

HAMLET'S MIND

*ISSUE 66**JULY 2019*

HAPPY BIRTHDAY TO US

Issue 66 marks the tenth anniversary of *Hamlet's Mind*. Ten years! The newsletter has and continues to serve as a most enjoyable conduit for me to connect with interviewers having all manner of backgrounds from around the world.

To that cadre of interviewing aficionados – and you know who you are – that kept a decade's worth of interviewing-related, running dialogues, shared information, experiences and most wonderful of all, alternate opinions – thank you, thank you, thank you! I am in your debt.

The world is a much different place than it was ten years ago when the first issue was “loosed upon the world” (sorry Yeats). Exploring how these emerging changes are impacting upon the interviewing craft has provided no small source of enjoyable questing for me. I hope the same has been true for you. You have taught me so much.

I am, I believe, if nothing else, “the oldest rat in the interviewing barn”. Thinking in terms of ten years from now, may be an optimistic stretch. We'll see. In any case, hopefully, we will not be singing “The Parting Glass” anytime soon.

Thank you for ten enjoyable years. Now, let's see what else is out there.

**Limited Training Budget?
Limited Travel Budget?
Still Wanting to Improve Your Interviewing KSA's?**

Checkout these **online** classes with no mandated times to be online, scheduled for the second half of 2019:

Interviewing for Quality Information, Detecting Deception and Graining Compliance
Interviewing Head to Poe
Interviewing Ethics
Advanced Interviewing: The Concept of Persuasion

For more information contact me at dwrabon@msn.com

Wires from the Bunkers – For Which, I am always appreciative

Along with investigative-related cases and in-class interactions, the online classes that I conduct provide the opportunity to keep my perspective in line with boots on the ground. Right now, I am conducting an online class related to the investigation of child abuse, **Interviewing the Suspected Perpetrator**. In this class, we examine the link between narcissism and child abuse. On one of the discussion threads, I posted the question, “Do you think we are becoming more and more of a narcissistic society? Why or why not?” I thought this experienced participant’s submission was most informative.

I believe we are and my proof is not so much the criminals I'm interviewing, but, my young co-workers. They are the ones who are opening my eyes. I have officers the same age as my kids and I can see a difference between them and my kids. I did not treat my kids with "kid gloves". If they received an award it was because they earned it. I have officers who still get calls from their mothers each day at lunch telling them how special they are and even encouraging the child/officer to ask why after a month on the job they weren't promoted to a supervisor role and they are the "good guys". So I truly believe we are turning to a narcissistic society in a hurry. I'm sad to say I don't believe I'll see a change back in my career span - just with the looks I get when I correct a young officer. I believe it won't be long before people will scream hostile work environment and/or declare, "he hurt my feelings" when senior officers correct or reprimand the new/ young officers. I believe looking back at recent investigations and what we have read so far in this class it won't be long before I have this suspect/ parent/ guardian sitting across from me.

In another online class, **Interviewing Generation ME!**, we were examining the attribute, “entitlement”. The following was posted by an experienced and most capable participant:

The slide provided the information that 40 percent of college students agree with the statement: "If I show up to every class, I deserve at least a B," then asked how this mindset will impact their performance within a work environment after graduation?

In going further, I found an article on Forbes.com written by Larry Alton. He attended college from 2000-2004. Not that this disqualifies him from having an opinion, but he is likely a millennial himself.

In the article he states entitlement means a person believes they are owed something intrinsically. This is the attitude displayed on the slide. "If I show up, I deserve to be rewarded for that." In the workplace, that attitude will likely lead to disappointment on the part of the person who hires the individual as well as the entitled employee. The employer who hires a person expecting a day's work for a day's pay and effort put forth to advance in the organization. The employee who may discover for the first time people are not rewarded for just showing up. Alton cites several studies showing an increase in the sense of entitlement. One showed a 25% higher score than those 40-60, and 50% higher than those over 60. Another study

showed people in their 20's were more than three times more likely to have narcissistic personality disorder than people over 65.

Alton stated there may be some positive benefits to feeling entitled. He states it can lead to a stronger drive to succeed, holding out for a job one feels more suited to, and a greater sense of creativity.

Interestingly, the next section of his article seems to deconstruct the very points made in "The Good" section. He goes on to articulate "The Bad" points. Those consist of demanding higher pay, breaking rules (creativity?), wanting special privileges (holding out for that ideal job), and acting selfishly (drive to succeed).

As Alton points out, "none of these behaviors contribute positively to a work environment, and in large enough doses can wear down the effectiveness and morale of an organization." As if that part wasn't bad enough, he goes on to describe "The Ugly." Here he points out entitlement often leads to chronic disappointment. As these folks have higher incidents of narcissism, they are less likely to see themselves as being responsible for their disappointment, and blaming others will not likely lead them to find and fix their issues, leading to even more disappointment.

So, the results are not only detrimental to the workplace, but can also lead to personal failure to a greater degree. The earlier one can learn they are valuable as a contributing member of society, and others are not going to sit around singing "You are Special" just because they are changing oxygen to carbon dioxide, the better off we all will be.

Don: I just wanted to take the opportunity to say that in the course, Interviewing Generation ME! you put it all together. Wow, what a fantastic job and what a great opportunity for us to learn the ways of becoming a more formidable interviewer. Thank you very much. I appreciate you.

Ripped from Today's Headlines and into the Interview

I maintain an ever growing collection of related articles and videos as resources to utilize in class and within this newsletter. Traditionally, I will utilize one or more examples to emphasize a teaching point or to illustrate an interpersonal communication example that would be challenging to articulate, but readily understandable once viewed. It has been said that a picture is worth a thousand words. I have been accused of using both.

Headlines, articles and mainstream media-conducted interviews (and I use the term "interviews" ever so loosely herein) are excellent vehicles to illustrate interviewing potholes such as confirmation bias, anchoring, the recency effect, etc., and insightful "never-do-this" examples. One particular rabbit hole for an interviewer is *judgement prior to inquiry*. In this case, the interviewer has made up his mind prior to initiating the inquiry and conducting the subsequent interviews.

The slanted, agenda-driven articles and interviews can serve as seamless examples of this cognitive fallacy. They provide a stepping off platform to illustrate what does not constitute objective inquiry and the detrimental impacts upon the interviewee and ultimately, the interview

outcome. This didactic meal is best served by my asking a series of related questions to the participants. For example:

“This individual (I never refer to them as interviewers as that would be an insult to the craft) embedded three different questions within this one sentence. What would be the problem in answering for the respondent?”

“What does this question presuppose that the interviewee has not granted up to this point?”

“This individual spends more subjective time within the question advocating rather than asking. Why in a real interview would this be problematic?”

It is not enough to explain and warn against an inappropriate interviewing action to a class. Limiting the learning experience to that minimal level means the participant only “knows” it to be the case. Utilizing the subsequent, Socratic technique can help to ensure that the now participant “owns” the concept.

My dad often advised me, “Son in this world you will never be useless. You can always serve as a pitiful example”. While, in my case his prescient observation may be the fact of the matter, it is most certainly true in mainstream media articles and videos. However, they can and do serve as educational, pitiful examples.

New On-going Segment – T. A. C

Here is a new section I have added to the newsletter – **T. A. C.** - *Texts Amplification Corner*. Within this portion, I will expand upon an element located within one or more of the texts I have currently in circulation. This undertaking may include a challenge, supplemental information, a video posted – who knows? At the end of the day, the two-fold purpose is to serve as a source of an enjoyable challenge for me and, more importantly, provide additional, applicable information within an interviewing related topic to the field.

In this examination: In the text, **Interviewing and Interrogation, 3rd edition**, look at the questioning technique explained on page 95.

Practical exercise: In March of 2008 then Connecticut Attorney General Richard Blumenthal – now, Connecticut Senator Blumenthal - spoke to a group in Norwalk. In his speech he said, “We have learned something important since the days that **I served in Vietnam.**” The good Senator never served in Vietnam.

Develop three examples of the question formation found on page 95.

Now turn to pages 98. At the top of the page, you see an addition question formation with four applications. Write one of each of the four questioning types as if you were interviewing Senator Blumenthal regarding his assertion of having served in Vietnam.

Let me see what questions you developed accordingly.

Interviewing Courses Highlighted

This element comprises a series involving the examination of and purpose for, specific interviewing courses that I offer. Interviewing is not a one size fits all, follow the footsteps-in-the-snow procedure. It is a complex process and contains unique factors that are as numerous to the degree that there are interviewers. Interviewing is as subtle as a kaleidoscope. One slight, communication dynamic can change - for better or worse - the picture. That being the case, the macro and micro phases of the interviewing process, merit specific examinations.

In this segment, we'll examine: Interviewing after the Admission. Concomitant to all of my training and the interviews in which I am involved are two primary directives: *Never do anything to instigate an admission from an innocent respondent and never take away the volitional element of an admission.* These mandates have always served as the two white lines on the sides of the road, across which we **never** travel.

Once the admission is gained there remains much to do. First off, we want to take steps to safeguard that we have not procured a false confession. Toward that end, we examine the causalities and circumstances that might produce a false admission. Secondly, we want to ensure that, should the persuadee recant their admission, they have disclosed information that only the doer of the wrongful deed would know.

This eight-hour class is best suited for those having completed a foundational interviewing course. The session involves related readings, class discussions and individual / group practical exercises.

2019 Course Listings: Note: The five-day courses offered through the NC Community Colleges are tuition free for NC sworn personnel and \$125.00 for all others. The two-day courses are \$70.00 for those other than NC sworn personnel. *This partial list does not include the training I will be adding to the schedule as the year progresses or entity-specific classes.*

Interviewing and Interrogation, Jul 29 – Aug 02, Rowan/Cabarrus CC, Salisbury, NC;
Investigative Discourse Analysis, Aug 12 - 16, Haywood CC, Clyde, NC;
Online: Interviewing and Interrogation, Sep 02 – Oct 06 – Successful Interviewing Techniques;
Post Admission Interviewing, Sep 09, Blue Ridge CC, Hendersonville, NC
Advanced Interviewing: In Search of the Linguistic Black Swan, Sep 10 – 11, Blue Ridge, CC;
Fraud Related Inquiries, Sep 17 – 18, Blue Ridge CC, Hendersonville, NC;
Investigative Discourse Analysis, Sep 23 - 27, Guilford Tech, Greensboro, NC;
Online: Interviewing Head to Poe, Oct 07 – Nov 03, Blue Ridge, CC, Hendersonville, NC;
Interviewing and Interrogation, Oct 14 - 18, Guilford Tech, Greensboro, NC;
Interviewing and Interrogation, Oct 21 - 25, Haywood, CC, Clyde, NC;
ACFE: Professional Interviewing Techniques, Oct 31 – Nov 1, Baltimore, MD;
Investigative Discourse Analysis – Level 2, Nov 05 – 07, Blue Ridge CC, Hendersonville, NC;
Visually Enhanced Interviews, Nov 12 – 14, Blue Ridge CC, Hendersonville, NC;
Interviewing and Interrogation, Nov 18 - 22, Randolph County CC, Asheboro, NC;

Update on the Interview Training Recognition Program [ITRP]. There are now five hundred participants in the program. I never anticipated more than fifty. I recently sent out a series of matted and framed completion acknowledgements. Additionally, I have conducted the first “honors class” open only to those having completed the program. That class was titled, “Socrates: I’m just asking”. With classes on that level, I am not functioning as a trainer. I’m interacting with and learning from a group of peers. What a privilege!

My five texts - and no one should ever be without them all:

Interviewing and Interrogation, 3rd edition – **Newly released.**

Fraud Related Interviewing;

Persuasive Interviewing 2nd edition;

Investigative Discourse Analysis 2nd Edition;

These can be ordered directly from Carolina Academic Press - (919) 489-7486, online at <http://www.cap-press.com> or www.amazon.com.

My newest text, “*An Endless Stream of Lies: A Young Man’s Voyage into Fraud*” – is available in electronic and print formats from Amazon or Barnes and Noble.

Until September, enjoy the summer and never stop asking.

All the best,

Don Rabon, CFE

Successful Interviewing Techniques