Whale Done!™

The Power of Positive Relationships

Facilitator Guide
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READ THIS STUFF FIRST
This Program Is Designed To

*Whale Done!*™ is designed to teach people how to improve their relationships at work in order to become more productive and to achieve better results.

We have to rely on and work with others in order to be productive and achieve results. The problem is that many work environments are not conducive to positive relationships. Instead, they employ the GOTcha approach (catching people doing things wrong). If an employee makes a mistake, then someone else is waiting to catch the employee with a GOTcha! Many times, GOTcha is the result of our upbringing, is inadvertent, or is a result of a lot of programs that focus on fixing problems. This type of culture can be unproductive and self-defeating. While focused on the mistake, we are inadvertently reinforcing what we don’t want to happen—the negative behavior.

The *Whale Done!* Approach can have a dramatic positive impact on your relationships with others. It is contagious and will help your entire organization increase productivity, improve employee morale, and achieve better results.

*Whale Done!* will help your employees learn how to build trust, accentuate the positive, and when a mistake occurs, redirect the energy for a more productive outcome. It provides a clear, easy-to-use approach that will help employees discover the power of positive relationships and enable them to make more effective choices in their interactions with coworkers.
The Rock-Bottom Benefits Are

Here are the benefits this program can deliver for your employees and your organization.

For the employee:

- Reduce stress—*Whale Done!* helps eliminate the stress of negative interactions in the workplace
- Get more done—By building trust, accentuating the positive, and using the redirection method, you will keep others positively focused on the right actions needed to achieve results
- Just plain feel better—That is what happens when you focus on building positive, productive relationships

For the organization:

- Increase retention of your best performers—Workers are growing unhappier with their jobs. A survey of 5,000 workers in the United States revealed that only 51 percent were satisfied with their jobs compared to 59 percent in 1995 (The Conference Board, March 2002). The cost for replacing an employee ranges from 29–46 percent of his or her annual salary. The cost of replacing a manager is two to three times that of replacing a nonmanager.
- Increase creativity and innovation—By creating positive relationships at work, you create an environment where people will have fun, be creative, and be willing to take bigger risks to achieve greater results
- Improve service to team members and customers—Employees who feel appreciated and fairly treated take better care of each other and the customer
- Inspire passion and boost performance!—Look out for positive, turned-on people! They can’t help but improve the bottom-line performance of their organizations
Employees Will Know How To

Once they’ve been through this course, your employees should be able to:

- Explain the impact that positive relationships and the Whale Done! Approach can have on your organization
- Identify ways to build trust with others in the organization
- Identify and implement the five steps of redirection
- Identify and implement the four steps of the Whale Done! Response

The Whale Done! Approach:
- Build trust
- Accentuate the positive
- When mistakes occur, redirect the energy
Employees Will Experience

The Whale Done! program uses two videos to help the employees discover and understand the key points of the approach, and how to put the Whale Done! Approach into action. The first video, titled Whale Done!, addresses the question, “Why does this approach work?” The second video, titled Whale Done! in Action, and accompanying material applies the approach to real-life business situations to help the participants learn how to transfer the approach to their own work environment.

Here’s how it works:
1. Each employee will be asked to examine his or her work environment and answer the question, “What kind of culture do we have now?”
2. Employees will then be asked to reflect back on positive relationships that they have experienced in the past. This provides participants with a chance to discover some of the key points of the Whale Done! Approach before watching the video. This self-discovery is a key step in supporting the participants’ understanding and commitment to the material.
3. Employees watch the first Whale Done! video in order to understand the approach and identify why this approach will help them create positive relationships that can improve results and increase productivity.
4. After watching the Whale Done! video, the facilitation guide will walk you through a series of questions and exercises that will stimulate discussion and help participants discover what it would take to implement the Whale Done! Approach in the workplace.
5. Employees watch the second video, *Whale Done! in Action*, and discuss how to use redirection and the *Whale Done! Response* in their work environment.

6. Exercises are provided to guide employees on a journey that will help them discover the skills needed to implement the *Whale Done! Approach* as well as what actions they can begin taking to achieve positive relationships in the workplace. The employees will be given an opportunity to practice the skills necessary for redirection and the *Whale Done! Response*.

7. Finally, employees will be given the opportunity to develop an action plan that will help determine how they can begin to make a positive difference in your organization.
The Complete Package Includes

- *Whale Done!* and *Whale Done! in Action* videotapes or DVD
- Facilitator Guide
- Participant Workbooks (one 10-pack) (additional workbooks can be purchased in packs of 10).
- 1 Whale (the stuffed kind)
- 1 10-pack *Whale Done!* Lapel Pins

One more thing while we’re thinking about it.

While we use the term “video” throughout this facilitator guide, the process for using the DVD is basically the same. So, where we say “video” or “videotape,” just think DVD.

Optional video available from VisionPoint:
If you are looking for something to play as participants are entering the room or as a bridge between the prework and the start of the program, there is an excellent short video available entitled Accentuate the Positive. If you don’t have it, please contact us for more information on how to get it, its purchase price, etc.

A Whale of a Reminder

The whales and lapel pins make excellent recognition items as well as reminders of a job *Whale Done!* If you are interested in providing whales and lapel pins for each participant, please contact us for quantity pricing and discounts.
How to Use This Guide

The following pages represent an easy-to-use road map for conducting a *Whale Done!* program.

This guide uses a step-by-step approach. For each step, we’ve included *the time it takes, what it’s about, what you’ll need, and how to do it.*

We’ve included some helpful icons to make this guide even easier to follow (please see the Icon Map on page 9 in this guide).

Of course, since you’re probably on a close-to-first-name basis with the people you’re training (okay, maybe not—but hopefully you do know what part of the universe they call home sweet home), you may have some strong feelings about what will work and what won’t for your class.
Icon Map*

Indicates information you should tell or say to participants

Indicates an appropriate time for group discussion

Indicates that you should play the video or DVD

Indicates that you should use the flip chart to record ideas

Indicates the appropriate PowerPoint® slide to use in conjunction with the material you’re covering

Indicates when you should refer participants to supplemental printed materials

*Just in case you were wondering, the icons are NOT scenes from the video.
A Word about Copyright

We would really appreciate it if you followed the instructions below for using the materials in this course.

Please do not make copies of, rent, or sell:

- The videotape or DVD
- The Facilitator Guide
- The Participant Workbook

Thanks for your cooperation.
BEFORE THE SESSION
Know Your Role

As the facilitator, your job is to make sure the people in the session have the opportunity, environment, and the resources available to learn something useful about how to create an environment within your organization that will build positive relationships.

That doesn’t mean you have to be an end-all expert. But it does mean you should take the time to know and understand this material. To aid you in absorbing the program content, we have provided transcripts of both of the videos at the back of the facilitator guide. We strongly encourage you to watch the videos as well as review the transcripts in the back of this guide. It also means you should be prepared to contribute your own viewpoints, insights, expertise, etc., to the session. In fact, the more you come off like a real human being who is simply trying to do a good job and get a handle on how the universe works, just like the rest of your class, the better the session will be.

If you don’t have much experience being a facilitator, don’t worry. Just follow this guide, and you’ll be fine. Use your own stories and experiences to underscore the points you are trying to make.
Know how to Connect

You may have people from a wide range of backgrounds and experiences in your session, so here are some things to keep in mind to help make sure everyone gets as much out of the session as possible:

1. Acknowledge reality.

People in your class have real lives and real jobs just like you. When you acknowledge that reality—with all its imperfections, challenges, and frustrations—and make it part of your discussions, people will feel safe enough to open up, explore, and learn.

2. Care about the material.

Remember that professor you had who was two years away from retirement and was just going through the motions? Don't go there! Take the time to really understand how the Whale Done!™ Approach impacts your class on a personal level. Better yet, figure out how it impacts you personally, and share some of that with the class. Again, the more honest and vulnerable (a.k.a. human) you are, the more people will engage with you and learn with you.

3. Welcome resistance (and don’t take it personally).

This is hard, but really, really important. Every so often, you are going to run into some push-back from people. That’s okay. It means they’re paying attention! They’re thinking! That’s a good thing!

The most productive way to deal with it is to ask, “Why do you feel that way?” Followed by, “What if we could make (insert new
skill/idea/result) happen? How would that help you out in the long run?"

Try to help people help themselves understand how the information and skills you’re talking about in the class will benefit them personally. Remember, it may be vitally important to the organization that everyone buy into what you’re talking about. But the best way, the only way, to get people on board is to bring it down to the personal level and help them see the benefit to themselves.

4. Make it relevant.

Real life doesn’t stop for people just because they are sitting in your class. Just like you, they’ve probably got WAY too much to do and WAY too little time in which to do it. So if you want to cut through the noise, get their attention, and then keep it, try to make sure everything you say and do is relevant to their world—not yours.
Set Your Agenda

Time is the most valuable resource we have. And, like anyone else in this warp-speed world, you want to spend it wisely and productively. So, to help you do that, here are three workable agendas for presenting this program. We suggest doing this in two sessions that are 3-hours each in order to accurately cover all the learning objectives and to peak participants interest. If you prefer to do the entire program in one session, we suggest using the 6-hour agenda. However, if you don’t have that kind of time available, we have provided a shorter version that is approximately 3 hours long. Keep in mind that using the shorter version will not fully cover all learning objectives and additional follow-up may be necessary in order to achieve complete transfer of information.

Agenda I - Session I (about 3 hours, give or take)

<table>
<thead>
<tr>
<th>Step</th>
<th>Item</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Arrival of Participants</td>
<td>5–15 minutes</td>
</tr>
<tr>
<td>#2</td>
<td>Break the Ice</td>
<td>15 minutes</td>
</tr>
<tr>
<td>#3</td>
<td>Get People Focused</td>
<td>30 minutes</td>
</tr>
<tr>
<td>#4</td>
<td>Power of Relationships Discussion</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>10 minutes</td>
</tr>
<tr>
<td>#5</td>
<td>View the <em>Whale Done!</em> Video and Discuss</td>
<td>35 minutes</td>
</tr>
<tr>
<td>#6</td>
<td>Adopting a <em>Whale Done!</em> Approach</td>
<td>30 minutes</td>
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Agenda I - Session II (about 3 hours, give or take)

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<th>Item</th>
<th>Time</th>
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<td>View the <em>Whale Done! in Action</em> Video Part One: Redirection</td>
<td>10 minutes</td>
</tr>
<tr>
<td>#8</td>
<td>Redirection Discussion and Skill Practice</td>
<td>30–45 minutes</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>15 minutes</td>
</tr>
<tr>
<td>#9</td>
<td>View the <em>Whale Done! in Action</em> Video Part Two: <em>Whale Done!</em> Response</td>
<td>10 minutes</td>
</tr>
<tr>
<td>#10</td>
<td><em>Whale Done!</em> Response Discussion and Skill Practice</td>
<td>30–45 minutes</td>
</tr>
<tr>
<td>#11</td>
<td><em>Whale Done!</em> Approach Review</td>
<td>20 minutes</td>
</tr>
<tr>
<td>#12</td>
<td><em>Whale Done!</em> Plan of Action</td>
<td>15 minutes</td>
</tr>
<tr>
<td>#13</td>
<td>Wrap Up the Session</td>
<td>15 minutes</td>
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</table>
## Agenda II (about 6 hours, give or take)

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<td>Arrival of Participants</td>
<td>5–15 minutes</td>
</tr>
<tr>
<td>#2</td>
<td>Break the Ice</td>
<td>15 minutes</td>
</tr>
<tr>
<td>#3</td>
<td>Get People Focused</td>
<td>30 minutes</td>
</tr>
<tr>
<td>#4</td>
<td>Power of Relationships Discussion</td>
<td>15 minutes</td>
</tr>
<tr>
<td>#5</td>
<td>View the <em>Whale Done!</em> Video and Discuss</td>
<td>35 minutes</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>15 minutes</td>
</tr>
<tr>
<td>#6</td>
<td>Adopting a <em>Whale Done!</em> Approach</td>
<td>30 minutes</td>
</tr>
<tr>
<td>#7</td>
<td>View the <em>Whale Done! in Action</em> Video</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>Part One: Redirection</td>
<td></td>
</tr>
<tr>
<td>#8</td>
<td>Redirection Discussion and Skill Practice</td>
<td>30–45 minutes</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>15 minutes</td>
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<td>#9</td>
<td>View the <em>Whale Done! in Action</em> Video</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>Part Two: <em>Whale Done!</em> Response</td>
<td></td>
</tr>
<tr>
<td>#10</td>
<td><em>Whale Done! Response</em> Discussion and Skill Practice</td>
<td>30–45 minutes</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>15 minutes</td>
</tr>
<tr>
<td>#11</td>
<td><em>Whale Done! Approach</em> Review</td>
<td>20 minutes</td>
</tr>
<tr>
<td>#12</td>
<td><em>Whale Done!</em> Plan of Action</td>
<td>15 minutes</td>
</tr>
<tr>
<td>#13</td>
<td>Wrap Up the Session</td>
<td>15 minutes</td>
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## Agenda III (about 3 hours, give or take)

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<th>Item</th>
<th>Time</th>
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<tr>
<td>#1</td>
<td>Get People Focused</td>
<td>30 minutes</td>
</tr>
<tr>
<td>#2</td>
<td>Power of Relationships Discussion</td>
<td>15 minutes</td>
</tr>
<tr>
<td>#3</td>
<td>View the <em>Whale Done!</em> Video and Discuss</td>
<td>35 minutes</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>15 minutes</td>
</tr>
<tr>
<td>#4</td>
<td>Adopting a <em>Whale Done!</em> Approach</td>
<td>30 minutes</td>
</tr>
<tr>
<td>#5</td>
<td>View the <em>Whale Done! in Action</em> Video</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>Part One: Redirection</td>
<td></td>
</tr>
<tr>
<td>#6</td>
<td>Redirection Discussion Only - exclude Skill Practice</td>
<td>10 minutes</td>
</tr>
<tr>
<td>#7</td>
<td>View the <em>Whale Done! in Action</em> Video</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>Part Two: <em>Whale Done!</em> Response</td>
<td></td>
</tr>
<tr>
<td>#8</td>
<td><em>Whale Done! Response</em> Discussion only, exclude Skill Practice</td>
<td>10 minutes</td>
</tr>
<tr>
<td>#9</td>
<td><em>Whale Done! Approach</em> Review</td>
<td>20 minutes</td>
</tr>
<tr>
<td>#10</td>
<td>Wrap Up the Session</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
Send an Invitation and Prework

Even if it’s required training, it’s always good etiquette to send people an invitation. Because, yes, it’s true … you’re dealing with adults—who are really only teenagers dressed up in an older skin—and they don’t like to be told what to do by anybody! (Imagine that!)

So, you can send them the following invitation or make up your own. And we suggest including some topics that you would like the participants to think about and be prepared to discuss when they attend the program.
Sample Invitation

Congratulations!

You’ve been invited to attend our Whale Done! training program. We all want to perform to the best of our abilities and, in order to be successful, we need to rely on and work with others in order to be productive and achieve results.

The Whale Done! training program will help build positive relationships in order to become more productive, achieve greater results, and create an environment at work where you are genuinely excited about the work you are doing.

Here is a list of questions I would like you to take the time to answer for yourself before you attend the session. Because of the sensitive nature of some of the questions, leave out personal names or references in order to maintain respect and the anonymity of all parties involved. Briefly jot down your responses and be prepared to discuss these questions during the program:

- If you had to describe to someone outside of our organization what it is like to work here, what would you say?
- Think about the different relationships you have at work, for example: relationships with your manager, coworkers, or team members. In your own words, briefly describe these relationships and how they impact your success at doing your job.
- Think about a relationship you have had in the past, either at work or in some other area of your life, where you were motivated, focused, and achieving positive results. Briefly describe the situation.

If you have any questions, please don’t hesitate to contact (insert contact information). In the meantime, I look forward to seeing you at our next session.

Date: (insert date)
Time: (insert time)
Location: (insert location)
Confirm to: (insert confirmation address)
Final Preparation Checklist

In case you’re into checklists, here’s one you can use to make sure you’ve covered all the bases prior to the training session.

Location:

- Choose a quiet meeting room or other relatively secure environment.
- Make sure all seats have a clear view of the TV and other visuals.
- Make sure all seats are arranged so that participants can see you and see/talk easily to other participants (a U-shaped configuration works well, but feel free to experiment with other letters of the alphabet and let us know how it goes).
- Make sure the room is dark enough to clearly see the video, but light enough for people to be able to take notes.
- Verify that your meeting place is accessible and equipped for participants with disabilities.

Equipment:

- Test your video equipment to make sure the video actually plays and that the color and volume are correct. By the way, don’t forget to rewind the video after you perform this test.
- Test your overhead projector, or computer projector if you’re using PowerPoint® slides, to make sure it works.
Materials:

- This Facilitator Guide (OK, so that’s obvious, but we like to be thorough)
- The videos or DVD—*Whale Done!* and *Whale Done! in Action*
- One Participant Workbook for each participant
- Pens and paper
- Flip chart, easel, and a fresh set of markers
- PowerPoint® presentation and laptop or other projector
- Participant name tents (the kind you set on the desk in front of you)

Optional, but recommended:

- Whales (the stuffed kind)
- *Whale Done!* Lapel Pins
- Refreshments
- Map to nearest rest rooms
- Small box for collecting beepers, cell phones, Palm Pilots, Game Boys, and other objects of distraction
CONDUCTING THE SESSION

(A Step-by-Step Approach)
Arrival of Participants

The time it takes: From the time you show up until you start the class.
(5–15 minutes)

What it's about: Giving people something to do while they wait for their “we're always running a little behind” peers to show up.

What you’ll need:

- Name tents
- Markers
- Optional video *Accentuate the Positive*
- “You are here …” worksheets for each participant (optional, but a cool idea—see the instructions for creating the worksheet below)
- PP Slide 1

How to do it:

1. Get there first! This demonstrates organization and excitement—not to mention setting a good example. Have PowerPoint® Slide 1 visible when participants walk into the room.

Optional—Use *Accentuate the Positive* video (see page 7 for details)
2. Ask each participant to put his or her name on a name tent, using letters that are big enough for everyone to read.

3. Give each person a “You are here …” worksheet.

4. Tell participants that the room they are in is marked “You are here …” Ask them to identify what rooms or objects are represented by the numbered locations on the worksheet.
Instructions for creating a “You are here …” worksheet:
1. Get a blank piece of 8.5” x 11” white paper.

2. Draw a map or floor plan of the meeting area, including:
   - Meeting room
   - Nearest rest rooms
   - Nearest water coolers
   - Nearest phones
   - Nearest source of food (optional)

3. Label the meeting room with “You are here …”

4. Label the other locations with numbers.

5. Place an arrow off to the side labeled “North” for the benefit of those few human beings able to maintain a sense of direction inside the mind-numbing labyrinth so affectionately known as the modern office building.
Step 2

Break the Ice

Time it takes: 15 minutes

What it’s about: A brief warm-up to introduce people to the program and to each other

What you’ll need:
- Name tents
- Markers
- Flip chart
- Masking tape

How to do it:

1. Introduce yourself in whatever way you feel is appropriate and welcoming. (Helpful hint—avoid simply giving your name, rank, and serial number or, worse yet, years left until retirement).

2. Go over session logistics, including:
   - How long the session will take
   - When there will be breaks
   - Where the rest room, phones, and water cooler are located (note: You can use the “You are here …” worksheet as a reference)
3. Ask participants what they would most like to learn from this session. Use the flip chart to record their list of “most want to learns.” As you fill up each page, tear it off and tape it up on the wall where everyone can see it. You’ll use this at the end of the session—but don’t tell them that, yet.
Step 3: Get People Focused

Time it takes: 30 minutes

What it's about: An introduction to the topic, what participants will experience and learn, and how the class will benefit them

What you’ll need:
- Participants will need their notes from the questions on the invitation memo
- Participant Workbooks
- PP Slides 2–5

How to do it:
1. To get people focused, you may want to pose the following question and capture participants’ responses on a flip chart. Say something such as:

   “Today we are going to talk about the power of positive relationships and how our relationships impact our own success and the success of our organization. Before we get into the details of the Whale Done!™ Approach, let’s take a moment to think about our organization. In the memo you received asking you to attend this training, I posed a couple of questions. If you jotted down notes on those questions, take them out now. Let’s take a look at how you responded to the question, “If you had to
describe to someone outside of our organization what it’s like to work here, what would you say?” We are looking for descriptive words that describe our organization. This isn’t an opportunity to win brownie points for just pointing out positive things or an opportunity to vent the frustrations you have with the organization. It is, however, an opportunity for you to think about how the environment of the organization impacts you and how you do your job. First, let’s make a list of some of the positive things you wrote down about our organization.

Possible positive responses: flexible, supporting, positive, respectful, encouraging, caring, fun, exciting, proactive, high energy, values employees

Now let’s take a look at the areas of our organization that may not be so flattering. What are some of the challenges you see within our organizational environment?

Possible challenges responses: rigid, negative, disrespectful, strict, boring, reactive, low energy, focus on the negative or what people are doing wrong, hostile

Based on our description so far, is our corporate environment consistent throughout our organization or does it vary from department to department?
If it varies, what factors do you think affect the changes in the work environment?

How does the relationship you have with your manager, coworkers, team members, or other departments affect how you do your job?

Note to Facilitator: If there is one department or area of the organization that participants have identified as being more positive or effective than others, discuss what attributes that department or area has that make it so successful. Also, discuss what attributes or obstacles get in the way of a department or area being effective.

We will come back to this material in a while as we begin to discover the power of the Whale Done! Approach.

2. Introduce the subject. You might want to say something such as:

“Now I know what you may be thinking, what do whales have to do with our organization, and more importantly, with my relationships with other people?

This is a fair question. The answer to this question is going to take us on a journey to discover how to build positive relationships that help us create an environment where people are more productive and achieve greater results.

The purpose of this class is to help us learn how to build positive relationships with our coworkers,
managers, and employees by building trust, accentuating the positive, and redirecting energy when things get off track.”

Optional—Use Accentuate the Positive video (See page 7 for details).

4. Go over the benefits of the class. You might want to say:

“If you’re like me, one of the first things I want to know when I go into a class is what’s in it for me? What do I get out of this? Well, here are some of the benefits of learning how to build positive, productive relationships.

For us, it’s to …

- Reduce stress—Whale Done! helps eliminate the stress of negative interactions in the workplace
- Get more done—By building trust, accentuating the positive, and using redirection, you will keep others positively focused on the right actions needed to achieve results
- Just plain feel better—That’s what happens when you focus on building positive productive relationships

And, in case you’re wondering what’s the upside for the organization …
• Retain top performers—All things being equal, those outstanding people we really don’t want to lose will tend to stick around a lot longer if we give them a positive reinforcement and use redirection (instead of GOTcha) when they get off track
• Increase creativity and innovation—By creating positive relationships at work, you create an environment where people will have fun, be creative, and be willing to take bigger risks to achieve greater results
• Improve productivity—By encouraging effective behavior and redirecting people in order to succeed—increased productivity is a natural result
• Maintain organizational spirit—The Whale Done! Approach is contagious and, as individuals within an organization are using the approach, a positive shift in the organizational environment will occur, making the organization a more productive place to work
5. Review the course objectives. You might want to say something such as:

“Once you’ve been through this course, you will be able to …

- Explain the impact that positive relationships and the Whale Done! Approach can have on your organization
- Identify ways to build trust with others in the organization
- Identify and implement the five steps of redirection
- Identify and implement the four steps of the Whale Done! Response

This program provides a simple, easy-to-use approach to building positive, productive relationships.

The Whale Done! Approach:

- Build trust
- Accentuate the positive
- When mistakes occur, redirect energy

Now, what questions do you have regarding the information we’ve just covered?”

6. Before you go any further, ask the class for any questions or comments to make sure they’re comfortable with the information up to this point.* After all questions are answered say something such as:
“Now that we have overviewed the Whale Done! Approach, let’s take a look at some of the attributes that makeup a positive, productive relationship.”

*By the way, if you're new to this training game, it's not uncommon for you to get nothing more than a few shake of the heads, or shrug of shoulders, or even blank stares when you ask, "What questions do you have?" Sometimes that's fine. But sometimes it means people are confused or disinterested or even thinking about the 65 emails they're going to have waiting for them when they get back to their desks.

One of the things experienced facilitators do in those situations is to ask a couple of questions about the material they've just covered. And they don't just ask for blanket responses. They'll often direct the question to an individual participant. For example, you might ask a participant, "Just so I'm sure we're all on the same wavelength here, John, can you tell me what the foundation element of the Whale Done! Approach is?" (If John can't answer, you don't want to make an example out of him. Just say something like, "I'll tell you what, I obviously didn't do a very good job of explaining this," and then take the opportunity to quickly review that information for everyone's benefit). Once you do this a couple of times, your class will get the idea that you're not going to just let them zone out and coast through this stuff. You're going to hold them accountable for participating.
Step 4

Power of Relationships

Time it takes: 15 minutes

What it's about: An opportunity for participants to reflect on how relationships have impacted them in the past and identify some attributes that are associated with positive, productive relationships

What you’ll need:
- Participant Workbook
- Flip chart
- Markers

How to do it:

1. Have participants turn to page 8 in their workbooks and say something such as:
   “Let’s stop for a minute and look at the impact that different relationships have had on you in the past. Turn to page 8 in your workbooks and think about a work relationship or any other relationship you have had in the past that has had a positive impact on you. Answer the questions on the top half of the worksheet. Then, complete the lower half of the worksheet, basing your answers on a relationship you have had with someone in which the outcome was less than desirable.”
Power of Relationships
(facilitator’s copy)

Instructions: Identify a positive relationship you have experienced in the past and then answer the following questions. Feel free to be honest. No one will see your answers but you.

1. What type of a relationship did you have with this person? (i.e., coach, friend, mentor, boss, coworker, peer, spiritual leader, etc.)

2. If you could only use three adjectives or phrases to describe this person, how would you describe him or her?

   a. 

   b. 

   c. 

3. What attributes or qualities did that person exhibit that increased the positive nature of your relationship?

4. What did that person do or say that encouraged the positive outcome of your relationship?

5. How do you typically respond to this person?

Now think of a relationship that you would classify as less than positive.

1. What attributes or qualities did that person exhibit that decreased the effectiveness of your relationship?

2. What did that person do or say that encouraged the negative outcome of your relationship?

3. How did you find yourself responding to this person?
2. Give participants about 10 minutes to reflect and answer each of the questions. It’s a good idea that you fill out the worksheet before the training.

Be sure that you don’t walk around and look over participants’ shoulders during this exercise. Not only could it make them feel paranoid but also, in order for them to be completely honest, they need to feel that their thoughts are private. Discourage any talking in the room as well. Reflection on past behavior and understanding the connections from past relationships is an important step in making the transition to a Whale Done! Approach.

3. After participants have had time to complete the worksheet, discuss the following questions. You may want to capture some of the group feedback on a flip chart:

- What are some of the attributes we associate with a positive relationship?
- What types of things do people say or do to foster a positive relationship?
- Which type of relationship is going to foster the kind of environment where people are excited about their jobs, are being productive, and are achieving results?

Now that we’ve explored some of the attributes we associate with positive workplace relationships, let’s take a look at the video Whale Done!
View Whale Done!™ Video and Discuss

Step 5

Time it takes: 35 minutes

What it’s about: Participants will watch a video that will answer the questions “Why use the Whale Done!™ Approach?” and “What does training killer whales and my relationships with people have in common?”

What you’ll need:

- Video, Whale Done!
- Participant Workbooks

How to do it:

1. Ask participants to turn to page 9 in their workbook. You may want to say something such as:

   As you watch the video, I strongly encourage you to take notes on any ideas or themes that have an impact on you and to jot down any questions you have about the Whale Done! Approach. Turn to page 9 in your workbooks. There is space provided to capture your thoughts and questions regarding the video.

2. Start the video. Play it through to the end.
3. After the video, to facilitate the discussion, break participants into small groups and give each of them several questions to discuss. Then, have them share their answers with the large group. (Note: These questions are included in the Participant Workbooks on pages 10 and 11).

- **In your opinion, what do people and whales have in common?**
  - You can’t really get people or whales to do something that they really don’t want to do
  - They have pods of five to 30 who live together for life
  - We have families
  - They’re intelligent
  - We’re intelligent
  - We’re both at the top of the food chain
  - We both hunt in packs
  - We both fear
  - We both like to play

- **What did Ken say was the foundation of building positive relationships?**
  - Building trust

- **What did the whale trainers say was involved in building trust?**
  - Be sincere and honest
  - If you’re not sincere and honest, the whales will know immediately
  - Animals have to know that you will do them no harm
  - Building trust takes patience and time

- **What does Ken say is the first thing new animal trainers learn?**
• The more attention you pay to what an animal is doing—right or wrong, it makes no difference—the more that behavior will get repeated.

• **Why is it important to find out what motivates the individual whales? Is it the same for people?**
  - You have to know what motivates the individual whales if you are going to accentuate the positive.
  - What is positive reinforcement for one whale or person may not be positive for another.

• **What role does “fun” play in accentuating the positive?**
  - Fun is critical to building relationships. You have to figure out what the animal considers fun because it is different for each animal.

• **Why is it important to keep things interesting for the whales and how do the trainers do that?**
  - Animals, just like people, will get bored if things are too predictable. But, by changing things, including how they reinforce behavior, the trainers keep the animals interested.

• **Why is it important to praise progress and not just the end result?**
  - When you are focused only on the end result, you never get anywhere and the whales never know if they are making any progress. It also lets the whales know that the trainers believe in them and it keeps them motivated to keep going.
  - They will repeat what gives them pleasure.

• **What is the concept of redirection? Why is it important?**
  - When a whale does something wrong or something it shouldn’t do, the trainer redirects the whale’s energy and
attention back to what they were supposed to do or on to something else.

- **How does redirection differ from what most of us perceive as getting someone “back on track?”**
  - The focus isn’t on punishment; it’s on keeping things positive and focused on the right behavior.

- **What questions do you have about the Whale Done! Approach so far?**

4. Say the following to participants:
   
   *So, in a nutshell, the Whale Done! Approach provides us with three important items to consider. First, building trust is the foundation for building positive relationships. Next, accentuating the positive helps you achieve the behavior you want. Finally, redirection allows us to refocus the behavior if we get off track. Now that we have an understanding of the Whale Done! Approach, let’s take a step back and connect what we have just learned to our own organization.*
Adopting a Whale Done!™ Approach

Step 6

Time it takes: 30 minutes

What it's about: Participants will discover why adopting a Whale Done!™ Approach in their organization will help them achieve greater results and be more productive.

What you’ll need:
- Participant Workbooks
- PP Slides 6–7

How to do it:

1. Say the following to participants and show the appropriate PowerPoint® slide when necessary:

“If we take a moment to review some of the conclusions we came to before we watched the video, we can see that the people we work with can and do impact how productive we are and can impact whether or not we achieve our goals.

Facilitator Note: At this time, briefly summarize the conversation you had with the participants regarding their descriptions of the organizational environment and note those items that could be areas needing improvement. In fact, you may want to reference the flip chart page you made earlier.

Also, summarize any observations regarding how the environment may vary from department to department. This is
an important step in helping the participants see that they can directly impact the organization’s environment by how they choose to interact and build relationships with others.

2. After summarizing the important points from your previous discussion, transition the discussion with the following question and show the PowerPoint slide when necessary. Say something such as:

Now, here is an interesting question for you ... Who is responsible for using the Whale Done! Approach in our organization?

Most likely, participants will perceive management as being the only people in the organization responsible for adopting the Whale Done! Approach. Lead participants to realize that everyone in the organization can practice the Whale Done! Approach.

When it comes down to it, we are all responsible for the Whale Done! Approach. We all contribute to creating the environment in which we work. The Whale Done! Approach can be used in:

- Peer-to-peer relationships
- Within your work team
- Manager-to-employee relationships

3. Have participants turn to page 12 in their workbooks. There is a facilitator copy of this exercise on page 46 of this guide. Discuss the following question. Give participants a chance to respond to the question. You may want to write their responses on a flip chart:
If we each play a part in adopting the Whale Done! Approach, then we will not only impact ourselves and our department, but we could really make a positive impact on the entire organization. Turn to page 12 in your workbooks and take a moment to identify at least three of the most important things you can do to positively impact the environment in which you work. Keep in mind that this is about what you can do. So, when you contribute an idea, let’s make sure you start your suggestions with “I” statements. For example, “I can make a conscious effort to stop myself from falling into a ‘GOTcha’ response with my team members.”

4. After participants have shared their ideas about what they can do to affect the environment within the organization, have them share their ideas with the group. Then say something such as:

**In order to achieve some of these things, where should we start?**

As participants respond to this question, you want to direct the discussion to building trust. If necessary, ask this question again, “What did Ken tell us was the foundation of the Whale Done! Approach?”

So, one of the main things we need to focus on is building trust. Now, as far as I know there isn’t a simple 3-step program out there that enables you to just instantly build trust. However, we can change the way we look at our relationships with people and how we choose to interact with them. For example,
one way of looking at our relationships with others is that in every interaction we have with them we are either depositing or withdrawing from our emotional bank account.

Our Emotional Bank Account with Others:

- When we have positive interactions, we are making a deposit.

- When we have negative interactions, we are making a withdrawal.

Think back to our discussion earlier, when you were identifying attributes of positive and negative relationships. What types of behaviors make a withdrawal on your bank account?

One of the biggest and most wide-spread withdrawals is the GOTcha response, or catching people doing something wrong. This not only makes a withdrawal from your account, if you have enough GOTcha responses in a row you can totally overdraw your account. If your account is totally tapped out, do you really think you are going to have a trusting, positive relationship with this person? When it comes to being productive and achieving results, do you think those people are going to be a part of the solution or part of the problem?
In order to build trust with others, we need to make sure we are making deposits in our account.

5. Have participants turn to page 13 in their workbooks. A copy of the sheet is provided for you on page 47 of this facilitator guide. Say something such as:

Looking at your past positive relationships, what behaviors have you experienced that help to build trust between you and the other person? Write down your answers on the page.

6. Have participants share their list with the group. You may want to capture some of their responses on a flip chart. Briefly summarize the actions and behaviors associated with building trust and then say something such as:

So, once we have the foundation of building trust we can then build the relationships that will not only make us more productive but also help create a positive work environment. Do you have any questions so far regarding the material we have covered?

7. After answering the participants’ questions, you may want to say something such as:

At this point, I think we all agree that adopting the Whale Done! Approach can have a profound impact on our workplace. At our next session we will be taking a closer look at how redirection and the Whale Done! Response can be used in the workplace*.

* Note: If you are using Agenda II or Agenda III, you will continue on to Step 7.
Three Most Important Actions  
(facilitator’s copy)

Instructions: List the three most important actions you can take to impact individual relationships in your organizational environment. Make sure you list the actions as “I” statements. Focus on what you can do, not what you think the executives, management or other employees need to do.

I can …

I can …

I can …
Behaviors That Build Trust
(facilitator’s copy)

Instructions: Look back at the examples of past relationships and list those behaviors that support building trust in your relationship to others.