

HAMLET'S MIND

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Why not make that next, in-house meeting something special?

Special Announcement: Is interpersonal communication a critical element of your organizational KSAs? Would you like to make that next meeting something special? If so, then let's collaborate to include a specifically designed webinar, included within your meeting. The session will address an interpersonal communication dynamic that you determine to be important. A focused session does not have to be lengthy to be effective.

Additionally, if you would like to have a specifically constructed and delivered online class for your organizational interviewers with no mandated times to be online – it can happen. Again, the session can be structured to meet your specific needs and wishes.

Interested? Call me at 828-606-9167 or email: dwrabon@msn.com

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.*

Don Rabon's 2019 "Until I Get it Right" Tour

Online: Honors Class: Socrates: I'm just asking, Mar 24 - Apr 21;
 Interviewing and Interrogation, Apr 8 – 12, Robeson Community College, Lumberton;
 Interviewing and Interrogation, Apr 22 - 26, Guilford Tech, Greensboro;
Online: Interviewing and Interrogation, Apr 29 – June 2;
 Interviewing Persons with Intellectual Disabilities, May 7, Rowan/Cabarrus CC, Salisbury,
 Interviewing and Interrogation, May 13 - 17, Rowan/Cabarrus CC, Salisbury;
Online: Interviewing Generation ME!, May 20 – Jun 16, Rowan/Cabarrus CC, Salisbury
 Investigating Allegations: May 20 - 22, Haywood CC, Clyde, NC;
 Advanced Interviewing: The Concept of Persuasion, May 28 - 29, Guilford Tech, Greensboro;
 Investigative Discourse Analysis, June 10 – 14, Randolph CC, Asheboro;
 Investigative Discourse Analysis, Aug 12 - 16, Haywood CC, Clyde, NC;
 Investigative Discourse Analysis, Sep 23 - 27, Guilford Tech, Greensboro;
 Interviewing and Interrogation, Oct 14 - 18, Guilford Tech, Greensboro;
 Interviewing and Interrogation, Oct 21 - 25, Haywood, CC, Clyde, NC;
 ACFE: Professional Interviewing Techniques, Oct 31 – Nov 1, Baltimore;
 Interviewing and Interrogation, Nov 18 - 22, Randolph County CC, Asheboro;

Ripped from Today's Headlines and into the Interview

The *Broken Windows Theory* in one Corner and *Survival Crime* in the other Corner

A contrast that is most representative of the variety of divisions here in the states, is the juxtaposition of the broken windows theory and the theory of survival crime.

The *broken window theory* holds: “that visible signs of crime, anti-social behavior and civil disorder create an environment that encourages further crime and disorder, including serious crimes. The theory suggests that policing methods that target minor crimes such as vandalism, public drinking, and fare evasion help to create an atmosphere of order and lawfulness, thereby preventing more serious crimes.” The *survival crime theory* maintains that certain segments of society commit property crimes and low-level infractions as a function of their basic survival.

The broken window theory is a proactive, preventative approach for order and safety. Think of someone who endeavors to eat-healthy, exercise, avoid smoking, regular check-ups and manages stress. The survival crime theory, in contrast, is a person’s rationalization for unhealthy behavior.

An excellent, salient example of this second theory is the poop map that the city of San Francisco provides to those relegated to navigate the city via “Pat and Charlie” (those of you from the South should recognize the term, but just in case, it means, “get there by walking”). And, “no”, for propriety’s sake, I am not going to include one of the multitude of related sites. If you want, you can check it out for yourself. Especially, if you’re having to go to San Francisco, in which case, rather than “wear some flowers in your hair”, you might want to consider holding them under your nose.

Another example of the consequences of the survival crime theory is represented by the recent headline, “Despite City’s Positive Outlook On Crime Numbers, NYPD Reports Murders & Rapes Soaring In 2019”. This, I believe, is the downstream consequence of New York City’s Mayor De Blasio’s politically correct and socialist’s inspired, applied restrictions on law enforcement. It is like a scene from Alice’s tea party: “we will pass laws but we don’t want you to enforce them”. What happens is the growth of acceptable survival crimes spreads like mold. More and more “acceptable crimes” come under the canopy. And here’s the cold, hard truth: the law either stands for how we respect and relate to one another within a society or it doesn’t.

So, what does this all have to do with interviewing? Everything – short term and long term. As we look across the fruited plain, we can see the progenies of the survival crime theory application. I’m just going to highlight a couple: the dearth of people interested in **going into** or **staying in** law enforcement. I spend a goodly portion of my professional life in a room with law enforcement officers. I see where the morale gauge is pointing and the ever-growing F.I.D.O. mindset. (LEOs) understand the acronym.

Those officers who stay are: going to have more on their plates and will be dealing with segments of society who believe the application of the law does not apply to them. This mindset,

I believe, - and I taught officer survival for years – is one of the reasons officer injuries and deaths are increasing.

Now, for those of you interviewing within the private sector, don't *send to know for whom the bells tolls; it tolls for thee*. My apologies to John Donne. Interviewer's in both segments will be increasingly dealing with those who have an ever-diminishing belief that the law (or organizational policies or ethics) apply to them.

With the demise of respect for the law by those who **make** the law and the upper echelons of law enforcement who direct the enforcement (or not) **of** the law, there is a comparable disbursement of this mindset throughout society. It withers a collective core belief of right and wrong. This mindset, I think accounts for the dramatic increase in fraud.

Think interviewing is tough now? Here's the good news, it's going to get tougher. Just remember, once upon a time, San Francisco did not have the need for a poop map. Now, by necessity, it does. Step lightly.

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 we will address Cohen's recent statement before the House Intelligence Committee (which by the way, seems a contradiction in terms, but I digress): *I have lied, but I'm not a liar*.

In the 3rd edition of my text, *Interviewing and Interrogation: Questioning, Detecting Deception and Gaining Compliance*, check out the two paragraphs below Application Question 06 on page 131. As interviewers, we can process this element from two perspectives: left of bang – “bang” being the wrongful act – and right of bang. Left of bang being that which occurred **before** the wrongful act. Right of bang, in this case, being all that occurred **after** everything went south for Cohen. Now, turn to page 133 and read the first sentence of the very last paragraph beginning at the bottom of the page.

The synergy of the element defined on page 131, added to the statement on page 133, produces a highly potent cocktail for the interviewer who is tasked with conducting interviews necessitating an understanding of the mindset of the interviewee. (Think of the Knight of the White Moon in *Don Quixote*).

Subsequently, possessing this capability level, allows for the interviewer to encapsulate left of bang **and** right of bang to the degree that, rather than deride the assertion, *I have lied, but I'm not a liar*, the interviewer **utilizes** the assertion to peel back the next layer. Keep in mind, it is not requisite for the interviewer to agree with the interviewee or the assertion, but rather, process the assertion as an “algorithm” leading to a solution. A “solution” in our case, is the truth.

You've got answers – We've got questions

There is no block of instruction in an examination of the interviewing process more imperative than questioning for quality information. Questions are the interviewer's working tools. We have to be able to question in order to: obtain information; detect deception; gain compliance. Voltaire was spot on when he noted, “Judge a man by his questions” That is certainly most applicable to those of us interviewing as part of our job-task responsibilities. One can tell a lot about the interviewer based on the questions asked, **not** asked, how asked and when asked.

Make no mistake, the classroom enthusiasm with which most people enter into the study of questioning formulations is equal to Elizabeth Warren's relation to Native American heritage. It's just not there. And, here are a couple explanations as to why:

First: “I can ask a question, so what else is there to know about questioning?” This is comparable to thinking, “I can hold a hammer, what else is there to know about building a house?” Questioning is a complex undertaking. The interviewer must know what question formation to select, how to utilize the question formation and evaluate the response as to how to proceed. This process is especially challenging in light of the fact that the interviewee has, at a minimum, eight options as to how to answer a question. How they answer plays no small role in the interviewer's decision as to the formulation of the next question.

Second: Some believe, as interviewers, they should be doing most of the talking during the conduct of the interview. Wrong again. The more the interviewer talks, the less in control of the process they are. We never learn anything new as long as we're talking. Additionally, for those of you conducting high-stakes interviews, the more you are talking, the more you are placing on the table as fodder, for those who would challenge your interview.

Third: Questioning is fully depending on listening. Active listening is not a passive undertaking. Listening – not hearing - is a challenging, tough, requisite skill to acquire. Listening is a dying art, replaced by continual gazing into a plastic screen.

So, there's the challenge for us involved in the interview-training arena, inoculate our participants with our enthusiasm of and appreciation for, the power of questions. I have found, it can be addressed, in class, until the cows come home with some return on investment. However, hands on, practical exercises involving video clips of interviews and questioning the source practical exercises are much more productive.

For those of you who are interviewers - though not involved in training - remember, as Voltaire noted, you are going to be evaluated by your utilization of questions. Questioning sequencing and question formulation are not innate skills. We have to learn and practice, before we can effectively apply.

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

That's enough about me. Let's talk about you. What do you think about me?

Don: I'm just having some issues on the *availability heuristic* and its relationship to the interviewing process.

Rabon: The availability heuristic is a "rule of thumb". Here's an example: "red sky in morning - sailor take warning". The heuristic being if the sky is red in the morning the weather will deteriorate later in the day. That might be the case often enough, but, not always. So, if an interviewer sees a verbal, vocal and non-verbal pattern often enough, he can come to believe it is an absolute. It isn't! When we are interviewing, even though we see a lot of commonality, we cannot think, automatically, "been there, done that, got the T shirt". Sometimes the sky is red in the morning and it ends up being a nice day!

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.

We will continue with: **Investigative Discourse Analysis – level 1**

This text-based course, which I conduct online and in class, is one of the most satisfying and applicable classes that I offer. While the mechanics can seem a bit complicated at first, participants come to see it is just “common sense with the related psychological and linguistic terms”. The analysis is a function of preparing for the subsequent interviews related to the inquiry.

Course Concept: The systematic analysis of written discourse - statements, texts, emails, transcripts, letters, etc., provide situation assessment and identify the critical points requiring

further inquiry or investigation.

Objectives:

1. Perform an analysis of a verbatim document to form an assessment of the teller-of-the-tale;
2. Utilizing the information gained from the analysis of discourse, identify the appropriate areas requiring further inquiry;
3. Develop a series of appropriate interview questions to address the related areas of inquiry.

Instructional Methodology: Within the course, all concepts presented will allow the participant to "do" in order to enhance the learning experience. Actual inquiry-related documents will be analyzed and expanded. The hands-on methodology is designed to ensure successful completion of each objective by each participant.

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 May, remember as Socrates noted, "When the debate is lost, the loser resorts to slander".

All the best,

Don Rabon, CFE

Successful Interviewing Techniques