

FACILITATOR'S GUIDE

planning

LESSONS
FROM THE
WILD



the **LEOPARD**
in your
business

produced & distributed by

S·P·A
PUBLICATIONS

 **LEARNING
RESOURCES**

LONDOLOZI
Productions

Lifts you up where you belong!

facilitator's guide

ACKNOWLEDGEMENTS

This Series has been developed as a Joint Venture comprising Londolozi Productions, SPA Publications, and Learning Resources. Londolozi Productions supplied the Wildlife footage and SPA Publications compiled the Management Themes, Workbooks and Scripts. Learning Resources provided scriptwriters and industry expertise and is responsible for global distribution and support.

The final product has been a combination of the efforts of Oloff Berg (Production manager), Lorinda Ellis (Marketing), Anton Truesdale (Production), Bev Judd (Workbooks), Wilson Main (Scripts) and Ricky Robinson (Distribution). Steuart Pennington originated the Series Concept, Management Themes and Learning Points.

Produced by
Learning Resources, Londolozi Productions, Steuart Pennington

Distributed by Learning Resources (Pty) Ltd
Head Office Contact Details:
Tel: (021) 531 2923
Fax: (021) 531 2944
E-mail: info@learning-resources.co.za
Website: www.learning-resources.co.za

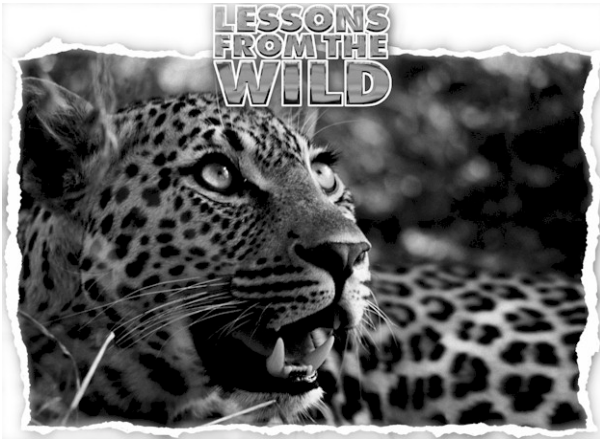
© **Copyright.** No part of this publication may be produced or transmitted in any form or by any means, manual, electronic, including photocopying, recording or any information storage or retrieval system without the prior written permission of the publisher. All Rights Reserved
(A fine of R50 000.00 will be levied if this clause is ignored.)

TABLE OF CONTENTS

Content	Pg No
▪ Learning Outcomes.....	2
▪ Notes to the Facilitator.....	3
▪ The Leopard - Circumstances, Behaviours & Characteristics.....	4
▪ The Leopard - Distribution and Status.....	5
▪ Workshop Checklist.....	6
▪ The Learning Experience.....	7
▪ Introduction, Overview, Purpose and Expectations.....	8-10
▪ Define Good Planning Practices.....	11-12
▪ Assess your Business and Yourself against the Leopard's Good Planning Practices.....	13-14
▪ Planning Best Practices.....	15
▪ Compile 'Workplace' Action Plan to become like a Leopard - Better at Planning.....	16-17
▪ Conclude the Session.....	18-19

LEARNING OUTCOMES

Learning Outcomes from this programme are:



***“If you don’t have a plan
you won’t have a life”***

- Be aware of the link between survival lessons in the wild and today's business world
- Understand the overall importance of planning
- Understand the importance of a focused plan
- Understand the importance of a meticulously clear plan related to goals
- Understand why it is important to work to a clear plan with carefully detailed objectives
- Understand the importance of acquiring a thorough knowledge of resources
- Understand the importance of understanding the target
- Understand the importance of taking strengths and weaknesses into account when planning
- Understand the importance of keeping focused
- Understand why it is important to know your environment
- Understand the importance of risk management
- Understand the importance of setting high performance standards
- Understand the importance of a measurement system

NOTES TO THE FACILITATOR

This lesson in the “**Lessons from the Wild**” series is intended to teach the importance of “**Planning**” in a business.

Use this Facilitator’s Guide together with the video and Delegate’s Workbook to assist the delegate in gaining the maximum from the lesson.

The Facilitator’s Guide and Delegate’s Workbook have been designed to complement the video. They provide both the facilitator and the delegate with a sound learning experience, which incorporates the learning principles of Theory, Application, Practice and Evaluation.

Enjoy the experience and have fun!

THE LEOPARD

Circumstances, Behaviours and Characteristics



The Leopard is found in a variety of habitat types ranging from desert country to equatorial forest and from high mountains to the coast. It is found within the proximity of large urban areas and lives successfully outside contained game reserve areas. The leopard population in Sub-Sahara Africa is considered to be very healthy.

The leopard's success is based on three characteristics:

1. Its effectiveness as a solo hunter
2. Its ability to "haul" prey into a tree out of reach of competing predators
3. Its ability to adapt to a change in circumstances (there is a well documented example of a Leopard that, when stranded on an island during the flooding of Kariba in Zimbabwe, adapted to a diet of fish)

At Londolozi during the 1970's, a game ranger who became fascinated by the shyness and illusive nature of the leopard, spent many months habituating the leopard to the presence of game viewing vehicles. This leopard, in turn, felt at ease in the presence of game viewing vehicles with her young. In many respects, this leopard became the icon of Londolozi and exposed visitors for the first time to regular sightings during the day.

The female leopard is territorial and will generally proclaim a territory smaller than that of the male. She will give birth to one to three cubs, which she hides in lairs in outcrops of granite boulders, or in old ant bear holes dug into the side of termite mounds thickly covered with vegetation, or in dense thickets at the bottom of deep gulleys. She will constantly move these cubs as lions and spotted hyena pose a major threat as competition.

It is a fact that all the major predators - lion, wild dogs, hyena, leopards and cheetah - compete with each other. While they may occupy the same "space", it's generally acknowledged that the pecking order on a kill is as follows: lions, wild dogs, hyenas, leopards, cheetah. At twelve months old, the mother leopard becomes less and less tolerant of her offspring, striking out aggressively when they approach and signalling to them that it is time that they moved on and established their own territory.

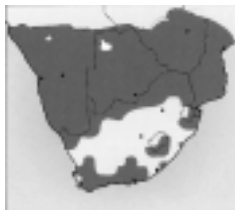
The leopard has often been called the "prince of predators", largely because of its stealth, its knowledge of its territory, its ability as a solo hunter, and not least of all its beauty. As a hunter it will kill anything from fully-grown Gemsbok to small rodents. In the majority of cases it will haul its prey up a tree and then feed at leisure, sometimes over a period of two to three days. As a mother, the female leopard is quick to teach her offspring the skills of solo hunting and looking after themselves. Generally speaking, the male leopard will cover a range of females within his larger territory and he plays no role in the upbringing of offspring.

* Adapted from Page 192 The Complete Book of South African Mammals.

* Adapted from Page 193 The Complete Book of South African Mammals.

THE LEOPARD

Distribution and Status



The leopard is found throughout the Southern Africa sub-region except for the central interior of South Africa. Good populations still survive throughout Namibia, Botswana and Mozambique.

HABITAT

The leopard is tolerant of a wide range of habitats and climatic conditions: mountains, rocks, bushveld, woodlands, desert, semi-desert, forest; from sea level to two thousand metres above sea level and in areas receiving less than 100mm of rain to areas receiving more than 1200mm of rain.

SOUNDS

The leopard makes a repeated rasping cough like a saw cutting through wood, used as a territorial call by both male and female and by a female in oestrus. It snarls, hisses and growls when aggressive.

FOOD

The leopard stalks silently and depends mainly on hearing and eyesight to hunt. It uses available cover and infinite patience to get close to prey before making a final rush. It catches prey with front paws and extended claws. It kills with a bite to the throat, usually silently and effectively. After feeding, it will cover scraps and stomach contents with sand and grass and it hoists its kill into trees if there is competition from other predators.

BREEDING

The leopard is a non- seasonal breeder; cubs are born at any time of the year after a gestation period of 100 days. The main cause of mortality amongst cubs is being preyed upon by lions and spotted hyena.

SOCIAL SYSTEM

The leopard is solitary and territorial. Males hold large territories encompassing the territories of 2 to 3 females. Females defend their territories against other females and males against other males.

WORKSHOP CHECKLIST

Use this Checklist to ensure you have all that are required to conduct the Workshop.

Item	Yes
Video: <i>Planning</i>	
Flipchart	
Kokipens - Chisel Point	
Prestik	
Delegate Pads & Pens	
Water	
Peppermints	
Coffee/Tea	
Biscuits	

THE LEARNING EXPERIENCE

Video
Part 1

Workshop:
Define Good Planning Practices

Video
Part 2

Workshop:
Assess Planning Practices

Workshop:
Opportunities for Improving

Workshop:
World Class Practice

Workshop:
Action Plans: self, team obstacles

Workshop:
Implement Action Plans

INTRODUCTION, OVERVIEW, PURPOSE & EXPECTATIONS

Activity 1: Introduction

Introduce yourself.

Introduce the series "Lessons from the Wild".

*Welcome delegates to this lesson on Planning:
"The Leopard in your business".*

*Remind delegates to sit back, relax and enjoy the
show!*

Duration

15 minutes

Medium and/or Resource

- Workbook Pg 5:
Introduction

Activity 2: Start

- *Start the lesson immediately by playing the video
"The Leopard in your Business"- Part 1*

Duration

12 minutes

Medium and/or Resource

- Video Part 1

Activity 3: Ice Breaker

Team Quiz on "Facts" about the Leopard

Individual Exercise on "Planning"

Duration

20 minutes

Medium and/or Resource

- Workbook Pg 9
Planning

INTRODUCTION, OVERVIEW, PURPOSE & EXPECTATIONS *continued*

Activity 4: Purpose of *this lesson* in the series

So many management videos comprise 'talking heads' and they often refer to companies or industries that have no bearing on your own.

We take a fresh look at Planning. Using the Leopard as a metaphor we do three things:

1. Tell a story
2. Identify the important attributes of good planning
3. Use a theme 'out of nature' that provides a memorable experience

Duration
3 minutes

Medium and/or Resource

- Facilitator

Activity 5: Specific Lesson Objectives

By the end of this lesson you will be able to:

- Define the attributes of good planning
- Assess yourself and your own business against good planning practices
- Identify opportunities for improving your own, and your team's planning practices
- Compile a workplace action plan to be like a leopard - better at planning

Duration
10 minutes

Medium and/or Resource

- Facilitator
- Transparency / OHP 1:
Lesson Objectives

INTRODUCTION, OVERVIEW, PURPOSE & EXPECTATIONS *continued*

Activity 6: Get Acquainted

**When are delegates involved in planning?
They must assess their own workplace.**

- Request delegates to complete the Individual Exercise in the workbook to determine:
 - When they are involved in planning
 - When they plan most effectively
 - When they plan least effectively

Duration
30 minutes

Medium and/or Resource

- Facilitator
- Flip chart/whiteboard
- Workbook Pg 10:
Planning in your Business

This sets the scene for the delegates' expectations of the workshop

Summarise delegates' expectations and write up on a flip chart for referral at the end of the session

Activity 7: Group Activity to Define Planning

Ask delegates to discuss and define planning in a group.

Discuss responses

Define planning

Good planning involves forecasting, scheduling, reporting and controlling. The frequency of these events will depend on the nature of the task at hand.

Duration
30 minutes

Medium and/or Resource

- Transparency / OHP 2:
Planning Defined

DEFINE GOOD PLANNING PRACTICES

Activity 8: Define the Attributes

Complete the exercise in the workbook in a group

- Ask delegates to recall the video and identify/define the “one word points” they think best describe good planning practices, in terms of forecasting, scheduling reporting and controlling. They are to write them down in the space provided in their workbooks
- Group to give feedback. Possible responses are:
 - Clear goals
 - Clear but few goals
 - Good objectives
 - Measures
 - Budget
 - Key performance areas
 - Action Plans
 - Understand your territory
 - Forecasts

Duration

20 minutes

Medium and/or Resource

- Flipchart
- Workbook Pg 11:
Good Planning Practices

Delegates are to write down their definition of Good Planning Practices on the blank lines on Pg 12.

DEFINE GOOD PLANNING PRACTICES

continued

Activity 9: Define Good Planning Practices

Refer to the workbook and share the practices that best describe good planning practices

- Clear Goals
- Measurable objectives
- Growth targets
- Customer/Market penetration
- Resource allocation
- Management strength and weaknesses
- Risk analysis
- Performance management

Duration
10 minutes

Medium and/or Resource

- Workbook Pg 12:
Good Planning Practices
- Transparency / OHP 3:
Key Learning Points: Good Planning Practices
- Flipchart

Delegates are to write points above (Transparency / OHP 3) onto the space provided in the Delegate's Workbook (Pg 12)

Facilitate a discussion where delegates recall the video and share the feel of what they saw in the video that represented these practices

- Leopard marking territory
- Leopard moving cubs
- Leopard stalking
- Leopard waiting
- Leopard leaving tree
- Leopard disembowelling Impala

Activity 10: Reinforcement of Attributes of Good Planning Practices

- *Start the lesson immediately by playing the video "Planning like the Leopard"- Part 2*

Duration
2 minutes

Medium and/or Resource

- Flipchart/Whiteboard
- Discussion

ASSESS YOUR BUSINESS AND YOURSELF AGAINST GOOD PLANNING PRACTICES

Activity 11: Reinforce Planning Defined

- As per definition in workbook Pg 11

Duration
15 minutes

Medium and/or Resource

- Flipchart/ Whiteboard
- Transparency / OHP 2:
Planning Defined

Activity 12: Assess Planning Practices in your Business

Group Exercise

- Note from the definition that it refers to the frequency and occurrence of: forecasting, scheduling, reporting and controlling.
- Ask delegates to explore the frequency and occurrence in their business
- Ask delegates to list in their workbooks the frequency and occurrence of these activities.

Duration
15 minutes

Medium and/or Resource

- Flipchart/Whiteboard
- Workbook Page 13:
Assess Planning Practices in your Business

Activity 13: Self Assessment

Individual exercise

- Determine their individual *contribution* towards planning in their business in terms of: forecasting, scheduling, reporting and controlling.
- Ask delegates to identify /personalise from the message of the video and the aforementioned *roles* what they see their current contribution in their business in terms of: forecasting, scheduling, reporting and controlling.
- Ask them to use the space provided in the workbook

Duration
30 minutes

Medium and/or Resource

- Workbook Page 14:
Your Business
- Group discussion
- Workbook Page 14:
Your Role
- Flipchart

ASSESS YOUR BUSINESS AND YOURSELF AGAINST GOOD PLANNING PRACTICES

continued

Activity 14: Assessment of your Organisation

Individual exercise

- Assess your own *business* in terms of forecasting, scheduling, reporting and controlling.
- Do exercise in the workbook
- Assess your own business in terms of the Learning Points

Duration

45 minutes

Medium and/or Resource

- Workbook Page 15-16:
Business Assessment

Activity 15: Group Exercise

Group exercise

- Identify the *behaviours* required which will answer the question "when we are doing this well how will it show in our business?"
- Show Transparency / OHP
- Once this exercise has been completed and various working groups have given their answers, ask the group to vote for the answer that reflects best practice.

Duration

20 minutes

Medium and/or Resource

- Workbook Pg 17 -19:
Business Assessment: Moving towards Best Practice

'PLANNING BEST PRACTICES'

Activity 16: Introduce the 'Planning Best Practice' Concept

Most companies adopt the "if you can't measure it you can't manage it" slogan. To do that they write up the important measures using 5 "levels". Level 1 which is ordinary to Level 5 which is World Class.

(Read "The 12 Ladders to World Class Performance" by Drennan and Pennington, available through Amazon.com. Published by Kogan Page 1999).

Duration
10 minutes

Medium and/or Resource

- Facilitator
- Transparency / OHP 4:
World Class Levels

Activity 17: Prioritise Opportunities

Individual Exercise

Ask the delegates to read through the levels and decide which level most appropriately describes their organisation in terms of planning best practice

Duration
20 minutes

Medium and/or Resource

- Workbook Pg 20-21:
World Class Practice
- Transparency / OHP 5-7:
World Class Ladders

Activity 18: Discuss 'World Class' Planning Levels

Write the box below on the flipchart and

1	2	3	4	5
---	---	---	---	---

ask for delegate feedback, in terms of their organisation. Indicate their responses by "ticking" the appropriate boxes. Discuss the combined response of the group.

Duration
20 minutes

Medium and/or Resource

- Facilitator
- Workbook Pg 21

COMPILE A "WORKPLACE" ACTION PLAN TO BECOME LIKE A LEOPARD - Better at Planning

Activity 19: Your Contribution to the Improvement of Planning

- Complete the Individual Exercise in the workbook

Duration
10 minutes

Medium and/or Resource

- Workbook Page 22:
Improvement of Planning

Activity 20: Compile your Action Plan

My personal commitment to improving planning in my business

Duration
15 minutes

Compile an *Individual* Action Plan

Consolidate it into a *Group* Action Plan

Medium and/or Resource

- Workbook Pg 23:
Individual Action Plan
- Workbook Pg 23:
Group Action Plan

Activity 21: Obstacle Assessment

Obstacle assessment

- Ask delegates to predict the obstacles that they will have to overcome to implement the action plan. Have them think about circumstances that could lead to their first moment of faltering and encourage delegates to visualise in detail
- Guide delegates in developing positive images of obstacles and in expressing confidence in their abilities to implement their action plans

Duration
15 minutes

Medium and/or Resource

- Facilitator
- Workbook Pg 23:
Obstacles

COMPILE A "WORKPLACE" ACTION PLAN TO BECOME LIKE A LEOPARD - Better at Planning *continued*

Activity 22: World-Class Benchmark Action Plan

Group Exercise

Ask the group to compile a World-Class Benchmark Action Plan

Duration

10 minutes

Medium and/or Resource

- Workbook Pg 23:
Action Plan

Activity 23: Group Request

Group request

Ask the group to complete the exercise in the workbook

Duration

5 minutes

Medium and/or Resource

- Flipchart
- Workbook Pg 24:
Team Request

CONCLUDE THE SESSION

Activity 24: Group Discussion integrating Learning Points

Group discussion integrating the learning points

Duration
5 minutes

Medium and/or Resource

- Facilitator

Activity 25: Re-visit Delegates' Expectations of Workshop

Re-visit delegates' expectations of workshop

Duration
5 minutes

Medium and/or Resource

- Flipchart/whiteboard

Activity 26: Finally reinforce Learning Points

Finally reinforce learning points
Hand out overhead copy of learning points

Duration
5 minutes

Medium and/or Resource

- Transparency / OHP 4:
Good Planning Practices

Activity 27: Action Plans

Action plan
Remind delegates about their various Action Plans

Duration
2 minutes

Medium and/or Resource

- Workbook Pg 23:
Action Plans

CONCLUDE THE SESSION

continued

Activity 28: Storyline Discussion

Talk about the rest of the series and the link into them. Ask the delegates to prioritise the top 3 videos in the series that they think they would most benefit from. Hand these to the MD/Head of HR.

Duration
5 minutes

Medium and/or Resource

- Workbook Pg 25:

Activity 29: Conclude and Greet Delegates

Conclude and greet delegates
Suggested parting quote
"If you don't have a plan - you won't have a life."

Duration
3 minutes

Medium and/or Resource

- Quote
- Transparency / OHP 8:
Conclusion

± 6 - 7 hours



THE LESSONS FROM THE WILD SERIES

FEEDBACK

If you had to choose THREE videos, which you believe would help you learn more about the work you are currently doing which would they be?

The Marketing Team at Learning Resources would be interested in receiving this feedback from you. Please fax your responses for the attention of:

Learning Resources' Marketing Dept - +27 21 531 2944 (Fax No)

- THE WILD DOG IN YOUR BUSINESS : *Teamwork*
- THE BABOON IN YOUR BUSINESS : *Joy In Work*
- THE LEOPARD IN YOUR BUSINESS : *Planning*
- THE TIGER IN YOUR BUSINESS : *Surviving With Change*
- THE TERMITE IN YOUR BUSINESS : *Eliminating Waste*
- THE MONGOOSE IN YOUR BUSINESS : *Continuous Learning*
- THE KUDU IN YOUR BUSINESS : *Purposeful Communication*
- THE CROCODILE IN YOUR BUSINESS : *Beating The Competition*
- THE CHEETAH IN YOUR BUSINESS : *Nurturing Talent*
- THE WEAVER IN YOUR BUSINESS : *Best Operating Practice*
- THE LION IN YOUR BUSINESS : *Leadership*
- THE ELEPHANT IN YOUR BUSINESS : *Managing The Environment*
- THE GIRAFFE IN YOUR BUSINESS : *Vision*
- THE BUFFALO IN YOUR BUSINESS : *Managing Stress*
- THE RHINO IN YOUR BUSINESS : *Selling Techniques*
- THE ZEBRA IN YOUR BUSINESS : *Managing Diversity*



We hope you have found this guide useful & enjoyable. We wish you luck with planning!



Lesson Objectives

- Define the attributes of good planning
- Assess yourself and your own business against good planning practices
- Identify opportunities for improving your own, and your team's planning practices
- Compile a workplace action plan to be like a leopard - better at planning



Planning Defined

Good planning involves forecasting, scheduling, reporting and controlling.

The frequency of these events will depend on the nature of the task at hand



Key Learning Points

Good Planning Practices

- Clear Goals
- Measurable objectives
- Growth targets
- Customer/Market penetration
- Resource allocation
- Management strength and weaknesses
- Risk analysis
- Performance management



World Class Levels

Level 1	
Level 2	
Level 3	
Level 4	
Level 5	



World Class Ladders

LADDER	MEASURES
LEVEL 1	<ul style="list-style-type: none">• Managers give orders, workers just do what they have to• Some people don't know what their job is, or how it is measured• Plans are not written; the goalposts continually change• Managers say: We don't need plans as we know what we need to do
LEVEL 2	<ul style="list-style-type: none">• Each person's responsibilities are clearly defined• There is a well-defined organisation chart• Top management has defined goals but these are not well translated into forecasts, schedules, reports and controls• Plans are mostly in the form of budgets



World Class Ladders

LADDER	MEASURES
LEVEL 3	<ul style="list-style-type: none">• Top management agree on a Vision, Goals and Values and decide on their annual objectives as a team• These are turned into more specific forecasts, schedules, reports and controls at each lower level of management• Regular follow-up reviews take place both on company performance and individual performance. Projects are permanently in place for planning improvement• At least 80% of objectives are achieved at year-end
LEVEL 4	<ul style="list-style-type: none">• The company's goals are clear and actionable by all• Employees all understand exactly how they can contribute• Forecasts, schedules, reports and controls deliver improved service levels & cycle time has improved by 15/20%• Management co-ordinate their efforts across departments• At least 90% of objectives have been achieved by year-end



World Class Ladders

LADDER	MEASURES
LEVEL 5	<ul style="list-style-type: none">• Measurable objectives are agreed annually in every department• Teamwork and co-operation exist at every level• Forecast, schedules, reports and controls deliver improved elimination of waste, improved service levels and improved efficiencies• Cycle time has improved by 30%• People work to achieve the goals even under changing conditions• 100% of goals are achieved or exceeded



**If you don't have a plan
you won't have a life**