

CHARTING YOUR COURSE FOR SUCCESS!



Leadership and Proactive Risk Management Training for Law Enforcement Professionals

Island Consulting and Training®
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About Island Consulting & Training® (ICT)

"The answers to the real problems we face in restorative justice and public safety are never found in training manuals. Therefore, it is always a mistake to think we can teach people what to think. The goal, instead, should be to provide them with the tools they need to think through a problem, develop an ethical solution, and act in the face of profound stress. This is what ICT does. This is who we are."

Jamie Wolf, MPPA, CEO

Commitment to Excellence

ICT is committed to providing the latest, experiential, evidence-based training and consulting services to your department or organization. To that end, we seek out and participate in continuing education and certification at the highest levels of interactive learning available.

Jamie Wolf founded Island Consulting and Training in 2006. Having enjoyed a career in public sector management, Jamie was aware of how advanced-level training in law enforcement environments would make an enormous impact on not only the professionals who protect and serve the public, but on the community at large. Jamie saw a dire need for this type of evidence-based training throughout all restorative justice and public safety environments, schools, social work and other public service organizations. Through immense passion and dedication, Jamie continues to solve the biggest problems in these environments by providing the most up to date, cutting edge training available.



"Thank you so much for always providing our department with the outstanding training that you share with our staff. The Leadership Seminar was no different, I was approached on several occasions by some of the staff attending the Leadership Academy and heard nothing but positive comments on how much they were enjoying their leadership training!!"

Chief

About the Instructor

Jamie Wolf, MPPA is a sociologist, Certified Professional Behavioral Analyst, public speaker & facilitator who builds comedy into intellectual, philosophical and leadership topics.



During a career in law enforcement, Jamie Wolf has garnered expertise in exceptional leadership models within restorative justice and public safety environments. Jamie has enjoyed the privilege of creating learning environments for at-risk-youth in custody settings and adults within colleges, public service organizations, and law enforcement departments for over 20 years.

Jamie provides superb education on a wide variety of subjects, including decision making, ethical issues, trauma, interpersonal neuro-biological responses to stress, emotional reactivity/activation and subsequent outcomes related to harmful cognitive and behavioral outcomes (excessive use of force), risk management, communication competencies, conflict management, leadership concepts, and other vital workplace topics. Jamie's courses consistently deliver relevant and evidence-based training, and the ability to make complex, sensitive material accessible and engaging to audiences is both widely recognized and unwaveringly lauded. Jamie is a sought-after Keynote Speaker and large event facilitator for law enforcement, community-based organizations, social services organizations and schools. Jamie regularly leads seminars in the private sector as well.

Jamie Wolf has had significant experience holding leadership roles in numerous capacities within restorative justice and public safety environments. This practical experience has given Jamie the necessary insight to become an exceptional educator on these subject matters. Jamie's experience includes working many years as a probation officer managing and supervising units of up to 32 sworn officers, successfully implementing numerous large-scale, highly effective programs, and serving as the Training Manager for over 600 employees. Jamie was the Use of Force Expert for the department, authored the Use of Force Policy that is still in effect today, and served as both an OC and Defensive Tactics Instructor, for which a special recognition for exceptional service was received. In addition, Jamie holds a lifetime certification as FBI trained Rangemaster and was a certified Gracie Jiu Jitsu G.R.A.P.L.E instructor. Jamie is a master instructor and has trained hundreds of in-house instructors. Jamie's specialized United States Department of Justice training includes the core areas of Training Management, Leadership Development, and Firearms Instruction.

Jamie Wolf is constantly seeking avenues to advance learning to provide students with the most up to date, cutting edge, evidence-based training programs available. Since 2014, Jamie has completed over 500 hours of training specific to conflict resolution, emotional intelligence, treating trauma, trauma-informed care and competent communication. Jamie is committed to providing the most current, experiential material to students. The dedication and passion for the subject matter is further evidenced by the consistent praise Jamie's receives from students who routinely applaud Jamie's charismatic, humorous, and learner-centered approach.

Jamie Wolf holds a master's degree in Public Policy and Administration from California Lutheran University, where Jamie's thesis and project work focused on Developing Leadership Competencies in Public Safety Organizations, Ethical Decision Making & Risk Management, and Development & Implementation of Evidence-Based Programming in Juvenile Justice Settings. Jamie also holds a bachelor's degree in Sociology with an emphasis on Criminology and Corrections from California State University, Northridge.

Here is what some of the 14,000 ICT seminar and training participants are saying:

"... my department has been sending me to your trainings for over a year now, and I have found them extremely helpful not just in my professional life but in my personal life as well. It makes me happy that I work for a department that PAYS me to attend your trainings, which is something I can't quite believe as I'm sure training of this caliber isn't cheap. I just wanted to give you kudos for the great work you do.

Thank you."

Deputy Probation Officer, BATO Region

"I wish someone would have taught me this in grade school. I would have had a different life."

Juvenile Corrections Officer

"By far, the best training I have attended during my 22-year career in law enforcement..."

Division Chief

"Amazing class! I learned many new skills...Jamie's humor and energy made the class exciting. This should be a mandatory class for all staff at the department. Jamie is an excellent instructor."

Division Director

"I used these last night before having a challenging conversation and am totally amazed at how well they worked! The conversation went so much better than I could have imagined."

Human Resources Director

"Now I understand current police shootings: the science behind it and how to prevent it through training. This should be mandatory training. Charismatic, motivational instructor...most thought-provoking class I've ever taken."

Police Sergeant

"It must be immensely gratifying to facilitate the degree of growth and interpersonal insight in people I observed in the three days you spent with us."

Chief

"I...have heard nothing but great things since your training and more importantly have heard a different interactive tone from co-workers in their view of their work world, their place in it, and...their desired place in it. It really is remarkable."

Chief

Here is what some of the 14,000 ICT seminar and training participants are saying:

"On behalf of the Justice in The Classroom team, I want to thank you for leading a workshop at the 2021 Oxnard Union High School District Equity Conference. Your willingness to share your time and expertise in the area of Non-Violent Communication was critical to the success of this event. Within 50 minutes, you virtually conveyed a piece of knowledge that we, with no doubt, know have a lasting impact on every staffer, educator, and student who attended.

As a student team, we worked closely with the Oxnard Union High School District officials who planned the event to ensure that the conference would be the best it could be, focusing especially on the quality of discussed topics and scope of the panels and workshops. Importantly, we wanted to recruit standout speakers that would not only share their experiences with diversity and equity, but also impart attendees with actionable takeaways to incorporate into their own equity journeys. We are so grateful to have worked closely with you and other outstanding speakers throughout the planning process, and we appreciate the time and effort you put into the creation of your workshop. We hope that the work of conference speakers inspires the district to continue providing space and opportunities for these important discussions to persist.

We wanted to share with you some positive responses to our end-of-conference survey regarding your workshop that we found especially touching and powerful."

'They were extremely passionate and professional! I would go to one of their workshops again.'

'This speaker was amazing, and I believe our district should work more closely with them.'

'GREAT tools and handouts. Tons of resources and direction as to what to do next to learn more. Liked the easy tools for conversations.'

"As you can see, your personal testimonies and illuminating teachings have had a tangible impact on the conference attendees. We hope that they use your words to better our school campuses, classrooms, and offices, and we thank you for your generosity in inciting the change through courageous conversations.

Thank you so much, again, for your participation in the 2021 Oxnard Union High School District Equity Conference and for your support in our student-led charge to champion educational equity."



CHARTING YOUR COURSE FOR SUCCESS!

Table of Contents

I. High Demand ICT Courses

Cultural Competence: Creating Respectful Cross-Cultural Environments	1
AB 2504: LGBTQ+ Awareness for Law Enforcement Professionals (4 hours)	2
Ethical Decision Making & Risk Management	3
Emotional Intelligence: The Five Keys to Success.....	4
Utilizing Emotional Intelligence to Understand Implicit and Explicit Bias.....	5

II. New from ICT

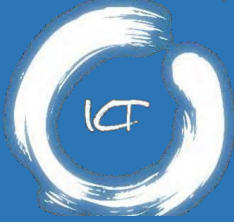
Utilizing Emotional Intelligence to Understand Implicit and Explicit Bias.....	5
Cultural Competence: Creating Respectful Cross-Cultural Environments.....	1
Exceptional Customer Service for Non-Sworn Professional Staff.....	7
DEI Series: Allyship in the Workplace	8
DEI Series: Subtle Acts of Exclusion – Small Things, Big Impact.....	9

III. Assembly Bill No. 846 (Meeting Legal Requirements)

Cultural Competence: Creating Respectful Cross-Cultural Environments	1
Utilizing Emotional Intelligence to Understand Implicit and Explicit Bias.....	5
AB 2504: LGBTQ+ Awareness for Law Enforcement Professionals (4 hours)	2
Ethical Decision Making & Risk Management	3
Emotional Intelligence: The Five Keys to Success (4 hours)	4
Motivational Interviewing	12
Conscious Communication: Strategies for Creating Respectful, Collaborative Models	13

IV. Four Hour Trainings

AB 2504: LGBTQ+ Awareness for Law Enforcement Professionals	2
Emotional Intelligence: The Five Keys to Success	4
Motivational Interviewing Refresher.....	15
Utilizing the ACEs Assessment: Unpacking the Mental and Behavioral Health Impacts of Adverse Childhood Experiences.....	16



CHARTING YOUR COURSE FOR SUCCESS!

Table of Contents

V. Addiction

Addictionology 101: Creating Respectful, Collaborative Models with Substance Users.....	18
Motivational Interviewing.....	12

VI. Diversity

AB 2504: LGBTQ+ Training for Law Enforcement Professionals.....	2
Utilizing Emotional Intelligence to Understand Implicit and Explicit Bias.....	5
Cultural Competence: Creating Respectful Cross-Cultural Environments.....	1
Generational Diversity.....	22
Exceptional Customer Service for Non-Sworn Professional Staff.....	7
DEI Series: Allyship in the Workplace.....	8
DEI Series: Subtle Acts of Exclusion – Small Things, Big Impact.....	9

VII. Communication

Conscious Communication: Strategies for Creating Respectful, Collaborative Models.....	13
Competent Communication.....	24
Motivational Interviewing.....	12
Dynamic Communication for the Law Enforcement Professional.....	25

VIII. Trauma

Title 15 Trauma Informed Care.....	27
Emotional Intelligence: The Path to Health Through Understanding Trauma and Resiliency.....	28
Utilizing the ACEs Assessment: Unpacking the Mental and Behavioral Health Impacts of Adverse Childhood Experiences.....	16

IX. Professional Development

Competent Communication.....	24
Leadership Competencies.....	30
Emotional Intelligence: The Five Keys to Success (4 hours).....	4



CHARTING YOUR COURSE FOR SUCCESS!

Table of Contents

X. Leadership

Ethical Decision Making & Risk Management.....	3
Leadership Competencies	30
Creating a Strength-Based Workplace	32
Communicating Clear Expectations – The Effective Performance Review	33
Leadership Seminar	34
Mission, Vision to Objectives & Implementation Workshop	35
Retention – Why Top Talent Leaves and How to Keep Them	36

XI. Instructor Development

Training for Trainers	38
Core Practices of Effective Presentations.....	39
Training for Trainers: Zoom Classroom Management, Part 1.....	40

XII. Organizational Development

Leadership Competencies.....	30
Creating a Culture of Continuous Improvement: The Fine Art of Performance Management	42
Mission, Vision to Objectives & Implementation Workshop.....	35

XIII. Assessments

Behavioral Assessment.....	44
Motivators.....	45



2023-2024 Course Catalog

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HIGH DEMAND ICT COURSES

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Cultural Competence:

Creating Respectful Cross-Cultural Environments

STC #03907-084063



"Excellent training – actually addressed real issues. Discovering my personal triggers was BIG. I need to learn how to handle them better."
DPO III

"Great training and experience in understanding different ways humans experience bias/cultural difference." Supervising DPO

Upon completion, participants will be able to:

- Define Implicit and Explicit Bias
- Identify and list five personal biases
- Name the four cognitive components of cultural diversity
- Describe the Somatic Window of Tolerance and the importance of good mental hygiene
- Define responding vs. Reacting
- Define Self Determination, Implicit and Explicit Bias and intersectionality
- Describe one of four California legislative updates relating to cultural diversity and inclusion

Course Summary:

Given our current social, political environment, cultural competence is critical to achieving success in the law enforcement setting. Cultural Competence is defined as a set of congruent behaviors, attitudes and policies that come together as a system, agency or among professionals and enable that system, agency or those professionals to work effectively in cross-cultural situations. Conversely, cultural incompetence in the law enforcement community can damage an individual's self-esteem and career, even lead to death.

The unobservable psychological impact of Implicit and Explicit Bias on coworkers, the public, defendants, community-based organizations, subordinates, inmates, etc. can go largely unnoticed until the threat of a class action suit or a case of excessive use of force brings them to light.

In this highly experiential course, participants will explore the four cognitive components necessary for developing cultural competence according to Diversity Training University International: (a) Awareness, (b) Attitude, (c) Knowledge, and (d) Skills. Interpersonal competence in cross-cultural situations is the key to creating environments that are safe so that law enforcement can fulfill our mission of protection and service. Understanding the components of cultural competence leads to improved decisions/behaviors while working with probationers; children and adults.

Please Note: This is not a culture-specific training.



AB 2504:

LGBTQ+ Training for Law Enforcement Professionals

STC # 08456324



"Thank you, Jamie! Your thoughtfulness in seemingly every word and action you make is absolutely amazing and appreciated."

This thoughtful and candid work you do, while challenging to accept for a few, is opening the eyes and hearts of the many."

We all agree that our department benefited from your presence, and we look forward to your return."
Supervisor

Upon completion, participants will be able to:

- Understand the terminology used to identify and describe sexual orientation and gender identity*
- Learn how to create an inclusive workplace within law enforcement for sexual orientation and gender identity minorities*
- Learn about important moments in history related to sexual orientation and gender identity minorities and law enforcement*

Course Summary:

California Assembly Bill 2504 requires that a course of training regarding sexual orientation and gender identity minority groups in the state be created and incorporated into basic training for law enforcement officers and requires that the training include specified topics, including the terminology used to identify and describe sexual orientation and gender identity and how to create an inclusive workplace within law enforcement for sexual orientation and gender identity minorities.

During this highly interactive course, participants will discover the five components of AB 2504 – LGBTQ+ Awareness for Law Enforcement Professionals. Participants will learn how to understand the difference between sexual orientation and gender identity and how these two aspects of identity relate to each other and to race, culture, and religion.

For new staff, this requirement may be met in CORE training. If this requirement was not met in CORE or in cases where staff took core many years ago, this course provides departments with the opportunity to update this core learning component. This course and the course objectives follow the specific legal mandates of AB2504.

Instructor Specialty:

Creating strength based, inclusive workplaces today is supported by best practices and in this course, students will have the opportunity to understand the keys to participating in open, inclusive environments where diversity is honored and respected. Jamie spent a year in an intensive Non-Violent Communication program in Oakland, CA working with divergent groups including LGBTQ+ populations. Jamie's work in this capacity exposed them to many of the ways humans express their sexual orientation and gender identity. They learned about the deep complexity of the human-being and how our basic human needs for equality and respect impact our actions. Jamie came to understand that only through a lens of intersectionality, can our goals of healthy workplace environments for all be met. Their study and personal experience bring the "human" factor to this course. Jamie was the first openly LGBTQ+ person hired by their probation department and this experience provided them with a lens specific to the world of probation. Jamie is committed to assist departments in providing a safe place for all to work and be. Jamie looks to the basics of human dignity as a map to meet the common goals and mandates of the State of California regarding this topic.

Awareness

Attitude

Knowledge

Skills

Ethical Decision Making & Risk Management

STC #03907-040314

Ethics is a perishable skill and risk management experts recommend that all staff attend ethics training every two to three years.

"Now I understand current police shootings – the science behind it and how to prevent it through training. This should be mandatory training. Charismatic, motivational instructor...most thought-provoking class I have ever taken."
Police Sergeant

Upon completion, participants will be able to:

- Explain and apply Cooper's Ethical Decision-Making Model to four specific situations
- List the different parts of the Decision-Making Model including moral rules, ethical principles, rehearsal of defenses, anticipatory self-appraisal, and violations of policy and procedure
- Explain how to select a viable course of action using Cooper's Model
- Explain and apply Gordon Graham's Risk Management Model to a specific situation
- Define decision-making traps, moral imagination, and the varied approaches to decision-making



Cost Benefit Analysis:

The average lawsuit awarded in connection with poor decision-making by law enforcement is \$499,825 per case whereas the maximum cost of evidence based, STC Certified Ethics training by ICT is \$100 per student.

Current Issues Facing Law Enforcement:

The stressors in our current political and social environments require a new set of skills. This course brings to participants the latest research in neurobiological stress responses and most importantly, teaches participants ways to manage those responses in situations that present extreme risk to all levels of staff such as circumstances that involve a conflict of interest or require use of force.

Course Summary:

This experiential course is designed to introduce the participant to the Ethical Decision-Making Model of Terry Cooper, Ph.D. In this interactive course, students will learn and apply the sequence of steps required to make ethical decisions that comply with departmental policies and procedures. Students will also apply Gordon Graham's Risk Management Model and learn how to use discretionary time to advantage.

By using these models in a classroom setting, the participant will have the opportunity to apply the use of a "Risk Management Perspective." Additionally, the participant will learn to think critically within the range of alternative solutions to a given problem, study the results of their actions, and create a competent "moral imagination" which results in the participant being able to make difficult decisions in a variety of circumstances.



Emotional Intelligence:

The Five Keys to Success

STC #03081820



Course Summary:

During this highly interactive course, participants will discover the five components of emotional intelligence according to the work of Daniel Goleman. They will also explore the Five Keys to Successful Conversations that meet the five criteria of emotional intelligence and create a plan to grow their own skills around EI.

Instructor Specialty:

Jamie has received over 2,000 hours of specialized training around emotional intelligence and the issues that surround this key teaching topic. Jamie has mastered the neurobiological responses that occur based on emotional intelligence and has facilitated over 300 courses that included this topic. This new course was developed to allow ample time for participants to explore their personal EI. Jamie's experience teaching for law enforcement has afforded them a special lens through which law enforcement utilizes beliefs and EI when making decisions. Jamie ties self-awareness as key to understanding reactions, reactivity and how to self-regulate when adrenaline is on board and emotions are high.



Upon completion, participants will be able to:

- *List the five components of emotional intelligence*
- *List the five keys to successful conversations*
- *Define empathy*
- *Define the acronym H.A.L.T.*
- *Define two of their personal patterns in conversation*
- *List four components of Step 5: Delivery*

Utilizing Emotional Intelligence to Understand Implicit and Explicit Bias

STC #08517278



Upon completion, participants will be able to:

- Name the 5 components of emotional intelligence
- Define each component
- Explain why emotional intelligence is a key to understanding Implicit and Explicit Bias and why both are perishable skills
- Name 3 ways that Implicit and Explicit Bias can impact social regulation and social skills in negative or positive ways
- Name 5 origins of Implicit and Explicit Bias in their life
- Describe how emotional dysregulation can affect perceptions and biases based on Cognitive Behavioral Therapy
- Utilize tools to decipher when they are or another are dysregulated and how this effect one's actions, taking Implicit and Explicit Bias to the explicit express

Course Summary:

During this highly interactive course, participants will learn the five components of emotional intelligence while focusing on self-awareness and self-regulation. Because Implicit and Explicit Bias is defined as the beliefs we have about others, both conscious and unconscious, it is vital that we have profound self-awareness and develop exceptional social skills in law enforcement environments. Cognitive Behavioral Therapy is utilized to explain how emotional dysregulation can affect perception and, therefore, actions. Understanding Emotional Intelligence and understanding personal Implicit and Explicit Bias leads to improved decisions/ behaviors while working with offenders.

Instructor Specialty:

Jamie has received over 200 hours of specialized training regarding implicit and explicit bias and the issues that surround these key teaching topics. Jamie's training took place in San Francisco with groups of people that are working towards opposite goals and in some cases have openly hated one another for many years. This provided a rich learning environment where Jamie learned tools that work even when the stakes are the highest. Jamie has mastered the neurobiological responses that occur based on bias and has facilitated over 300 courses that included this topic. This new course was developed to allow ample time for participants to explore their personal Implicit and Explicit Bias and the origins of that bias. Jamie's experience teaching Ethical Decision Making has afforded them a special lens through which law enforcement utilizes beliefs and biases when making decisions. Jamie also has focused on this topic in their popular course, Conscious Communication where the work of Dr. Marshall Rosenberg is used to teach officers how to speak during high-risk situations and when they are triggered. Jamie has incorporated Emotional Intelligence into the curriculum as well and ties self-awareness as a key to understanding reactions, reactivity and how to self-regulate when adrenaline is on board and emotions are high.





2023-2024 Course Catalog

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NEW FROM ICT

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Island Consulting and Training Proudly Presents:

Professional Development Series - Course I

Exceptional Customer Service for Non-Sworn Professional Staff



"Anita has a distinct skill for understanding the nuances of interactive communication. She taught me how changing simple behaviors and words would transform my ability to create rapport, trust and efficiency. These modifications have fundamentally changed my interactions at work and at home."

Upon completion, participants will be able to:

- Utilize professional greetings, welcoming words, body language, and eye contact
- Utilize reflective listening to convey that they heard what the client or colleague said
- Name the three steps of reflective listening
- Confirm that they have resolved the situation or how the follow-up will work
- Demonstrate three sample statements that can convey understanding and a willingness to help
- List two ways that they can reflect on current personal communication skills and how these can be developed more fully

Course Summary: Many of the problems we encounter in the workplace are the result of poor interpersonal communication. Whether we are frustrated by misunderstandings, a lack of information or worrying about how to handle a critical conversation, communication is often at the root of the issue - and - the solution. By learning how to communicate more effectively, we can stop problems from escalating and create a more efficient and harmonious workplace environment. We can also present ourselves more positively, both to colleagues, clients, and professional partners such as community-based organizations.

This 8-hour experiential course is designed to introduce the participant to the intricacies of exceptional customer service. Participants will learn and apply the sequence of steps required to communicate in an effective and efficient manner.

Participants will learn the four building blocks required to communicate effectively and clearly. They are, showing up as one's personal best, listening carefully, understanding and being understood. During this course, participants will explore the research behind effective communication practices to help the participant refine their communication skills — and be sure that their intended message is heard. The evidence-based tool of reflective listening will be utilized and practiced throughout to sharpen skills during conversations and everyday interactions.

Instructor Specialization:

Anita F. Green is a widely lauded subject matter expert in the fine art of providing exceptional customer service. She has been featured in business journals, television talk shows, is a sought-after public speaker and is a published author. Anita has cultivated professional relationships that have flourished for three generations. As a certified success and relationship life coach, Anita has helped hundreds of clients move up the corporate ladder and thrive in their professional and personal relationships.

Anita owned and operated the first woman-owned men's clothing store in the U.S. for thirty-six years. Today, Anita continues to serve her diverse clientele who include college students, professional sports athletes, multiple Fortune 500 CEOs, Federal justice professionals, former U.S. Presidents, and internationally recognized entertainers.

Perhaps her proudest contribution has been her work, over the last seven years, coaching incarcerated persons at Sanders Estes Unit Prison through the Prison Entrepreneurship Program. She works one on one and in small groups settings with incarcerated people to prepare them for success in today's world when they are released.

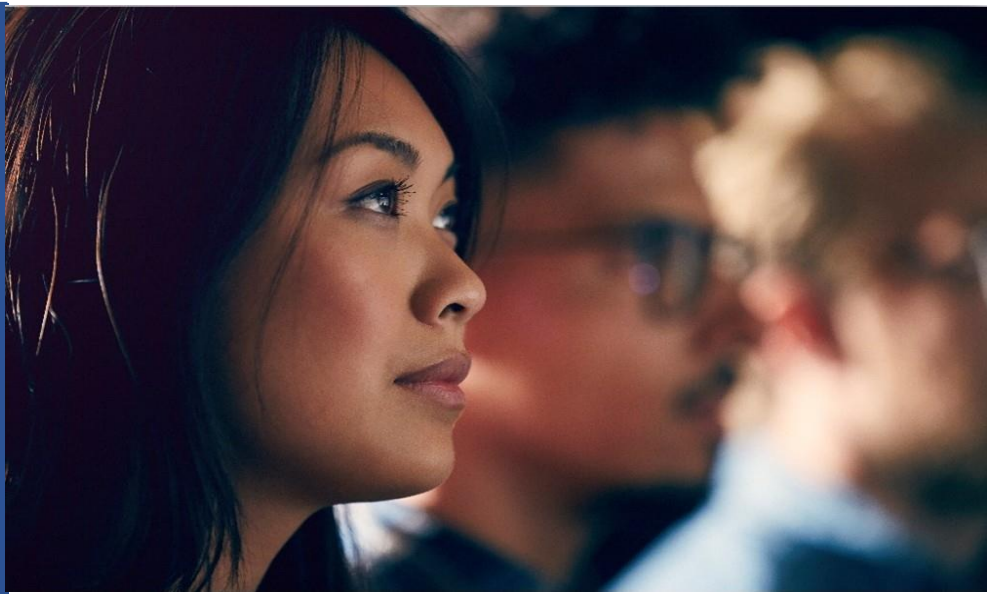


DEI Series:

Allyship in the Workplace

Course Length: 4 hours

STC #00330648



"This class expanded my way of thinking and communicating. It was the perfect mix of thought-provoking content, repetition, and practice to make sure that we took away real skills."

"[The] workshop really challenged me to grow, and at the same time, was enjoyable ... Itzel's energy is contagious. Amazingly, Itzel created a safe and enjoyable space for people to really challenge themselves and grow."

- Attorney, Laguna Beach

Upon completion, participants will be able to:

- *Define the terms justice, equity, diversity, inclusion, belonging, and allyship;*
- *Describe their own social identity and biases, and the impact those can have on their interactions;*
- *List two skills for speaking inclusively about racialized and other marginalized communities and other challenging topics;*
- *Describe one way to listen even when people say things that are hard to hear;*
- *List two ways to hold their own reactions with compassion and acceptance;*
- *Define two ways to show up as an ally for marginalized communities.*

Course Summary:

Many organizations have taken action to bolster their profiles in the areas of justice, equity, diversity, and inclusion in the workplace. This course will give participants the information and skills they need to help to support these efforts within their workplace.

Participants will begin by building a vocabulary around diversity, equity, and inclusion. Participants will explore their own social identity and biases and learn how these can impact interpersonal interactions--consciously and unconsciously. Participants will also explore the common impulse to avoid or shut down difficult conversations regarding issues that impact marginalized communities, including but not limited to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status. Instead, participants will explore what it might look like if we chose to step into an allyship role and engage in them instead.

This will include practicing ways of listening deeply and sharing their own beliefs based on core values and possible common ground (rather than on attacking the other's position). And it will include exploring the mindfulness and self-awareness necessary to ground this practice and find balance when hearing something painful or triggering.

Instructor Specialization:

After practicing law for over a decade, Itzel Hayward made the career move from lawyer to coach. Since then, Itzel has been sharing stress management techniques, collaboration skills, conflict resolution skills, and nonviolent communication skills with groups and individuals around the San Francisco Bay Area.

Much of Itzel's work is focused on anti-racism and communicating across difference and is based on the understanding that all people have the capacity for empathy and seeing each other's full humanity.



Subtle Acts of Exclusion - Small Things, Big Impact

STC #07689297

- Define the concept of microaggressions and why they happen;
- Describe the impact of microaggressions particularly on people from historically marginalized groups;
- Describe ways to interrupt microaggression discrimination in progress;
- Describe 3 ways to change your language to avoid offending people.



This workshop will promote conscious competence regarding microaggressions, implicit bias and talking about difference. We'll start by defining terminology including unpacking the various types of microaggressions.

Instructor Specialization:

Sandra is a proud Caribbean-Canadian Black woman. She is married, a mother of an adult daughter, a caregiver, a martial artist, and an avid runner. She devotes her time outside of work to coaching young athletes (particularly young women) and supporting literacy/reading programs for school-age children in under-served/equity seeking communities.





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ASSEMBLY BILL NO. 846 ***(Meeting Legal Requirements)***

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AB-846 Public employment: public officers or employees declared by law to be peace officers. (2019-2020)

SHARE THIS:



Date Published: 10/02/2020 02:00 PM

Assembly Bill No. 846

CHAPTER 322

An act to amend Section 1031 of, and to add Section 1031.3 to, the Government Code, and to add Section 13561 to the Penal Code, relating to public employment.

[Approved by Governor September 30, 2020 . Filed with Secretary of State
September 30, 2020.]

LEGISLATIVE COUNSEL'S DIGEST

AB 846, Burke. Public employment: public officers or employees declared by law to be peace officers.

Existing law defines persons employed in specified capacities to be peace officers in the state of California and authorizes certain entities to appoint and employ peace officers. Existing law establishes the Commission on Peace Officer Standards and Training within the Department of Justice to perform various functions involving the training of peace officers . Existing law requires peace officers in this state to meet specified minimum standards, including, among other requirements, that peace officers be evaluated by a physician and surgeon or psychologist and found to be free from any physical, emotional, or mental condition that might adversely affect the exercise of the powers of a peace officer.

This bill would require that evaluation to include bias against race or ethnicity, gender, nationality, religion, disability, or sexual orientation. The bill would require the Commission on Peace Officer Standards and Training to study, review, and update regulations and screening materials to identify explicit and implicit bias against race or ethnicity, gender, nationality, religion, disability, or sexual orientation related to emotional and mental condition evaluations .

This bill would also require every department or agency that employs peace officers to review the job descriptions used in the recruitment and hiring of those peace officers and to make changes that deemphasize the paramilitary aspects of the job and place more emphasis on community interaction and collaborative problem solving, as specified .

By requiring local entities to review and rewrite these job descriptions, this bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above .

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 1031 of the Government Code is amended to read:

1031 . Each class of public officers or employees declared by law to be peace officers shall meet all of the following minimum standards:

(a) Be a citizen of the United States or a permanent resident alien who is eligible for and has applied for citizenship, except as provided in Section 2267 of the Vehicle Code .

(b) Be at least 18 years of age .

(c) Be fingerprinted for purposes of search of local, state, and national fingerprint files to disclose a criminal record.

(d) Be of good moral character, as determined by a thorough background investigation.

(e) Be a high school graduate, pass the General Education Development Test or other high school equivalency test approved by the State Department of Education that indicates high school graduation level, pass the California High School Proficiency Examination, or have attained a two-year, four-year, or advanced degree from an accredited college or university. The high school shall be either a United States public school, an accredited United States Department of Defense high school, or an accredited or approved public or nonpublic high school. Any accreditation or approval required by this subdivision shall be from a state or local government educational agency using local or state government approved accreditation, licensing, registration, or other approval standards, a regional accrediting association, an accrediting association recognized by the Secretary of the United States Department of Education, an accrediting association holding full membership in the National Council for Private School Accreditation (NCPSA), an organization holding full membership in AdvancED, an organization holding full membership in the Council for American Private Education (CAPE), or an accrediting association recognized by the National Federation of Nonpublic School State Accrediting Associations (NFSSAA).

(f) Be found to be free from any physical, emotional, or mental condition, including bias against race or ethnicity, gender, nationality, religion, disability, or sexual orientation, which might adversely affect the exercise of the powers of a peace officer.

(1) Physical condition shall be evaluated by a licensed physician and surgeon.

(2) Emotional and mental condition shall be evaluated by either of the following:

(A) A physician and surgeon who holds a valid California license to practice medicine, has successfully completed a postgraduate medical residency education program in psychiatry accredited by the Accreditation Council for Graduate Medical Education, and has at least the equivalent of five full-time years of experience in the diagnosis and treatment of emotional and mental disorders, including the equivalent of three full-time years accrued after completion of the psychiatric residency program.

(B) A psychologist licensed by the California Board of Psychology who has at least the equivalent of five full-time years of experience in the diagnosis and treatment of emotional and mental disorders, including the equivalent of three full-time years accrued post doctorate.

The physician and surgeon or psychologist shall also have met any applicable education and training procedures set forth by the Commission on Peace Officer Standards and Training designed for the conduct of preemployment psychological screening of peace officers.

(g) This section shall not be construed to preclude the adoption of additional or higher standards, including age.

SEC. 2. Section 1031.3 is added to the Government Code, to read:

1031 .3. (a) The Commission on Peace Officer Standards and Training, by January 1, 2022, shall study, review, and update their regulations and associated screening materials related to the emotional and mental condition evaluation required by Section 1031 to incorporate both of the following:

(1) Identification of explicit bias towards race or ethnicity, gender, nationality, religion, disability, or sexual orientation.

(2) Identification of implicit bias towards race or ethnicity, gender, nationality, religion, disability, or sexual orientation .

(b) For the purpose of this section, race or ethnicity, gender, nationality, religion, disability, and sexual orientation have the same meaning as incorporated by Section 422.55 of the Penal Code.

SEC. 3. Section 13651 is added to the Penal Code, to read:

13 651. (a) Every police department, sheriff's office, or other entity that employs peace officers shall review the job description that is used in the recruitment and hiring of those peace officers and shall make changes that emphasize community-based policing, familiarization between law enforcement and community residents, and collaborative problem solving, while de-emphasizing the paramilitary aspects of the job.

(b) This section is not intended to alter the required duties of any peace officer.

(c) The Legislature finds and declares that changes to these job descriptions are necessary to allow peace officers to feel like the public can trust law enforcement and to implement problem-solving policing and intelligence-led policing strategies in contrast with reactive policing strategies.

SEC. 4. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Motivational Interviewing

STC #03907-075155



"It was extremely helpful to be able to practice in the classroom. We should have this class before we begin supervising caseloads."

Deputy Probation Officer

"This was a great class, and it really touches on an area within the job that can have a huge impact. Extremely helpful!"

Juvenile Correctional Officer

Upon completion, participants will be able to:

- List the ethical considerations involved in MI
- Describe the role of values in MI
- List the components of the effective MI in criminal justice settings
- List the components of the "Spirit of MI"
- List and demonstrate the four general principles of MI
- List the four elements of client resistant behavior
- List the techniques for building motivation for change (Phases I and II)
- List and demonstrate the components of the OARS communication model

Course Summary:

Probation staff are charged with the immense tasks of community protection and offender rehabilitation. To create the most positive impact possible, it is imperative that probation staff understand the real-life challenges that probationers face when it comes to creating long-lasting, effective change in their lives.

It is also critical that probation staff learn how to successfully motivate and actively participate in each probationer's rehabilitation.

This course not only teaches staff how to optimize the probationer's outcomes, but also how to implement evidence-based practices to overcome the ambivalence of probationers when tasked by the court to change their lives.

This evidence-based course is appropriate for any staff members who actively supervise caseloads of juveniles or adults in custody or in the field. It is the recommendation of ICT that this course be taught to all new staff members.



Conscious Communication:

Strategies for Creating Respectful, Collaborative Models

STC #03907-083580

"As always, Wolf's curriculum and delivery were appropriately targeted to the audience's needs. I am taking away a greater understanding of the importance of acknowledging the needs and feelings of myself and others. AWESOME information on empathy and the tolerance threshold."
Assistant Chief Probation Officer

Upon completion, participants will be able to:

- Teach the drama triangle of villain, victim and hero as it pertains to the workplace
- Teach the circle of perception
- Discuss the difference between impact and intention and how to utilize this tool in discussions that involve accusations of wrongdoing
- Describe the OFNR model of NVC
- Demonstrate the IMAGO communication model of compassionate and empathetic listening
- List their personal triggers in challenging situations and discussions



Island Consulting & Training's Most Popular Course:

Island Consulting & Training (ICT) is pleased to announce our most popular course for 2018. Over 1500 students enjoyed this course and it has been rated as consistently superior in evaluations. ICT combined over 400 hours of the most up-to-date, evidence-based training to bring you a course that will not only improve your current communication skills, but provide you with advanced methods to enhance teamwork, collaboration, and cooperation in the workplace.

Course Summary:

This course will combine the evidence-based practices of interpersonal neurobiology with integral communication models such as Non-Violent Communication (NVC), Motivational Interviewing, and IMAGO to teach participants respectful, collaborative communication strategies. This systemic approach teaches the communicator how to utilize both empathetic listening and needs acknowledgement, and how to open the door to behavior modification requests. The participant will learn how to listen effectively, discover limiting beliefs, dispel labels, define what the window of somatic tolerance is, understand one-up- one down thinking, explore the role of power and identity in communication, and investigate the difference between impact and intention. We will also examine the drama triangle of villain, victim and hero as it pertains to the workplace. This course will ultimately enhance every participant's idea of what it means to be heard and respected and how to powerfully communicate through identification of core needs.





2023-2024 Course Catalog

CHARTING YOUR COURSE FOR SUCCESS!



FOUR HOUR TRAININGS

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Phone: (916) 704-4803



Motivational Interviewing: Refresher

STC #03907-075188

"It was extremely helpful to be able to practice in the classroom. We should have this class before we begin supervising caseloads." Deputy Probation Officer

"This was a great class, and it really touches on an area within the job that can have a huge impact. Extremely helpful!" Juvenile Correctional Officer

Upon completion, participants will be able to:

- *Describe the role of values in MI*
- *List and demonstrate the four general principles of MI*
- *List the four elements of client resistant behavior*
- *List the techniques for building motivation for change*
- *List and demonstrate the components of the OARS communication model*



Course Summary:

Prerequisite: Eight-hour Motivational Interviewing (MI) Course. This course is a four- hour MI update.

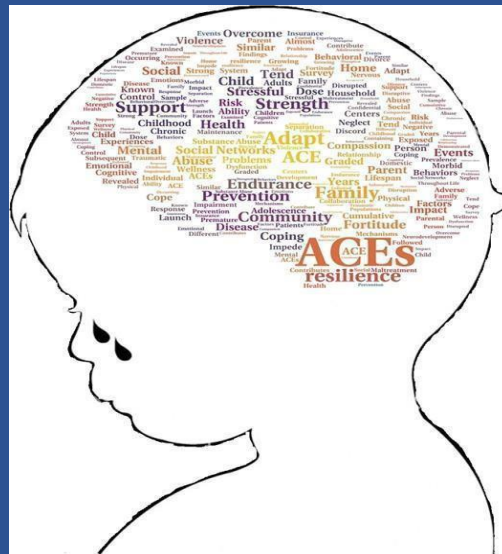
Motivational Interviewing is an effective, evidence-based approach that teaches probation staff how to optimize rehabilitative outcomes and how to overcome the often-times experienced ambivalence of probationers when tasked by the court to change their lives.



Utilizing the ACEs Assessment:

Unpacking the Mental and Behavioral Health Impacts of Adverse Childhood Experiences

STC # 09750812



Upon completion, participants will be able to:

- List the ten questions on the ACEs assessment;
- List four impacts of an ACEs score of four or more;
- List 6 resiliency factors according to ACEs Resiliency Assessment;
- Identify one individualized component of a case plan;
- Identify one individualized component of programming pursuant to Title 15, Section 1371.

Instructor Specialty:

Jamie has received over 2,000 hours of specialized training around neurobiological reactions to fear, neuro linguistic programming and most recently completed The Treating Trauma Series with The National Institute for the Clinical Application of Behavioral Medicine (NICABM). Jamie's use of tools can be immediately utilized by staff to identify personal triggers and reactivity when under stress. Jamie's extensive work with emotional intelligence and neurobiological responses that occur in emergent situations bring the student myriad tools to manage their personal and professional lives.

Course Summary:

Adverse Childhood Experiences (ACEs) are traumatic events that occur in childhood. ACEs can include violence, abuse, and growing up in a family with mental health or substance use problems. Toxic stress from ACEs can change brain development and affect how the body responds to stress. ACEs are linked to chronic health problems, mental illness, and substance misuse. When children are overloaded with stress hormones, they are in flight, fright or freeze mode. They are unable to learn in school. They often have difficulty trusting adults or developing healthy relationships with peers. To relieve their anxiety, depression, guilt, shame, and/or inability to focus, they turn to easily available biochemical solutions — nicotine, alcohol, marijuana, methamphetamine — or activities in which they can escape their problems — proliferation of sex partners, and work/over-achievement. (e.g., Nicotine reduces anger, increases focus and relieves depression. Alcohol relieves stress.) Using drugs or overeating or engaging in risky behavior leads to consequences as a direct result of this behavior. During this highly interactive, Evidence Based course, participants will study the ACEs Assessment and learn how to identify ACEs during conversations with clients and how to apply findings to case plans & programming in compliance with Title 15, Section 1371.





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ADDICTION

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Addictionology 101:

*Creating Respectful,
Collaborative Models
with Substance Users*

STC #03907-084168



*"Excellent, exciting course.
Should be mandatory
training for all staff."*

Drug Court Psychologist

*Upon completion, participants will be
able to:*

- *Describe Maslow's Hierarchy of Needs*
- *Describe the addiction model using STH vs. STL and LTH vs. LTL*
- *Teach the circle of perception*
- *Discuss the difference between impact and intention and how to utilize this tool in discussions with drug offenders*
- *Describe the OFNR model of NVC*
- *Demonstrate the IMAGO communication model of compassionate and empathetic listening*
- *Assist drug offenders to identify triggers associated with challenging situations*

Course Summary:

This course will combine the evidence-based practices of interpersonal neurobiology such as Non-Violent Communication (NVC), Motivational Interviewing, IMAGO and other related models to teach participants respectful, collaborative communication strategies when working with substance users. This systematic approach teaches the communicator how to utilize empathetic listening and acknowledge needs which leads to the ability to make requests to modify behavior. The participant will learn how to listen effectively, discover limiting beliefs, dispel labels, define what the window of somatic tolerance is, one up-one down thinking, power and identity, our circle of perception and impact vs. intention. We will examine the model of addiction, the 21-day commitment and the 8-day relapse window. An in-depth study of Maslow's Hierarchy of Needs will be explored and tied to ordering of rehabilitative goals.

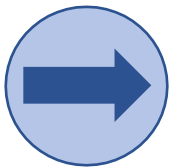
This highly interactive eight-hour course was developed specifically for law enforcement personnel who work with drug offenders. ICT has combined over 400 hours of the most up-to-date training to bring you a course that will not only improve your current communication skills but provide you with advanced methods to enhance your ability to work with best practice models within addiction models.





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DIVERSITY

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Island Consulting & Training

Global Diversity and Inclusion Statement

Diversity, inclusion, and culturally competent service are defining characteristics of our business practices and our training program. We are proud to offer training which fosters a culture of inclusion and cultural competency within law enforcement.

Experienced. Supportive. Real.

Our success supports our 30-year, active commitment to advancing diversity as a proven catalyst of growth and progress - for everyone.



At [Island Consulting and Training \(ICT\)](http://www.islandconsultingandtraining.com), we work to create and support equitable and inclusive cultures where we all have the opportunity to reach our fullest potential. We know that excellence and the best ideas come from the thoughts and experiences of diverse groups of people working together.

A culture of inclusion celebrates diversity and equality.

Inclusion means we are all comfortable to contribute, discover and be our authentic selves at work, at play, everywhere, anywhere, 24/7.

The breadth of background, direct experience, education, training, and mission of ICT supports our commitment to celebrating diversity. We know that inclusion is as a proven catalyst of personal, professional and economic growth and success.

At ICT, we bring the unique strength of living, working and playing in global settings with individuals and groups from many different stations of life, ethnicities, abilities, classes, ages, backgrounds, languages, cultures, genders, families, sexual orientations, philosophical beliefs and identities. Our understanding of intersectionality informs us that we all walk in many of these worlds. We cannot live, much less thrive separately from one another. We are complex beings as individuals and that complexity is interwoven within the worlds we choose to walk in.

And, if you are reading this, that means you.

Please visit our Diversity Section to learn more about specific training opportunities.

Generational Diversity

STC #03907-045038



Upon completion, participants will be able to:

- Identify how the concept of 360-degree leadership applies to this topic
- List the three stages of value development
- List the eight areas of influence according to Massey, Ph.D.
- Name the four generational groups currently in the workplace
- List four key events that shaped the value sets of each generation
- Define the decade model and explain how it relates to the participant and the organization
- List two effects the failure to understand generational diversity can have on the department's ability to recruit and retain the best workforce

Course Summary:

The ability to competently communicate and work with the diverse generations in your workplace is key to the success of your organization. The values of these groups differ greatly and can cause significant problems in a work setting if each group does not understand the other.

This course introduces the participant to four generational groups and their respective sets of values.

This course differs from other classes of this type in that it delves deeper into the issues by exploring the Decade Model, the stages of value development, recruitment and retention issues related to generational diversity, and the requirements necessary for each generational group to reach their full potential in the workplace. Leadership skills, training, performance reviews, and mentoring are key elements necessary to understand this topic and will be explored thoroughly throughout the course of this class.

This highly interactive course uses each participant's process of self-discovery to develop an enhanced understanding of how to optimize working with divergent generations.

Jamie Wolf received a master's level education in this subject area.





2023-2024 Course Catalog

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COMMUNICATION

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Competent Communication

STC #03907-040395



*Recommended Participants:
All levels of personnel,
sworn and non-sworn*

Upon completion, participants will be able to:

- *List the four preferences humans have in relation to learning*
- *List the three things that learning styles influence*
- *Define the differences between left and right mode thinking (watching vs. doing)*
- *List the four learning styles according to Dr. Bernice McCarthy*
- *List the best and worst learning styles for their own personal learning style*
- *Define why an understanding of other learning styles is key to the effective leader*
- *List learning style characteristics that support learning for all groups*
- *Plan effective training for diverse learning styles in accordance with the needs, strengths and motivators of team members*

Course Summary:

During this interactive and evidence-based course, participants will be exposed to an innovative look into how each of us learns, perceives, and processes information, and when and why certain individuals take certain actions. The result: our differences are more thoroughly understood and new perceptions are developed, thus allowing for profound organizational growth and change.

Designed to better the communication and interpersonal dexterities of the participant, this class will assist in the development of skills directly tied to communication. The participant will learn to identify and understand the different ways people learn and manage information. At the end of this course, participants will have the requisite tools to accommodate different learning styles when training adverse staff, to mentor staff in a more successful manner, and to plan effective meetings that address the needs associated with all learning styles.

This highly experiential, fun course consistently receives outstanding reviews and is regularly selected as one component of the two- or three-day leadership/management/executive seminar and team building retreats. If you are ready to dramatically improve the way your leadership teams communicate and collaborate, this is the course for you!



Dynamic Communication for the Law Enforcement Professional

STC #08756361



Course Summary:

Understanding your team's performance potential is more than a great idea. With the right tools, it is an immediately achievable goal!

After completing an assessment, respondents create a blueprint identifying their communication and behavioral style and the motivational factors that move them to action. This highly interactive course walks employees through a process that can lead them to gain better understanding of self and others, as well as the value and unique blend of strengths they bring to the team. And, rather than raising a red flag, employees are encouraged to perceive areas for self-improvement as opportunities for future growth and professional development.

This is a perfect seminar for team building, improving morale and outcomes. Some people naturally work well together, even if they have just met. Is it possible to create that dynamic intentionally? Yes!

High-performing teams are characterized by an energized flow of ideas and communication. Teams with a robust commitment to perceive differences as balancing team strengths can capitalize on opportunities.

With insights gained from the Professional Development Series, a new way of relating and understanding amongst team members emerges, allowing the organization to get past obstacles and succeed where it could not before.

Are you using all the strengths available within your team?



"I learned so much about myself during this process and can see a clear path to not only becoming a better public servant but becoming a better person." Sheriff Deputy (Custody)

This process immediately explained a long-term conflict I have struggled with for many years with a peer. I now have tools to work with him in a constructive manner and understand that he is not wrong. He is different."
Corrections Services Officer III

Upon completion, participants will be able to:

- Dramatically improve communication
- Reduce conflict
- Increase understanding of behavior of others
- Improve department/unit morale



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TRAUMA

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Title 15

Trauma Informed Care

THIS COURSE IS SPECIFICALLY DESIGNED FOR AND ABOUT JUVENILES ON PROBATION, IN CUSTODY OR IN THE FIELD

STC #00181733



"Exceptional course! Jamie's knowledge and direct experience combined with the highly interactive atmosphere and tools created an ideal learning environment. I will implement the skills and tools in my professional and personal life immediately. I would love to see an advanced course and a longer, two-day course on this topic."

"Excellent course! I liked the Five Bold Steps Tool and the specified personalized plan to put change into motion."
Probation Staff Members

Upon completion, participants will be able to:

- Identify trauma and delinquency and how exposure to traumatic events affects the thoughts, feelings, and behaviors of youth in the juvenile justice system
- Understand trauma's impact on development and how trauma may derail normal childhood and adolescent development and affect an individual's ability to adapt to and cope with challenging situations
- Define coping strategies that will help them better understand the behaviors that young people develop to survive traumatic events, and what happens when these ways of coping are no longer appropriate

Course Summary:

During this highly interactive course, participants will learn approaches and techniques to reduce the stress faced while interacting with traumatized youth in the juvenile justice system. By understanding trauma, staff can become more effective and find greater reward and success working with the youth in their care.

In 2018, Island Consulting and Training conducted a study of childhood trauma in probation staff and the children in custody. Numerous Probation Departments participated in that study. The findings were shocking. This highly focused course is specifically designed for probation staff utilizing evidence-based data collected in California Probation Departments and Juvenile Facilities.

In addition to facilitating the above study, Jamie received specialized training from the National Institute for the Clinical Application of Behavioral Medicine's Treating Trauma Master Series in 2019. Wolf has been committed to the study of trauma for many years and has direct experience in managing traumatic responses in juvenile halls and in the field through specialized training from the Department of Justice's Federal Bureau of Investigation. As a member of a California Probation Department Management team, Jamie designed, implemented and managed an award-winning program that reduced violence and recidivism by employing the methodologies taught in this course. Their direct experience in the field adds immense value to the classroom learning environment as it is specific to the work of probation professionals.



Emotional Intelligence:

The Path to Health Through Understanding Trauma and Resiliency

THIS COURSE IS SPECIFICALLY DESIGNED FOR AND ABOUT STAFF AND CAN BE APPLIED TO SELF-CARE, MANAGEMENT OF STAFF, CRITICAL INCIDENT FOLLOW-UP, RETENTION, AND MORALE

STC #02247304

Upon completion, participants will be able to:

- Identify and explain the ACEs study and the outcomes found during a study of probation staff and the children housed in juvenile halls and camps in California
- Explain the five components of emotional intelligence and how they relate to physical and excellent (or poor) mental health;
- Discuss a personal risk management plan that addresses areas of concern for themselves
- Identify how diet affects stress, mental health, and appetite
- Describe the link between inflammation of the GI tract, anxiety and mood, and anti-inflammatory foods
- List conscientious eating habits that can calm an overactive brain
- Explain the importance of daily hydration
- Explain the importance of basic stretching and exercise and demonstrate four ways to manage this while working
- Explain the basic reasons why law enforcement is said to have extremely high suicide rates and short post-retirement life spans
- Explain five tools that can mitigate stress and trauma experienced in the workplace
- Explain how their personal resiliency factors influenced their ACEs scores and what resiliency factors they utilize presently to remain healthy and happy



Course Summary:

In 2018, Island Consulting and Training conducted a study of childhood trauma in probation staff and the children in custody. Numerous Probation Departments participated in that study. The findings were shocking.

This highly focused course is specifically designed for probation staff utilizing evidence-based data collected in California Probation Departments. One hundred percent of those who have participated rated this course as “an excellent learning experience.”

Utilizing a risk management perspective, participants will learn how a failure to address these issues negatively impacts retention, productivity, sick time usage, workplace culture, resiliency, efficacy, efficiency, personal and employee health. We have all heard the statistics regarding the health and well-being of law enforcement. The experiences faced daily by probation staff create vicarious trauma, mental and emotional exhaustion. The average weight gain over a career in law enforcement is 40 lbs., our diets become poor, and we struggle to maintain exercise programs.

It is not enough to understand the results or learn about basic personal care. A specific, S.M.A.R.T. plan must be implemented by each individual to shift these outcomes. During this interactive course, participants will create a personalized plan based on the five components of emotional intelligence. They will also learn about how law enforcement, under stress, can move to adapted behaviors and stop utilizing unhealthy emotional behaviors. Participants will leave the classroom with a plan for self-care which also includes movement, balanced diet, portion control, hydration, basic food preparation, basic exercises that can be done while working, strategies to support positive mental health, breathing exercises, the importance of restorative sleep and more.

Recommended Participants: All levels of personnel, sworn and non-sworn.





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PROFESSIONAL DEVELOPMENT

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Leadership Competencies:

STC #03907-40317

"I enjoyed learning the 32 competencies of leadership. It helped me to better understand the areas I should focus on improving and what our department should aim for..." Division Manager

"This was the best leadership class I have ever taken. I feel motivated to lead others and have great tools from the class that I will implement immediately...very valuable class..." Probation Supervisor

Upon completion, participants will be able to:

- Discuss leadership competencies
- List their strengths according to the NIC evaluation
- List areas that need to be improved according to the NIC evaluation
- Create a written plan regarding how they will nurture further learning in the areas which need improvement



Course Summary:

This highly experiential, evidence-based, fun course consistently receives outstanding reviews and is regularly selected as one component of the two- or three-day leadership/management/executive seminar and team building retreats. This course is also ideal for succession planning.

Participants in this interactive course will utilize the leadership profile of the National Institute of Corrections (NIC) to discover which of these competencies they have mastered personally. Participants will also discover which of the 32 competencies they need to develop, and they will create an action plan to obtain those competencies.

Management/Leadership styles are also discussed in this course as the participant examines the benefits and drawbacks of each style. This is a class which focuses on the qualities of personal awareness and openness to growth that every great leader possesses.

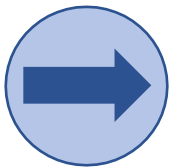
The instructor has received 40 hours of specialized training from the United States Department of Justice, National Institute of Corrections in Leadership – specific to the law enforcement environment. Recommended Participants: All levels of personnel, sworn and non-sworn.





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LEADERSHIP

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Creating a Strength-Based Workplace

STC #03907-043081



Course Summary:

You may have been exposed to strength-based case plans or strengths-and-needs assessments, but did you know you could create a strength-based workplace?

This course introduces participants to strength-based profiles that can be widely applied to professional development, team success, and organizational effectiveness. Learn to recognize your own talents and strengths, as well as those of your subordinates, superiors, peers, and clients. Improve team performance while also discovering how to better support the building of probationer competencies. Learn to define the right outcomes rather than just the right steps.

Learn to motivate yourself and others by building on unique strengths rather than trying to repair weaknesses. Find the right fit for each person in your organization in such a way that you can get the most out of every member of your team. Recommended Participants: This course is ideal for supervisors, managers and personnel who work directly with offenders, and any individuals involved, or hoping to be involved in the promotion process.

Upon completion, participants will be able to:

- Identify their strengths and weaknesses as:
 - A leader
 - A subordinate, and
 - A peer
- Create a personal strength-based case plan
- Create a strength-based case plan for a probationer
- List the key items required to keep and promote the most talented employees
- Design a strength-based case plan for a subordinate who is struggling in the workplace
- List the five keys of EBP related to positive outcomes
- List the five keys of EBP related to retention issues



Communicating Clear Expectations:

The Effective Performance Review

STC #03907-040457

"Every point was spot on and relevant to the current issues in our department. Very engaging class. Amazing!"

Deputy Division Director

Upon completion, participants will be able to:

- List five tools used to manage the performance review process
- Identify five supervisory duties related to performance reviews
- List departmental standards for completing performance reviews
- List resources available to help gather information for the performance review
- Articulate under what circumstances an employee self-evaluation would be appropriate
- List training resources available for specific performance problems
- Identify seven critical tasks involved in a performance review
- Identify what the S.M.A.R.T. approach represents
- List five steps to assist with a difficult performance review and explain how to establish a corrective action plan



Course Summary:

Because the performance review is a process rather than an event, participants will learn to view it as an opportunity to close performance gaps, create win-win agreements, inspire and motivate employees, and document performance. Participants will learn how to set clear goals and expectations and how to outline a corrective action plan. Tools designed for use during a difficult performance review will also be offered.

Performance reviews can encourage staff to reach their full potential, help to grow future leaders, create a means to retain employees, raise company morale, and weed out unproductive behavior. Practical resources will be provided to the participant during this interactive course to boost the opportunity for the positive, powerful impact that can be attained through the performance review process.

A recent Gallup Poll indicated that the number of employees who are engaged in their work is profoundly low. Effective use of a performance review can be an exceptional motivator. Sadly, however, many departments do not utilize this powerful tool to its fullest potential. This course is specifically designed to build competencies related to the process of writing and delivering performance evaluations, and to address ways to communicate clear expectations and goals to employees.

Wolf completed graduate level education that specifically addressed the design, implementation, and effective use of performance evaluations in the field of probation.



Leadership Seminar

STC #03907 - (Dept. Specific)



"Jamie Wolf delivers powerful training topics and content through their Leadership Seminars. Jamie's courses are 'must haves' in today's law enforcement world. The course material presented is up-to-date and informative to all personnel from the executive level to line staff. Wolf is able to motivate and inspire personnel to consider ethical and potential risks before making decisions."

Police Custody Supervisor
STC Training Manager

"We are very pleased with the outcomes of this developmental training, and it is a pleasure to hear staff talking about, and more importantly, practicing what they learned. I highly recommend Island Consulting & Training, and the evaluations from my staff support this endorsement of superior training. Wolf customized our training to meet our specific needs...Jamie is a talented instructor, facilitator, and trainer and we are looking forward to having them work with us on other training ventures." Chief Probation Officer

Course Summary:

Each of ICT's three-day Leadership Seminars is customized to meet the specific needs of your department. What your department needs, ICT can provide! Here are some examples of what other departments have focused on in their extremely successful ICT Leadership Seminars:

- Measurement and analysis of departmental competencies in the 32 competency areas developed by the National Institute of Corrections (NIC)
- Departmental culture and ethics
- Retention and recruitment
- Team building for management or executive teams
- Creation of a new Mission, Vision, and Values Statement
- Team retreats

The ICT Leadership Seminar can be held with one department at a time or with multiple departments simultaneously. In a recent Leadership Seminar, ICT facilitated a group that contained seven police departments from the Los Angeles area. A group of prison executives utilized the seminar for a retreat in the mountains. These seminars have produced exceptional outcomes with probation, prison, police and sheriff's organizations.

Jamie Wolf is a skilled orator, facilitator, and process manager. They have experience managing groups with over 30 team leaders and are exceptional at facilitating seminar groups of 100 or more. Wolf's reviews for Leadership Seminars are consistently outstanding.



Mission, Vision to Objectives & Implementation Workshop

STC #03907-079656



"Excellent training! It was a pleasure to work through the S.P.O.T. process and develop meaningful outcomes, goals and a beautiful vision for our department."

"Dynamic delivery and facilitation. This training was really insightful... I became very clear around goal and priority setting. The group interaction and humor made for a fun and extremely productive day!"

Upon completion, participants will be able to:

- Identify individual and departmental strengths and growth areas in terms of 32 Leadership Competencies – National Institute of Corrections
- List the order of the best questions to ask during the process
- Create a "who I need to be" statement
- List the five steps of the "Mastermind Activation State Process"
- Present personal Vision and Mission Statements to the class

Course Summary:

This "back-to-basics" course will guide participants through the process of developing a personal mission statement or organizational mission statement that is in line with the goals of their individual departments.

The single most important leadership activity is to develop a mission statement, according to Leadership Expert Steven Covey. A leader must have a solid personal compass, or she or he will be tossed about by emotions, fears, popular opinion(right or wrong) and be unable to lead effectively.

Upon completion of this course, participants will not only have a clearer road map for their personal goals but will also have a greater understanding of how their personal goals can positively and directly impact the common good within their department.

Wolf has specialized training in the creation of both individual and organizational mission statements and has had significant experience working with department leadership teams to develop updated mission, vision, and values statements.



Why Top Talent Leaves & How to Keep Them

Upon completion, participants will be able to:



Hiring and training employees are two of the biggest investments most organizations make. However, with a 10% - 15% annual attrition rate, organizations end up turning over 60% of their entire talent base within four years.

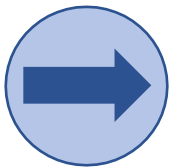
This interactive course highlights exactly how to maximize your potential for retaining your top employees and how to prevent the unnecessary losses associated with attrition.





2023-2024 Course Catalog

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INSTRUCTOR DEVELOPMENT

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Training for Trainers

STC #00181733



Course Summary:

This highly experiential, fun course consistently receives outstanding reviews. Training for Trainers is geared toward individuals involved in developing curriculum, presenting core or Academy training, FTO programs, in-house instruction, on-the-job training, succession planning, and anyone who holds a position on a leadership team and is appropriate for any experience level in the classroom.

During this highly interactive and exciting course, participants will learn how to effectively deliver meaningful, relevant training. Learning styles, tricks of the trade, and other classroom topics will be discussed. Examples of effective classroom styles will be demonstrated and practiced by participants. Other topics this course includes are:

- Creating the conditions for student participation
- Removing blocks that hinder participation
- Techniques to achieve high participation
- Listen-Empathize-Clarify-Seek Permission-Resolve Technique
- Staying on point
- Setting the tone
- Best and worst facilitator practices
- The 8-step Feedback Process
- Training DOs & DON'Ts
- Individual and group behaviors
- Top 10 difficult types and how to handle them
- Dealing with difficult behavior in the classroom

Jamie Wolf's experience in the classroom is vast and varied. It includes both one-on-one mentoring and larger training sessions with as many as 100 law enforcement personnel in attendance. Jamie is exceptional at handling challenging participants and difficult situations in a classroom setting and is highly adept at creating a safe and engaging learning environment for all styles of learners.

"After taking this course, I was able to connect with officers in my class for the first time. The transfer of information was amazing when I used the techniques and skills learned in this course. It is such a great feeling to finally do what I love to do and have fun doing it." Senior Deputy

Upon completion, participants will be able to:

- List and describe the four learning styles
- List ten tools of the effective instructor
- List four performance objectives of the course they plan to teach
- Create a sample course outline of the course they wish to deliver
- List four delivery methods (overhead, PowerPoint, lecture, notes, skits, etc.)



Core Practices of Effective Presentations

STC #03907-083977



Recommended Participants:

All levels, sworn and non-sworn, who will interview for promotion, facilitate meetings, provide training (classroom, range and field training officers), those implementing new programs, those who write policy and procedures, those who present to groups – large and small – and those who work with community-based organizations, stakeholders, etc.

Upon completion, participants will be able to:

- Develop engaging training/presentation solutions that are learner/audience-centered
- Apply specific course curriculum to the four learning styles studied in the Training for Trainers course
- Create dynamic exercises that meet the needs set forth by all four learning styles
- Set-up a classroom that meets both the needs of the learners and satisfies instructional needs
- Learn how to handle challenging audience members such as the Intimidator, the Interrogator, the Poor Me audience member, and the sleeping audience member who just completed a 24-hour shift
- Attain the skills to effectively cover material, to deliver that material clearly and concisely and to accurately evaluate the level of audience engagement
- Become familiar with how to implement visual aids

Course Summary:

Training is effective when a trainee can successfully apply outside of the classroom the knowledge that has been accrued throughout the training process. Many staff members today are being asked to present and train others on material on which they are experts. However, most of these staff members have never received training themselves on how to give an effective presentation or how to expertly transfer their knowledge to students. Thus, there is often a disconnect between one's level of expertise and one's ability to communicate critical information to an audience. In this highly interactive course, novice trainers will gain a strong foundation in critical training skills, while seasoned trainers will be introduced to new approaches that will lead to more impactful, compelling trainings for even the most veteran presenter.

This course will emphasize the processes that lead to a successful and effective classroom experience, highlight best practices in training, clarify the difference between target and task, and define the needs that are specific to an STC classroom. Participants will also learn how to effectively manage students, engage a variety of learning styles, and create a positive learning environment while simultaneously regulating classroom challenges.

Recommended Prerequisite: Training for Trainers Course (we recommend, when possible, that the Training for Trainers (T4T) course and this course are scheduled together, creating a two-day instructor workshop.)



Train the Trainer:

Zoom Classroom Management - Part 1

STC # 05006789



Course Summary:

During this highly interactive course, participants will learn how to set up a Zoom classroom and manage participants while utilizing a PowerPoint presentation.

Topics will include:

- Chat room management
- Utilization of the white board
- Inviting participation
- Keys to excellence
- Eye contact and camera use
- Sound
- Utilization of a concept sheet for greater learning
- How to use the waiting room, and more

Jamie Wolf, MPPA is a sociologist, Certified Professional Behavioral Analyst, public speaker & facilitator who builds comedy into intellectual, philosophical and leadership topics. Jamie has appeared on Fox News, Good Morning America and is a regular on local Seattle radio. Jamie has significant experience holding leadership roles in numerous capacities within restorative justice and public safety environments. Jamie's practical experience has given them the necessary insight to become an exceptional educator on numerous subject matters. Their experience includes working many years as a Probation Officer where they managed and supervised units of up to 32 sworn officers, successfully implemented numerous large - scale, highly effective, evidence-based programs, and served as the Training Manager for over 600 employees. Jamie has enjoyed the privilege of creating exceptional learning environments for at-risk-youth in custody settings and adults within colleges, public service organizations, and law enforcement departments for over 25 years.

When every training on the Island Consulting and Training (ICT) calendar was cancelled due to COVID-19, Jamie knew that they would need to practice what they preached and "PIVOT" in a big way. Within a month, ICT held our first "Live On-Line STC Approved Course" and since then has held 30 courses on various topics, learning as we went. Since ironing out the bumps, probation departments and educators have booked 95 additional Live On-Line seminars scheduled for this training year and we would like to share our "insider success secrets" with you. This course will help you avoid some of the mistakes we made and give you many tricks of the trade, specific to on-line training in the law enforcement environment.

Upon completion, participants will be able to:

- List the steps to set up a Zoom room and PowerPoint in the Zoom room
- Utilize backgrounds and set up the professional "on-line office"
- Utilize the whiteboard during class
- Name three ways to invite and encourage participation including mute controls and utilization of the Zoom chat rooms
- Describe the importance of eye contact and how to set up the camera to facilitate eye contact
- List three PowerPoint "musts" specific to the Zoom room experience





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ORGANIZATIONAL DEVELOPMENT

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Creating a Culture of Continuous Improvement:

The Fine Art of Performance Management

STC #04470044



Course Summary:

During this highly interactive course, participants will create and/or refine meaningful strategies and measures that are S.M.A.R.T. (Specific, Measurable, Agreed Upon, Relevant and Realistic, and Time Bound). These actions will be in alignment with the department mission. They will then create a department action plan with strategic, quantifiable performance indicators.

Instructor Specialty:

Jamie has specific experience developing evidence based, successful large and small programs and implementing those programs in law enforcement environments. Jamie has received training over 20 years in this specific area beginning with the National Institute of Corrections/ Department of Justice in the area of leadership development and program design for Juvenile Institutions. One program Jamie designed and implemented reduced incident reports by 54%. This resulted in a dramatic increase in programming and a large decrease in recidivism. Jamie is committed to ongoing training and has dedicated over 10,000 hours to training specific to this topic. This combined with Jamie's direct experience and successful implementation of programs in the United States and internationally makes Jamie a subject matter expert. Their goals are always related to finding organizational success that is tied directly to the mission of the department. To do that, there needs to be a clear mission and goals to help team members remain focused, purposeful and help to build strong organizational cultures.



"I appreciate the opportunity to be in a space that feels safe, and everyone's ideas are heard. Thank you for creating that space."

"Great training and great atmosphere. This was an amazing training. You bring out the best in us. Thank you!"

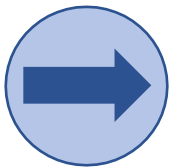
Upon completion, participants will be able to:

- Define what a S.M.A.R.T action is in the context of performance management
- Define their specific commitment to one or more departmental S.M.A.R.T. actions
- Define continuous improvement and at least two meaningful objectives that assist in supporting the mission of the department through performance management
- List at least two departmental performance indicators



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ASSESSMENTS

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Behavioral Assessment

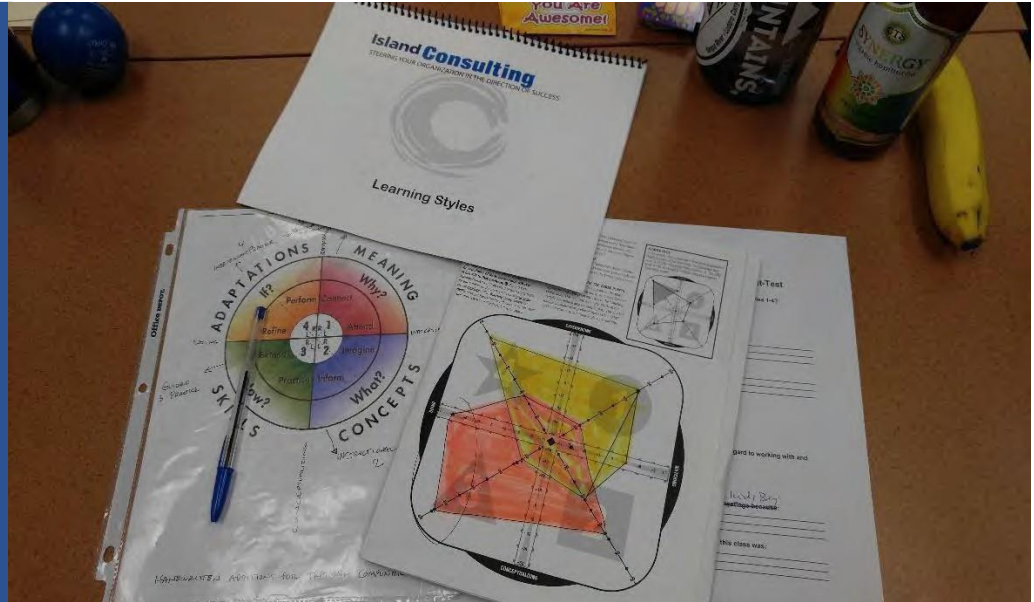
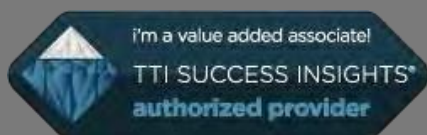


BEHAVIORS

Success in life, work and relationships stems from understanding and having a sense of self – of deeply comprehending who you are, what you do and how you do it.

The research based, validated TTI Success Insights assessment we use at Island Consulting & Training measures behaviors in five behavioral dimensions using the DISC theory. Our Behaviors/DISC assessment is key in helping people understand HOW they behave and their ability to interact effectively with others in work and life, as well as how they respond to the following challenges:

- Problems and challenges
- Influencing others
- Pace of environment
- Policies and procedures



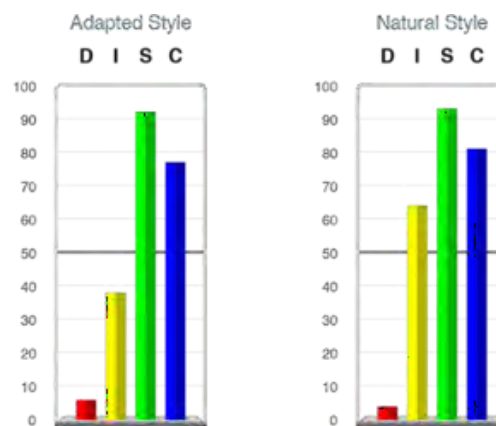
DISC

DISC is the most widely used, evidence-based behavioral assessment tool, measuring four behavioral styles: dominance, influence, steadiness and compliance. DISC measures how a person behaves.

We have partnered with TTI Success Insights who are the only provider of DISC assessments in the marketplace that are fully customized for the individual. All levels within an organization can benefit from the information it provides.

Employees and management receive a beautiful 40-page report that describes strengths, recommended areas of growth and strategies towards growth, among other things.

The DISC assessment is commonly used to: Improve teamwork and understand communication styles. This tool is also used in recruitment and retention, employee remediation, discovering potential workplace stressors, eliminating employee conflict, creating balanced teams and during leadership seminars.



Motivators



Why Choose ICT?

Jamie Wolf is a Certified Professional Behavioral Analyst (CPBA), and a Certified Professional Motivators Analyst (CPMA)

These certifications, awarded by TTI Success Insights recognize rigorous training, education, and practical application of the history of behavioral models and behavioral knowledge based on validated, research-based instruments. They also recognize knowledge of the history of motivators as developed by Eduard Spranger, TTI and the six hierarchies of human motivation and how they relate to communicating in the workplace and beyond.

Island Consulting & Training has teamed with global talent assessment leader, TTI Success Insights. Together, we believe all people are unique and have talents and skills of which they are often unaware. TTI exists to reveal and harness these talents, using the Science of Self™. For over 30 years, TTI has researched and applied social and brain science, creating evidence-based assessment solutions in 90 countries and 40 languages. These assessments are used to hire, develop and retain the best talent in the world. Island Consulting & Training is part of the TTI team.



12 Driving Forces™ (Motivators)

Whereas “Behaviors” illustrate the HOW of our actions and decision-making, Motivators explain the WHY behind one’s actions and passions. Motivators, based on Eduard Spranger’s theory of human motivation, are the windows through which individuals view the world. These intrinsic motivations explain the key driving forces about someone’s on-the-job performance and why they act a certain way.

12 Driving Forces™ (Motivators) unlocks the *why* behind an individual’s actions, showcasing what drives their behavior.

Rooted in Eduard Spranger’s esteemed 1928 research, 12 Driving Forces reveals how individuals are uniquely motivated in both life and work.

Commonly used to: Improve employee engagement and determine job and culture, building morale through understanding, better communication and strengthen leadership skills.

The Motivators assessment examines the relative prominence of six basic interests (or Motivators; ways of valuing life) and include:

Theoretical	The discovery of truth
Utilitarian	Money and what is useful; ROI
Aesthetic	Form and harmony
Social	An inherent caring for people; helping others
Individualistic	Personal power, influence and renown
Traditional	A system for living

