



Don't Panic!

A Recipe for Success in Times of Stress

Facilitator's Guide

Includes Program Handouts

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FOREWORD: LEARNING BY EXAMPLE

There's something exciting about a panic. Whether it's a stampede of animals being pursued by a predator or people selling off stocks as markets plummet, the energy of a panic can be electric and contagious.

By definition, a panic is both overwhelming and terrifying. It often comes on suddenly, though the conditions that led to the emotional response may have been developing for a considerable time.

We also use the word "panic" to refer to an over-reaction. Here conditions may be difficult or pose legitimate concerns, but the response is so extreme it exacerbates the problem rather than alleviating it. This is the way panic most often appears in work or educational environments. Rumors of a layoff or merger spread and grow until people become so distracted that their productivity, focus and effectiveness declines precipitously. The announcement that one is expected to undergo an unscheduled evaluation or make a surprise presentation can drive people into such frenzy that they can't remember information that was comfortably familiar just moments before. Even good news, like winning a major contract, can lead to panic as people scramble to meet expanded expectations.

Panics come in many shapes and sizes. Their common denominator is that they are never helpful. Whether in your work or personal life, to panic is to lose perspective and succumb to fear. This often leads to poor decisions, lost focus, paralysis and a bad outcome.

Don't Panic! was created to help people within organizations handle stressful situations in a way that is positive and productive. We present 5 key elements of a constructive response to circumstances that might intimidate or frighten us. Designed to be used in a work or academic environment, the principles of this program can also be applied in our personal lives.

While panic doesn't help us, the good news is we can choose to respond to major challenges in ways that will. This program will help you learn how.

Thank you for selecting *Don't Panic!* as part of your training curriculum. We hope it will prove to be a valuable asset to people at all levels in your organization.



Robert Rosell
President
QMR – The Respectful Workplace Company

Don't Panic!

HOW TO USE THIS GUIDEBOOK

This Facilitator's Guide is designed to help you adapt *Don't Panic!* to the needs of your organization. Its modular design offers flexibility to help you configure the learning process.

The Program's Goal

Don't Panic! introduces us to eight knowledgeable and successful individuals who have all had positive and productive experiences in how they handle stressful situations at work. Led by a chef, they use the metaphor of cooking a meal together to explore how they each respond to stress and what they've learned that has helped them stay focused and productive in challenging times. In the process they share insights that can help us all avoid panic and stay positive and clear-headed when others around us may be "losing it".

Preparation

View the video program to see the "big picture" of how it is structured and how the content is presented. Determine the timeframe for the training you wish to deliver. Read this guide to understand the resources available to you. Select a training approach and activities that will best meet your organization's needs. There are Pre-Screening Questions you can discuss before showing the video. You can choose to show the video in its entirety without interruption, or show it a segment at a time with a discussion after each topic. Choose the approach that will work best with your group.

The **discussion questions** for participants are in **handouts** in the back of the guide. They are also available as PowerPoint slides. For facilitators these questions are accompanied, in a second column, by **notes** that may be helpful in leading the discussions. A suggested amount of time to allocate for each section of the training (with recommendations for a "Long Version" and "Short Version") is listed in the Table of Contents.

Ground Rules

1. Encourage participants to provide most of the insights when leading discussions or answering questions. The facilitator is primarily there to encourage discussion, not to provide answers.
2. In order to encourage participants to be candid in their discussions, the facilitator should ask participants to respect each other by not interrupting someone who is contributing to the dialogue and by not demeaning what other participants say.
3. The facilitator should model this approach by letting participants speak without interruption and attempting to summarize their contributions faithfully on the white board or flip chart. The facilitator should also seek to get input from as many participants as possible.

What you will need:

- DVD player (stand alone or computer) and projector/screen or monitor
- Your organization's policies, guidelines or program descriptions as they apply to this topic. Please prepare these as handouts for participants in the training program.
- White board or flip chart and appropriate pens.
- Copies of handouts from this guidebook. You may also use PowerPoint slide versions of these handouts, which are provided with the program.

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Before Screening the Video

PRE-SCREENING ACTIVITY: WHAT DOES IT MEAN TO "PANIC"? SEE HANDOUT A

Discussion Questions	Facilitator Notes (suggested contributions)
1. How would you define "panic"?	Ask participants for their thoughts. Responses can range from clinical "panic attacks" to the group psychology of people in a stressed situation that feel out of control.
2. What is an example of panic that you've personally seen or experienced?	Ask participants to share their experiences and observations.
3. Why do you think people panic when facing a frightening or challenging situation?	Find out what participants think and record their answers. These might include feeling out of control, fear of being personally harmed, following a group reaction to a situation, lack of confidence in one's ability to cope...
4. Does panicking usually improve a situation? Why or why not?	As in question 3, find out what participants think and record their answers. Most people will likely say that panicking isn't helpful because you lose control of your response to the situation and ability to respond positively and logically.
5. What might be a better alternative to panicking?	There could be a broad range of answers to this. Encourage as many participants as possible to come up with a response.

Don't Panic!

Screen the Video “Don't Panic!” – 24 min.

KNOW YOURSELF

SEE HANDOUT B

Discussion Questions	Facilitator Notes
<p>1. When there's information you don't know and can't know, what do you need to do in order to be comfortable with "not knowing"?</p>	<p>Focus on what you do know and the work at hand.</p>
<p>2. Police Officer Adrian Diaz indicated he wasn't afraid of the street violence he encounters at work, but city politics can really get to him. How can this awareness help him improve the work he does?</p>	<p>By knowing the situations or issues that can negatively impact his focus or performance, he is able to either avoid those or work on the skills he needs to better manage the political aspects of his job. If you can identify your personal issues, you can make corrections.</p>
<p>3. Rhonda Brown said that by letting go and knowing who she is, she found herself able to move into new roles at work that earned her recognition and advancement. Have you experienced anything similar? Discuss.</p>	<p>Let participants present their own experiences or stories of people they know who benefitted from a combination of self-awareness and willingness to move beyond the comfortable and familiar.</p>
<p>4. Carver Gayton talked of the importance of knowing where you want to go. How do you get clarity on your direction and passions to make sure you are focused and on track?</p>	<p>This requires a high level of introspection and honesty with yourself. You can also get help from people who know you well and who you trust. Gaining these insights, while difficult, are critical to personal success.</p>
<p>5. Gary Jusela described self-awareness as being spiritual and emotional as well as intellectual. What do you think he meant by that?</p>	<p>People are a complex blend of thoughts, feelings, beliefs and experiences. To know yourself, you need to be aware of all these elements and how they interact in your life.</p>

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BUILD SUPPORT

SEE HANDOUT C

Discussion Questions	Facilitator Notes
<p>1. Why is it important to build a network of support as early as possible rather than waiting until you are in a crisis before developing supportive relationships with mentors, experienced colleagues, friends and others who can provide guidance and insights?</p>	<p>By building your support network early, you already have trusting relationships with those who can help you in a crisis. Waiting until a crisis hits will be too late. Relationships take time to nurture.</p>
<p>2. Rhonda Brown talked about the importance of having mentors and other sources of support outside the organization as well as inside. Do you agree with her? Why might this be helpful in certain circumstances?</p>	<p>There may be issues that are sensitive to discuss inside the organization. People outside the organization may have experiences that enable them to provide insights and view issues from a fresh perspective.</p>
<p>3. Gary Jusela indicated that having a sense of “community” within an organization can make work more meaningful. How can this be helpful when navigating a challenging period or a time of big changes at work?</p>	<p>Working within a caring community provides a supportive environment that can make difficult periods easier. Knowing there are people who care about you can reduce feelings of isolation and alienation.</p>
<p>4. Kathleen Ryan asks how we can help each other in times of stress. What are some support strategies we can employ?</p>	<p>We can make sure we are available to help colleagues when needed. We can ask those facing stressful situations if they would like assistance. We can ask for help when we need it.</p>

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ASSESS YOUR SITUATION

SEE HANDOUT D

Discussion Questions	Facilitator Notes
<p>1. Ignorance leads to fear. Several program participants spoke of the need to gather reliable information to better assess the situation you're in. Where would you go to gather this kind of information?</p>	<p>Let participants discuss what they would consider reliable sources of information on issues of importance within your organization. Equally important, ask them what sources of information would be suspect and should be avoided.</p>
<p>2. Why is it important to "step back" when you're in the middle of a stressful or challenging situation in order to gain a realistic or valid assessment.</p>	<p>It's easy to get caught up in the emotions and drama of a major challenge and lose perspective. Stepping back and "interrogating reality" enables you to separate the reliable information from the noise.</p>
<p>3. Gary Jusela suggested you "assess your assets" as part of determining how best to respond to a stressful situation. What do you think he meant by that? What "assets" might he be referring to? How would this be helpful?</p>	<p>We have assets that might include our skills, contacts, information, experiences, and support network. Clarifying what we have available to us can help determine the options we have and the best course of action in responding to a crisis, major change, or other stressful situation.</p>
<p>4. Carol Vecchio described a need to balance our expectations with reality. Why would it be difficult to find a satisfactory response to a challenging situation if our expectations are out of balance with the reality we face? She suggested you either change your expectations in such a situation, or change your reality. How can you do that?</p>	<p>When you expect too much or too little from a situation, you are bound to be disappointed or frustrated. Finding the right balance makes it possible to reasonably assess your situation and make better choices. We have the ability to change ourselves (expectations) and our situation (reality) though there may be limits on one or the other – or both.</p>

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TAKE ACTION

SEE HANDOUT E

Discussion Questions	Facilitator Notes
<p>1. Before you act you need to plan. Roxana Amaral suggests having more than one plan of action. Why would this be important?</p>	<p>When you're not fully confident of how things will turn out, it's wise to have back-up or alternate plans. This is especially true when facing major challenges where failing carries a high cost. You want to be prepared to change course when necessary.</p>
<p>2. Carol Vecchio spoke of the importance of "internal action". What do you think she meant by that? Why would internal action be as important as physical or external action?</p>	<p>Internal action refers to being emotionally prepared for the challenges and changes you're facing. This requires planning and thinking through your options as well as the consequences of both action and inaction. Internal action is not passive. It requires effort to prepare emotionally to handle stressful situations. But without the internal preparation, the external action might not be successful.</p>
<p>3. What's the difference between action that is "flailing" and action that is deliberate and conscious?</p>	<p>Flailing is movement for the sake of movement. It isn't likely to be effective. Conscious action has been thought through, weighed, and judged to be the best course at the moment.</p>
<p>4. Gary Jusela suggests people may do nothing when facing a challenge because they're not certain of what to do. Is it better to take whatever action we think appropriate and learn from it or to do nothing?</p>	<p>In most circumstances, it's better to take action. Doing nothing is a choice that can have just as significant consequences as taking action, but there's no momentum or energy behind inaction. To be able to control an outcome, it is usually best to act. There are exceptions to this approach however, and you might ask the group to discuss when not acting might be the better choice.</p>
<p>5. Mickey Fearn asked how great athletes are able to perform and succeed in high stress situations. Is it preparation? Shear talent? Something else?</p>	<p>It's mostly preparation. The best athletes practice relentlessly to prepare to meet challenges. They rehearse all possible scenarios. They learn from their mistakes. This doesn't mean they don't also have great talent, but talent will only take them so far.</p>

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LEARN FROM EVERYTHING

SEE HANDOUT F

Discussion Questions	Facilitator Notes
1. If evolution is about doing things “slightly better the next time” as Mickey Fearn suggests, how can we evolve and improve in all areas of our lives?	While we can learn from our successes, in most cases it’s our failures that can teach us the most valuable lessons. As Carol Vecchio explained, it’s in life’s valleys where we really grow.
2. How does seeing yourself as a lifelong learner and insisting on learning from your mistakes and crises add value to all your life’s experiences?	If we’re learning, we’re growing. When faced with a major challenge or crisis, it is our ability to learn that ensures we benefit from the experience even if it appears negative or unpleasant. Learning is often the silver lining in what would otherwise be a bad situation.
3. You can’t know everything, but you can learn what you need to know. What are some of the resources available to you that can help you learn even in the most challenging situations?	You can learn from experienced and skilled colleagues, from managers or other leaders in your organization, from professional associations or trade groups, from online resources and other research sources, from taking classes, from introspection and self-evaluation, and many other sources.
4. If learning happens best in an environment where people feel safe, what can you do to ensure your work environment facilitates and supports learning?	You need to be able to trust those around you in order to feel safe to learn. As Gary Jusela pointed out, learning can be clumsy and awkward. The best way to ensure your environment promotes trust is to be trustworthy yourself. Trust is a two-way street.

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ADDITIONAL ACTIVITIES

SEE HANDOUTS G, H, I, J

Handout G: A Recipe for Success

This can be used as a reference and to stimulate a group discussion. Each section of the recipe coincides with one of the five Key Points covered in this program. Those are...

- Know Yourself
- Build Support
- Assess Your Situation
- Take Action
- Learn From Everything

Discuss how the cooking metaphor was used in this program. Have participants discuss how cooking a meal can be similar to responding to a stressful challenge or crisis and what we can learn from how we cook. (paying attention to the details, being creative, stepping back and making sure you have a clear vision of where you're going, etc.)

Handout H: Stress Reduction Techniques

This handout can serve as the basis for a discussion on ways to reduce stress. Encourage participants to share the techniques they have tried and found effective. This is not an exhaustive list. The group can elaborate on elements on the list and suggest other options. Some people may have resources to recommend in your local community as well.

Handout I: Identify Your Stressors

This is a more personal activity. Participants can be given a few minutes to think about what aspects of their work and personal lives are stressful and which of those provide positive versus negative stress. A discussion of the difference between positive (or productive) stress and negative stress (or distress) would be appropriate here as well. Participants can then fill in their person stressor "web" to provide a visual reference they can use when working on reducing or managing the negative stress in their work and personal lives.

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PRE-SCREENING ACTIVITY: WHAT DOES IT MEAN TO "PANIC"?

HANDOUT A

1. How would you define "panic"?

2. What is an example of panic that you've personally seen or experienced?

3. Why do you think people panic when facing a frightening or challenging situation?

4. Does panicking usually improve a situation? Why or why not?

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TAKE ACTION

HANDOUT E

1. Before you act you need to plan. Roxana Amaral suggests having more than one plan of action. When is this most important?

2. Carol Vecchio spoke of the importance of “internal action”. What do you think she meant by that? Why would internal action be as important as physical or external action?

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1. If evolution is about doing things “slightly better the next time” as Mickey Fearn suggests, how can we evolve and improve in all areas of our lives?

2. How does seeing yourself as a lifelong learner and insisting on learning from your mistakes and crises add value to all your life's experiences?

3. You can't know everything, but you can learn what you need to know. What are some of the resources available to you that can help you learn even in the most challenging situations?

4. If learning happens best in an environment where people feel safe, what can you do to ensure your work environment facilitates and supports learning?

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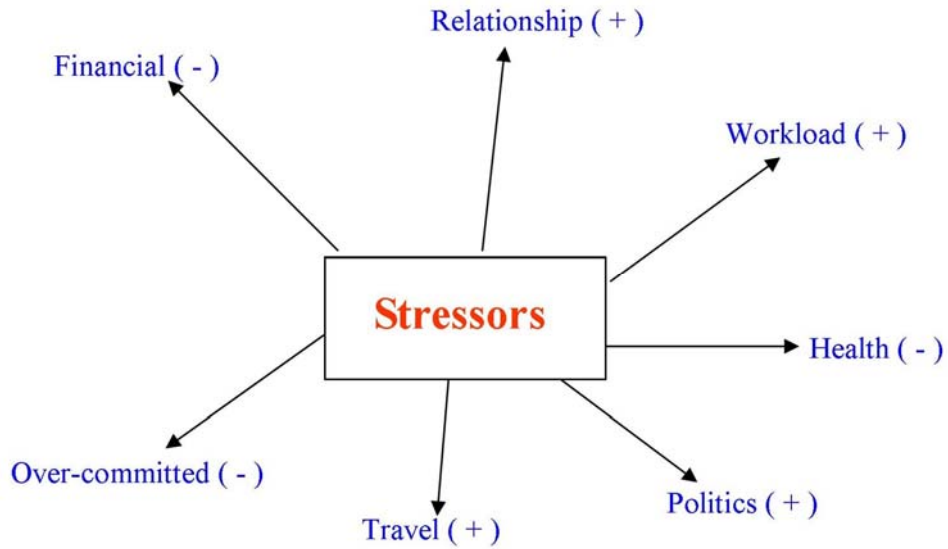
- **Prepare well in advance. Begin with a generous measure of self-knowledge. Separate what you know from what you don't know. Clarify the difference.**
- **Sift together a broad network of colleagues, mentors and others whose opinions you value and who you can trust to support you in stressful times.**
- **Carefully filter useful and reliable information from rumors, noise and other unnecessary ingredients. Keep what is useful, compost the rest.**
- **Once you are clear on your best course of action, add heat and get started. Taste often and don't be afraid to add additional ingredients as needed. Pay attention to the details. Small things matter.**
- **Evaluate how things turned out. If you're disappointed - make changes. Learn from everything. Remember - anyone can cook!**



There are many ways to physically and mentally reduce the negative effects of stress. Health care professionals can help you find and practice an approach that is comfortable and effective for you. Here are some suggestions...

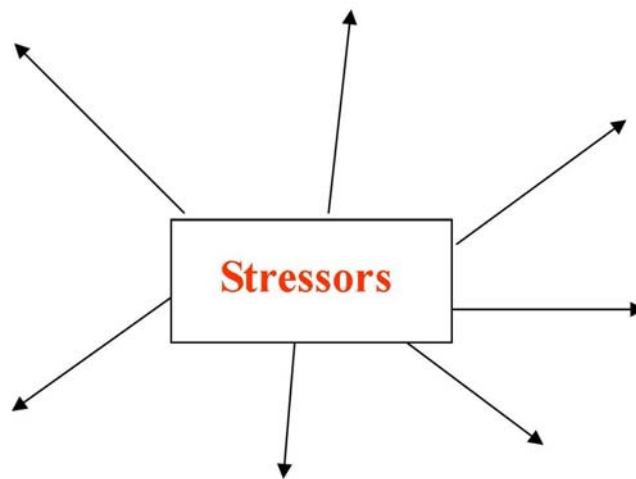
- **Breathing**
 - Just pausing for a few deep breaths can release stress
 - Deep breathing techniques can be incorporated into other activities including walking, stretching, aerobic exercise and meditation
- **Exercise**
 - Take a walk
 - Play your favorite sport
 - Go to a gym or other sports facility and regularly enjoy a good workout
 - Hike, climb, run, bike...
- **Meditation**
 - There are many forms and styles of meditation. Find one that works for you
 - At its simplest, meditation can be sitting comfortably in an environment with no distractions or interruptions and focusing on your breathing
 - For some, meditation can be a form of prayer and adds a spiritual dimension to your efforts to reduce stress
- **Stretching or Yoga**
 - Regularly stretch after athletic activities
 - Try a gentle stretch in the evening before going to sleep
 - There are many schools of yoga available presenting different approaches to this discipline
- **Diversion/Distraction**
 - Read a book
 - Enjoy a favorite hobby
 - Spend time with friends and family (unless they are the source of your stress)
 - Go to a movie, play or concert
- **Talk it Out**
 - Conversation with those you trust and who care about you can offer insights into the sources of your stress and how best to respond
- **Massage**
 - Get a massage, soak in a hot tub, sit in a steam room or sauna...
- **Listen to Calming Music**
 - Music that you find relaxing is best. Not too loud. You don't want to stress your neighbors while you're de-stressing yourself
- **Eat Well**
 - Diet can influence your stress level. A nutritionally balanced diet is best. Avoid getting very hungry and large amounts of caffeine or other stimulants
- **Sleep**
 - Take a nap
 - Make sure you are getting adequate sleep at night
- **What other stress relieving ideas do you have?**

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What are the principal causes of your stress at work and in your life?

Stress can be positive and healthy. However when it leads to panic, it has crossed over from productive stress to “distress”. It’s difficult to manage this negative stress if you aren’t conscious of its causes. Create your own stressor “web” below with the primary causes of stress in your life and indicate where you see those as positive or negative. Be as specific as possible.



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***DON'T PANIC!* – RECOMMENDED RESOURCES**

Recommended Reading on Managing Stress

Full Catastrophe Living: Using the wisdom of your body and mind to face stress, pain, and illness by Jon Kabat-Zinn. Dell Publishing, a division of Bantam Doubleday Dell Publishing Group, 1990

Stress Management: A Comprehensive Guide to Wellness by Edward A. Charlesworth and Ronald G. Nathan. Ballantine Books; Revised edition 2004

Stress Management for Dummies by Allen Elkin. 1999

The Relaxation & Stress Reduction Workbook by Martha Davis, Elizabeth Robbins Eshelman, Matthew McKay, Patrick Fanning. New Harbinger Publications; 6th edition 2008

Why Zebras Don't Get Ulcers by Robert M. Sapolsky. Henry Holt, 2004

Websites of Interest:

<http://www.coping.org/> - Links to online articles on how to reduce stress and improve your life. Topics include accepting personal accountability, improving trust, eliminating manipulation, and much more. Part of the Livestrong.com network.

http://www.helpguide.org/mental/stress_signs.htm - Helpguide's mission is to help people understand, prevent, and resolve life's challenges. Their goal is to give you the information and encouragement you need to take charge of your health and well-being and make healthy choices. They have an excellent section devoted to stress and how to manage it.

http://stress.about.com/od/workplacestress/Managing_Job_Stress_Getting_Along_With_Co_Workers_and_Thriving.htm - A happy worker is a productive worker. Here is some information that should help you deal with job stress and be both.

<http://www.worksafe.nt.gov.au/corporate/publications/pub0003.pdf> - A guide developed by the Northern Territory Government in Australia, this provides practical advice on how to develop and implement an occupational stress program.

There are many other valuable resources online. Do a WEB search for “managing stress”.

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WHO'S WHO IN "DON'T PANIC!"

Roxana Amaral
Middle School Teacher
Community Organizer

Roxana Amaral was born in Tepic Nayarit, Mexico. In 2005, she received a Bachelor of Arts in American Ethnic Studies with a concentration in Chicano Studies from the University of Washington. In 2006, she began working at El Centro de la Raza as the Executive Director's administrative assistant. Soon after, she was offered an opportunity to work in the Seattle Public School District as a Seattle Team for Youth Case Manager. Working with at-risk youth, she became aware of the serious lack of minority teachers. Confident she would make a greater difference as a teacher; she enrolled in City University of Seattle's One year Master in Teaching Program (2007-2008).

Currently, Roxana is working at Denny Middle School in the Seattle Public School District. She teaches Proyecto Saber (Project Know), a leadership class geared to helping Latino students reach academic success through cultural and social justice awareness. She was recently appointed to serve on El Centro de la Raza's Board of Directors and has committed to serve on City University's Professional Educators Advisory Board.

Rhonda Brown
Executive Coach

Rhonda recently completed a 33 year career working for a major high tech company. She held management positions in consulting, sales and services and is a certified professional coach. Her last position before she retired focused on developing technical and leadership skills in her organization. Rhonda is passionate about authentic leadership and is currently working with two universities in their programs to develop leadership skills.

Adrian Z. Diaz
Police Officer
City of Seattle

During his 12 years as a Seattle police officer, Adrian Diaz has organized and participated in a host of community-focused programs, including sports events with youth through the police activity league, several gang-prevention programs, the mayor's youth-violence prevention initiative and the police department's youth internship program.

Diaz is also education chair of the King County Hispanic Chamber of Commerce, the police department's community liaison for its Latino Advisory Council and an assistant wrestling coach at Chief Sealth High School.

Officer Diaz received the City of Seattle's 2008 Latino Heritage Award.

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Mickey Fearn
Deputy Director
US National Park Service

Mickey Fearn has worked in government for over 40 years. He is the Deputy Director of the US National Park Service. Prior to that appointment, he led the Mayor's Race and Social Justice Initiative for the City of Seattle, aligning City policies, processes, programs and services with the Mayor's race and social justice goals. Additionally, Mickey has worked on executive leadership development and on aligning Seattle's training and development activities.

Mickey previous positions with the City of Seattle include Organizational Development Specialist, Director of the City of Seattle's Innovation Project, and Director of the Neighborhood Leadership Program. He was awarded an SMA Award for Innovation in 1995. Mickey has a Bachelor's and Master's Degree in Public Administration.

Mickey also has 20 years of University level teaching experience. In addition, he has served on the Boards of Directors of City Year Seattle/King County and Big Brothers Big Sisters of King County and was the Chair of the State of Washington Parks and Recreation Commission.

Carver Gayton, PhD
HR Consultant

Carver Gayton is a leader in education reform and workforce training. He graduated from the University of Washington where he starred in football and track and was a student leader. All of his degrees (B.A., M.P.A. and Ph.D.) are from the UW.

Other than four years as a Special Agent for the F.B.I. (the first appointment of an African American by the U.S. Department of Justice in the state of Washington) and a short stint as a Special Security Representative for the Lockheed Missiles and Space Company in California, Carver's career for more than 35 years has focused on education and training. He has published numerous articles and presented many papers, and has been a keynote speaker throughout the United States, Europe, the Caribbean, and Canada.

After working as an executive in education and training programs for the Corporate Offices of The Boeing Company for 18 years, in 1997 Carver was appointed by Washington Governor Gary Locke to serve on his Executive Cabinet as Commissioner of the Employment Department, where he led the most far reaching positive changes in the agency's 65 year history. Carver left the Governor's office in 2001, and is now a lecturer at the Dan Evans Graduate School of Public Affairs at the University of Washington and a consultant in the fields of education and workforce development.

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Gary Jusela
President and Founder
Gary Jusela Associates, Inc.

Gary Jusela has over 25 years of experience consulting to senior leaders, middle management, and frontline associates on large-scale organization transformation, individual leadership effectiveness, and the design of high-performance/high-engagement product teams and work environments. Gary Jusela Associates is devoted to equipping leaders and organizations to build sustainable futures through insightful research, clarifying dialogue and large-scale group engagement.

Prior to launching his own firm, Gary was a Partner with Mercer Delta Consulting, serving global clients in business transformation, organization design and leadership development. He previously served as either the Chief Learning Officer or the Vice President of Organization Development and Executive Education for The Home Depot, Lucent Technologies, Cisco Systems, a Royal Dutch Shell Alliance, and The Boeing Company. In each of these roles he had responsibility for creating large-scale learning architectures and adaptive capability at all levels within the organization.

He received his MA and PhD in Organizational Behavior from Yale University and his BS in Psychology from the University of Michigan.

Darin Leonardson
Executive Chef
Toscano Inspired Cuisine, Bellevue WA

With nearly 20 years of culinary expertise at locations such as The Bellevue Club Hotel, Bon Appétit, and Google, Chef Darin Leonardson has a gift for creating epicurean harmony. With inventive dishes and a passion for including local and organic ingredients from the Pacific Northwest, Chef Darin brings the best of Seattle's restaurant experiences to Bellevue.

After graduating from South Seattle Community College, Chef Darin quickly put his love of the culinary arts to work. Beginning as a pantry cook in a local restaurant, it took a mere five years for him to become the restaurant's Executive Chef. Since then he has grown to become the impressive Chef we see everyday in Toscano. Whether he is cooking at events such as Farestart's Guest Chef at the Waterfront, Taste of the Nation, Ferrari's An Italian Evening, or even in the spotlight of our open "Chef's Counter"; Chef Darin always knows just which culinary delights will entice and captivate his guests. In his own words - "my ingredients always include a lot of passion—and a little craziness!"

Don't Panic!

Kathleen Ryan
Consultant & Author
The Orion Partnership

Kathleen Ryan has practiced organization development since 1984 through The Orion Partnership. Identified as “an organizational consultant with an instinct for translating complex human behavior into practical concepts,” her work focuses on executive coaching and on-boarding and culture change.

Kathleen serves on the Board of Directors for Seattle University’s Master’s degree program in Organization Design and Renewal. Her third book, ***Extraordinary Groups: How Ordinary Teams Achieve Amazing Results*** (Jossey-Bass, 2009), is co-authored with Geoffrey Bellman. Other books include ***Driving Fear Out of the Workplace***, second edition (Jossey-Bass, 1998 co-authored with Daniel Oestreich) and ***The Courageous Messenger*** (Jossey-Bass, 1996 co-authored with Daniel Oestreich and George Orr). Kathleen has an extensive list of clients in health care, government, technology, and philanthropy.

Carol Vecchio
Founder, Executive Director
Centerpoint Institute for Life & Career Renewal

Carol Vecchio is Founder and Executive Director of Centerpoint Institute for Life and Career Renewal. She is a sought-out speaker and facilitator who has inspired audiences of all sizes throughout the US and Canada.

As a full-time career counselor since 1981, her professional development includes a degree in psychology, graduate studies in counseling, and extensive training with Richard N. Bolles author of *What Color is Your Parachute?*. Throughout her 27 years of career counseling, Ms. Vecchio has worked with people in a variety of fields and professions; one of her specialties over the past 25 years is assisting lawyers and the legal profession.

Her purpose in life is to help others embrace and learn from the uncertainty that change brings, uncover their passions, and create lives that they love. She is currently writing a book whose working title is ***The Time Between Dreams: Successfully Navigating Change and Uncertainty in Life and Work***. She balances her work with times spent with her husband, singing, cats, jewelry making, walking half marathons, home improvement projects, and “urban homesteading.”