, use this check point to create appropriate job descriptions for each new job. (These jobs might, of course, be based either in the UK, or abroad.)

Job title

Job purpose

Responsibilities, tasks and duties

Job skills

Job demands

Job conditions



Amazing things happen when you make people feel they are valued as individuals, and when you show your respect for them by allowing them to exercise their own wisdom, and judgement, and discretion.

Herb Kelleher,
airline executive

Section 7 Resources

Topic 2 Person Specification

Once you have prepared a job description, your next task is to create a 'person specification'. This is a document which lists the skills, qualifications, attitudes, personal qualities and behaviours which, for a successful candidate, are (1) essential or (2) desirable. The purpose of the job specification is to help you:

- write an appropriate advertisement or brief a recruitment agency (if you are using one)
- separate the candidate applications into three piles – pile 1: must interview; pile 2: maybe interview; pile 3: do not interview
- assess a candidate's suitability for the demands and requirements of the job.

Here is a sample person specification for the sales representative post for which we created a job description in Topic 1.

	Essential	Desirable
Education and other qualifications	<ul style="list-style-type: none"> • Educated to A level standard • Sales qualification – minimum NVQ level 3 	<ul style="list-style-type: none"> • Degree • Membership of Chartered Institute of Marketing
Physical qualities	<ul style="list-style-type: none"> • Smart, well groomed, professional appearance • Good health – necessary to meet the demands of the job 	
Experience	<ul style="list-style-type: none"> • At least 6 years selling experience, preferably in retail • Able to present at board level 	<ul style="list-style-type: none"> • Experience of selling in Europe • Sound knowledge of European business customs & culture
Skills	<ul style="list-style-type: none"> • English as a first language • Fluency in French (spoken and written) • Communication skills (verbal and written) • Selling and negotiation skills • Marketing skills • Administration skills – including computer literacy • Organisational skills • Driving skills • Able to use initiative and work unsupervised 	<ul style="list-style-type: none"> • At least two other European languages • Able to manage another member of staff as and when the need arises
Character	<ul style="list-style-type: none"> • Ambitious • Flexible • Goals orientated 	<ul style="list-style-type: none"> • Long-term vision
Domestic circumstances	<ul style="list-style-type: none"> • Able to re-locate to France immediately • Able to travel extensively 	<ul style="list-style-type: none"> • Willing to work long hours

Essential and desirable

You will see that in the sample person specification there are two columns, headed 'essential' and 'desirable'. The qualifications, skills, experience etc. listed in the essential column are those which a successful candidate *must* have if they are to be able to carry out all the job tasks and roles. The skills and experience listed in the desirable column are those which a successful candidate *could* offer, in addition to those listed in the essential column.

The information you list under the essential heading are those requirements that you, as the employer, are not prepared to compromise on. So, it is worth spending some time thinking hard about your ideal candidate, and what he or she must bring to the job. Of course, as the employer, the final decision rests with you. If, for example, you have specified that the successful candidate *must* have a degree, and then you discover the perfect person for the job who does not have a degree, you can, quite simply, change your mind. The key point here is that the person specification is a tool designed to help you select the candidate who, in your opinion, is the best person for the job.

Check Point

Once you have created your job description, you can use this check point to prepare a person specification by completing the chart below.

	Essential for the candidate to have	Desirable for the candidate to have
Education and qualifications – school, college, university etc.		
Additional qualifications and membership of professional bodies		
Physical qualities – appearance etc.		
Experience		
Specific skills		
Character and personality		
Domestic circumstances		

The boss is no longer the supervisor responsible for overseeing the detail of your work ... but is the coach, back-up, mentor and friend.

Sir John Harvey-Jones

Section 7 Resources

Topic 3 Motivation

Your staff are a key resource within your business. Cheerful, hard-working, *motivated* staff are an asset you cannot afford to be without as they will drive your business forward, increasing productivity and profit. On the other hand, disheartened, dispirited, *demotivated* staff will, over time, damage your business. They will do this by, amongst other things, alienating customers and suppliers, by making mistakes that cost time and money, and by allowing quality standards to slip. Clearly, it is in your own best interest to ensure that the people you employ are motivated.

What is motivation?

Motivation is a feeling, an attitude, and an approach, all of which, when combined, cause an individual to behave and respond in certain, observable ways.

Someone who is motivated will feel:

- energetic
- confident
- capable
- interested
- involved
- committed
- challenged
- recognised.

Someone who is demotivated will feel:

- uninterested
- uninvolved
- unappreciated
- unimportant
- unhappy
- bored
- tired
- dissatisfied.



Motivated staff will put themselves out; go the extra mile; do whatever it takes to do a good job, which is completed on time and in accordance with the targets and standards which have been agreed.

Demotivated staff will do the bare minimum of work required, will not bother to take the time to solve problems or use their initiative, and the work they do finish may be slipshod and inaccurate.

What creates motivation?

Frederick Herzberg, the American management consultant and author, identified a number of factors which either *increased* or *decreased* motivation in employees.

PLUS Factors that INCREASE employee motivation

Recognition from bosses, managers and colleagues for work well done.

Opportunities for increased **responsibility**.

Opportunities to do **work** that is **interesting**, challenging, meaningful.

Opportunities to take part in training and development and opportunities for **career development** and promotion.

MINUS Factors that DECREASE employee motivation

Uncomfortable or unsafe **working conditions**.

Poor **pay** and lack of work-related **incentives**.

Uncaring, **unsupportive**, ineffective supervision, **management** and leadership.

Poor **administrative systems** which result in confusion and mix-ups – salaries not paid on time; holiday dates mixed up; disorganised rotas etc.

Abraham Maslow

Maslow, the American psychologist, identified what he called a ‘hierarchy of needs’. According to Maslow, each of us is motivated to have these needs met and, as soon as one need is met, we turn our attention to the next need – the one which is further up the pyramid.

Hierarchy of needs



Quick motivation checklist

- Offer praise, encouragement, help, support and advice.
- Show your own enthusiasm for the business.
- Communicate openly and equally, with everyone.
- Treat everyone fairly and equally.
- Trust people to do a good job.

Clearly, the key to ensuring that you have a happy, hard-working and highly motivated workforce is to:

- provide the plus factors that increase motivation
- reduce the minus factors that decrease motivation
- ensure that survival, security, social, esteem and self-actualisation needs are met at work.

Check Point

This check point will help you identify some specific strategies to motivate your staff. Make a copy of this chart for each employee. Write their name in the left hand column and, in the right hand column, practical things you could do to increase their motivation. Keep the charts safe for reasons of confidentiality.

Name	Specific things I could do to increase this person's motivation
Example: June Parker	a. Organise the additional computer training she asked for. b. Replace her uncomfortable office chair. c. Think about whether I could delegate more responsibility to her.

Name:

a.

b.

c.

Anyone who is any good has to be given space to get on with it.
Gerry Robinson, Granada boss

Section 7 Resources

Topic 4 Leadership

Perhaps, as the owner of a small business, you have some difficulty thinking about yourself as a 'leader' – this might be especially true if you have just one or two employees working for you. But, the truth of the matter is that, within your business, you are the leader. You are the person who creates the vision for the business, makes the key decisions, plans for the future, co-ordinates and controls the current work and provides direction for the staff.

The key tasks of a leader

Regardless of the size or type of business, as an owner/manager there are certain leadership tasks which are your responsibility. These include:

- developing plans and strategies for the future – deciding how the business should look in 2 years, 5 years, 10 years from now
- making decisions about what resources the business needs and how those resources will be paid for (how many staff, what type of equipment, premises, and vehicles)
- making decisions about how the work is delegated within the business (who does what? How? By when?)
- setting goals and targets for the business – deciding targets for sales and annual turnover and profit and loss margins
- setting quality standards for products and services provided by the business – deciding how well things are made, or how well tasks are completed
- leading the business from the front – setting an example to staff by demonstrating energy, enthusiasm, commitment, motivation, and encouraging team spirit and team work.

The key qualities of a leader

The most effective leaders, in any business, develop and demonstrate the following qualities: adaptability • enthusiasm • calmness in a crisis • commitment • open-mindedness • determination • fairness • energy • decisiveness • ambition • confidence • flexibility • honesty • imagination • persistence • steadiness

Practical leadership strategies

According to the situational leadership model developed by Hersey and Blanchard, leaders can select one of four different leadership approaches depending on the experience, skills, competence, commitment and motivation of staff involved.

The DIRECTING approach

For new, inexperienced, unskilled or unconfident staff, explain what needs to be done, how it should be done and give clear deadlines.

The COACHING approach

For staff who have skills but would benefit from encouragement and learning from more experienced colleagues, provide opportunities to watch and learn and key motivators-targets to aim for.

The SUPPORTING approach

For staff who are skilled and competent but need guidance and constructive feedback to carry out tasks fully, provide new challenges, but with plenty of guidance, support and encouragement.

The DELEGATING approach

For highly skilled, experienced staff who thrive on responsibility and challenges and produce high quality work on their own, specify the outcomes, provide the resources and authority and be available only when needed.

Note: Make a note of which leadership style you think would suit each of your staff.

Check Point

This check point is designed to give you the opportunity to consider which, if any, leadership qualities you could usefully develop further so as to enable you to become a more effective leader within your business.

Consider each of the statements below and then tick the box that most closely matches your honest response to the statement.

Statements	Your response	<i>Tick one only</i>
I consider myself an adaptable and flexible kind of person who is able to respond to changes within the business, and the external business environment.	<input type="radio"/> Yes, absolutely. <input type="radio"/> It depends – sometimes I can be adaptable and flexible. <input type="radio"/> I have difficulty with this.	
I consider myself to be a steady kind of a person who is calm in a crisis.	<input type="radio"/> Yes, absolutely. <input type="radio"/> Most of the time. <input type="radio"/> Not really – I tend to get stressed when unexpected problems arise.	
I consider myself someone who is decisive – even when I have to make unpleasant decisions which affect other people.	<input type="radio"/> Yes, absolutely. <input type="radio"/> I can be fairly decisive when I have to. <input type="radio"/> I dislike making important or tough decisions.	
I have a clear vision for the future, and am totally committed to the business.	<input type="radio"/> Yes, absolutely. <input type="radio"/> I think so. <input type="radio"/> I'm not really sure where the business is going.	
I regard myself as someone who leads from the front and sets a good example to everyone else in the business.	<input type="radio"/> Yes, absolutely. <input type="radio"/> Most of the time. <input type="radio"/> I tend to get involved in tasks that could be done by others, and which sap my time and energy.	
I make sure that everyone in the business knows what I want and expect from them.	<input type="radio"/> Yes, absolutely. <input type="radio"/> I think so. <input type="radio"/> Not really, because I'm not too sure myself.	
I consider myself to be an excellent communicator and listener.	<input type="radio"/> Yes, absolutely. <input type="radio"/> I sometimes have difficulty making myself clear. <input type="radio"/> We seem to have a lot of confusion in the business which may stem from my poor communication.	

You don't lead by hitting people over the head ... that's assault, not leadership.
Dwight D. Eisenhower

Checklist

Your responses to the check point statements may have highlighted some areas where you could further develop your leadership skills and qualities. Here are some ideas that you may find helpful:

- Talk to other owner/managers of small businesses, and learn from them.
- Find a mentor – someone who is particularly good at making decisions, or leading from the front, and ask them to coach, support and advise you.
- Take some time for yourself – do some reading, book yourself onto a course or just relax and wind down every now and then.

Use this check point for each of your staff to decide which leadership style will suit them best.

Name of employee	Leadership style required	<i>Tick one only</i>
	<input type="radio"/> New and inexperienced – directing style . <input type="radio"/> Needs opportunities to watch and learn – coaching style . <input type="radio"/> Skilled and competent but will benefit from constructive feedback – supporting style . <input type="radio"/> Highly skilled and experienced, can be trusted to work alone, use their initiative and make sound judgements – delegating style .	

Section 7 Resources

Topic 5 Training

Before you take your business into the international market place it will be to your advantage to:

- carry out a training needs analysis (or TNA) within the business
- organise appropriate training to meet the requirements identified by the training needs analysis.

What is a training needs analysis?

Quite simply, a training needs analysis is the straightforward process of finding out from your staff:

- what tasks they currently perform as part of their day-to-day job
- what skills are needed in order to carry out those tasks successfully
- how well, in their opinion, they currently perform those tasks
- what training would help them to perform even more efficiently and effectively within your business.

How is a training needs analysis carried out?

In a large organisation, a training needs analysis may be carried out by one-to-one interviews (which can be time consuming); or by staff completing hand-written or electronic questionnaires. For you, as the owner/manager of a small business, the best approach will be to talk privately, on a one-to-one basis, with each employee.

A training needs analysis IS an excellent opportunity for employees to discuss with the boss (you), openly and honestly, what training will help them to work faster, more effectively and more efficiently, i.e. to become more skilled.

A training needs analysis IS NOT an opportunity for the boss (you again) to:

- point out an individual's deficiencies
- use an individual's lack of skill or knowledge against them
- make staff feel that, by identifying those areas where they need help and knowledge, they have somehow compromised themselves, or put their jobs at risk.

Sample training needs analysis chart

Job: Secretary/Personal Assistant – Sheila Westwood

Tasks involved in the job: Dealing with customers and suppliers; correspondence, book keeping, VAT; handling export documentation; organising travel; maintaining diary; supervising one clerical assistant.

SKILLS needed to perform the tasks: Communication, word processing, managing data base, using spreadsheets, calculating and book keeping; organisation; decision making; problem solving; supervision.

SKILLS ASSESSMENT – How would you assess your skills in each of the following skill areas?

For each skill tick one box only.

Communication skills	<input type="radio"/> excellent	<input checked="" type="radio"/> good	<input type="radio"/> fair	<input type="radio"/> poor
Word processing skills	<input checked="" type="radio"/> excellent	<input type="radio"/> good	<input type="radio"/> fair	<input type="radio"/> poor
Database management skills	<input type="radio"/> excellent	<input type="radio"/> good	<input checked="" type="radio"/> fair	<input type="radio"/> poor
Spreadsheet skills	<input type="radio"/> excellent	<input checked="" type="radio"/> good	<input type="radio"/> fair	<input type="radio"/> poor
Calculating and book keeping	<input checked="" type="radio"/> excellent	<input type="radio"/> good	<input type="radio"/> fair	<input type="radio"/> poor
Organisational skills	<input type="radio"/> excellent	<input checked="" type="radio"/> good	<input type="radio"/> fair	<input type="radio"/> poor
Decision making skills	<input type="radio"/> excellent	<input type="radio"/> good	<input type="radio"/> fair	<input checked="" type="radio"/> poor
Problem solving skills	<input type="radio"/> excellent	<input type="radio"/> good	<input type="radio"/> fair	<input checked="" type="radio"/> poor
Supervisory skills	<input type="radio"/> excellent	<input type="radio"/> good	<input type="radio"/> fair	<input checked="" type="radio"/> poor

This TNA shows that this person would certainly benefit from training in decision-making, problem-solving and supervisory skills and, possibly, database management.

Check Point

Photocopy the training needs analysis chart below – you'll need one chart for each member of staff. Sit down, privately, with each employee and explain what you are doing, and why.

Complete each chart by asking first what tasks are involved in their job, and what skills are needed for each task. Then ask the individual to assess their level of competence for each skill they have identified – e.g. excellent, good, fair or poor. Where the employee identifies that training would be useful and helpful, take the time to discuss what kind of training would suit them best (see the next page); and how they can best undertake the training.

Name:		Job:			
Tasks	Skills	Skills assessment			
		Excellent	Good	Fair	Poor
<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Types of training opportunities

There are many different kinds of training opportunities which you, together with the employee concerned, can choose from. The choices you make will, to some extent, depend on some or all of the following factors:

- the type of training needed – e.g. a basic course, a refresher course, an advanced course
- the amount of money you are prepared to spend
- the amount of time the employee is prepared to spend studying outside working hours
- the resources you have available in-house – for example, more experienced staff who can act as mentor or who can provide work-shadowing opportunities
- the commitment, enthusiasm and previous educational attainments of the individual concerned.

Checklist of training opportunities

- **Traditional courses** – attendance at an educational institution, e.g. college, usually with examination
- **Short Courses** – usually one or two days without examination or accreditation of learning
- **NVQ (National Vocational Qualification) courses** – usually some attendance on a course but generally gathering evidence of competence in portfolio to be assessed by Awarding Body
- **CBT (Computer Based Training) courses** – working alone at a computer, absorbing information, answering on-screen test questions
- **Open Learning or Distance Learning courses** – working alone at own pace, using workbooks and other resources, completing activities and exercises posted to tutor to be marked
- **Work Shadowing** – accompanying a more experienced member of staff on their job-related tasks, listening, watching and learning
- **Mentoring** – a more experienced member of staff assists, advises and mentors less experienced members of staff, allowing opportunities for learning, asking questions, discussing concerns and so on.

Section 7 Resources

Topic 6 Networking

Networking can best be described as the process of creating, developing and using personal contacts for:

- the benefit of your business
- mutual benefit.

As a small business owner/manager, networking can be of enormous benefit to your company. By meeting new people you will be able to:

- get to know people who can help you and your business
- get to know the people they know who can help you and your business
- get to know people whom you can help
- share ideas and pool resources
- create new opportunities.

Effective networking can save you time and money, help you to close new and lucrative deals and avoid easy-to-make mistakes, especially when you are moving into a new venture like trading internationally.

If you are fortunate, you can also make some good friends as well as develop useful business contacts.

Help for your business

Just about everyone you know will either be able to help your business, or know someone who will be able to help your business. The help may not be immediately obvious, in that most people are unlikely to offer to work for you free of charge, or hand you a blank cheque to spend as you please. But, for a small business owner/manager help can come in many different forms and can include:

- general information – about potential customers, suppliers, what the competition is up to, tricky procedures, legislation, rules and regulations etc.
- specific information about suppliers to avoid, hard-working potential employees, joint ventures, volume-buying discounts, sharing resources etc.

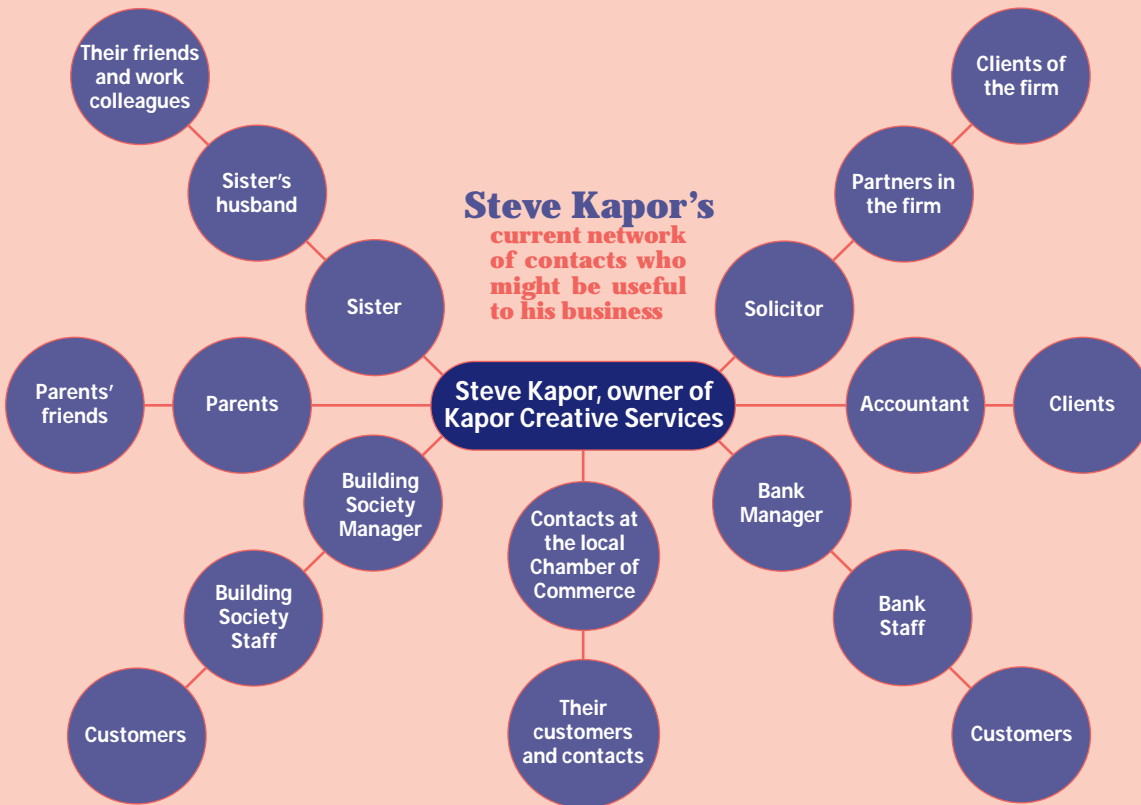
Making new contacts

In addition to the people you already know who may be able to help your business (or who know others who can help your business), there are many more people just waiting to network with you so they, too, can give and receive help. Here are some suggestions as to how you can enlarge your own business network and make some new contacts:

- Join your local Chamber of Commerce. This is a good place to get to know other entrepreneurs. Go to www.britishchambers.org.uk/internet_home_page.htm or look in your local telephone directory for details of your local Chamber.
- Go to the Business Link website at www.businesslink.org or look in your local telephone directory for details of your local Business Link office. They hold regular meetings for owner/managers of small and medium-sized businesses.
- Join the Federation of Small Businesses at www.fsb.org.uk which is the largest lobby group for small businesses in the UK.
- If you are a member of a professional organisation such as, for example, the Chartered Institute of Personnel & Development, go along to their meetings. You might even feel that you could volunteer to be a Committee Member which, in turn, would help you to get to know lots more people.

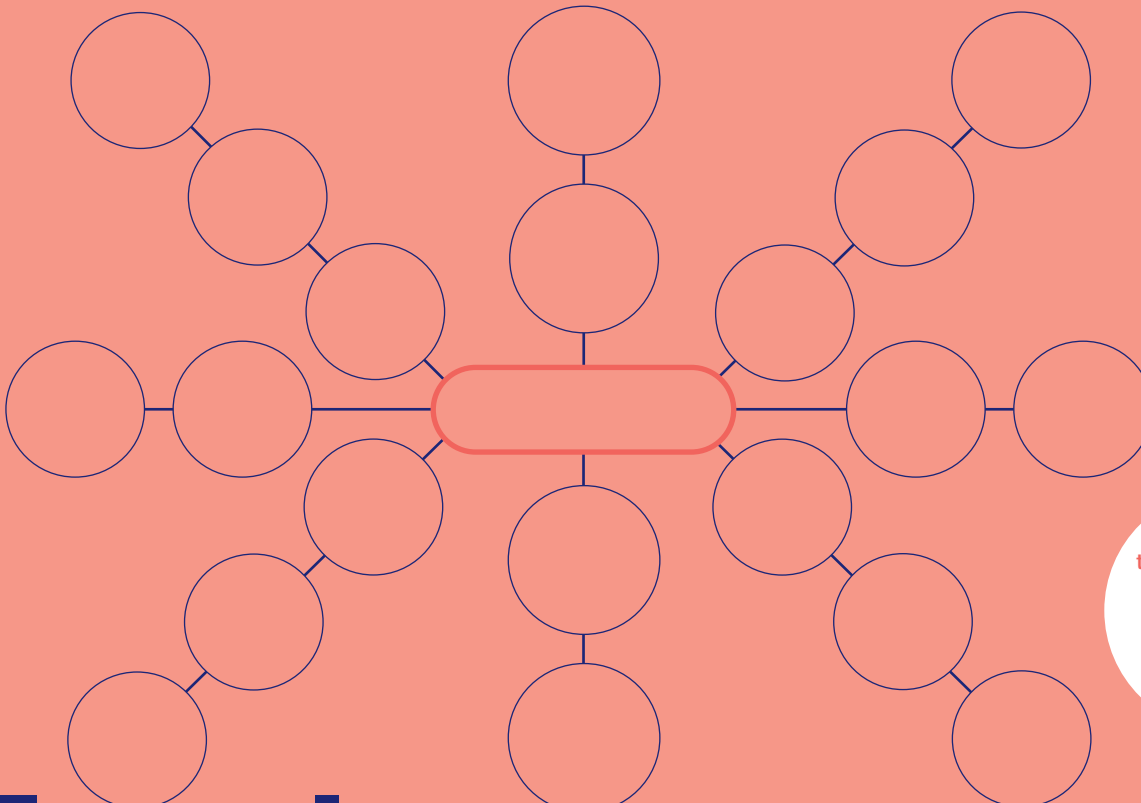
Your existing network

The diagram below illustrates the existing network for a small graphic design company owned by Steve Kapor, which is based in Wales, and which employs just two people.



Check Point

Use this check point to help you to identify the contacts who currently make up your business network. Follow the example in the diagram above and write your own name in the centre rectangle, then add all your existing contacts. Then, think about how you can further develop and expand your network.



I find that
the harder I work
the more luck I
seem to have ...
Thomas Jefferson

Notes

Handwriting practice lines consisting of 25 horizontal red lines spaced evenly down the page.