

Course Training Agenda Alan Saquella, Professor Embry-Riddle Aeronautical University

Module 1- Review and Legal Aspects

- Interviewing and Listening
- Applicable Constitutional Amendments
- Similarities and differences Public v. Private (Check Local Laws and Company Policies)
- False and coerced confessions
- Civil Law Considerations
- Exemptions and Exclusions
- Overview of Room Setup – Witnesses, Interpreters, Do's/Don'ts

Module 2- Deceptive and Non-Deceptive Behaviors

- Identify verbal and non-verbal indications of deception and truthfulness
- Describe the three types of behaviors that should be evaluated
- Three times to assess behavior
- Understand interviewer's impact on interrogation
- Define behavioral clusters and impact on assessment
- Why people confess

Module 3- The Emotional Approach and Review of Others

- Understanding the Emotional Interviewing Approach (Conceptually & Practice)
 - What it is, how it works, and why it succeeds, when to use it
- How to Build Rapport & Credibility with the Subject
 - Understanding the Applicable Strategies
- How to Conduct the Formal/Actual Interview
 - Public & Private (Steps 1 - 4)

Module 4- Rationalizations, Submission and Assumptive Questioning

- Continuation of the Formal/Actual Interview (Steps 5-8)
- Understand Rationalizations and how an interviewer can use them to get a confession
- Recognize Signs of Submission, and understand the methods used to Test for Submission
- Learn to craft an effective Transitional Statement following the Test for Submission
- Understand what an Assumptive Question is, and how to formulate one specific to the interview
- Understand the difference between an Assumptive and a Choice question, and how to use both

Module 5- Denials, Admissions and Written Statements

- Overcoming Denials
- Choice Questions
- Obtaining and Developing Admissions
- The Written Confession, Getting it in Writing

Module 6- Transitional and Adjacent Opportunities

- Assessing skills and transferability of competencies
- Identify industries, collaborators and marketing your expertise
- Exploring new venues, technology and developing an entrepreneurial Mindset
- Develop strong client service, financial literacy, adaptability, and resilience
- Improve Creativity and Innovation

Module 7- Mentoring the Next Generation

- Discover How to Launch Outreach and Internship Opportunities
- Explore Hosting Career, Information and Networking Events
- Develop Mentorship and Educational Partnerships
- Create Online Resources, Webinars, and Mock Scenario Workshops
- Develop Scholarship Programs and Industry Partnerships
- Establish Public Awareness Campaigns and Provide Continued Support

Components of a Good Written Confession

1. Date, Time, Location at Top of Statement form
2. Who (include position in organization if corporate investigation and name of company)
3. What they did as specific as possible but in their own words
4. How they were able to commit the offense step by step
5. When they did it. If multiple incidents provide timelines with dates and times if possible
6. Why they did it- Motivation, reason, and rationalization
7. Where they did it, company, business, department, location etc.
8. Knowledge of other participants
9. Acknowledgment that it is wrong, against policy and or law
10. Includes an apology
11. How they were treated during the conversation/interview
12. Offer to repay and or return assets
13. Voluntary, freely provided
14. How truthful they have been in the statement
15. All cross outs initialed
16. Remaining lines crossed out and initialed by subject
17. Suspect, interview and witness signatures
18. Date, Time at Bottom of form

Audio/video is another option



Handouts

Verbal and Non-Verbal Behavior- Indications of Deception, 1-2

Introductory Statement Explained, 3-5

Intro Statement- Assault, 4-5

Intro Statement- Embezzlement, 6-7

Intro Statement- Espionage, 8-10

Intro Statement- Stalking, 11-12

Introductory Statement Blank Worksheet, 13-14

Overcoming Denials, 15-16

Development of the Admission, 17-18

Components of a Good Written Statement, 19

Motive Checklist, 20

Suggested Resources

1. Security Investigations, A Professional's Guide available on Amazon, ISBN 979-8-218-96234-0
2. Alan Saquella, alan.saquella@gmail.com 602-909-7286,
<https://www.linkedin.com/in/alan-saquella-cpp/>
3. The future of Pre-employment screening and internal investigations starts with
www.verensics.com

Development of the Admission

After obtaining the initial admission, it is time to **develop** the admission. During this process of the interrogation, the interviewer will want to lock in the admission by asking questions like:

- 1) When was the first time it occurred?
- 2) When was the last time?
- 3) What did you do with the money?
- 4) Does anyone else know you took money?
- 5) Did you learn this on your own or did someone else show you how to do this?

In embezzlement cases, embezzlers will have taken money numerous times. If a thorough investigation and fraud examination was conducted, a copy of the transactions should be brought in for the subject to help refresh their memory on the number of times money was taken and to establish a timeline and total amount of the embezzlement. After exhausting the topic of the money, it's time to start developing the admission by asking questions about possible other criminal activity that was indicated in the investigation or that you have strong suspicions linked to the subject.

To do this lead in with a statement, a transitioning comment such as:

"Mary, in the process of investigating the money you took; you remember I used several systems, processes and methods to uncover it. While doing so, my investigation uncovered some other things that I need to ask you about." At this point ask another assumptive question about something you think they might be involved in.

As an example, you might ask:

"Mary, what is the most valuable item you took from the company that was not yours?" If she hesitates, follow up with an exaggerated number like, "Was it valued as much as \$1000?" Mary might state, "No it wasn't that much." This is an admission. A follow up question would be, how much was it? Try to arrive at a value. If this is not possible, ask specific questions about what the item is. Continue with this approach until you have a complete admission of all the property and other crimes she was involved with in company.

After you have finished this, try again developing the admission by asking questions about knowledge of others.

To do this lead in with a statement, a transitioning comment such as:

"Mary, when was the last time you saw another employee take money from the company?" When she hesitates, the follow up would be an exaggerated date such as, "Was it yesterday?"

Her response might be, “No it wasn’t. “Or “I did not actually see her to it, but someone told me.” “Great, what did they tell you they saw.” “I don’t want to know their name right now, just what did they state to you that they observed?”

It is important to keep the subject talking about the actions they either observed or were told without getting a name at this point. Once you get through all of what the subject either witnessed or was told, still do not go for a name.

Instead, ask questions like:

Where does she work, what shift, does she drive or take a bus, is she tall or short, what is her hair color. We are attempting to get a full description in the event a name is not given when asked.

Once you have completed this phase, it is time to ask for the first name only. Something like this, “Mary, what is the persons first name, no one will go back and stated you said this or that, just give me her first name.” If a name is produced, run through all the activities that Mary witnessed or that was told to her using the persons first name. This gets the subject comfortable hearing the name. Once complete, go back and ask for the last name with the same question and statement, “Mary, what is the persons last name, no one will go back and stated you said this or that, just give me her last name.” If you get the last name, you’ll be able to start a plan to investigate that subject as well.

Introductory Statement- Private Sector- Assault

Who I am- Step 1

Hello, I am Olivia and I work for the company in security. My job is to protect the company assets. Some of the assets I protect include property, money, information, employees, and the image of the company. I focus most on ensuring that the company provides a safe environment for its employees and customers as well as assuring that our field and outside sale employees are safe during work.

What I do- Step 2

Another part of my job is to investigate incidents that occur in the workplace that could cause a loss to the organization financially, safety issues and serious policy violations. *My biggest concern when I am looking into a policy violation or incident at work or is when an employee is physically hurt by another causing severe injury requiring hospitalization or worse.*

How Incidents, Occurred- Step 3

I have been working in this field for many years. At this company, I have seen that incidents can occur in several separate ways. Sometimes employees get involved in fights that start out with an argument about a sports team or political view that escalates into a fight. I've seen fights occur when one employee gets a commission for another employee's sale they did not earn or because of a relationship between one employee now involves the ex-lover of the other employee. I see fights break out when one or both employees were under the influence of something. I even seen an employee overreact because they are unhappy with the way the boss treats an employee leading to a fight.

How Investigations are Conducted- Step 4

Because we expect these kinds of actions to occur at work, we use many different methods, processes, systems, and tools to investigate and monitor for these kinds of activities. Some of those processes and methods we use include a variety of cameras placed around all departments to observe employee behavior and document events. We use both visible cameras and hidden ones. We also have a hotline set up for individuals to report issues or unethical behavior which this information can be reported anonymously by phone or on the ethics website. Some information is reported via email, a letter or simply walking into and reporting it to human resources. We monitor social media looking for posts related to behavior and may even conduct physical surveillance to monitor locations where incidents occur. We may even pull badge swipes to determine where a person was in the building and do computer forensics to identify what the person was looking at or for on the web.

Rationalization- Step 5

As you know, my investigation shows what has happened, but I do not always have all the information necessary to understand why an employee acted the way that they did. However, I have conducted enough of these inquiries and investigations over the years and have found that when an employee gets into a fight at work, it is usually provoked or because of an argument. These things happen and it is understandable. One employee may have had an intimate relationship with another employee's significant other. Or one employee may have said something demeaning, rude, and uncalled for comments to another employee. Employees have also lashed out due to unfair treatment from the boss. Sometimes employees take credit for work that is not their own, causing another coworker to lash out. It is reasonable to assume that anyone would get upset if one employee harasses another employee.

Test for Submission- Step 6

Let me give you an example. Let's say you had to talk to two employees at various times that did the same thing. They both were involved in a fight at work. The first person named Mark, was asked about the fight but he denied all involvement about the it gets angry and belligerent with you and states that someone is trying to get me in trouble. He gets up leaves and slams the door. In the other situation, Mary, had an incident with another employee and slapped her face in the breakroom. During that conversation with Mary, she openly and honestly explained what she did and goes on to state that her friend Martha started dating her recent ex-boyfriend and that Martha was telling her about some things in the breakroom that upset her. Mary lost her temper and slapped Martha. Mary was 100% truthful and in tears as she states that she is still in love with her ex-boyfriend. Mary even goes on to explain that she is sorry and wants to make things right with Martha. Giving these two cases, which of the two do you think I would be more sympathetic with and want to help? Mark who was uncooperative and not helpful or Mary who was fully cooperating and telling you the truth? I bet you would pick Mary. That's right as would I.

Transition Statement- Step 7

Keeping the example of Mark and Mary in mind as well as the fact that I am only concerned about someone getting into a physical altercation that ends with the other person being seriously injured or hospitalized, I am going to ask you some questions regarding an incident related to you at the company. Remember that it is especially important that you be 100% truthful with me when I ask you questions.

Assumptive Question- Step 8

So, tell me Shelly, what prompted you to slap Julie Jones?

Alternative Assumptive Question:

So, tell me Shelly when did you slap Julie Jones?

Introductory Statement- Private Sector- Embezzlement

Who I am- Step 1

Hi Mary, I'm Sue, and I work in security for the company. My job is to protect our assets, including facilities, property, money, information, company image, and, most importantly, our employees. Ensuring employee safety is my top priority. To achieve this, I conduct surveys and audits on our buildings, processes, systems, alarms, and cameras to make sure everything is working properly and to maintain the safety and security of our employees and all company assets.

What I do- Step 2

Additionally, another part of my job is I get to look into issues and incidents where loss of information, property, money, and other assets disappear from the company. I do this by conducting investigations for the company. *However, my biggest concern when I am looking into an incident or issue is when someone is taking property or money that exceeds one million dollars.*

How Incidents occur- Step 3

I've been in this field for many years and have seen various ways issues and incidents can occur. It's part of business, and we expect it. For example, employees might start by taking small amounts of money from the cash drawer, gradually increasing the amounts over time. Sometimes, an employee might create a fake vendor and set them up in the payment system to receive checks for fake invoices. I've also seen employees alter bank deposits to take money, fail to record transactions at the point of sale to pocket the cash, bypass processes or systems to keep money, or use a customer's credit card to make payments on their own account or for personal purchases.

How Investigations are conducted- Step 4

Because we anticipate occasional losses due to employee actions, we employ sophisticated systems and processes to identify these activities. We might use covert cameras above workstations where losses are suspected. Sometimes, we place undercover employees to work alongside and report back on any suspicious behavior. Additionally, we have a hotline for reporting witnessed incidents, and callers can send in audio or video evidence anonymously. I collaborate with IT to conduct computer forensics to trace the movement of funds. With our banking relationships, I can track financial transactions. Our accounting team performs financial audits and examinations to pinpoint how losses are occurring, and we may also bring in other experts to assist with tracking the money.

Rationalization - Why Mistakes are made- Step 5

You see, my investigation reveals what a person has done, but I don't always have all the details about why they did it. However, through years of conducting inquiries, I've found that when someone takes money, it's often due to a pressing financial need. People typically don't act without a reason. For instance, they might have experienced a tumultuous divorce, suddenly

facing overwhelming bills and the threat of bankruptcy. Perhaps they were struggling to make ends meet, facing the risk of their car being repossessed due to unpaid loans or dealing with unexpected major car repair expenses. In situations like these, taking money might seem like the only solution. Sometimes, an employee might be trying to improve their situation by furthering their education, which we know can be quite costly. In these cases, they may be a good employee who simply needed help getting back on their feet. Given the circumstances, it's understandable that anyone might make similar choices.

Test for Submission-Step 6

Let me provide an example. Imagine two employees who both engaged in the same behavior of taking money from the company. For instance, they created dummy vendors, submitted invoices, processed them, and transferred money to these fictitious vendors (themselves). Now, let's say you speak with the first employee, Mark, about this. Mark becomes defensive, denies any involvement, and is uncooperative and dishonest during the conversation.

On the other hand, consider the second employee, Mary, who also took money using the same method. When asked, Mary openly and honestly explains her actions. She describes how she did it and shares details about her financial struggles. Mary explains that she faced imminent repossession of her car due to unpaid bills and felt she had no other choice but to take the money.

After speaking with both individuals, who do you think I would be more inclined to assist and empathize with? You're likely to choose Mary, and you're correct. While Mark was untruthful and uncooperative, Mary was cooperative and truthful. My priority would be to help someone like Mary who is open about their situation and willing to work towards a resolution.

Transition statement- Step 7

Keeping the example I just provided to you and that I am only concerned about someone taking over a million dollars from the company, I am going to ask you some questions about what is going on related to you here at the company. Remember that it is most important to be 100% truthful with me when I ask you questions.

Assumptive Question- Step 8

So, tell me Mary, when was the last time you took money from the company that did not belong to you?

Alternative Assumptive Question

Name, what is the largest amount of money you took at any given time?

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2025 48th AAPP Annual Seminar
May 5, 2025
Lake Tahoe



Alan Saquella, CPP



- **Assistant Professor, Global Security and Intelligence (4 years)**
Embry-Riddle Aeronautical University- College of Business, Security and Intelligence
- **Educational Background**
 - MS & BS Degree's in Law Enforcement - Northern Arizona University
 - Polygraph School – Gormac
- **Director, Security, and Investigations (16 years)**
Cox Communications Inc.
- **Director, Security and Safety (9 years)**
Orchard Supply Hardware and Parent Company
- **Polygraph Examiner & Investigator (11 years)**
Public and Private entities
- **Comprehensive Expertise in**
 - Strategic Security Leadership
 - Corporate Investigations
 - Interview and Interrogation
- **Continuous Professional Development**
 - Attended numerous investigation and security training courses throughout career
- **Passionate about Advancing Global Security and Intelligence**
 - Committed to excellence, education, and continuous learning
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Applied Science



Aviation



Business



Computers &
Technology



Engineering



Security, Intelligence
& Safety



Space

Polygraph Techniques Intro

Contending with Hollywood



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Agenda



Legal Aspects and review of verbal and non-verbal indications of deception



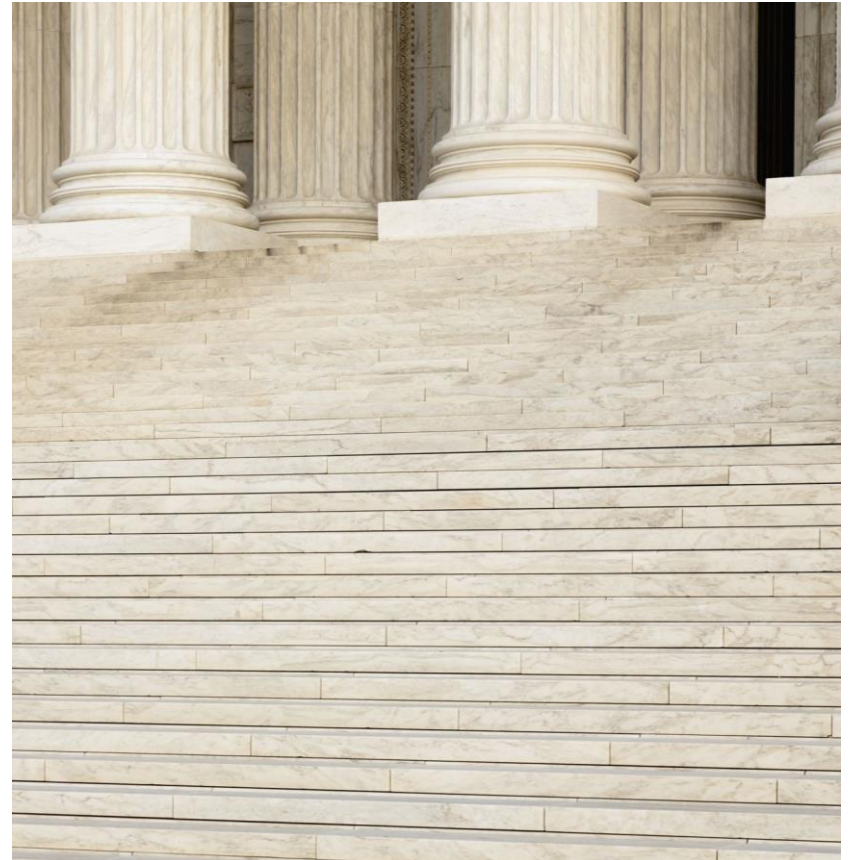
Overview of interrogation tactics with focus on the emotional approach



Development of admissions and getting it in writing

Module 1 – Review and Legal Aspects

- Interviewing and Listening
- Applicable Constitutional Amendments
- Similarities and differences Public v. Private (Check Local Laws and departmental Policies)
- False and coerced confessions
- Civil Law Considerations
- Exemptions and Exclusions
- Overview of Room Setup – Witnesses, Interpreters, Do's/Don'ts



Six Steps of Interviews

Understand yourself

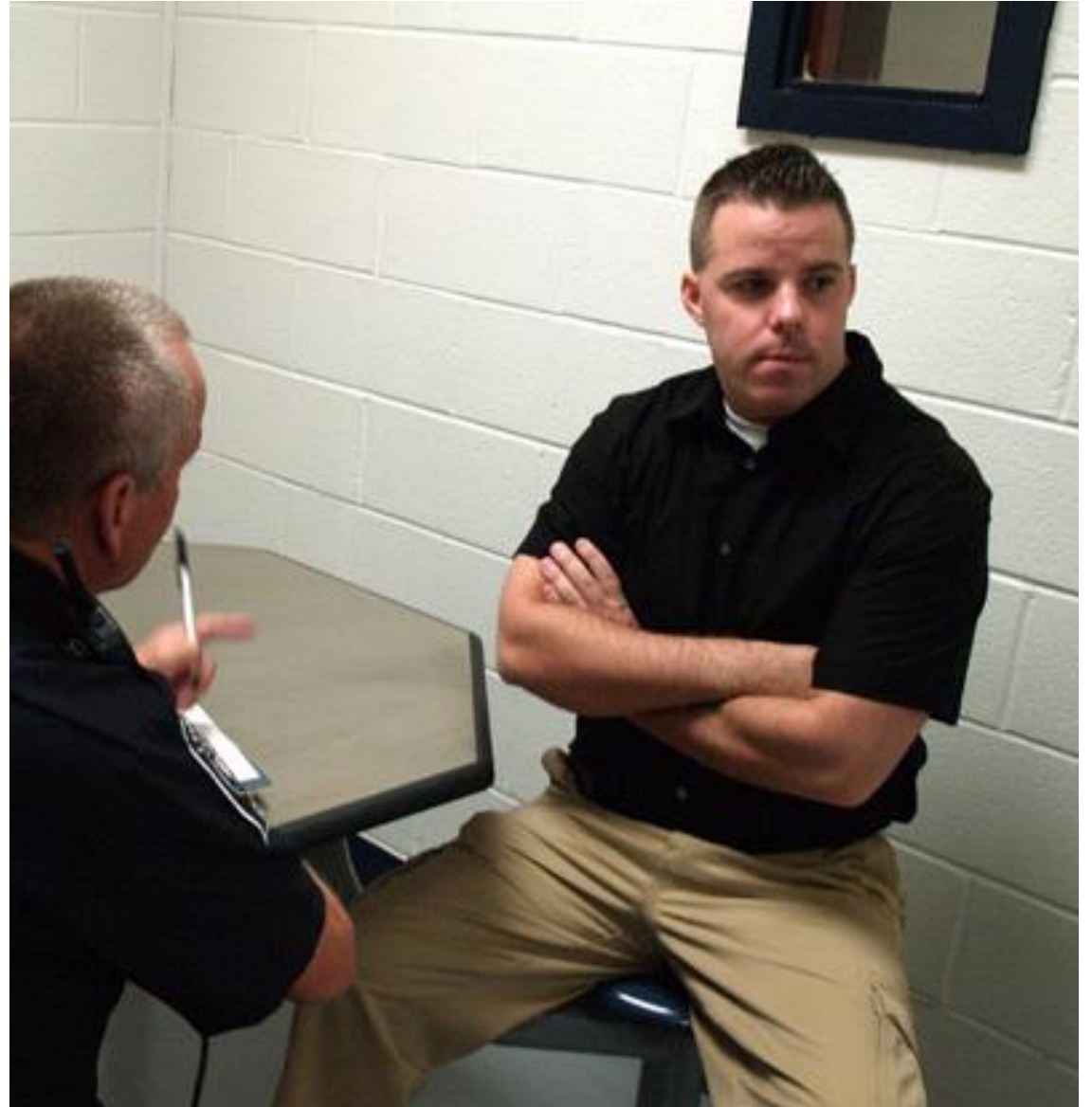
- Control personal bias and feelings

Pre-Plan

- Draft Interview plan
- Identify Objectives of the Interview

Interview Opening

- Rapport
- Room set up



Six Steps of Interviews

Questioning

- Open ended to start and to assess behavior
- Next questions- Ask to explain responses

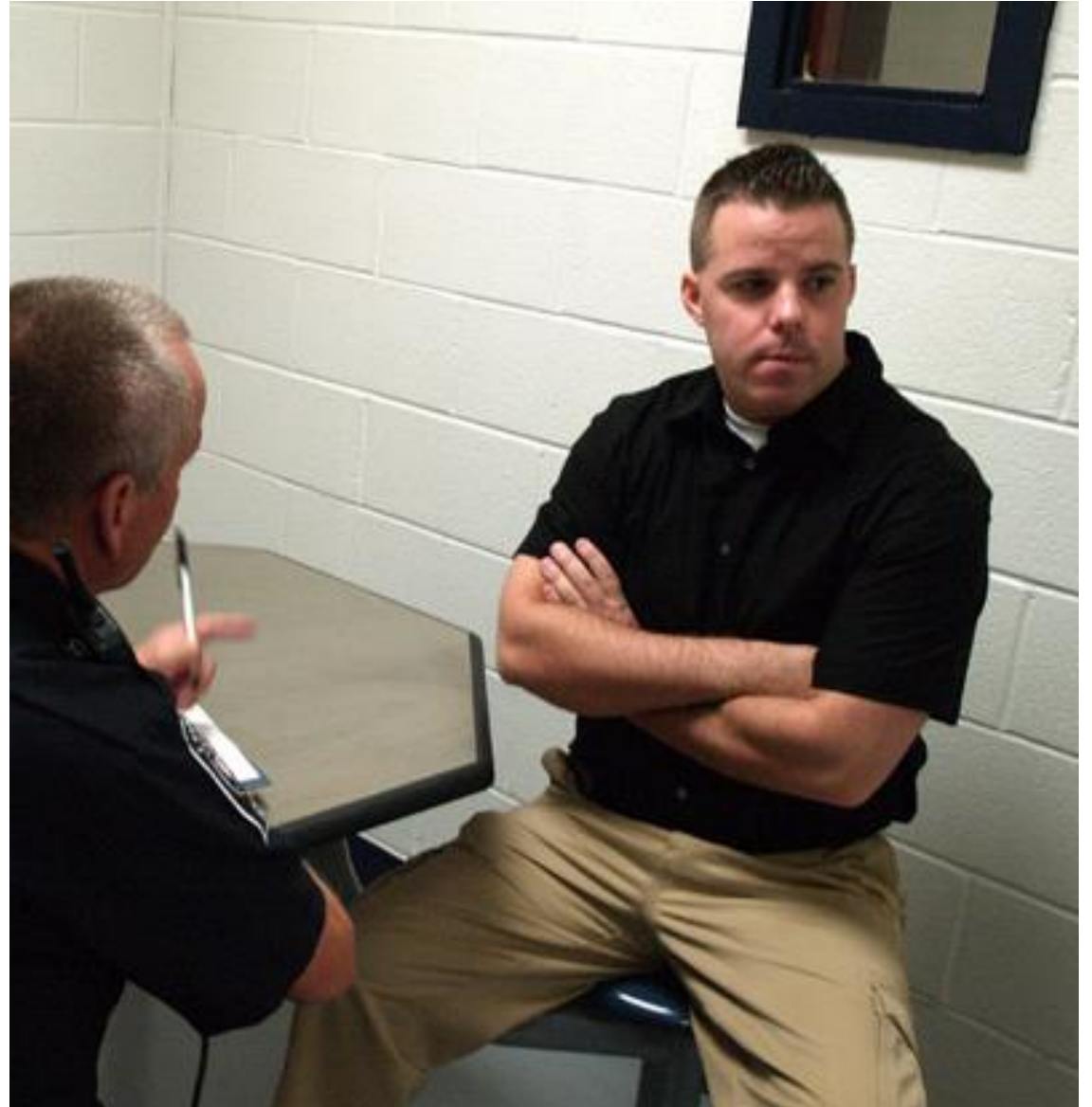
Interview Conclusion

- Provide contact card for possible follow-up
- Allow subject to rethink statements if new info is found
- Summarize back to subject what they stated

Follow-up Interview as needed

- In suspect interviews, the interview may become an interrogation
- *All steps as part of the Introductory statement of an interrogation should follow to include investigative tools, minimization, rationalization, etc.*

5/5/2025



Obstacles to Listening

There are four steps to listening:

1. **Receiving**, both Verbal & Non-Verbal
2. **Attending**, ignoring distractions
3. **Assigning meaning**, decoding what the subject meant
4. **Remembering**, through notetaking

*Listening is the most neglected skill of any interview and is an **active** not passive skill.*



Success Tips for Interviews

- **Pre-planning**
- **Room Set-up**
- **Supporting Tactics** to allow subject to continue to give information.
- **Rapport**, find something in common or interest with the person.
- **Appearance**, demeanor- eliminate slang, attitude and signs of authority and avoid words that have negative context like, murder, embezzle, fraud, kill, rape. Avoid anything that shows personal bias.
- **Behavior**- professional but inviting.
- **Mirroring** and modeling. People like others that look, talk, act like them. Use their terms and deploy physical mirroring. **Modeling** is what you want the subject to mirror.

Applicable Constitutional Amendments

- **4th Amendment** – Exclusionary Rule which excludes evidence that was improperly or illegally seized
- **5th Amendment** – Grants the citizen the right to remain silent
- **6th Amendment** – Gives the right to counsel
- **14th Amendment** - Grants each citizen due process of law

MIRANDA WARNING

1. YOU HAVE THE RIGHT TO REMAIN SILENT.
2. ANYTHING YOU SAY CAN AND WILL BE USED AGAINST YOU IN A COURT OF LAW.
3. YOU HAVE THE RIGHT TO TALK TO A LAWYER AND HAVE HIM PRESENT WITH YOU WHILE YOU ARE BEING QUESTIONED.
4. IF YOU CANNOT AFFORD TO HIRE A LAWYER, ONE WILL BE APPOINTED TO REPRESENT YOU BEFORE ANY QUESTIONING IF YOU WISH.
5. YOU CAN DECIDE AT ANY TIME TO EXERCISE THESE RIGHTS AND NOT ANSWER ANY QUESTIONS OR MAKE ANY STATEMENTS.

WAIVER

DO YOU UNDERSTAND EACH OF THESE RIGHTS I HAVE EXPLAINED TO YOU?
HAVING THESE RIGHTS IN MIND, DO YOU WISH TO TALK TO US NOW?

Miranda v. Arizona

Supreme Court overturned the kidnapping and rape conviction of Ernesto Miranda because he was not made aware of his constitutional rights before being interrogated

- Exceptions
 - Public Safety
 - Booking
 - Jailhouse informant
 - Routine Traffic Stop
 - Other times?



Public versus Private

- **Constitutional Amendments – State Actor**
 - Miranda Warning
- **Searches**
- **Polygraph Testing – Employee**
Polygraph Protection Act

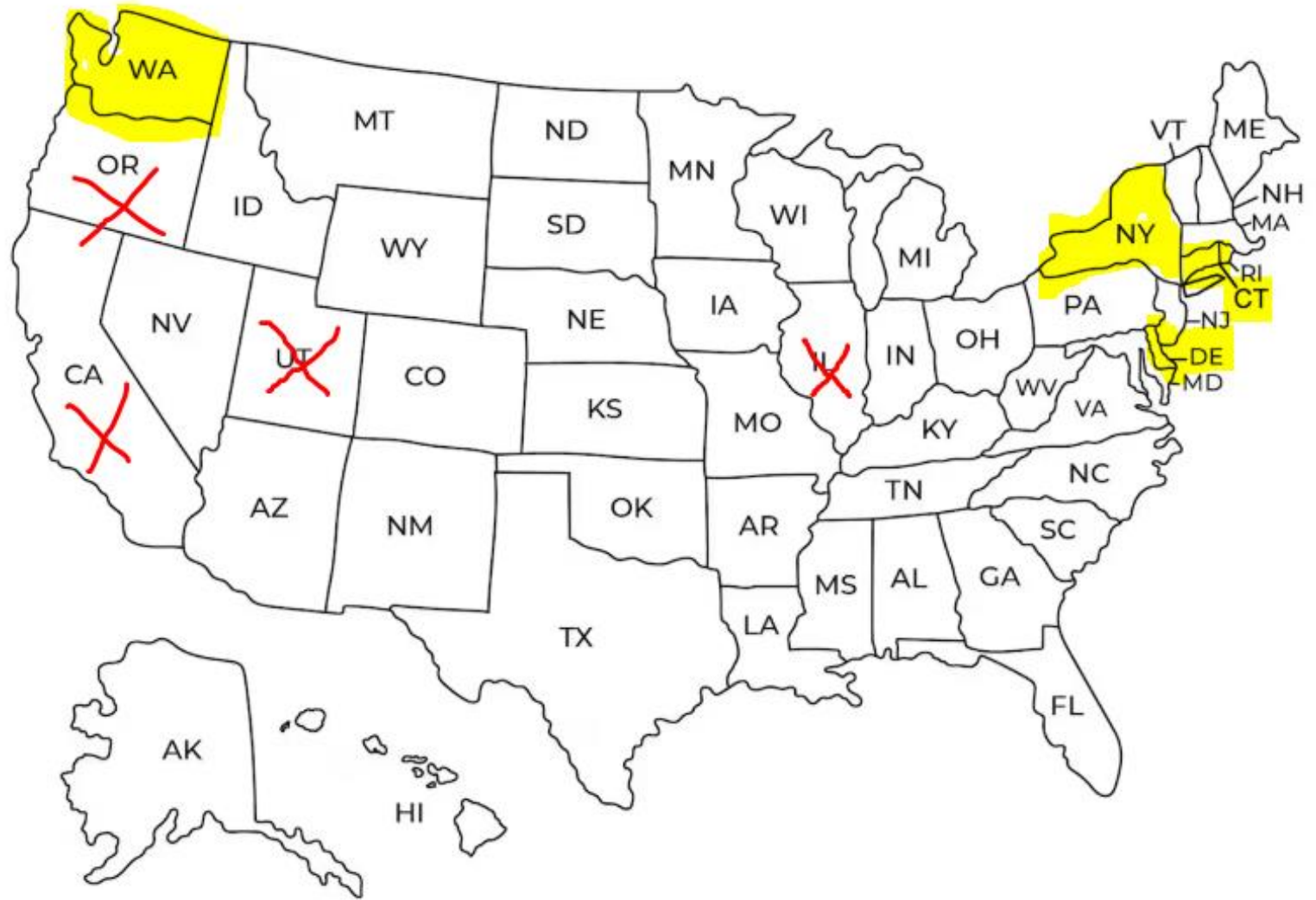


Other Considerations

- Department Ethics Policy
- State Laws
- Promises or tricks
- Alcohol and Drugs



Promises and
Trick Prohibited
by LE- Red X's
Yellow
considering.



Other Protections

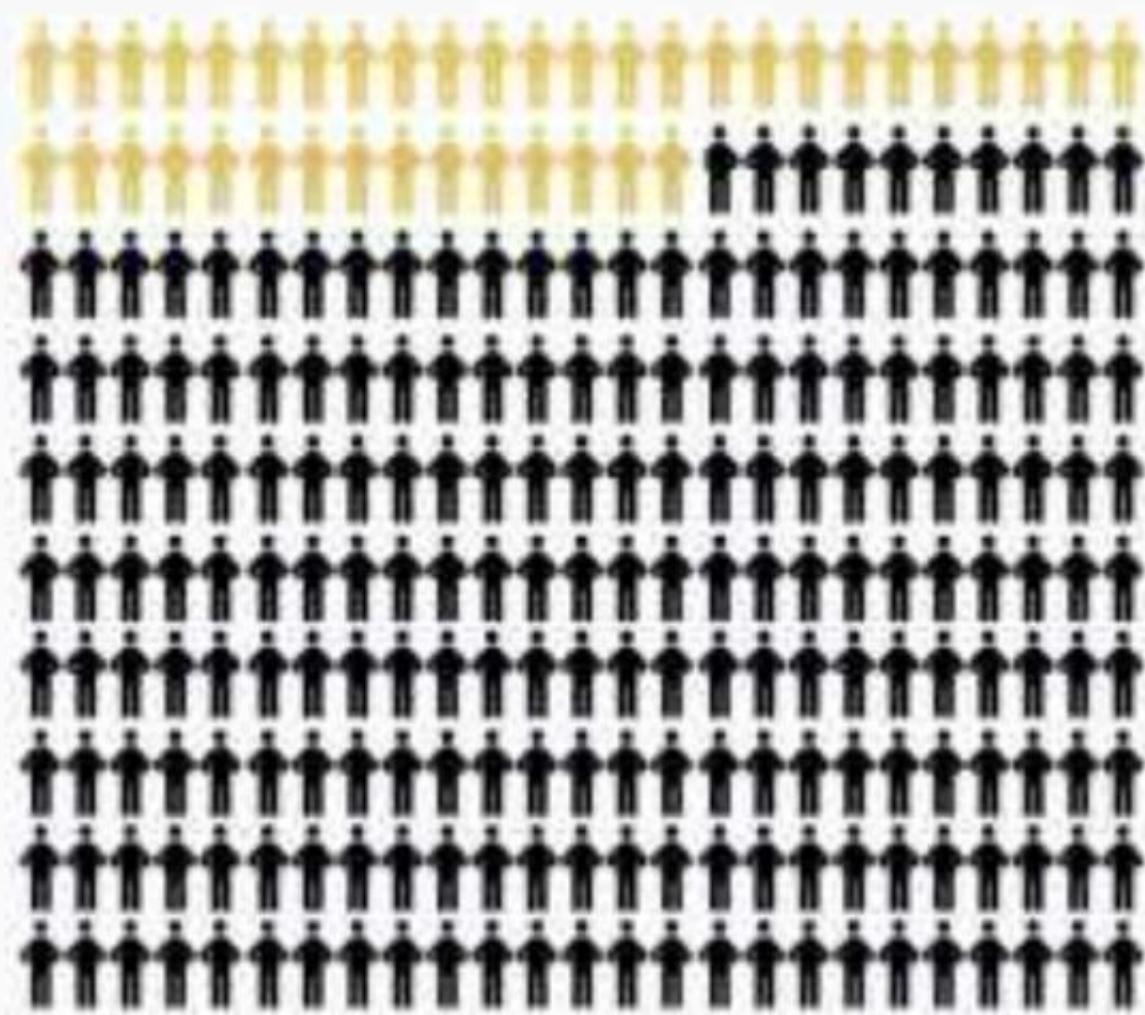
- Public
 - Loudermill – Right to a Hearing
 - Garrity – Police Officers Internal Affairs (Law Enforcement)
- Public & Private
 - Weingarten – Union Representation
- All Citizens
 - False Imprisonment
 - Defamation – Slander & Libel



False and Coerced Confessions

- Causes
 - Age
 - Memory and Intelligence
 - Failure to understand abstract thought
 - Behavioral Differences
 - Suggestibility and Compliance
- Indicators
 - Uncertainty
 - Wrong Information
- How Memory is involved

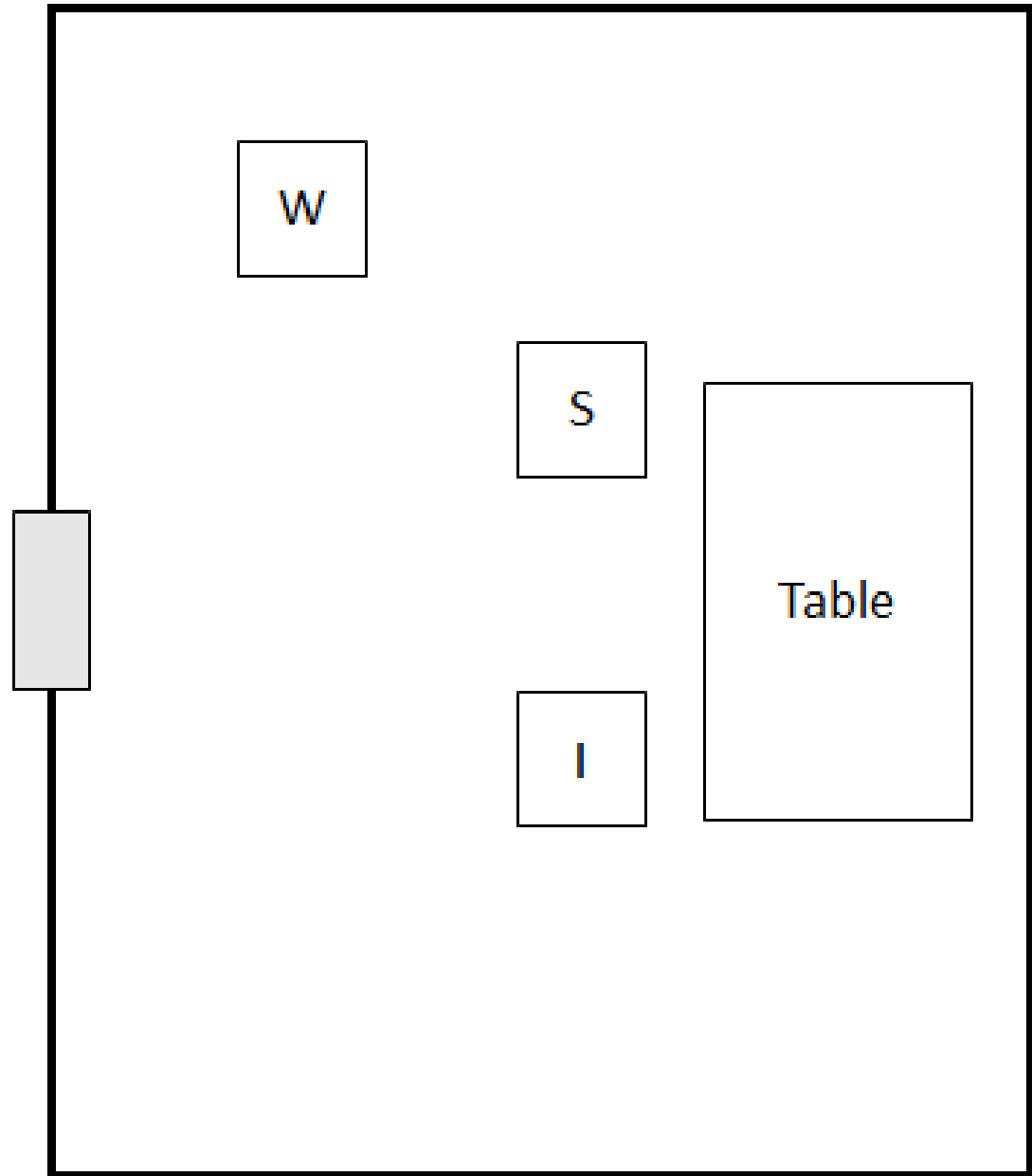




Ideal Non-Custodial Room Setup

Considerations

- Privacy
- Limit Distractions
- Eating/Drinking
- Room Size
- Witness Placement
- Chairs/table



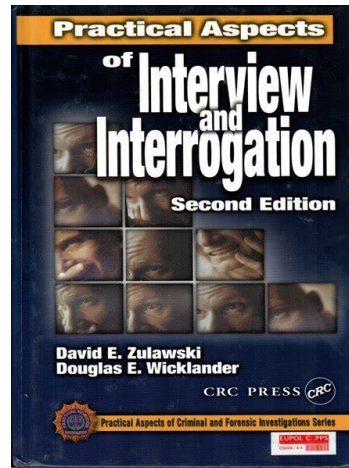
Appearance

- You are trying to build rapport
- Reduce signs of authority
- Remove cuffs and weapons



Room Setup

- Clear out anything that can be used as a weapon against you
- Minimize distractions
- Reduce signs of authority
- Don't bring in a book on interrogations



Early Lessons



Technique - Case Files

- Bring case file with you into interrogation
- Cover name at beginning
- Do not put original evidence with the suspect
 - They may try to destroy it
- Fill with copies or empty paper
 - Make it look full



What is wrong with this picture?



What is wrong with this picture?



Interesting Suspect

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Witness and Interpreters

Witness

- Observes and makes note of subject behavior
- Matches gender of subject if different than interrogator

Interpreters

- Interpreter needs to accurately translate your questions



Prepping Interpreters



Custodial vs Non-Custodial

Four Part Test

1. Language used to summon individual
2. Physical surroundings of interrogation
3. Extent to which officials confront suspect with evidence of guilt
4. Whether officials exert any additional pressure to detain individual

Module 1 Conclusion

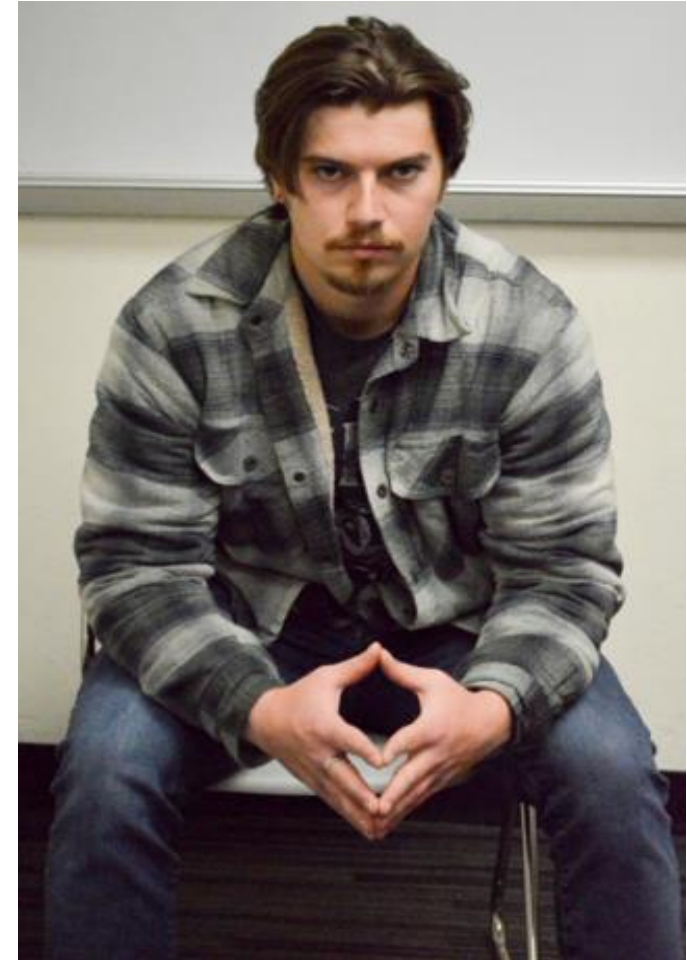
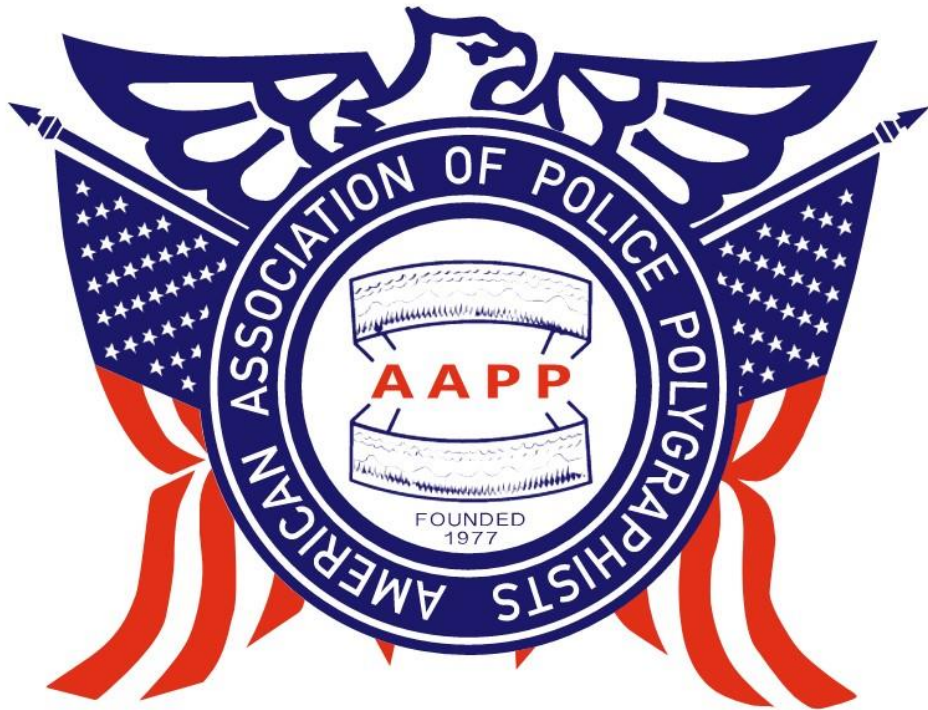
Questions?



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Module 2 – Identifying Deceptive and Nondeceptive responses



Learning Objectives

- Identify verbal and non-verbal indications of deception and truthfulness
- Describe the three types of behaviors that should be evaluated
- Three times we are assessing behavior
- Understand interviewer's impact on interrogation
- Define behavioral clusters and impact on assessment
- Why people confess



Detecting Deception

Section 1



The Interviewer and Environment

- Interviewer Bias and Attitude
- Interviewer Behavior
- Environment
 - Controlled – Avoid Distractions



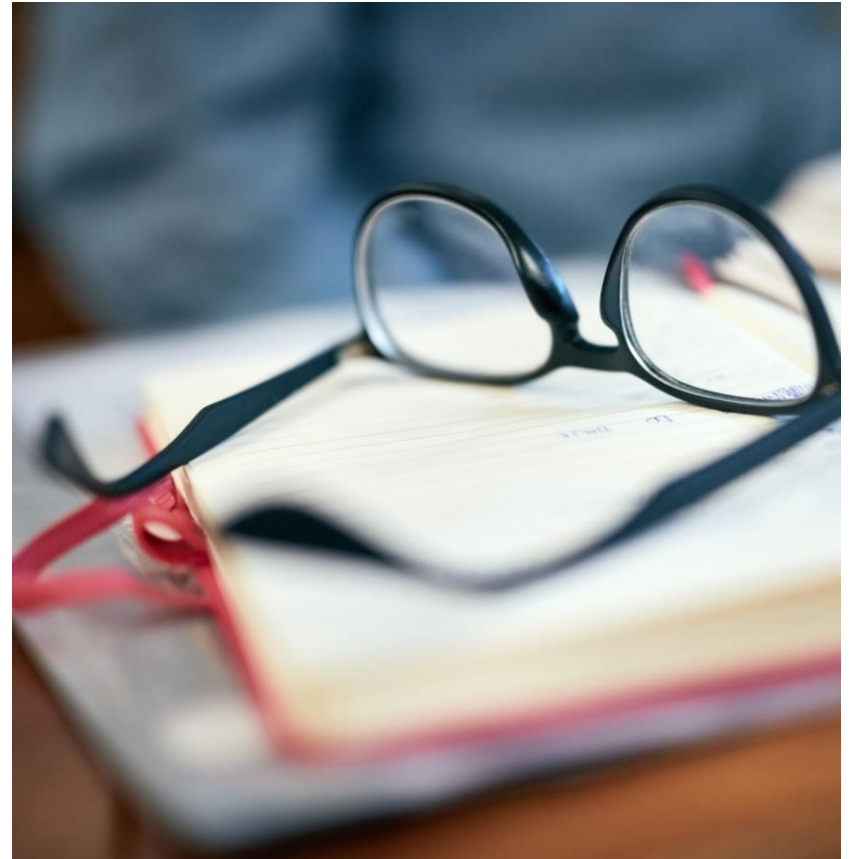
Evaluating Behaviors

- **Three considerations of Behaviors That Should be Evaluated:**
 1. Evaluate Subject against Population
 2. Evaluate Subject against Himself/ Herself
(Observe a Baseline Behavioral Norm)
 3. Evaluate Subject in Context of Situation



Evaluating Behaviors

- **Three Phases of Evaluating Behaviors:**
 1. When Subject or you first Enters the Interview Room
 2. When Baseline Questions are Asked
(This is When We Expect Truthfulness)
 3. When We Ask Questions About the Investigation



Factors Affecting Behaviors - Subject

- Medical Conditions
- Emotional Maturity
- Mental Capacity
- Drug/Alcohol Use
- Ethnic, Cultural, Geographic, and Economic Differences
- Professional Criminals, Actors, and Politicians behave differently in interviews than the average person



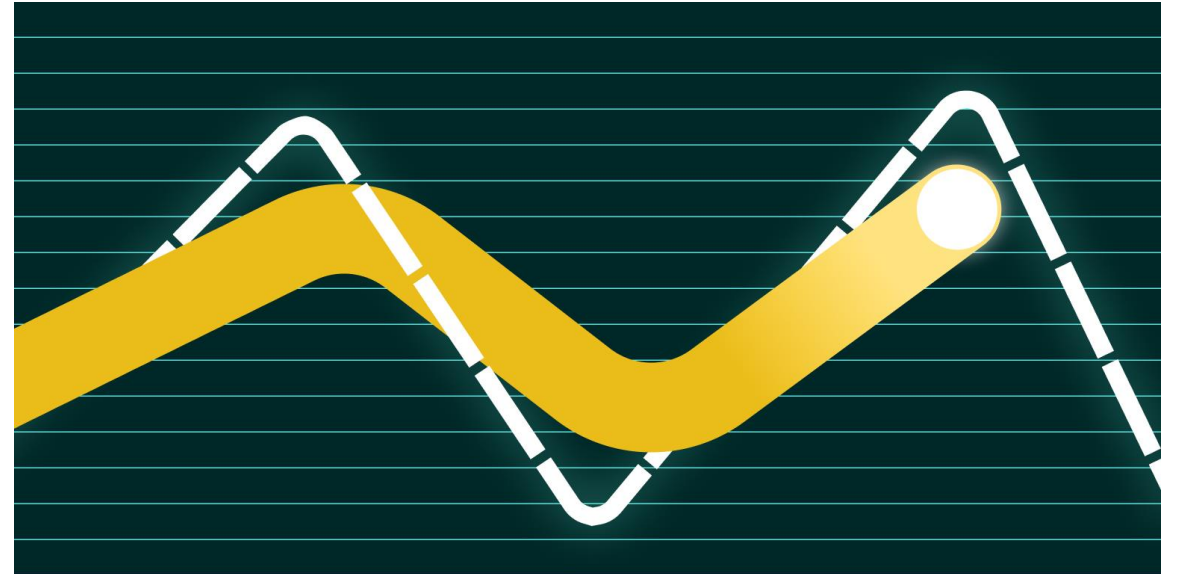
Evaluating Behaviors

- Behavioral Clusters
- Timing and Consistency
- Fight or Flight Responses



Establishing a Behavioral Norm

- Initial Questions Expecting Truthful Responses
- Beginning of Interview
- Helps to Establish When Subject is Lying
- Attitudes of Subject:
 - Truthful
 - Untruthful
 - Common to Both:
 - Angry
 - Nervous
 - Quiet



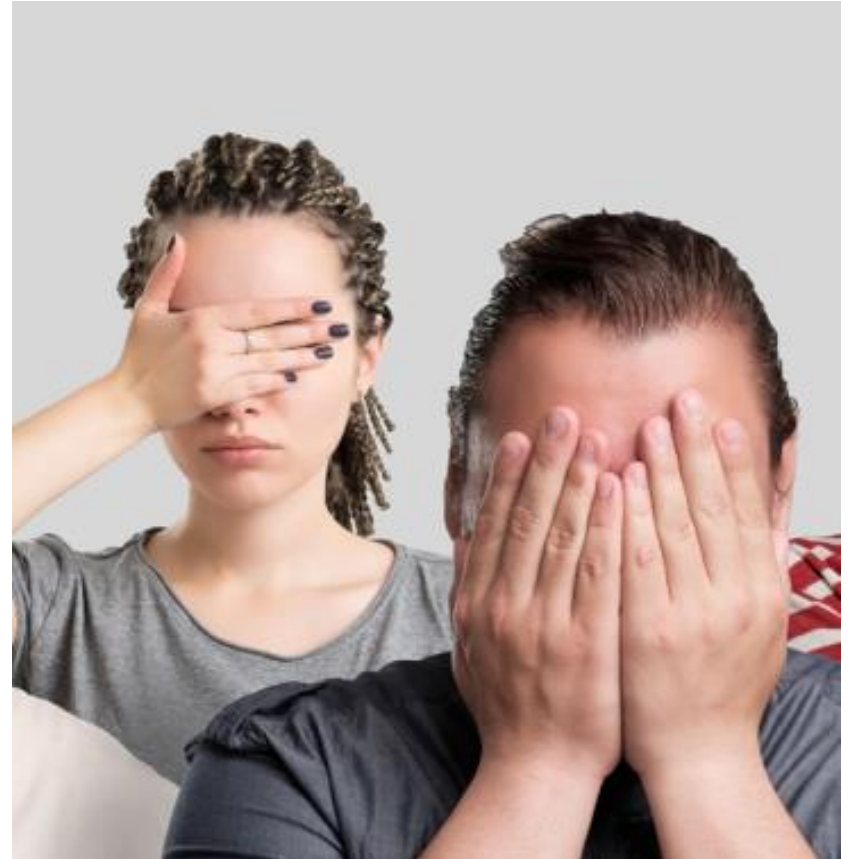
What Makes Deception Difficult to Detect in Interviews?

- **Factors that impact Deception Detection:**
 - Anticipation of Needing to Lie
 - Do they Lie Often?
 - Omission or Fabrication
 - Good Liar with Good Memory
 - Can Subject Conceal True Emotions?
 - Repeat Successful Liar?
 - Behavioral Norm Established Properly?



Why Do People Confess?

- Caught
- Internal Pressure
- External Pressure
- Guilty Feels a Need to Explain
- Protect Another
- Get it Over With
- Trust
- Did No Wrong
- Wants Help
- Abuse and Threats
- Toss a Bone



Interpretation of Behaviors

- Two Types of Observable Behavior:
 - Physical
 - Verbal/Vocal



Section 2

Non-Verbal Physical Behaviors



Interpretation of Emotion

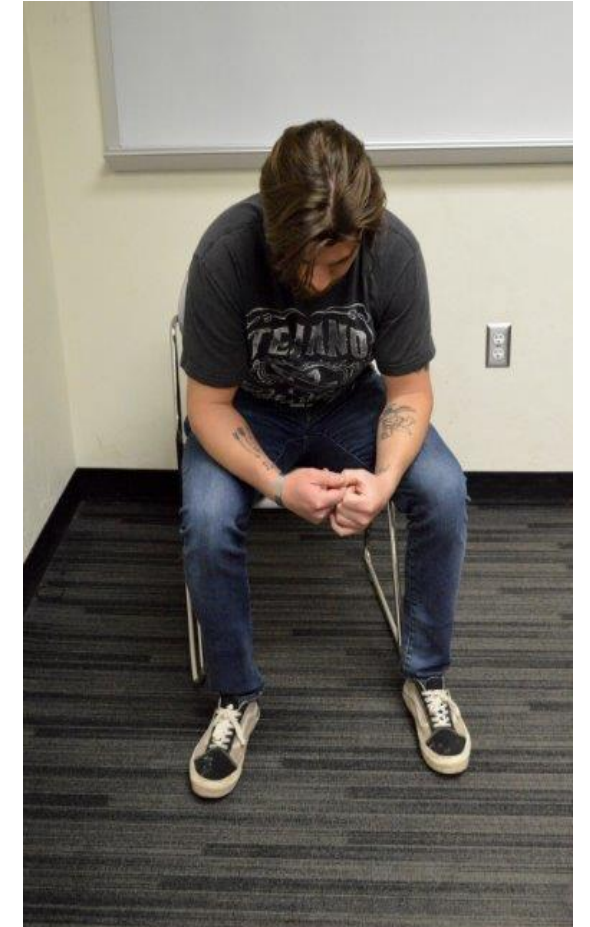
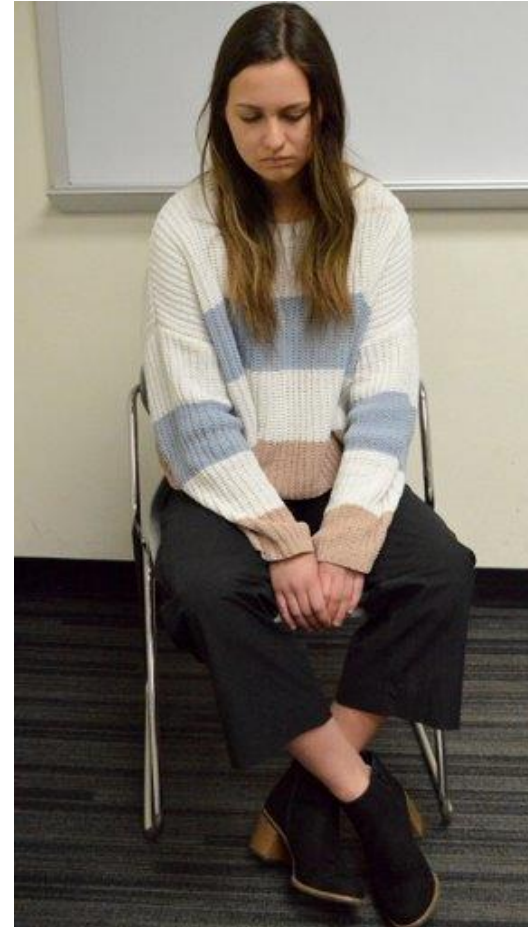


Truthful v. Untruthful



Posture / Trunk / Shoulder Position

- Moving outside the "cone" of the chair – body shift
- Can also appear frozen
- Trunk so leaned excessively in one direction
- Shoulders rounded or slumped
- Scratching at body or face
- Protects abdominal area
- Excessive perspiration
- Rapid breathing or deep breaths

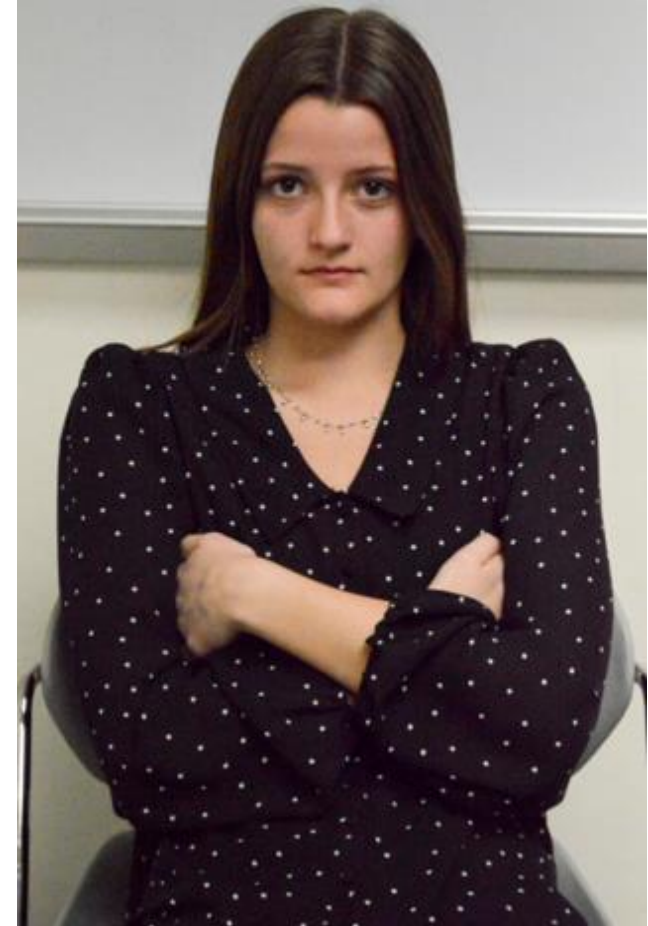


Hands and Arms

- Tension in body, clenched fists
- Loss of fine motor control or rapid movements
- Hands shake
- Arms crossed or held tight to body
- Sweaty/clammy hands, wipes hands excessively
- Grooming gestures occur after difficult question



Examples of Physical Deceptive Behaviors



Identifying Deceptive Behavior

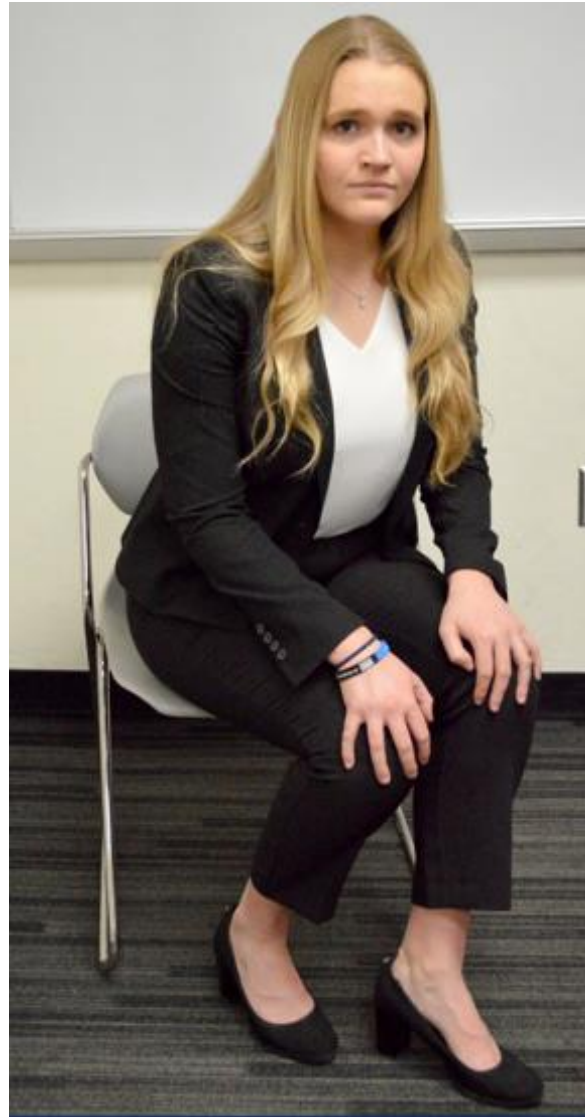
Legs and Feet

- Muscles hold tension
- Legs extended to keep distance
- Taps or circles foot after answer
- Shifts or crosses legs at questions
- Uses legs to provide protective barrier
- Fleeing Position: Pointing toward exit
- Rarely has feet planted: Both feet on floor during except when in submission



Ready to Leave

- Hands on Knees
- Feet on floor
- Edge of Seat
- Leaning Forward



Head and Neck

HEAD:

- Head forward, back, or down
- Beaten, distraught, or phony expression
- Abrupt movement of head
- Nods from waist

NECK:

- Larynx (Adam's Apple) moves repeatedly
- Obvious hard swallows/gulps. Swallows often
- Carotid artery pulsates at side of neck
- Rash/redness appears at front of base of neck



Identifying Deceptive Behavior

Facial Expressions

MOUTH

- Untruthful
 - Smirks, puckered lips, bites lip, wets lips
 - Yawns, dry clicky mouth, clears throat
 - Foam at mouth corners
 - Sighs, deep breaths, phony smile
 - Tensions held in jaw and mouth

NOSE

- Untruthful
 - Picks or rubs nose
 - Blows air out, flared nostrils
 - Itching/scratching at nose
 - Discharge – natural autonomic reaction



Eyes

- Cold, hostile
- Rapid eye movement
- Closed eyes
- Frowning eyebrows
- Poor or aggressive eye contact
- Bug-eyed, hunted look, tears or moist eyes
- Rapid or super slow blinks



Neurolinguistic Eye Movement

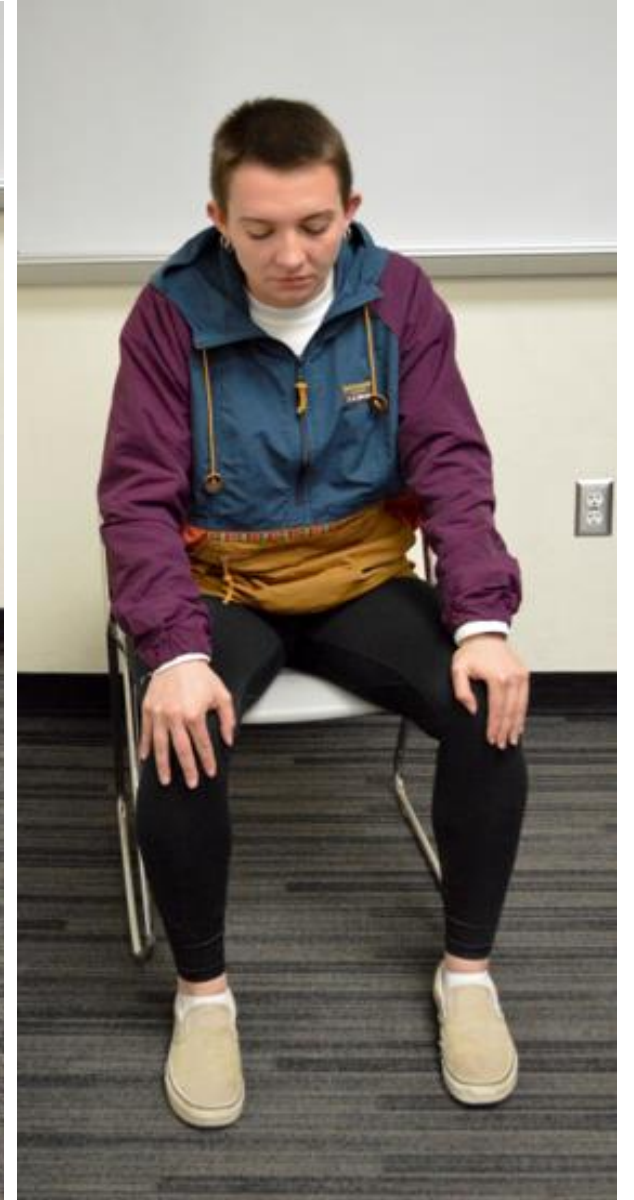
Video displaying neurolinguistic eye movement



Neurolinguistic Eye Movement

Submission

- Hands on Knees
- Feet on floor
- Edge of Seat
- Leaning Forward



What can you
interpret?



What can you
interpret?



What can you
interpret?

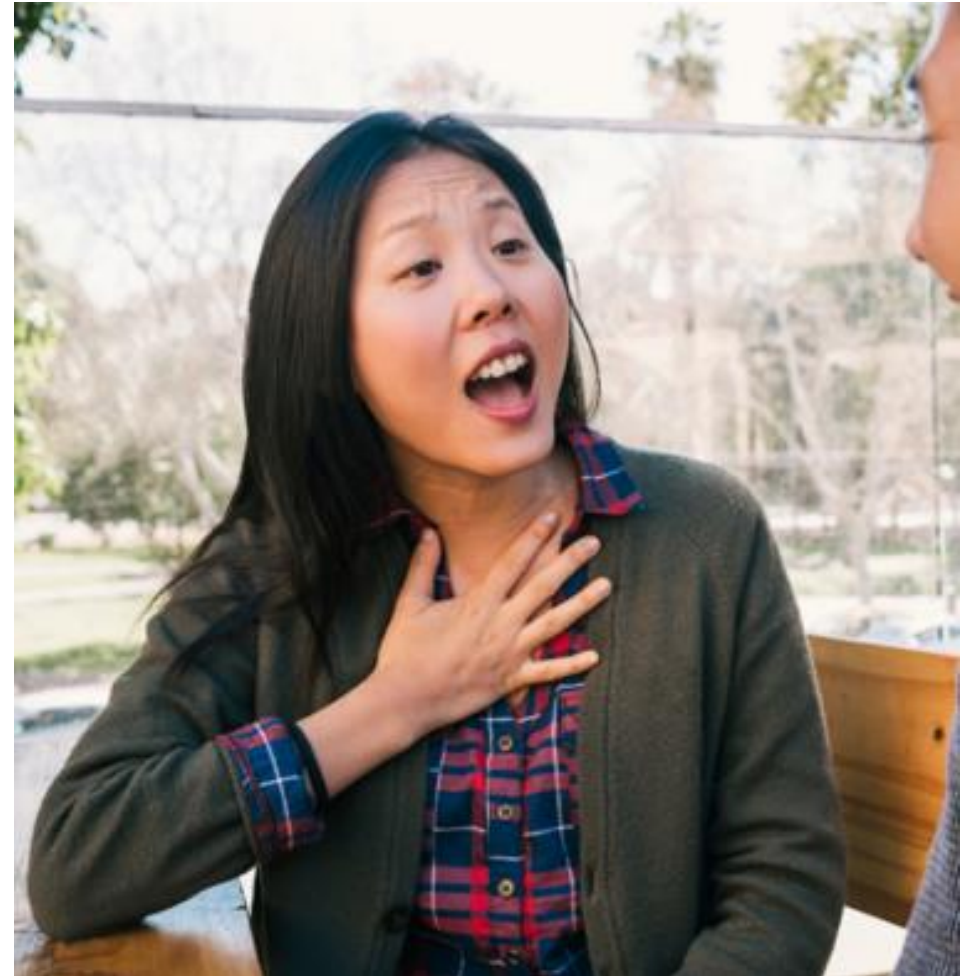


Section 3

Verbal Behavior and Vocal Responses

Interpretation of Verbal Behavior

- Verbal Manifestations of Behavior
- Establish a Normal
 - Tone
 - Volume
 - Speed of delivery
 - Emphasis
 - Word choice

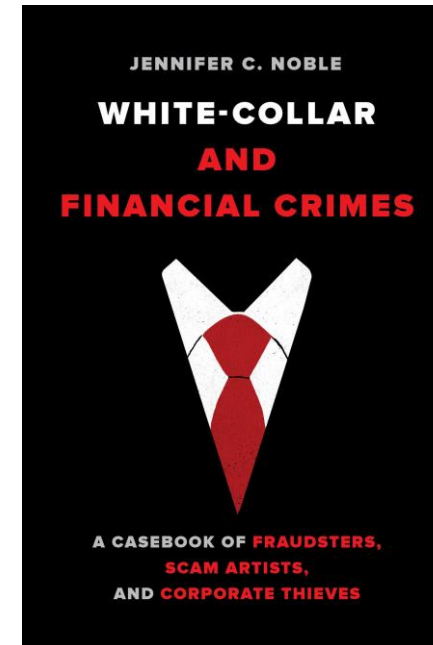


Verbal Responses

Untruthful

- Vague, stammering, long pauses
- Talks softly, mumbles (with or without hand covering)
- Complains that rights are being violated
- Complains of inconvenience
- Unsolicited premature excuses
- Uncheckable sources
- Answers too quickly
- Very short OR elaborate responses
- Overly polite, nice, or respectful
- *Repeatedly cancels or avoids interview*

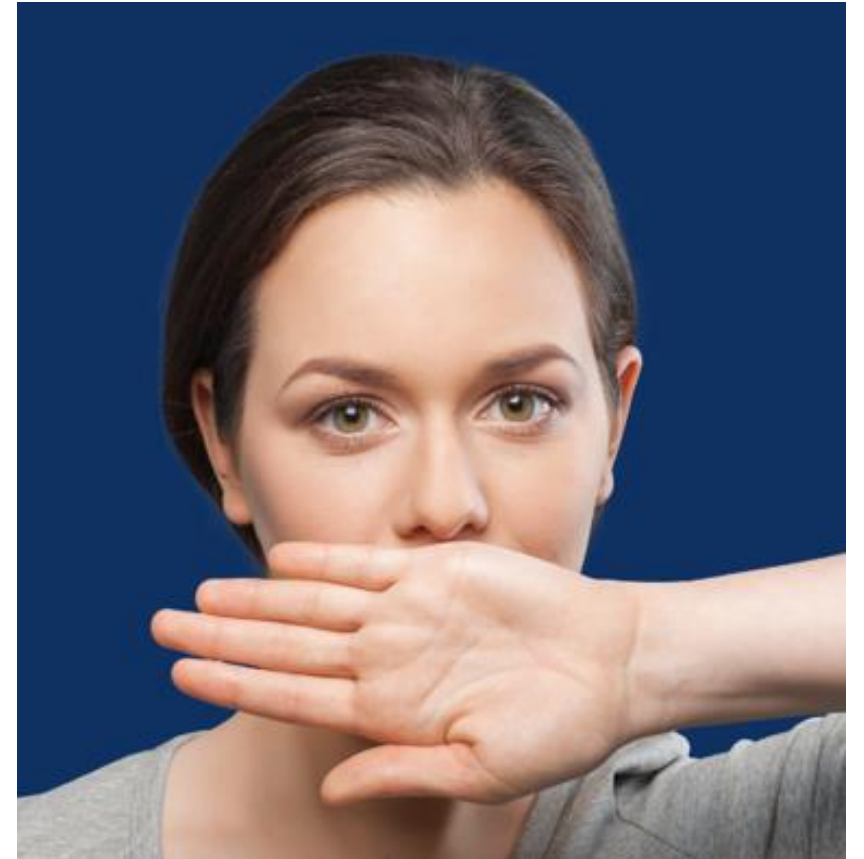




Most Successful Spy

Deceptive Responses (cont.)

- Delayed responses, pauses before answering
- Helpfulness
- Uses physical behavior to cover delay
- Memory problems when asked, but may have details to cover the crime
- Hanging responses
- Non-responses
- Gallows Laughter Responds with a question
- Repeats the question back to you
- Thank the interrogator for accusing them



Deceptive Verbal Responses

- Qualifiers: **"To the best of my knowledge; if I recall correctly; At this point in time"**
- Emphasized truthfulness: **"Honest to God; Honestly"**
- Word Choice: Use of plurals and avoids contractions
 - **"I cannot remember"**
 - **"I did not steal that money"**
- Emphasizes what they did not do
- Avoidance of what was done
- Offers to repay but will not admit to theft
 - **"I would pay back all of it"**
- Changes to story



Which of the following is indicative
of a deceptive statement?

A

"I didn't take any
money!"

B

"I did not take that
hundred dollars."

Which of the following is indicative
of a truthful statement?

A

"Look, if my father was alive today, he would tell you that I would never do such a thing."

B

"I didn't take any money."

Which of the following is likely
to be deceptive?

A

“So let me see, you are asking me if I took any money, well then, I would have to say, no.

B

"I didn't steal any money."

Which of the following is an example is likely to be deceptive?

A

"I didn't do it.

B

“Do you think I did
it?”

Assessing Behaviors- Things to Remember

- **Truthful** and **untruthful** subjects may display both verbal and non-verbal responses which **look deceptive**
- It is your responsibility as a trained interviewer to determine truth or deception
- Behavioral Clusters
 - Two or more
 - Combination of Verbal and non- verbal or
 - Two or more of either
- ***Validation of deception through admissions***





Module 2 Conclusion

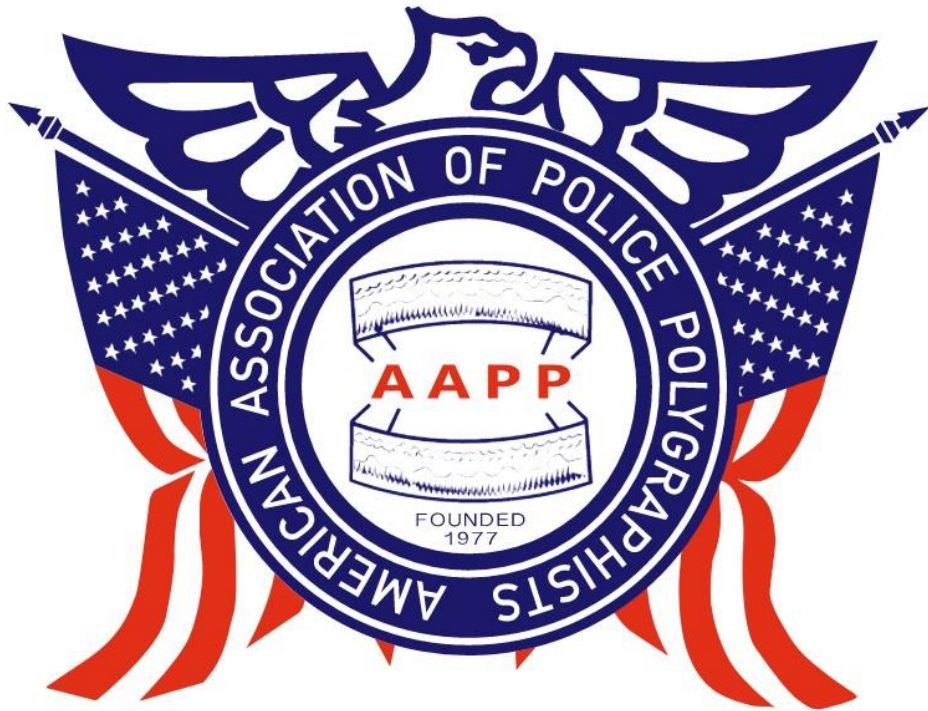
Questions?



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Module 3 – Overview of Interrogation Approaches with Emphasis on Emotional



Learning Objectives



The Emotional Approach



Rapport & Credibility Building Techniques



Steps 1 – 4 of the Interview

Four Common Approach Techniques + One

1. **Factual approach**- leading the subject through a series of questions to catch inconsistencies and lies. Used when not certain of guilt. (PEACE, Cognitive)
2. **Direct Accusation**- direct statement approach used when single incident case with strong evidence. Includes BAI process. (Reid, Kinesic)
3. **Emotional**- Used in cases of almost certain involvement and with multiple events and or individuals involved. Focuses suspect on the why versus the facts of the case. (Wicklander-Zulawski)
4. **Friend/Foe**- Lost effectiveness due to Hollywood but can be used in some cases.
5. **Saquella**- Primarily **Emotional** with the application of elements from others as needed to elicit factual, freely provided information from a subject without claims of coercion, entrapment, false imprisonment or other civil claims.

What is the Emotional Approach?

- **Focuses** on the reasoning behind *why* the subject did what they did; not the circumstances or involvement in the crime/issue
- **Minimizes** the severity of the act or crime in question while allowing interviewer to gain credibility in the process
- **Involves** the facilitation of rationalizing the '*why*'; justifications, reasoning, excuses and moves blame away from suspect



Think
About
this...



Emotional Approach continued

- This approach allows the subjects to save face, to experience less guilt, and be more open to being honest.
- A thorough investigation or DI polygraph result must precede the interview/interrogation
- More facts, background, potential motive, and evidence = more credibility with the subject and more effective ways to rationalize why the subject did what they did.



Rapport & Credibility Building

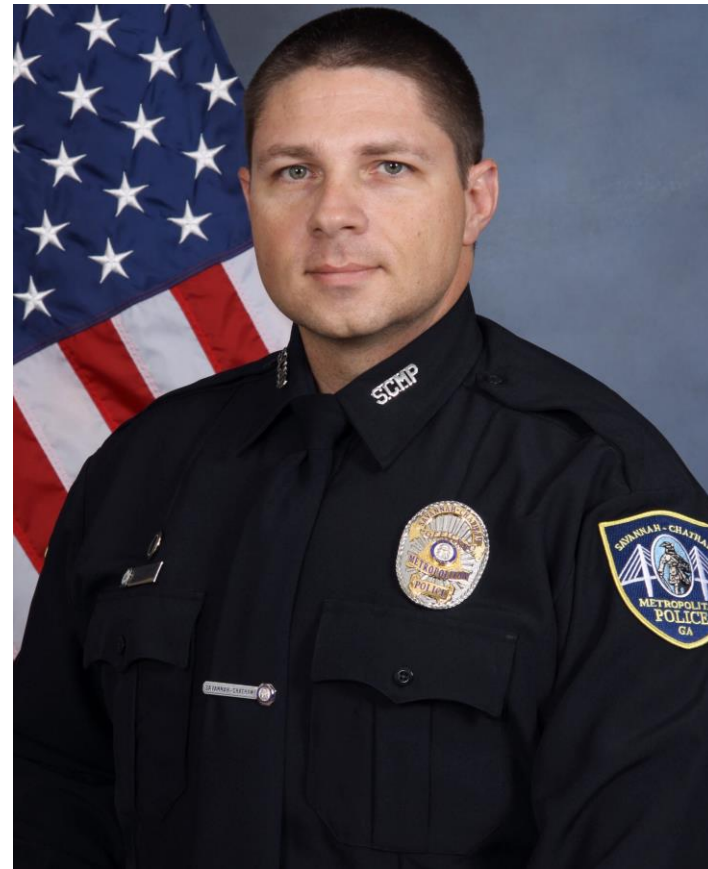
- Building a connection; through trust, respect, understanding, affability, authority. With professionalism and approachability.
- This is accomplished through appearance, demeanor, behavior, and communication
- It is completely unique to the individual and the circumstances at hand
- The interviewer will likely gain some insight on the subject's baseline behavior/behavioral norms when talking about 'easy', factual, personal information.



Rapport & Credibility Building Techniques

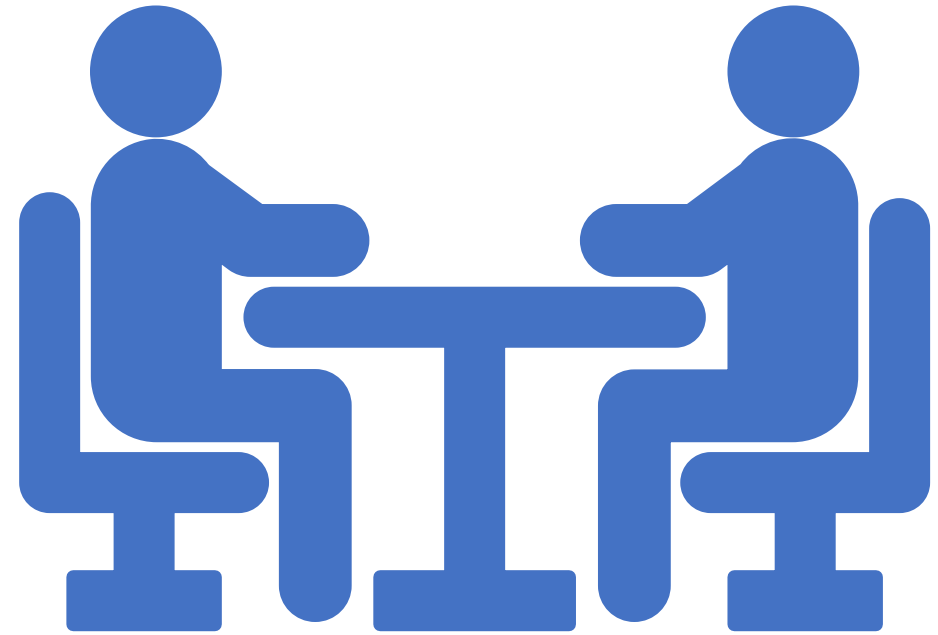
Appearance & Demeanor

- Snap judgements based on someone's appearance and demeanor are made every day and often without much thought.
- Consider what is most beneficial to you as the interviewer upon the first few seconds of your subject encountering you.
- A professional and collected appearance and demeanor will aid in establishing your position as the one leading the interview.
- What if you have a duty uniform?
- What if you regularly were to carry a firearm, handcuffs etc.?
- What will aide you in making the subject be more likely to engage with you?



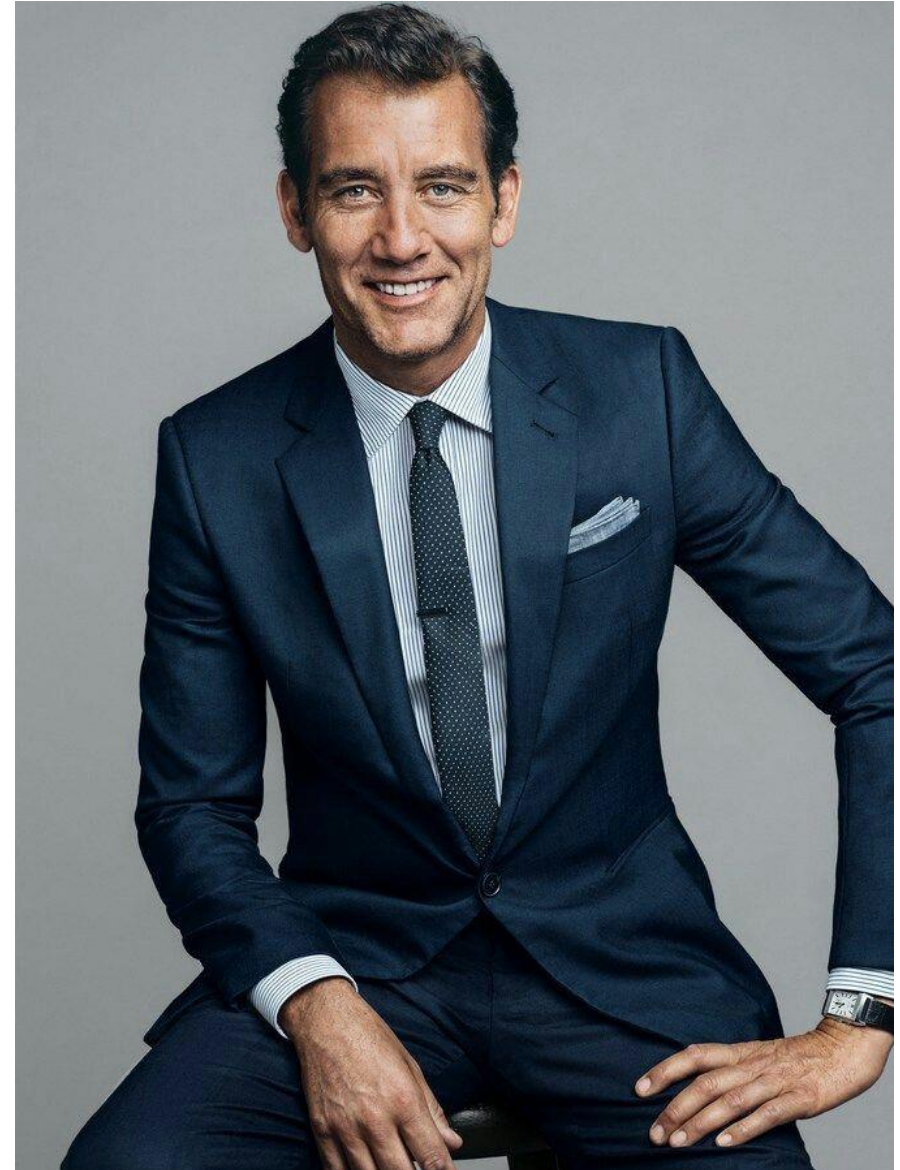
Discussion

- How would you adjust your demeanor and appearance to engage with the following subjects in a criminal act?



Discussion

- 36 years old
- Stockbroker
- No prior interaction with law enforcement





Discussion

- 29 years old
- Medical Resident
- No prior interaction with law enforcement

Discussion

- 60 years old
- Carpenter
- One prior interaction with law enforcement over 30 years ago



Discussion

- 18 years old
- Student
- Two prior interactions with law enforcement



Your Behavior

- When speaking with or to the subject, avoid using language that assigns guilt/holds negative connotations such as victim, perpetrator, suspect, embezzlement, rape, stealing, killing, testimony, court etc.
- Maintain an uncritical attitude, free of bias, disgust, anger, judgment
- Avoid the use of sarcasm, a teasing or mocking tone of voice, belittling language or behavior
- Be mindful of your facial expressions and body-language as the interviewer
- An angry, disgusted, or expressionless face will be noticed by the subject. Crossed arms, leaning away from them, or impatiently tapping your foot *will not* aid in building rapport

Common Ground

How do you find it with another person?

- Shared interests or personality types, shared frustrations, shared identities/backgrounds, experiences, activities, values, beliefs.
- Be mindful to not bluff your way through discussing an interest, experience, belief etc., you claim to share.
- The opportunity to talk about oneself/personal interests may present the subject with the opportunity to feel less apprehension. Be mindful of very straightforward individuals.
- Consider the likely way to encourage more cooperation from the subject based upon the investigation preceding the interview or while conversing with the subject.
- Are they someone more likely to be motivated by pride, revenge, by having their guilt relieved, or by being respected? Taking note of these potential motivators; this will likely aid in building rapport and credibility.



Mirroring, what is it?

- Consider how people are most comfortable around others they perceive to share similarities with.
 - As the interviewer converses with and observes the dispositions of the subject, note patterns of speech, how quickly or slowly the subject speaks/delivers their words, their posture, and gestures used while communicating.
- As these subtle details are observed by the interviewer, the interviewer may benefit by *mirroring* the subject in their own language/communication style. The subject may unconsciously perceive more familiarity while communicating with the interviewer.
- Modifying your language, gestures, or communication-style to better mirror a subject takes practice to notice and model but we often do this in our every-day lives.





Mirroring



Think About This Photo

Neurolinguistic Techniques-What are they?

- Verbal and physiological
- Verbal neuro-linguistic techniques consider how individuals process information on a verbal level.
 - People typically lean in one direction more than another at a time, those being: visual, audio, and Kinesic modes of verbal communication.
- When the interviewer picks up on the clues indicating the prevalence of one of these modes in a subject, it may improve communication and heighten your rapport by using similar words/vernacular that communicate topics/questions to the subject.



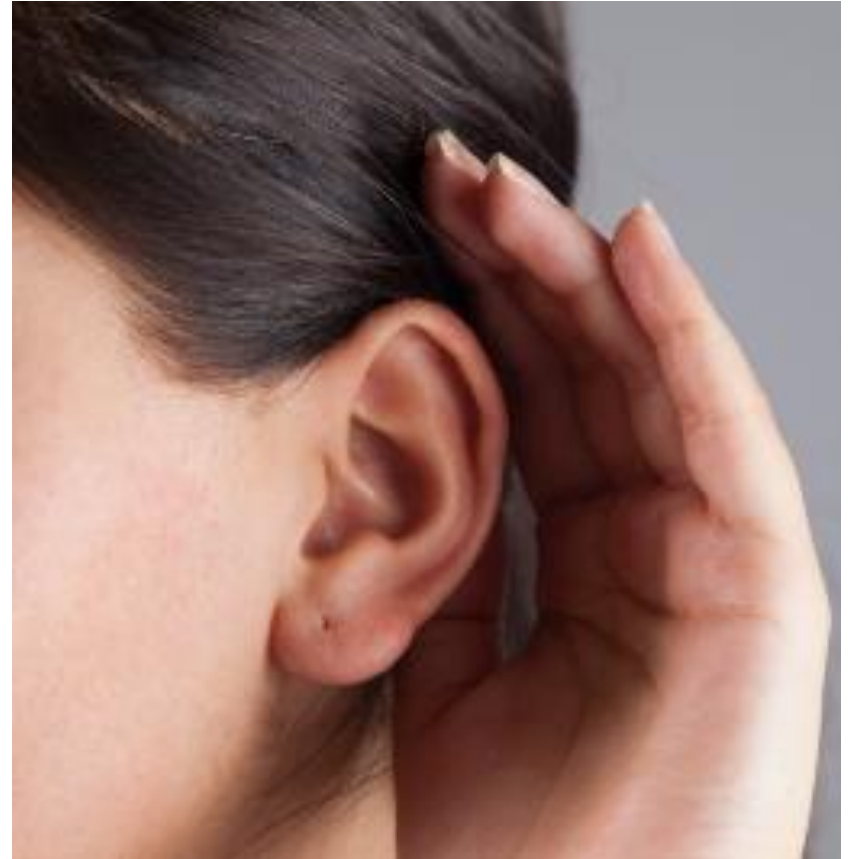
Verbal neurolinguistic techniques - Visual

- Visual communicators use more visually descriptive language such as:
 - *picture* this
 - *look* at it like this
 - I don't see what you're saying
- Use questions such as "What did the situation *look* like to you, what did you see happening?" etc.



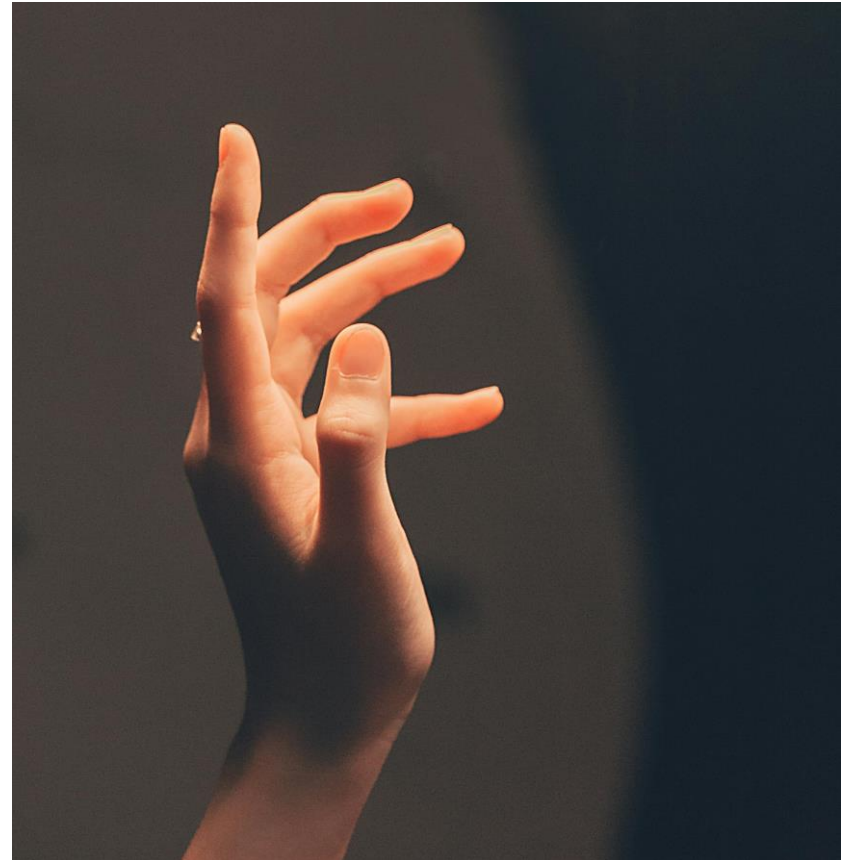
Verbal neurolinguistic techniques - Auditory

- Auditory communicators use words/vernacular that indicate things they've heard/what they're hearing such as:
- *The sound of that makes me nervous*
- *Now that I've heard that I'm not sure*
- *That doesn't sound right to me".*
- Use questions such as "what did she *sound* like in that situation, what did you *hear* after that?"



Verbal neurolinguistic techniques - Kinesics

- Kinesics communicators use words/vernacular that relate to more intuitive thinking such as
- *I don't really have a good feel of how that happened*
- *I have a pretty good grasp of the situation*
- *I didn't feel very good about how he was behaving*
- Use questions such as "let's get a *handle* on how the situation unfolded, how did you *feel* when you noticed that?"



Exercise for Rapport & Credibility Building



- Joyce Kim - 26 years old - Single
- From San Diego, California
- No prior interaction with law enforcement/loss prevention
- Attended Stanford University
- Occupation: Newly promoted to editor at a travel & lifestyle publication
- Interests: Avid sailor, former member of Stanford fencing team, traveled to 19 countries, previously wrote articles about travel, pathways to career success, and female empowerment
- Joyce tends to speak quickly with a large vocabulary, she is not physically expressive when she speaks.
- She uses phrases such as "I don't see what you mean" and "I like to paint a picture with my writing".
- She sits with good posture, keeps her legs crossed with her hands resting on her legs.
- She is known to have a commanding personality and is a perfectionist.
- She appears confident and seems impatient.
- Suspect in a hit-and-run boating accident where a 14 year old girl was severely injured by a speeding boat

Exercise for Rapport & Credibility Building



- Travis Marino - 32 years old - Unmarried but in an eight-year relationship
 - Has a seven year-old son and his long-term girlfriend is wanting to get married soon
 - From Detroit, Michigan
 - One prior interaction with law enforcement (one DUI 12 years ago)
 - Attended trade school
 - Occupation: Manager at a manufacturing plant
 - Interests: Project car enthusiast, football fan, DC comics fan, loves spending time with his son
-
- Travis speaks at an average pace, he often uses his hands when communicating.
 - He uses phrases such as "that sounds serious" and "I hear you, man".
 - He is known to be a generally relaxed person, his team says he is a fair manager.
 - He appears nervous and is bouncing his knee.
 - He sits with a slight slouching posture and clasps his hands in front of himself.
-
- Suspect in manufacturing plant property theft - an estimated \$18,000 loss

Emotional Approach - Introductory Statement



Steps 1-4 of the Emotional Approach Introductory Statement



Describing your role as the interviewer



Describing what you are responsible for



Explain how events, incidents occur



Describe investigative methods used

Leading to Introductory Statement

- Start with typical biographical questions from departmental form asking questions we expect the subject should be truthful to. Provides you with what the suspect behavior is during truthful responses. (In polygraph this is done in pre-test). Investigators, the start of the interrogation.
- With no accusation (yet), the following steps allow the subject to listen to what the interviewer has to say. This will be another credibility-builder during the interview but also guide the subject to believing that they are 'caught'.
- Non-accusatory and offhand, relatively short



Step 1: Who you are, with Example

Describe your role in the organization

Private: Your job is to protect assets – **Embezzlement** case (frame in a way that puts people first and diverts focus away from money or items that were stolen etc.)

Public: Your job is to serve and protect the community-**Stalking** case (frame in a way that puts focus on the most serious crimes)



Step 2: follows “Who you are” examples continued

Describe what you are responsible for at the organization

- **Private:** Use this opportunity to minimize the seriousness of what the subject is being questioned for i.e., “my primary concern is financial losses of \$1 million dollars or more/huge amounts of product being taken” In this case **embezzlement**.
- **Public:** Use this opportunity to minimize the seriousness of what the subject is being questioned for stalking i.e., “my primary concern is dealing cases when citizens that are seriously injured up to and including death to minimize the actual crime at hand. In this case **stalking**.”



Step 3: How Incidents Occur- examples continued

Explain how events or incidents occur

- (Give around 5 examples) with the actual/suspected crime mentioned in the middle (3rd example)
- **Private:** “As a company investigator I understand that losses occur. During my career I have investigated and seen people take money from a safe, provide free services to a customer, **set up a dummy vendor**, use the company credit card for personal purchase, alter accounting records to hide shortages).
 - Strategically place the most likely or evidential method of loss in the middle of your examples, give a pause, make eye contact when mentioning the actual method of crime. Observe the subject’s behavior throughout.



Step 3: How Incidents Occur- examples continued

Explain how events or incidents occur

Public: “As a detective/investigator, I understand how people can get hurt. During my career I have investigated and observed individuals monitoring and hacking into a former lover's email or social media, place a hidden camera in their home, ***tracking device on their auto***, followed them around work and home or watched them using binoculars from a distance.

- Strategically place the most likely or evidential method suspected in the middle of your examples, give a pause, make eye contact when mentioning the actual method of crime. Observe the subject's behavior throughout.



Step 4 with examples

Explain investigative tools/methods used to uncover facts of event or incidents

- The interviewer must not suggest that evidence is available against the subject concretely (especially if the evidence doesn't truly exist).
 - Bluffing is very risky. Instead, *imply* that evidence can be collected through investigative methods that apply to the individual case.
- **Private:** The interviewer must be ready to observe behavior when describing investigative methods to the subject. The interviewer must be mindful of the actual evidence available for the individual case. Embezzlement- audit, reported by witness, anonymous tip, CCTV, vendor records, forensics on company computer, phone, UC, bank records and more.

Step 4 with examples

Explain investigative tools/methods used to uncover facts of event or incidents

- The interviewer must not suggest that evidence is available against the subject concretely (especially if the evidence doesn't truly exist).
 - Bluffing is very risky. Instead, *imply* that evidence can be collected through investigative methods that apply to the individual case.
- **Public:** The interviewer must be ready to observe behavior when describing investigative methods to the subject. The interviewer must be mindful of the actual evidence available for the individual case. Stalking- eye witnesses, physical or CCTV surveillance, anonymous, GPS tracking, forensics on personal devices, wiretaps and more.





Questions and Comments

End of Module Three

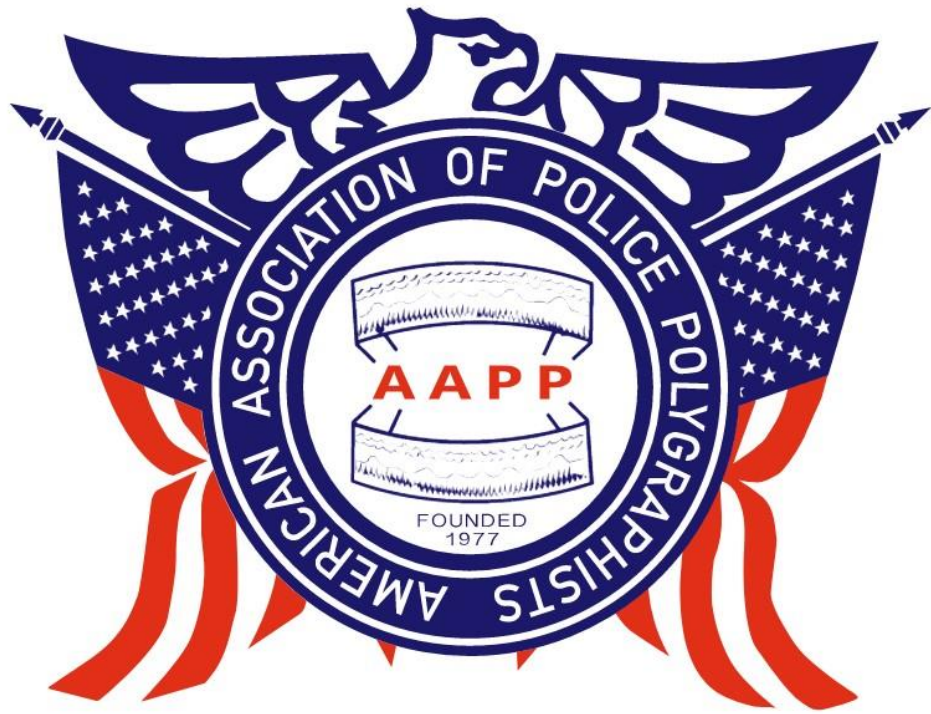


"After you confess, can you fill out this survey to help us improve our interrogation methods?"

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Module 4 – The Emotional Approach continued



Learning Outcomes



Understand what Rationalizations are and how an interviewer can use them to get a confession.



Recognize Signs of Submission, and understand the methods used to Test for Submission.



Learn to craft an effective Transitional Statement following the Test for Submission.



Understand what an Assumptive Question is, and how to formulate one specific to the interview.



Understand the difference between an Assumptive and a Choice question, and how to use both.

Interview Process

Steps 5-8

- 5. Rationalization
- 6. Test for Submission
- 7. Transitional Statement
- 8. Assumptive Question (Soft Accusation)



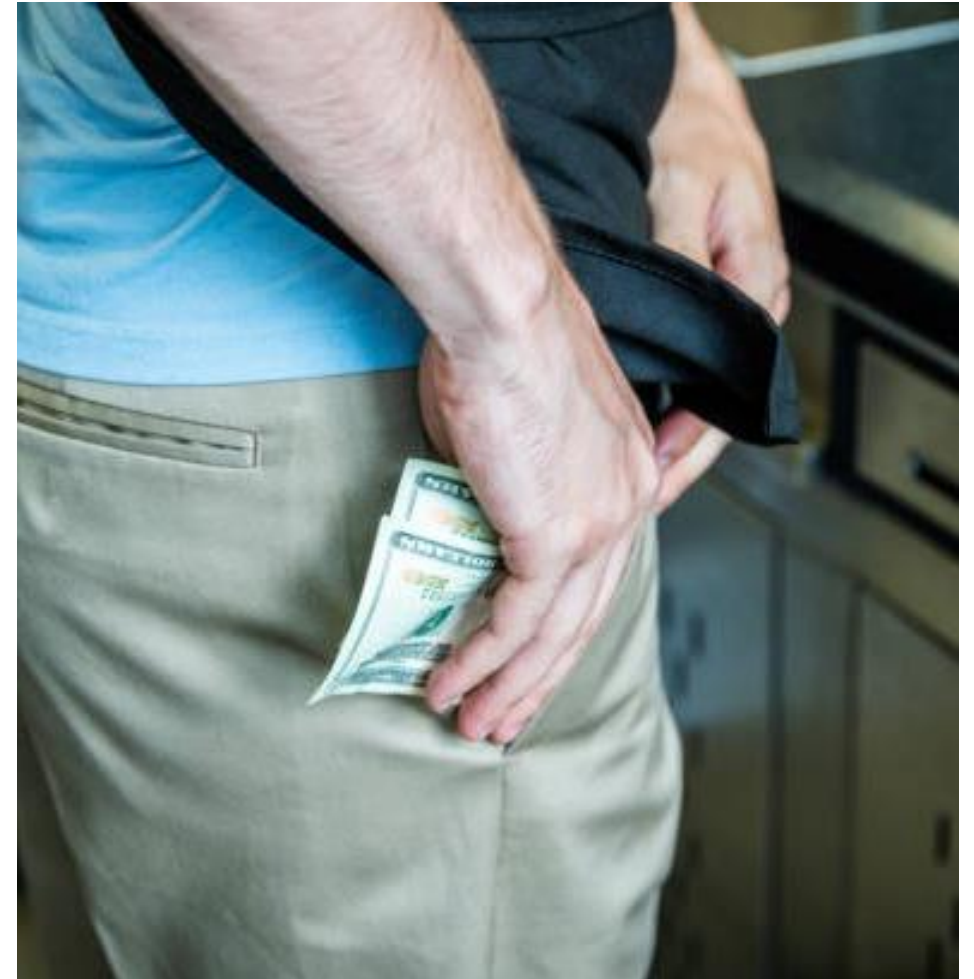
Step 5 - Rationalizations

- Rationalization allows for the interviewer to develop rapport with the subject
- Bring resolution of the incident rather than consequences to the forefront
- Focus on minimizing the actions taken by the subject
- This allows for an easier confession from the subject
- Switch Rationalization tactics if the subject appears unresponsive
- Focus suspect on future, not past
 - Offer positive outlook



Step 5- Rationalizations continued

- Use background of subject to select rationalization/minimization method.
- Showing understanding can be useful in maintaining rapport with subject.
- Align subject's motive with reasoning for committing the action/violation/crime
- Give the subject a reason to confess.
- Allow the subject to believe themselves to be a victim of circumstance rather than the cause of the incident.
 - Avoid threats or promises



Rationalization Examples

- “I’m not concerned with small amounts. I’m only concerned about amounts over \$100,000”
- “I can understand why someone might do that. Anyone would, given the circumstances”
- “The damage done to the property was accidental. The machinery wasn’t *intentionally* damaged after all”
- “This was impulsive, it wasn't like it was planned it out...”



Rationalization Examples

- “It was an accident; not done on purpose.”
- “It's her fault she shouldn't have worn such a short mini-skirt.”
- “Everyone is doing it. It's pretty much normal procedure here at the company.”
- “It's kind of like getting addicted to something like drinking or gambling. It's anybody's fault. Anyone would have done the same thing.”



More on Rationalizations

Take the blame away from the subject and place it on anyone or thing else (guilt transference)

- Blame the economy, low wages, inflation
- Blame the company, co-worker, boss, polices, poor security, culture
- Blame the victim, society, circumstances



Show Understanding

- Concept of Showing Understanding
 - Allows the Interrogator to Establish a Rapport with the Subject
 - Takes the Blame Away From the Subject - Guilt Transference.
 - Focuses the Subject's Attention on Resolving the Problem, Not the Consequences.
 - Allows the Interviewer to Overcome the Subject's Primary Fears of Confessing
 - "You don't see a halo on my head!"



Step 5

Rationalizations

Examples

- Embezzlement
- Stalking





Step 6 - Test for Submission

- Use learned nonverbal cues and behavior to determine if the subject is close to confessing.
- Avoid accusatory phrasing, referring to the subject directly, and focus on positives of confession rather than punishment.
- Repeat rationalizations, use shorter phrases and statements.
- Push the subject to the point of *emotional* or *rational* confession.



Step 6 - Test for Submission

- Propose two-subject example. Two individuals committing same action/violation/crime. One cooperative/truthful with the investigation, the other not. Assure cooperative individual is same gender as subject.
- Ask subject which individual the interviewer would be more open to assisting in moving past the incident.
- A subject ready to confess and displaying submission will pick the cooperative individual.
- Re-Rationalizing with a different approach may be necessary to achieve subject submission.

Step 6 Test for Submission Examples



Step 7 - Transitional Statement

The Transitional statement is the connector between the Test of Submission and the Assumptive Question

- Provide a very brief and quick rationalization
- Move from using outside example such as those during the Test for Submission, and now refer directly to the subject
- Highlight the necessity of cooperation and compliance when answering the upcoming questions

Examples: “Keeping in mind the example I just provided for you...

- Embezzlement
- Stalking



Step 8 - Assumptive Question



The assumptive question will be based on the rationalizations that the subject responded to.



It's important that the question causes the subject to give pause and consider what they should say.



During this pause, the interviewer should offer an answer *for* the subject, with an exaggerated and untrue value or timeline.



Avoiding the usage of harshly realistic or consequence focused words is integral to success.

Step 8 - Assumptive Question

- Phrases such as “**steal, embezzle, fraud, murder**” and others can force the subject back into a denial mindset and impact all the progress made.
- The assumptive question can be phrased in the form of a “Soft Accusation” or “A Choice Question.”
- The follow up exaggeration should be used with the Soft Accusation.
- The Choice Question should allow the subject to choose between a reasonable rationalization for their actions and a reason that appears negative.



Soft Accusation Examples

- “What was the most amount of money that you took from the company in a single day? “Pause” Was it as much as \$10,000?” (Soft accusation and then exaggeration.)
- “When was the first-time you started following Mary around town without her knowledge? “Pause” Did it happen today?”
- “How many times in the last month did you sell Fentanyl? “Pause” “Was it 30 times?”
- Make sure the Soft Accusation cannot be answered with a simple “Yes.” or “No.”

Choice Assumptive Question Examples

- “Did you take the money from the company because you were late on rent? Or was it because you wanted to buy cocaine?”
- “Was this accidental damage? Or did you intend to damage this property all along?” (Change to Premeditated vs Heat of the moment.)
- “Did you plan on hurting your co-worker that day? Or was it a spur of the moment decision that...just happened?”
- Interviewer should encourage the subject to pick the “reasonable” or “acceptable” choice over the bad one.





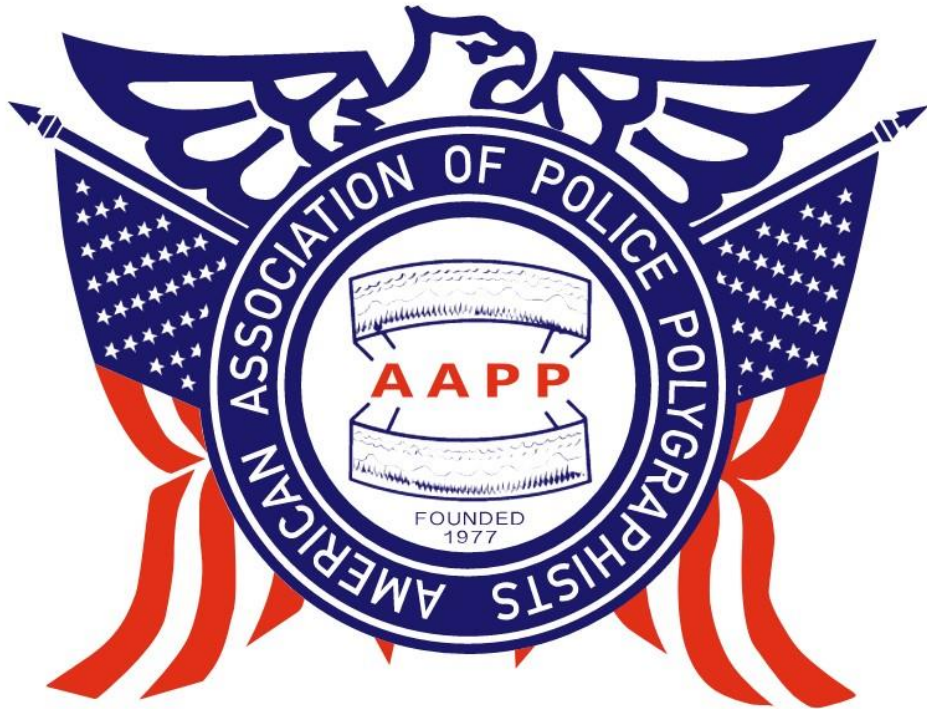
Module 4 Conclusion

Questions?

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Module 6 – Transitional and Adjacent Opportunities



Learning Outcomes

- Assessing skills and transferability of competencies
- Identify industries, collaborators and marketing your expertise
- Exploring new venues, technology and developing an entrepreneurial Mindset
- Develop strong client service, financial literacy, adaptability and resilience
- Improve Creativity and Innovation



Assessing Skills and Transferability of Competencies

Assessing skills and transferability of competencies is a valuable process that can greatly benefit professionals by expanding their options for work. An assessment helps individuals understand their strengths, weaknesses, and the applicability of their skills across various roles and industries.



Assessing Skills and Transferability of Competencies

- Identifying Transferable Skills
- Customizing Resumes and Job Applications
- Building a Career Narrative
- Networking
- Mentorship-Mentee/Mentor
- Investing in Skill Development



Identify Industries, Collaborators and Marketing your Expertise

Identifying industries and collaborators to market your expertise involves strategic networking, research, and effective communication. Some steps professionals can take to identify new opportunities.



Identify Industries, Collaborators and Marketing your Expertise

- Identifying Industries
- Identifying Collaborators
- Marketing Your Expertise
- Collaboration and Marketing Strategies
- Monitoring and Adjusting Strategies
- Case Studies on Successful Peers





Exploring New Venues, Technology and Developing an Entrepreneurial Mindset

- Continuous Learning
- Networking
- Experimentation
- Market Research
- Embrace Technology
- Collaboration
- Stay Agile
- Seek Feedback
- Set Goals and Act



Develop Strong Client Service, Financial Literacy, Adaptability and Resilience

Developing strong client service, financial literacy, adaptability, and resilience are essential skills for personal and professional growth. Following are some strategies for developing each of these skills



Develop Strong Client Service, Financial Literacy, Adaptability and Resilience

Client Service

- Understand Client Needs and Effective Communication
- Be Responsive and Build Trust
- Anticipate Needs and Seek Feedback

Financial Literacy

- Educate Yourself and Stay Informed
- Set Financial Goals with Budgeting
- Invest Wisely and Seek Professional Advice

Adaptability and Resilience

- Embrace Change, Be Flexibility and Seek Feedback
- Learn Continuously with Problem-Solving Skills
- Develop Emotional Intelligence and Build Support Networks
- Positive Mindset and Practice Self-Care
- Learn from Failure and Maintain Perspective

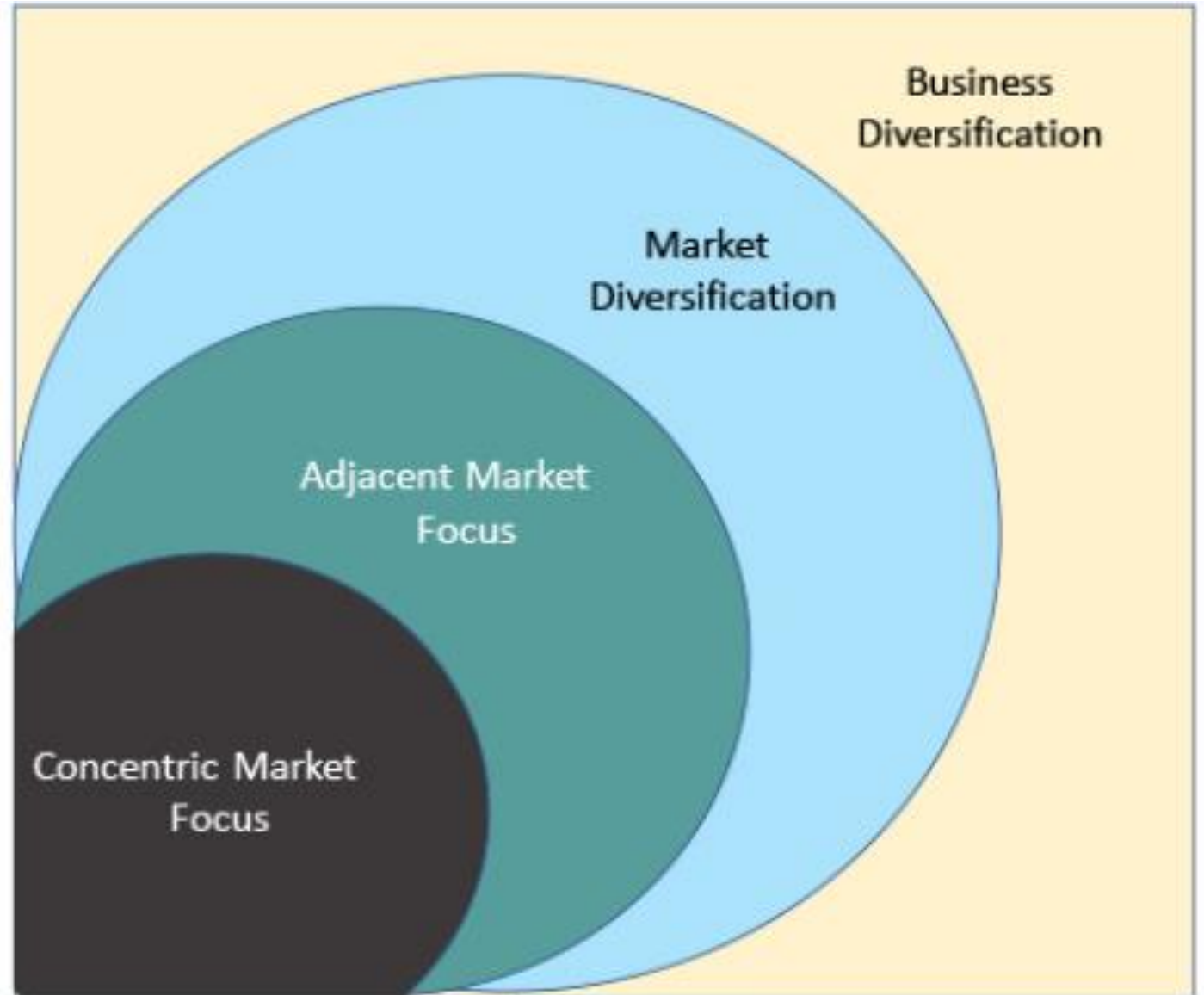
Improve Creativity and Innovation

Entrepreneurs operating solo or managing small practices with limited staff and a single owner recognize the crucial role of nurturing creativity and fostering innovation for long-term growth and success. Tailoring strategies to suit the unique dynamics of small operations is essential for achieving and sustaining success.



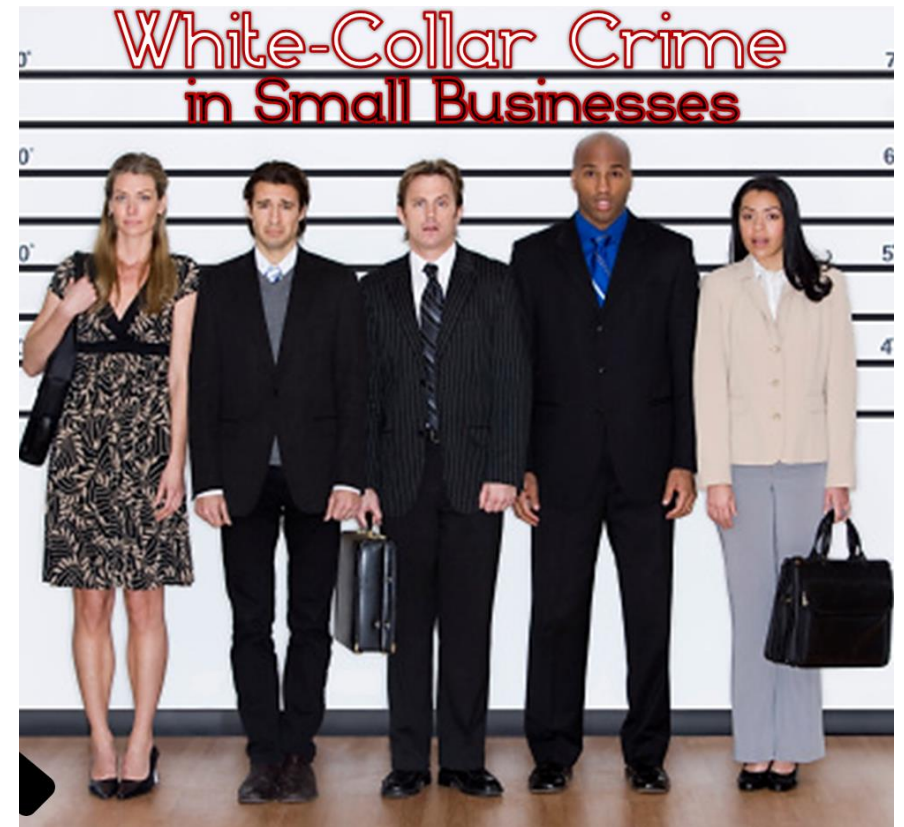
Improve Creativity and Innovation

- Create a Creative Environment that allows for continuous Learning
- Cross-disciplinary Collaboration with Brainstorming Sessions
- Embrace Failure, Use Customer Feedback and Market Research
- Innovate with Technology
- Encourage Side Projects, Networking with Adjacent Partnerships
- Consider Market Diversification



Where are the Adjacent Opportunities

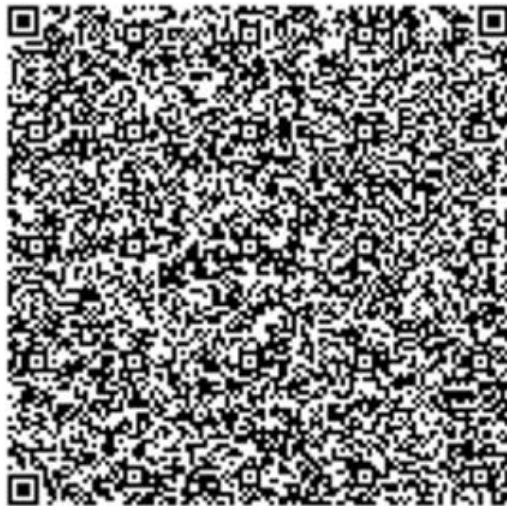
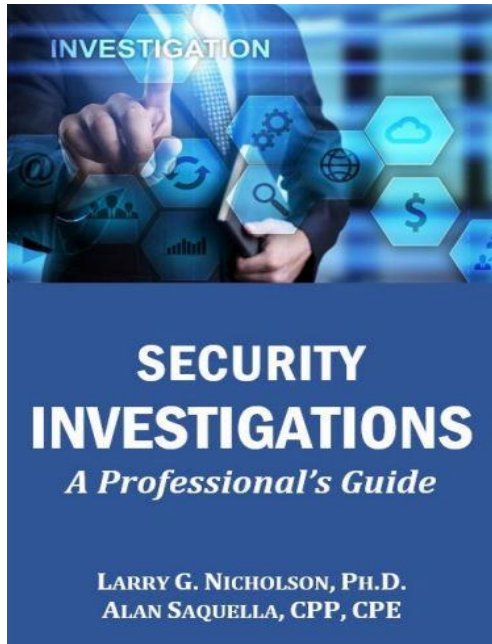
- It is ubiquitous.
- Vast majority of the work is in private organizations and involves corporate crimes, fraud, embezzlement, espionage, sabotage and workplace violence.
- According to the FBI, \$300 billion annual is lost to white collar crimes in corporations (reported.)
- According to the Association of Certified Fraud 1/3 of small businesses go bankrupt from embezzlement and other financial crimes.
- According to a survey of US Chief Security Officers, only 5% of cases are reported for prosecution.



Next Steps To Adjacent Career

- Expect two-year transition plan.
- Start by joining professional organizations, American Society for Industrial Security, Association of Certified Fraud Examiners and attend monthly meeting to learn and build a network and learn the lingo.
- LinkedIn is professional media and a great way to market you.
- Start writing articles, speak at conferences and at local small business organizations about protecting their businesses
- Find a niche and start offering investigative interview services





CONTACT, BOOK INFORMATION, QUESTIONS

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Questions?

