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FBI Law Enforcement Bulletin

Features

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Community Policing to Prevent Violent Extremism

By DAN SILK, Ph.D.

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In August 2011, the White House released the important new document "Empowering Local Partners to Prevent Violent Extremism in the United States." This document outlines a broad, outreach-based strategy for reducing the threat of violent extremism.[1] Previous work, including the U.S. National Strategy for Counterterrorism and efforts by the U.S. Homeland Security Advisory Council's Preventing Violent Extremism Working Group and the joint U.S. Department of Justice–U.S. Department of Homeland Security Building Communities of Trust Initiative, supports this document.[2]

The White House document recognizes outreach and community-government relationships as key to successfully protecting the United States from an al Qaeda-inspired threat. The president's introduction to the strategy emphasizes its purpose as outlining "how the federal government will support and help empower American communities and their local partners in their grassroots efforts to prevent violent extremism," which includes "strengthening cooperation with local law enforcement who work with these communities every day."[3] Supported by tactics that closely follow the philosophy of community policing, government-community

partnerships represent a vital facet of countering violent extremism.

Prevention

Law enforcement agencies in the United Kingdom recognize this feature of counterterrorism because it closely mirrors the Prevent portion of their national counterterrorism strategy. Representing an integral part of the overall mission to fight violent extremism, Prevent, in existence since 2007, is the aspect that uses government, police, and community resources to keep people from becoming terrorists or supporting terrorism.[4] It incorporates a community-centered approach that heavily emphasizes local action and, while not without controversy, spurs law enforcement in the United Kingdom to remain on the cutting edge of counterterrorism tactics. This strategy strives to harness the potential of community policing and is the source of many successful programs across the United Kingdom. In the past, agencies have used community policing to tackle other criminal challenges. Police in the United Kingdom have employed this philosophy for years to affect the danger posed by terrorism.

The core goal of the new U.S. strategy is "to prevent violent extremists and their supporters from inspiring, radicalizing, financing, or recruiting individuals or groups in the United States to commit acts of violence."[5] This initiative, at least in its core focus, closely emulates the goal of Prevent.

"When seeking to build or sustain effective relationships, outreach to Muslim communities cannot constitute exclusively a counterterrorism issue."

Dr. Silk, a former U.S. State Department special agent and municipal law enforcement officer, serves as the communications coordinator for the University of Georgia Police Department in Athens and an instructor in the university's Criminal Justice Studies Program.

Because of their long history of dealing with terrorism, United Kingdom law enforcement agencies' work with counterterrorism offers a valuable lesson for U.S. law enforcement personnel. British researchers have expended considerable effort reviewing the application of Prevent and similar strategies.[6] Even though Prevent has been applied, debated, and modified for several years, the application of it does not necessarily reveal a perfect fit for the United States. Recent reviews of the tactic have identified needed improvements.[7] However, the British criminal justice system and policing culture closely parallel and in some ways birthed the U.S. system. This provides an important opportunity for police in the United States to consider the British experience while moving forward with similar initiatives.

Through Prevent and other law enforcement initiatives, United Kingdom counterterrorism police emphasize the value of police-community relationships and the importance of learning.[8] These valuable lessons are stressed because of the vital role they play in building community-based counterterrorism capabilities.

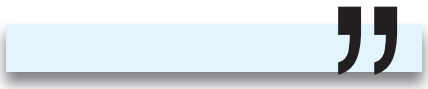
Relationships

Experienced American law enforcement leaders have tried to harness the potential

of community policing and recognize that police-community relationships are key. The Prevent experience in the United Kingdom does not differ from other police operations. The importance of lasting and genuine personal relationships between police and Muslim communities needs emphasis just like those between officers and other segments of society. While a wide-ranging series of factors can affect the ability of communities and police to build productive and trusting relationships, Muslim communities worldwide are affected and targeted most by al Qaeda-inspired violence and can be vital to preventing future events. Police must establish solid relationships with communities affected most and best positioned to help.

The emphasis on preventing al Qaeda-inspired violence causes a quandary. The question arises as to how officers and Muslim communities should frame their relationships without exclusively defining their mutual interests in national security terms. This represents a key consideration for U.S. law enforcement agencies as they seek to build genuine partnerships with these neighborhoods. Close, productive relationships between police and the community defy artificially imposed boundaries, yet they periodically may emphasize counterterrorism. They must stress effective government and law enforcement practices, neighborhood safety, and community participation in a healthy democracy. The value of developing and maintaining strong police-community relationships transcends definition by specific criminal concerns.

The emphasis on preventing al Qaeda-inspired violence causes a quandary.



When seeking to build or sustain effective relationships, outreach to Muslim communities cannot constitute exclusively a counterterrorism issue. Law enforcement agencies and policy makers must recognize the impracticality and potential offensiveness of such a stance. Conversations should take place between police and these neighborhoods without the need to mention terrorism. The parties must refuse to allow their relationship to be framed by a single topic.

Similar to the experience of many American law enforcement officers, British police have experienced the challenge that a one-dimensional police-community relationship poses. No police officer would feel comfortable with someone suggesting that corruption or brutality serves as the lense through which communities should view law enforcement, just as no Muslim wants al Qaeda to affect how police regard Islamic communities.

During a research interview, a Muslim community member in the United Kingdom noted, "I think, you know, when you [the police] just knock on somebody's door and say 'Hey, what do you know about terrorism and extremism?' they [Muslims] think, what the heck?" He went on to say, "I do not know, it is just this spontaneous questioning they just, they [police] just come out with at times. I think one thing I have to say that they [British counterterrorism police] have learned from generally is… building up relationships, and, as a result of relationships, then we can move forward and… talk about these issues."[9] An important characteristic of relationship building is that it takes time, and with time comes the ability to discuss sensitive issues when those conversations become necessary.

One of the key ways to correct misconceptions between law enforcement and communities is to spend time with one another. As in any other relationship, patrol officers and Muslim business owners, imams and precinct commanders, and two dads—one a Muslim physician and the other a law enforcement officer—whose children attend the same school need time to get to know one another. Establishing rapport can be uncomfortable; however, in the midst of a crisis after an emergency occurs and a contact is needed, officers and community members find it too late to begin the process.

The communication flow that develops through relationships proves vital. Officers must recognize that their associations do not exclusively entail gathering information on potential criminal threats. While this facet of counterterrorism is imperative, these affiliations also allow officers to establish key links to communities, thus facilitating the exchange of valuable knowledge. Information sharing is a two-way street, as evident in recent efforts by the FBI to use a network of Muslim leaders in southern Florida to explain a recent terrorism-related arrest.[10]

Sharing information with leaders before speaking to the press allows those with knowledge and influence in the community to have answers when faced with the inevitable questions that follow such an operation. It enables community leaders to take ownership of potential problems requiring solutions and empowers communities with information that enables them to work with law enforcement. The FBI often relies on relationships to educate key community members about an operation so that they, in turn, can educate others.[11]

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The FBI example illustrates the importance of connections in facilitating the sharing of knowledge. What is key, especially in newly developing relationships, are efforts to know one another and not just figure out who can provide the best information.

Learning

As law enforcement agencies move forward using the community policing philosophy to address violent extremism, everyone involved has a great deal to learn. Many in American law enforcement lack a personal perspective with respect to the Muslim community. Police agencies and Islamic communities often do not know each other well, and both recognize they have much to understand. Police officers need to learn about Muslims and Islam from reputable sources, and Muslims need to know more about law enforcement personnel, their agencies, and their missions. This mutual knowledge and understanding directly supports effective public safety.

In essence, police-community outreach is an educational endeavor. When law enforcement leaders address public gatherings, they teach the community, consciously or not, about their organizations, philosophies, and guidelines. In meetings that Islamic leaders have with police, they try to share insightful information on Islam, Muslims, and individual communities. In this way, law enforcement officers and community leaders employ outreach as an opportunity for learning.

Perhaps law enforcement and communities should approach engagement specifically as an opportunity to teach and learn about one another and seek the best ways to accomplish this goal. Police officers often want the public to learn

more about the challenges of law enforcement. This shared professional desire constitutes an education issue.

Many Muslims want the public to know more about them and their religion—not Islam as a topic for national security discussions, but as one of the world's largest religions with a history, culture, and society that long preceded and likely will outlast terrorism.[12] During a research interview, one British Muslim commented, "It is very important that those little things and gestures show that the other people know about your religion and that they respect each other's religion. Then there is mutual respect."[13] Similar sentiments are shared by Muslims around the world.[14]

Law enforcement officers need to understand the pressing and probing questions about each individual community they serve, not just the criminal trends. They should recognize the real concerns of community: issues that make life in the area tough or rewarding, the Muslim community's view of the media's coverage of Islam, and the recent stories or experiences that might affect community views of the police. Officers ought to inquire how their organizations can address public safety concerns and best work with these segments of the community.

These topics do not differ from the usual concerns that informed law enforcement officers have when they work in partnership with any section of their city. Community policing within Muslim neighborhoods is not different from working with any other population.

A recent Pew Research study underlined the point that Muslims resemble any other segment of American society. The study emphasized how much Muslims in the United States are middle class and mainstream, just like their neighbors.[15] Law enforcement practices and policies that recognize this reality more likely will succeed than those viewing Muslims as a distinctly different section of society or only in counterterrorism terms.

> ***"Police and communities need to learn about political realities and seek to operate within those circumstances or change them."***

Community-centric police work can prove difficult. Experienced officers would not suggest that this type of assignment takes place in a vacuum, devoid of political influence. On this point British and American law enforcement probably would agree. Outreach is not easier than any other facet of police work. Often, law enforcement personnel ask, "Why can't politics be left out of policing?" Astute leaders recognize the importance of an accurate appraisal of the political situation in any jurisdiction, as well as the ability to maneuver successfully and ethically within a politically charged environment.

Police and communities need to learn about political realities and seek to operate within those circumstances or change them. Using community engagement for addressing the threat of terrorism is no different, although some of the particular political challenges may be unique. Law enforcement officers and community members must recognize that politically charged events can affect community relations between police and Muslims across the country.

Conclusion

Relationships and learning in community policing intertwine and exist most effectively together. Individuals learn from people they know and trust and appreciate relationships with those willing to share their knowledge and experiences. Skilled police officers and community leaders know the importance of relationships and learning. A Prevent style of policing to address the threat

of terrorism is not new to law enforcement.

Police and communities can employ the power of relationships and education for a new and important purpose. Changes to old ideas of community policing will be required. Officers must build new relationships and seek to learn about previously ignored sections of society. However, this is not an unmanageable task. Success likely will be measured by the speed and effectiveness with which cities reorient previous community policing capabilities to address this important issue without alienating Muslim communities, who should be seen as partners in the fight against terrorism.

Key to this effort is recognizing that law enforcement agencies and communities are in this together. Time-tested relationships and informed understanding of communities and police will reinforce this. Experienced officers recognize that engagement and partnerships between police and the public consistently bring about more thorough, inclusive, and informed strategies. As seen in the United Kingdom and the United States, this ultimately serves the goals of ethical government and the people.✦

Endnotes

[1] The White House, "Empowering Local Partners to Prevent Violent Extremism in the United States, 2011," *http://www.whitehouse.gov/sites/default/files/empowering_local_partners.pdf* (accessed April 3, 2012).

[2] The White House, "National Strategy for Counterterrorism, 2011," *http://www.whitehouse.gov/blog/2011/06/29/national-strategy-counter-terrorism* (accessed April 3, 2012); U.S. Homeland Security Advisory Council, "Countering Violent Extremism (CVE) Working Group, 2010," *http://www.s=dhs.gov/xlibrary/assets/hsac_cve_working_group_recommendations.pdf* (accessed April 3, 2012); and "Guidance for Building Communities of Trust;" U.S. Department of Justice, Office of Community Oriented Policing Services, *http//nsi.ncirc.gov/documents/e071021293.buildingCommTruct_v2-August%2016.pdf* (accessed April 3, 2012).

[3] The White House, "Empowering Local Partners to Prevent Violent Extremism in the United States," introduction.

[4] United Kingdom, Home Office, "The Prevent Strategy" (Norwich, U.K., TSO, 2011), *http://www.homeoffice.gov.uk/publications/counter-terrorism/prevent/prevent-strategy/* (accessed April 3, 2012).

[5] The White House, "Empowering Local Partners to Prevent Violent Extremism in the United States," p. 3.

[6] B. Spalek, S. El-Awa, L.Z. McDonald, and R. Lambert, *Police-Muslim Engagement and Partnerships for the Purposes of Counterterrorism: An Examination (Summary Report)* (Birmingham, U.K.: University of Birmingham, 2008), *http://www/ahrc.ac.uk/News/Laest/Documents/Rad%20Islam%20Summary%20Report.pdf* (accessed April 3, 2012) M. Innes, C. Roberts, and H. Innes, *Assessing the Effects of Prevent Policing: A Report to the Association of Chief Police Officers* (Cardiff, U.K.: Universities' Police Science Institute, Cardiff University, 2011), *http://www.ahrc.ac.uk/News/Latest/Documents/Rad%20Islam%20Summary%20Report.pdf* (accessed April 3, 2012); and R. Lambert, "Empowering Salafis and Islamists against al-Qaeda: A London Counterterrorism Case Study," *Political Science and Politics* 41, no. 1 (2008): 31-35, *http://journals.cambridge.org/action/displayAbstract;jsessionid=55FF87711AA10B7B0F84E413513E750F.journals?fromPage=online&aid=1631163* (accessed April 3, 2012).

[7] United Kingdom, Home Office, "The Prevent Strategy."

[8] P.D. Silk, "Planning Outreach Between Muslim Communities and Police in the U.S.A. and the U.K." (doctoral diss., The University of Georgia, 2010), *https://getd.libs.uga.edu/pdfs/silk_phillip_d_201005_phd/silk_phillip_d_201005_phd.pdf* (accessed April 3, 2012). These two points were central to the author's dissertation research and also are reflected in the work of Spalek, Innes, and Lambert. The United Kingdom facet of the research was possible due to a Fulbright Police Research Fellowship.

[9] Silk, "Planning Outreach Between Muslim Communities and Police in the U.S.A. and the U.K.," p. 168.

[10] D. Temple-Raston, *Imam Arrests Show Shift in Muslim Outreach Effort* (NPR, July 19, 2011), *http://www.npr.org/2011/07/19/137767710/imam-arrests-show-shift-in-muslim-outreach-effort* (accessed April 3, 2012).

[11] Innes refers to this as the "impact management" side of Prevent. The author's research in the United Kingdom revealed evidence that the information flowing from the police to the community was a valued and important facet of police-community partnerships.

[12] See similar concern noted in J.L. Esposito and D. Mogahed, *Who Speaks for Islam: What a Billion Muslims Really Think* (New York, NY: Gallup Press, 2007).

[13] Silk, "Who Speaks for Islam," p. 143.

[14] Esposito and Mogahed.

[15] *Muslim Americans: Middle Class and Mostly Mainstream* (Pew Research Center, 2007), *http://pewresearch.org/assets/pdf/muslim-americans.pdf* (accessed April 3, 2012).

Leadership Spotlight

Different Voices

Wisdom tells us that if you and I think exactly alike, one of us is unnecessary. While we, as law enforcement leaders, embrace diverse beliefs and perspectives in principal, the fact remains that we tend to find comfort in those most similar to us. Embracing diversity in the workplace entails more work than we would like, and succeeding at it means attending to it in all of its manifestations.

I use the word *diversity* broadly to include the usual protected groups of individuals, as well as those whose temperament and aptitude diverge from those of the law enforcement majority. Not coincidentally, within that latter characterization, we often find members of protected groups.

In the last two decades, police managers have done a decent job of recruiting and hiring so our organizations better reflect the communities we serve. As a human resources commander, I feel pride in our organization and its heterogeneity. However, after recent conversations with two employees, I have come to realize that difficult work remains and that I have been complacent.

The employees who opened my eyes comprise different protected groups. Neither individual alleges any wrongdoing or bias from supervisors or peers, yet both feel like outsiders. They are thoughtful and intelligent. While unafraid to voice their points of view, they feel that their messages are discounted. Interestingly, both find that their "otherness" stems from their more cerebral approach, rather than their gender or race. In a line of work where quick decisions and tactical prowess are highly valued, especially at the line level, those who are thoughtful and strategic stand out.

Most large private corporations welcome a diverse workforce. While laudable, these employee differences make these companies better and more profitable. In law enforcement, we are in the business of problem solving. Tomorrow, we may face a complex crisis that we cannot conceive of today—one with a solution impenetrable with conventional thinking. Today we need to build a team of people whose experiences and talents vary so that we are prepared for whatever tomorrow brings.

It is not enough to have the "handsome family portrait on the mantle" for all to admire. Embracing diversity does not mean just sitting with it, tolerating it, and extending courtesy to it. It means listening, engaging, and valuing the differences. The more unease we feel with divergent viewpoints, the more important those perspectives become. As leaders and managers, we must encourage contrary voices. Our ability to understand and interact with our communities and to solve complex problems depends on hearing all of the messages, not just the ones from people who look and think like us.

A diverse workplace, then, is where leaders notice unheard, unappreciated, or, worse, silent voices. We must create an environment safe for the expression of ideas, even the ostensibly outrageous ones. By uniting all of our people in the common cause of fighting crime, emphasizing our shared mission, rather than our differences, we can look for ways to employ all of our unique talents and perspectives. No two people think exactly alike, and all of us are necessary.✦

Captain Carla A. Johnson of the Tucson, Arizona, Police Department prepared this Leadership Spotlight.

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Mastering Rapport and Having Productive Conversations

By ROBIN K. DREEKE

Not too long ago, a task force typically would feature officers and agents readying themselves to conduct interviews, researching databases, and, ultimately, preparing to investigate their cases by talking to people. Following this usual morning routine, a supervisor might walk through and urge the remaining investigators out of the area with a simple statement of "Cases aren't made in here. Get out and find sources." These agents then would leave and do just that.

With the ever-increasing availability of technology, including open-source databases, law enforcement officers have tended to stay in the office and research in an attempt to continually gather critical information. This developing habit, coupled with a modern workforce adept and comfortable in a computerized environment, creates a challenge to agencies, which still require a staff of professional officers skilled as conversationalists and rapport developers.

Today's professionals enter the workforce with critical and highly sought-after technological skills that tend to exceed those of prior generations. Seasoned generations in the workforce often have a skill set that enables them to develop effective rapport and have productive one-on-one conversations. Of

course, combining all of these skills maximizes capability.

Years ago when new agents first arrived on their squads, they joined many investigators who had extensive practical experience. Newer investigators usually teamed up with veterans to "learn the ropes," which involved a simple but effective process of going out and observing how senior agents recruited confidential human sources, had productive conversations, and developed quick rapport. These unwritten skills represented an art form passed from one generation to the next.

With today's threats to national security, quickly passing along this expertise has become a critical necessity. To this end, the author intends to help bridge the generational gap by breaking down the skill of rapport building into an actionable template that anyone can use.

GAINING IMPORTANT SKILLS

Clark, a senior agent on a cybercrime task force, was recruited years ago to the then-newly formed squad because of her expertise in developing confidential human sources while resolving terrorism cases. Prior to her current assignment, she worked with Smith, a senior agent who shared with her many of the proactive source-development skills that have served Clark well throughout her career.[1] Likewise, over the years, Clark has gleaned a valuable skill set for developing quick rapport with individuals to assess their confidential human source potential. After all, most training academies continually echo "Assess everyone as a potential source." How can somebody evaluate everyone as a potential source without knowing how to have a productive conversation with strangers?

Becker just joined the cyber task force because of his strong computer background. He received his undergraduate and graduate degrees in computer science from a leading university. Becker always has had a fascination with people, as well as computers. He once conducted research on using social media to develop personality models. Becker always has regretted never taking the time while in school to put his research and interest in people into practical application. He finds the thought of approaching a stranger and initiating a conversation daunting. Becker does not realize that most people feel the same way. Fortunately, he will have the opportunity to work with Clark, a master rapport builder.

After a few weeks, Becker has yet to leave the office and go out on his first interview, let alone proactively try to develop a confidential human source. He has become increasingly anxious about the prospect because he knows that his source-development skills

> ***"…law enforcement officials must remember that few, if any, cases are resolved without confidential human sources."***

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constitute a critical element on his performance appraisal.

One Wednesday afternoon, Clark approached Becker, sitting in his chair facing his computer screen. He was surfing the Internet for social engineering Web sites that might have information regarding upcoming training and conferences concerning cybersecurity in the civilian world. Clark glanced around Becker's cubicle and noted prominently displayed photos of his children. One of them featured him, apparently, coaching his young son at a baseball game. She smiled after seeing the picture and said, "Hi Becker, how are your first few weeks going?" He swiveled around in his chair, looked up at the smiling Clark, and replied, "Fine, but I'm a little concerned. I don't feel like I'm really contributing anything yet." Clark continued her friendly smile and responded, "That's Okay. It takes a little time to figure things out." She humbly apologized, without offering an excuse, that it took her this long to have a chat with him.

Clark regarded the photo of Becker and his son, smiled while angling her head slightly to the side, and inquired, "Your son?" Becker immediately felt at ease and described how he coaches his son's baseball team. The two had a nice chat about what Becker does during his free time with his children, while Clark pulled up a chair and sat attentively listening to Becker play the part of the proud father. About 15 minutes later when Becker seemingly exhausted his conversation, Clark leaned in and asked, "So, are you ready to go out and do something?" Becker responded, "Sure."

> ***…the simple act of repeating the last phrase or statement by an individual is an excellent way to have them elaborate on that topic.***

Clark went on to explain how she developed a couple of valuable contacts in the cyber community by attending InfraGard meetings years ago.[2] She described how one of these contacts planned to attend a local cyber conference and that the individual wanted to introduce Clark to a friend, a former computer hacker who now works for a cybersecurity firm testing systems for a number of high-profile companies in an effort to increase security protocols against foreign hackers. "Wow," said Becker, "That sounds like exactly the type of person who could help in our investigations."[3] Clark went on to inform him that they later would meet her contact, as well as the new potential source, in a week at the cyber conference exposition venue.

Becker asked Clark what he could do to prepare for the meeting. She informed him that they always would devise a strategy anytime they went out on an interview together. Clark told him to go home and get a good night's sleep so they could begin their preparation first thing in the morning. "The most important aspect of what we will do next week is listening and building a friendship. Try to recollect those moments in your life when you had an enjoyable conversation and what made it so. Bring those skills and that awareness with you tomorrow as we prepare."

First Encounter

The following day, both investigators arrived in the office early. Clark approached Becker's cubicle and gave him the name of the individual they would meet the following week. She went on to explain that the person, Scott, would provide training on social-engineering skills at the symposium and that he looked forward to meeting

with them afterward. She asked Becker to find out as much open-source information as he could about Scott on the Internet. Clark told him to pay particular attention to his likes and interests, if possible, and that they would meet later to compare notes on what they found.

Becker diligently researched Scott on open-source Web pages, including his business site. Not much personal information was available, but both he and Clark compared notes on what they discovered. They identified Scott as a married father of two young children who has worked in Internet security for 15 years. Apparently, he has personal or general knowledge of many prominent persons in the cyberhacking realm and routinely attends many cybersecurity conferences around the world. Most interestingly, Scott's business focuses on helping individuals and companies protect themselves from malicious cyberattacks, as well as fraud. He also has published a book and has posted numerous blogs and podcasts on social engineering on his Web site.

Following the review of this information, Becker asked Clark, "So, what next?" She replied, "We will read his book." They both left later that day to purchase a copy. During the evening after work, Becker began reading it and immediately became impressed with the content and thoroughness of Scott's research. An incredible amount of information bridged the gap between both the cyberworld and the realm of interpersonal skills.

As the week passed, both Clark and Becker continued reading Scott's book and following his blogs and podcasts. They felt that they had gained a thorough understanding of

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him from these resources. Scott seemed knowledgeable and direct with a quick wit and a mind for observation. He also appeared genuine in his desire to help others avoid falling victim to malicious hacking attempts. Clark devised the meeting engagement plan with input from Becker, who was surprised about the simplicity of the strategy and disappointed that his role entailed mostly listening and observing. Clark assured Becker and explained that she needed him to observe so they could have a productive after-action review. The most valuable advice that Clark gave Becker as they departed for the meeting was to "Be yourself. If you are anything else, people can see through it, and you will end up looking fake." She also told him to subdue his natural desire to chat too much and that she would prompt him at the appropriate times. Although Becker did not quite understand, he agreed.

Clark and Becker arrived at the symposium and quickly met up with her contact. After a friendly hug with the individual, Clark quickly introduced Becker to him as her friend and colleague who would teach her about technology. Becker felt a sense of pride as the contact gave him a friendly chuckle and said, "Good luck with that. I've tried for some time now." Clark quickly fished through her pocket and produced a few items for her contact, who asked, "What do we have here?" She explained that the last time they had gotten together, he expressed an interest in a souvenir from the FBI National Academy at Quantico, Virginia. Clark had called a friend of hers at the academy and had one sent. She presented her grateful friend with the item. Additionally, Clark said, "I know you have a young boy. I came across

Additional Resources

Tony Alessandra and Michael O'Conner, *The Platinum Rule: Discover the Four Basic Business Personalities and How They Can Lead You to Success* (New York, NY: Warner Books, 1996)

Terry Burnham and Jay Phelan, *Mean Genes: From Sex to Money to Food: Taming Our Primal Instincts* (New York, NY: Penguin Books, 2000)

Dale Carnegie, *How to Win Friends and Influence People* (New York, NY: Pocket Books, 1990)

Robin Dreeke, *It's Not All About Me: The Top Ten Techniques for Building Rapport with Anyone* (Virginia: People Formula, 2011)

Robin Dreeke, "It's All About Them: Tools and Techniques for Interviewing and Human Source Development," *FBI Law Enforcement Bulletin,* June 2008, 1-9

Robin Dreeke and Joe Navarro, "Behavioral Mirroring in Interviewing," *FBI Law Enforcement Bulletin,* December 2009, 1-10

Robin Dreeke and Kara Sidener, "Proactive Human Source Development," *FBI Law Enforcement Bulletin,* November 2010, 1-9

Sam Gosling, *Snoop: What Your Stuff Says About You* (New York, NY: Basic Books, 2008)

Christopher Hadnagy, *Social Engineering: The Art of Human Hacking* (Hoboken, NJ: 2011)

Aye Jaye, *The Golden Rule of Schmoozing: The Authentic Practice of Treating Others Well* (Naperville, IL: Sourcebooks, 1997)

Joe Navarro, *What Every Body Is Saying: An Ex-FBI Agent's Guide to Speed-Reading People* (New York, NY: Harper Collins, 2008)

John Nolan, *Confidential Business Secrets: Getting Theirs—Keeping Yours* (Medford Lakes, NJ: Yardley Chambers, 1996)

this coupon for buy one, get one free ice cream and thought of you guys. I hope you can enjoy it together." Appreciative, he gave her another quick hug as he exclaimed to Becker, "She is always too good to me."

The contact guided them through the symposium to some tables and chairs for attendees to sit and enjoy a snack or beverage. At one of the tables, Scott waited for them. Clark's contact made the introductions and let them all know how he valued their friendship and hoped for more great opportunities to collaborate together. Following the warm introductions, Clark's contact informed the group that he had to get back to his responsibilities and that he would check in with them another time.

Clark, Becker, and Scott sat and began to chat. She started by thanking Scott for taking time to chat with them and asking him how much time he had. Scott said that he had about 30 minutes before his next function. Clark replied, "Great, I think we'll take less than that." Scott seemed to relax, and Clark inquired, "So, Scott, we've heard some great things about you from our mutual friend, including the fact that you are an expert. We hope you might

use some of your expertise to help us. We're pretty new to the cybersecurity world and would like your thoughts and opinions on the biggest threats."

Becker immediately felt the need to interject his thoughts about the threats and had an urge to correct Clark regarding her statement about not knowing much. He knew that Clark had knowledge of and advanced education in the subject. Clark picked up on Becker's desire to speak, but simply looked at him, smiled, and put her finger to her lips as Scott began to talk.

Scott went on to explain his credentials in the area of Internet security, as well as how he created his own company. Becker was amazed at how Clark simply sat there and nodded her head in agreement. Every now and then, she would have a quizzical look on her face, and, in response, Scott would explain a particular topic in greater detail. At one point, Scott mentioned the phrase "social engineering," which Clark simply repeated back to him, and he went into greater depth and explained the subject. Following Scott's explanation, Clark repeated it and asked if she had gotten it correct. Scott's face lit up in excitement.

Clark followed up with a few statements on the importance of Scott's work, as well as favorable comments regarding some topics that Becker recognized from his book. Scott again smiled broadly as he recognized that Clark had begun to understand what he described to her. Clark then quickly glanced at her watch, as if snapping out of a daze, and stated to Scott, "I think we have gone over our promised time with you, and I think Becker may have a baseball game with his son." A clearly energized Scott inquired, "You have a son in baseball?"

> ***He was amazed at the simplicity of the techniques and also that he unwittingly has used them throughout his life.***

Becker replied, smiling, that he did and then picked up on Clark's cue as she nodded at him and said, "Scott, we've probably kept you too long." Scott dismissed them with a wave and said, "Don't worry about it, I'm enjoying our chat." He went on to tell Becker that he also coached his own son's baseball team and then regaled them with his boy's latest exploits on the field.

The conversation lasted for another 30 minutes and ended with a promise to continue chatting about how Scott may be able to help Clark and Becker in their investigations. They all parted with an agreement to get together again the following week for lunch.

Guidance

Clark and Becker walked out of the conference center. It already was early evening, and she asked him if he would like to have dinner at a nearby restaurant so they could go over the day's events together. Ready to eat and excited about his first engagement, Becker readily agreed.

They walked a few blocks to a crowded restaurant. Deciding not to wait 30 minutes for a seat, the two hungry investigators opted to eat at the bar. A bartender, apparently in his mid-50s, brought them menus and took their drink orders. Clark offered, "You look busy. Take your time." He responded with "thanks" and a smile.

After the bartender served them their sodas, Clark turned to Becker and asked, "So, what did you think?" He smiled broadly and said that he thought the meeting with Scott went well. Clark agreed and probed further. "Why?" Becker took a minute and replied, "I guess because the conversation went

so well, and we built rapport." Again, she agreed and pushed him for more specifics as to what rapport-building techniques he noticed. He replied that he thought it was just a natural conversation and did not realize Clark purposely used any techniques. She stared silently at Becker as he sat and thought. He began replaying the meeting in his head and finally filled the silence with, "I thought your bringing up my son's baseball was intentional and an effective technique. Scott also had a son and was interested in coaching as well." Clark commended Becker for his insight, but added, "There are a few conversational techniques that I also used. She went on to ask Becker what he remembered about the conversation on social engineering. Becker thought for a second and said that Clark seemed like she was curious about the topic. "How?" replied Clark. "Well, when Scott mentioned social engineering, you had a quizzical look and repeated the term back to him. Scott then explained the topic in greater detail." "Excellent!" stated Clark. "I used what is called a reflective question." She went on to say that the simple act of repeating the last phrase or statement by an individual is an excellent way to have them elaborate on that topic.

Clark went on to describe how she also used pauses in the conversation so that Scott felt compelled to fill the silence with more information that he deemed important. She also followed up Scott's explanation of social engineering by paraphrasing the description to demonstrate that she indeed was listening. Becker nodded, indicating that he now saw what

> ***She initiated the conversation by establishing an artificial time constraint….***

was in front of him the whole time. Clark asked him, "What are you doing right now?" Becker paused for a second and sheepishly replied, "Nodding?" "Yes, that is exactly right. That is a minimal encourager that demonstrates to individuals that you are listening and that they should continue. I used those throughout the dialogue with Scott." Becker again nodded, showing his agreement and understanding, as Clark shared a few conversational techniques that help build rapport during a conversation.

- Minimal encouragers
- Reflective questions
- Pauses
- Paraphrasing

Second Encounter

Excited about the highlighted techniques, Becker told Clark that he thought he had gained a better understanding of establishing rapport. She chuckled and informed him that although effective, these conversational techniques represented only a few that she used during the interaction. "Like what?" Becker inquired.

Just then, the bartender returned to take their orders. Before he departed, Clark stated to him, "I know you are busy, but my friend and I were hoping you would help us with a quick question." Having remembered Clark and Becker's patience, the bartender smiled and said, "Sure, what can I help with?" She thanked him and said, "I have a teenage niece. My sister and her husband have received numerous requests from their daughter to allow her to date. What do you think is an appropriate age for kids to start dating?" The bartender chuckled and said, "I have 20- and 22-year-old daughters." Clark quickly replied, "Ahh, so we have an expert." He laughed

again and said, "Well, I don't know about that, but I have experience." She went on to ask about how the bartender dealt with the issue, what ages the girls were when they began dating, and when he thought it was appropriate.

The bartender, Dave, enjoyed reminiscing about his tumultuous years with his teenage daughters. He also went on to talk about what they are doing now, where he and his family grew up, and how he serves as a part-time bartender in the evenings to make extra money while preparing for retirement from his full-time job. Dave also said that his eldest daughter had an interest in forensics and criminal justice because of her fondness for television police dramas. Clark recognized the opportunity, pulled a task force souvenir out of her purse, handed it to Dave, and said, "Here, maybe your daughter would enjoy this." Dave regarded the item with great admiration and thanked Clark profusely for the gift and conversation. Dave quickly realized that he had been neglecting his other customers and began catching up with them.

Guidance

Clark asked Becker, "So, what did I do?" He thought for a moment, put on a playful grin, and said, "Besides have a regular conversation?" "That's the point," said Clark. "Building rapport and having valuable conversations, simply, entails having the other individual enjoy your company. So, how did I accomplish that in this case?" Becker thought for another moment and said, "You first apologized for taking his time and asked if you could pose a quick question." "Great!" said Clark. "That is known as

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establishing an artificial time constraint. When individuals do not think you will take much of their time, they more likely will engage in a conversation. I also asked for his help with dating ages." She went on to say that asking for help or "sympathy" serves as another useful technique for eliciting a conversation. "What else?" asked Clark.

Becker then described how she facilitated in-depth dialogue by asking "how, why, and when" types of questions. Clark commended him for picking up on the technique and added that along with asking how, why, and when, it is important to then validate the ideas of the individual. Persons truly enjoy being correct and having their opinions matter to someone. Becker quickly added that he noticed how Clark had given some form of gift to both Dave the bartender and to her contact earlier in the day. Clark explained that gift giving, or "reciprocal altruism," was critical in building rapport. In general, individuals have a biological need to reciprocate a gift, no matter how small the item or, even, gesture. Often, the best method for allowing an individual to reciprocate a gift is through a conversation and, hence, rapport.

He was amazed at the simplicity of the techniques and also that he unwittingly has used them throughout his life. Clark offered that in regard to building rapport and interpersonal communication, most human beings have used these techniques. However, she explained that in law enforcement, officers generally cannot make mistakes because of their need for relationships and partnerships with individuals who can provide assistance.

Clark and Becker discussed the techniques that she used

Ten Techniques for Building Rapport

1) *Establish artificial time constraints.* Allow the potential source to feel that there is an end in sight.

2) *Remember nonverbals.* Ensure that both your body language and voice are nonthreatening.

3) *Speak slower.* Do not oversell and talk too fast. You lose credibility quickly and appear too strong and threatening.

4) *Have a sympathy or assistance theme.* Human beings want to provide assistance and help. It also appeals to their ego that they may know more than you.

5) *Suspend your ego.* This probably represents the hardest technique but, without a doubt, is the most effective. Do not build yourself up—build someone else up, and you will have strong rapport.

6) *Validate others.* Human beings crave feeling connected and accepted. Validation feeds this need, and few offer it. Be the great validator and have instant, valuable rapport.

7) *Ask "how, when, and why" questions.* When you want to dig deep and make a connection, asking these questions serves as the safest, most effective way. People will tell you what they are willing to talk about.

8) *Connect using quid pro quo.* Some people are more guarded than others. Allow them to feel comfortable by sharing a little about yourself if needed. Do not overdo it.

9) *Give gifts (reciprocal altruism).* Human beings reciprocate gifts given. Give a gift, either intangible or material, and seek a conversation and rapport in return.

10) *Manage expectations.* Avoid feeling and embodying disappointment by ensuring that your methods focus on benefiting the targeted individual, not you. Ultimately, you will win, but your mind-set needs to focus on the other person.

throughout the conversation with Scott. She initiated the conversation by establishing an artificial time constraint of less than 30 minutes. Clark illustrated how she used accommodating nonverbal behaviors, such as smiling and using a slight head tilt.

Becker pointed out that he noticed how she had spoken slower and that he thought she sounded more credible than usual. Both Becker and Clark identified how she used both sympathy and validation when asking for help with Scott's area of expertise. Becker noted how he spoke just a little about his son and baseball. Clark offered that this is known as "quid pro quo" so the other individual does not feel they are doing all the talking. Just a touch of this is needed.

Becker inquired if there was anything else important

that he might have missed that day. Clark said that there was not, but there were a few key things to keep in mind, as well, to help ensure success. She elaborated, "The most important is ego suspension. Allowing others to be right even though we know them to be wrong and withholding our desire to correct them is important, as well as difficult. During our earlier interview of Scott, you almost interrupted him, and I had to put my finger to my mouth as a quick sign to you to not correct him. Remember, what we think and know to be correct often is not nearly as important as what the other person may think. When building rapport, don't build resentment by correcting someone. Suspend your ego." Becker nodded, remembering how he felt the impulse to interject during the conversation and was amazed at how Clark just let Scott continue.

Clark also explained that managing expectations proves important. She went on to say that all of the techniques are highly effective when used proactively, but that if the other person is not in the mood to receive these "gifts," Becker should not feel disappointed. "It's them, not you. Simply smile and try again later." Clark took a piece of paper out of her folder for Becker and wrote 10 techniques with a brief explanation for each.

Conclusion

Building rapport, perhaps, is the most important technique that investigators use. Most law enforcement agencies strive to successfully resolve investigations by developing confidential human sources. Without the critical skill of developing rapport, the formula for success quickly breaks apart.

> ***Building rapport, perhaps, is the most important technique that investigators use.***

Today's law enforcement professionals face immense and ever-growing challenges. Possessing advanced computer skills proves critical in combating the growing cyberthreats facing nations and their citizens. Investigators must have the ability to use these computer systems and networks to help further investigations.

However, in addition to mastering these new critical technologies, law enforcement officials must remember that few, if any, cases are resolved without confidential human sources. The art form known as interpersonal skills, illustrated by the author in an easy-to-use format, hopefully, will help keep these critical skills fresh and up-to-date as law enforcement continues to battle threats.

This step-by-step procedure, which reflects time-honored methods of building rapport, will benefit new officers, as well as senior mentors in law enforcement who have used these techniques for years and seek easy ways to describe and pass on these great skills to others. By mastering new technologies and maintaining their mastery of interpersonal skills, investigators will continue to provide the excellent service and protection their community and country have come to expect. ✦

Endnotes

[1] Robin K. Dreeke and Kara D. Sidener, "Proactive Human Source Development," *FBI Law Enforcement Bulletin,* November 2010, 1-9.

[2] InfraGard is an association of businesses, academic institutions, law enforcement agencies, and other participants dedicated to sharing information and intelligence to prevent hostile acts against the United States. Its Web site is *http://www.infragard.net*.

[3] For more information on how to proactively develop these types of confidential human sources, see Dreeke and Sidener.

ViCAP Alert

Attention

Violent Crime, Cold Case, and Crime Analysis Units

Serial Murder – South Carolina, Missouri, Tennessee

On April 4, 1990, Genevieve Zitricki, a 28-year-old white female, was blitz attacked while she slept in her apartment in Greenville, South Carolina. The offender forced entry via the patio sliding glass door. The victim was beaten, strangled to death, and later found in her bathtub. The offender left a threatening message on Zitricki's mirror.

On March 28, 1998, Sherri Scherer and her 12-year-old daughter, Megan, were found murdered inside their farmhouse near Portageville, Missouri. Both victims were shot with a .22 caliber gun, and Megan had been sexually assaulted.

Two hours later and 40 miles away in Dyersburg, Tennessee, a white male approached a woman in her mobile home and asked for directions. A struggle ensued, and the stranger fired a shot through the door, striking the woman in the shoulder. The victim survived her injuries. The unknown male left the premises in a full-size van, possibly maroon in color.

The Missouri and Tennessee cases are linked by ballistics, and the South Carolina and Missouri cases are linked forensically to a common unknown offender. In 1998, a description of the offender was provided.

Race: White

Sex: Male

Age: Over 30 years old

Height: 5'6" tall

Weight: Slender build

Hair: Dark with gray; thin, graying mustache

Clothing: Dark pants, plaid shirt, work boots, glasses

Misc: Spoke with a "northern" accent

Vehicle: In 1998, he had access to a full-size van, dark in color, possibly maroon

Assistance Requested

We are looking for other similar, unsolved homicides from the time frame prior to the 1990 murder in South Carolina up until the present, particularly in Arkansas, Illinois, Kentucky, Missouri, North Carolina, South Carolina, and Tennessee. To provide or request additional information, please contact Detective Tim Conroy, Greenville, South Carolina, Police Department, at 864-467-5340 or *tconroy@greenvillesc.gov;* Sergeant W.T. (Bud) Cooper, Missouri State Highway Patrol, at 573-225-1050 or *william.cooper@mshp.dps.mo.gov;* Investigator Chris Hensley, New Madrid, Missouri, Sheriff's Department, at 573-748-2516; Investigator Terry McCreight, Dyer County, Tennessee, Sheriff's Office, at 731-285-2802, extension 112 or *tmccreight@co.dyer.tn.us;* or the FBI's Violent Criminal Apprehension Program (ViCAP) at 800-634-4097 or *vicap@leo.gov.*

Alert # 2012-07-02, Released 07/27/2012, JMS

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Strengthening Police Organizations Through Interpersonal Leadership

By Peter J. McDermott and Diana Hulse, Ed.D.

Law enforcement responsibilities require police to assume leadership positions in their organizations and communities. In response to citizens' expectations, officers strive to prepare themselves to fulfill these roles effectively. Police can demonstrate their leadership skills in many ways, such as facilitating block-watch groups, leading meetings and task forces, serving as team or divisional commanders, and conducting investigations. In all of these instances, officers find themselves face-to-face with various communication styles and personal needs.

To this end, the authors have assembled resources from literature on task groups, which comprise one feature of the broad methodology of group work and represent common choices when people come together for decision making and problem solving. Current definitions of task group leadership fit nicely with the work police do every day.[1] When leading in these situations, officers must manage conversations and relationships and focus on the point of the group. The designated leader must understand group dynamics and know how to effectively apply that knowledge.

To provide a basis for discussion, the authors focus on one common type of task group in police work—debriefing meetings. They outline the purpose of these meetings and present needed leadership skills for working effectively in such settings.

TAKING THE LEAD

Content and Process

Leaders must learn how to balance content (the purpose or objective of the group) and process (interactions and relationships among its members). As a debriefing meeting occurs in the aftermath of a critical incident, its purpose, or content focus, is to bring together everyone involved in the event and gather information. Objectives include identifying the response to the incident, evaluating the steps taken, and determining necessary procedures for addressing future events. Debriefing meetings can last 30 minutes to 1 hour, several hours, a full day, or longer depending on the scope of the incident.

Officers may misunderstand and dislike debriefing meetings and consider them poorly run and a waste of time. Consequently, such personnel do not readily arrive to the groups with much positive anticipation or goodwill. Why? Perhaps the officers dread a preponderance of content requiring them to suffer through an agenda and do not recognize any value to themselves. However, successful debriefing meetings do not focus on information and facts alone; their productivity rests largely on the leader's expertise in cultivating relationships among participants, inviting them to take action and contribute resources, and knowing how to intervene when issues interfere with the group's work.

> **"…with interpersonal, feedback, and leadership skills, police can increase their positive impact while meeting their daily responsibilities."**

Process often becomes overlooked by members who do not consider it as important as the content or "getting the job done." However, leaders should recognize the primary significance of attention to process. If leaders take the time to observe how participants listen to each other, engage one another, and work together and then use their observations of these dynamics to facilitate the meeting, they will increase the likelihood of positive outcomes. As a result, the organization will gain the information it seeks, and members of the debriefing meeting will believe that they have contributed to this effort. They will feel invested and consider their time well spent. If leaders do not understand and appreciate the need to include attention to the process of how the debriefing meeting unfolds, they likely will fall into a trap of focusing entirely on the content or goal. In doing so, they will not gain access to the valuable resources provided by participants. These leaders certainly will miss opportunities to intervene when necessary to address dynamics that hinder group productivity.

What sorts of issues do debriefing meeting leaders need to remain aware of? For example, what will happen if one or two people monopolize conversations or redirect the discussion away from the topic at hand? What should leaders do to encourage quieter members? What can they do to keep the conversation on point or move to a different topic when necessary? How could leaders interrupt dialogue aimed at defending one participant's position to the detriment of discussing all of the relevant issues? How should they address nonverbal behaviors (e.g., eye rolling, grimaces) that convey negative reactions to what a member says? How can leaders manage the timing and sequence of the meeting? How could they wrap up a session and plan for future meetings?

These questions represent myriad issues that can surface when people come together with a range of individual goals, needs, and styles of

communication. To this end, leaders must know how to attend to verbal and nonverbal skills, focus, paraphrase, reflect, summarize, and clarify. In addition, the authors introduce three skill sets that can help leaders define purpose and identify goals, build connections and relationships, keep the group moving and on course, consolidate learning, and effectively end the meeting.

Important Skill Sets

Rounds

This activity involves leaders asking members to respond to a stimulus designed to build involvement and gather information.[2] Leaders strive for several goals: ensuring that the meeting has a clearly communicated purpose, everyone has a voice, and the round is conducted in a timely manner. With these goals in mind, a debriefing leader can begin by stating "Our purpose today is to evaluate the incident that occurred last week. To accomplish this purpose, I want everybody's input, and I would like to start by going around the room to ask each of you to briefly introduce yourself and state your responsibilities in this particular event." This action illustrates a balance between process and content by focusing on the purpose of the meeting and inviting input from everyone present. The leader activates the concept of voice—important for laying the foundation for collaboration. As members hear themselves speak, they identify their roles and responsibilities and clarify and reinforce their reasons for involvement in the group. While participants check in during this round, the leader begins to observe the ways that they communicate and interact with each other.[3]

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Rounds also prove helpful (as a checkout) at the end of the group when members discuss the meeting's accomplishments and what next steps to take in moving forward. For example, near the end of a debriefing session, the leader can go around the group again and say something, like "As a result of our conversation today, I would like each of you to summarize your major learning points related to your responsibilities in this matter and what you plan to do to prepare for future incidents." In this round, the leader invites input from everyone and emphasizes the importance of transfer of learning. The closing phase of a meeting serves as a critical time to ask members to reflect on next steps. What are participants taking away with them? Who will do what and by when? Attention to transfer of learning brings the group full circle to the concept of voice—helping members verbally express themselves in a climate characterized by collaboration and cooperation.[4] Rounds give leaders a structure for inviting voice and encouraging meaning; that is, members more easily can understand and value their contributions in the group. Everyone in the meeting benefits from the mutual construction of knowledge provided by all present. However, managing these various conversations in a debriefing meeting can prove difficult.

Drawing Out, Cutting Off, Holding, and Shifting the Focus

These four key skills help leaders in a debriefing session handle the needs, preferences, and styles of members and maneuver through complex dynamics. Leaders use drawing out to make sure that everyone has their voice heard.[5] Cutting off refers to interrupting one individual from talking, thus including all participants, and ensuring that rambling or extraneous conversation does not occur.[6] This skill enables leaders to hold the focus on a topic of importance or to shift from a subject that

has had adequate coverage to another one important to the meeting.[7]

A leader has heard from everyone in the opening round and wants to ask for further information and clarification by turning to Bob, the head of the communications. "Bob, can you go back to what happened when you got the call and walk us through the steps you took." As Bob begins to speak, several other participants jump in with statements, like "Well, he took too long to respond." This represents a point at which meetings can reach a fork in the road. The leader needs to interrupt and say something, like "I realize that everyone here has opinions about how things worked or not. The point of this meeting is to get to the bottom of these issues; however, we need to do this in an orderly fashion, and I want to get back to the question I asked Bob. I will make sure we hear from everyone before the meeting ends." This statement illustrates how leaders can interrupt off-the-point remarks and return to the stated focus. Leaders, especially those who do not want to appear rude, may find this skill awkward. However, if they do not interrupt such comments, the meeting can turn into chaos quickly. When Bob has finished his report, the leader must have skills for shifting the focus to the next one. Leaders want to keep an eye on sequencing and timing so that all pertinent topics get addressed in a climate of respect and collaboration.

> **"Officers may misunderstand and dislike debriefing meetings…. Consequently, such personnel do not readily arrive to the groups with much positive anticipation or goodwill."**

Here and Now

This concept runs as a thread through the execution of leadership skills. It captures the essence of process and represents a valuable tool for leaders. As members provide verbal input, leaders want to monitor nonverbal behaviors and watch for signs that may negatively affect the work of the group. For instance, in the previous example, while Bob provides information in response to the leader's question, several members grimace, scowl, or roll their eyes. Ignoring such behaviors at this point can cause the dynamics in the room to escalate into a tone of negativity that will hurt efforts for collaboration. As a whole, the group will become stuck, and potential positive outcomes from the meeting will be compromised. Despite the desire to allow Bob to speak, the leader will want to say something, like "I need to stop the meeting for a moment. I notice that John and Mary are giving strong signals that they are unhappy with Bob's report. At this point, we need to clear the air. We can't move ahead until we address what is going on in the room right now. John, what exactly bothers you about Bob's report?" With this intervention, the leader has identified an issue that requires immediate attention. Leaders must have a comfort level with giving feedback to have success with this type of intervention. In the exchange with John and Mary, the leader can begin employing rounds, cutting off, drawing out, holding the focus, shifting the focus, and encouraging the use of "I" statements—crucial to ensuring that meeting participants own their viewpoints.[8] These statements reduce the likelihood of vague and ambiguous language that further can fuel contentious conversations. In this example, the leader could coach John to say, "I did not agree with Bob's actions," as opposed to "Bob did something wrong."

CONCLUSION

Leading debriefing meetings, as well as all task groups, can prove challenging. However, with interpersonal, feedback, and leadership skills, police officers can increase their positive impact while meeting their daily responsibilities. Important concepts and skills can be taught, modeled, and transferred to all members of the organization.

A human endeavor, effective police work with individuals and in group settings requires strong interpersonal skills. Everything that officers do requires competence in verbal and nonverbal communication. This concept also holds true among medical professionals who understand the value of effective communication. At least 8 medical schools in the United States and 13 in Canada use the multiple mini interview (MMI) as part of the admissions process. In combination with standard criteria, such as grades and test scores, the MMI requires applicants to participate in nine brief interviews designed to ascertain their command of social skills. As the dean of Virginia Polytechnic Institute and State University's Carilion School of Medicine states, "Our school intends to graduate physicians who can communicate with patients and work in a team."[9] The authors suggest that changing a few words could read, "Police training intends to prepare personnel who can communicate with the public and work in a team."

> **"…myriad issues… can surface when people come together with a range of individual goals, needs, and styles of communication."**

The emphasis on human relations invites police organizations to place interpersonal skills training front and center of their curriculum. A commitment to the role and significance of effective communication in police work sets the stage for a new generation of well-trained personnel. In this new generation, police departments can create an organizational culture that values interpersonal and leadership skills and supports a strategically focused training curriculum to teach and evaluate these abilities. As a result, all members of the organization will master and demonstrate a set of skills that moves police work a step closer to the reality of civility and effectiveness.✦

Endnotes

[1] Diana Hulse-Killacky, Jim Killacky, and Jeremiah Donigian, *Making Task Groups Work in Your World* (Upper Saddle River, NJ: Merrill/Prentice Hall, 2001), 6.

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[3] Hulse-Killacky, Killacky, and Donigian, 20.

[4] Jonathan J. Orr and Diana Hulse-Killacky, "Using Voice, Meaning, Mutual Construction of Knowledge, and Transfer of Learning to Apply an Ecological Perspective to Group Work Training," *Journal for Specialists in Group Work* 31 (2006): 192.

[5] Masson, Harvill, and Schimmel, 183.

[6] Masson, Harvill, and Schimmel, 168.

[7] Masson, Harvill, and Schimmel, 153-157.

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[9] Gardiner Harris, "New for Aspiring Doctors, the People Skills Test," *New York Times*, July 11, 2011.

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Bulletin Honors

Canton, Ohio, Police Memorial

In Canton, Ohio on May 21, 1994, the Fraternal Order of Police (FOP) McKinley Lodge No. 2 Police Memorial was dedicated. This monument is located on the grounds of the Stark County Courthouse in downtown Canton. The effort to erect the memorial was spearheaded by the FOP McKinley Lodge No. 2 and came to fruition after major corporate and community donations. Modeled after the emblem of the FOP star, this tribute to fallen officers is constructed of Berrie Gray Vermont granite. It bears the names of Stark County law enforcement officers killed in the line of duty. The inscription on the memorial, penned by Lt. Edward Hostetter (Retired) of the Canton Police Department, reads: "In Honored Memory of Those Who Gave Their Lives in the Line of Duty. Proudly Dedicated by Their Fellow Officers May 21, 1994."

Becoming More Resilient

By JEAN G. LARNED, Ph.D.

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In three words I can sum up everything I've learned about life: It goes on.

-Robert Frost

Can we learn to be more resilient? Could sensitive or less resilient individuals become hardier? In this modern age of hypersensitivity, when even the simplest of issues becomes major or easy tasks become insurmountable, people have learned to give up instead of plowing on through the problem.

The answer to the first question is a resounding yes. Remember your years in school? You probably had physical training or played sports, and the coach would push you past your comfort level to achieve greater results. As you found, you could endure. Or, do you recall, perhaps, growing up with just the basic necessities, playing outside, having no fast food or television, walking to and from school, and working in your yard because you were told to do so? This was the beginning of resilience.

Granted, when a person faces a problem, it often seems

big to them at that moment. For some of us looking at the same issue, we cannot imagine why the individual sees it as so large. And, there's the rub—we differ in how we cope with stressful situations. Resilience comes from understanding yourself and how you react to your environment. It can change how you handle setbacks. Being more resilient can affect how enthusiastically you approach challenges. It can improve how you think during conflicts or stressful periods. Resilience can help you learn from past difficulties and derive knowledge and meaning from those setbacks and failures. Responding effectively to adversity, overcoming obstacles, getting through normal daily hassles, and dealing with life-altering events form the cornerstone of resilience.

Proactive use of resilience allows you the ability to seek out new experiences that will enrich your life. With this said, you need to understand yourself first. How? Introspection is the first step in understanding what you can or cannot do and your level of endurance at a mental, personal, and emotional level.

AREAS OF FOCUS

Emotional Intelligence

Emotional intelligence is a form of social intelligence that employs the skill of awareness, or being "clued in," to monitor one's own and others' emotions, discriminate among them, and, in the end, use the information to guide one's own thinking and actions.[1] Several subcategories relating to both intrapersonal and interpersonal skills are important in understanding how it works.[2]

Self-awareness involves observing yourself and recognizing a feeling as it happens. Self-regulation entails handling feelings appropriately; realizing what is behind a feeling; and finding ways to address fear, anxiety, anger, and sadness. Motivation includes channeling emotions in the service of a goal, controlling emotions, delaying gratification, and stifling impulses. Empathy involves remaining sensitive to others' feelings and concerns, taking their perspective, and appreciating the differences in how people feel about things. Social skills include managing emotions in others, embodying social competence, and handling relationships.

Self-Awareness

- Emotional awareness: recognizing emotions and their effects
- Accurate self-assessment: knowing personal strengths and limits
- Self-confidence: having a strong sense of self-worth and capabilities, a basic belief in the ability to do what is needed to produce a desired outcome

Self-Regulation

- Self-control: keeping disruptive emotions and impulses in check

"Your emotional resilience can improve and strengthen through understanding yourself better and improving your emotional intelligence."

Special Agent Larned serves in the Behavioral Science Unit at the FBI Academy.

- Trustworthiness: maintaining standards of honesty and integrity
- Conscientiousness: taking responsibility for personal performance
- Adaptability: learning to be flexible in handling change
- Innovation: being comfortable with novel ideas, approaches, and new information

Motivation

- Achievement drive: striving to improve or meet a standard of excellence
- Commitment: aligning with the goals of the group or organization
- Initiative: becoming ready to act on opportunities
- Optimism: maintaining persistence in pursuing goals despite obstacles and setbacks and aligning with hope—a predictor of success (e.g., I am able to motivate myself to try and try again in the face of setbacks. I like to push the limits of my ability. Under pressure, I rarely feel helpless. I easily can set negative feelings aside when called on to perform.)

Empathy

- Understanding others: sensing other people's feelings and perspectives and taking an active interest in their concerns
- Developing others: detecting other individuals' development needs and bolstering their abilities
- Leveraging diversity: cultivating opportunities through different kinds of people
- Maintaining political awareness: reading a group's emotional currents and power relationships (e.g., I am effective at listening to other people's problems. I rarely get angry at people who come around and bother me with foolish questions. I am adept at reading people's feelings by their facial expressions. I easily can "put myself into other people's shoes.")

Social Skills

- Influence: wielding effective tactics for persuasion
- Communication: listening openly and sending convincing messages

Skills in Building Team Synergy

- Calming influence on other people
- Having the ability to often improve the moods of others
- Maintaining effectiveness in motivating people to achieve their personal goals
- Responding appropriately to others' moods, motivations, and desires
- Having a locus of control based around self-esteem (individuals who have experienced repeated failures often will develop a learned response, becoming helpless and hopeless and lacking a sense of who or what is in control of their life)
- Maintaining an internal (I control my actions) versus external (outside forces control my life) perspective
- Recognizing that mental health encompasses more than the absence of mental illness—it should resemble a vibrant and fit mind and spirit[6]
- Understanding the factors that make people feel fulfilled, engaged, and meaningfully happy

Source: Daniel P. Goleman, Emotional Intelligence *(New York, NY: Bantam Books, 1995).*

- Leadership: inspiring and guiding individuals and groups
- Change catalyst: initiating or managing change
- Building bonds: nurturing instrumental relationships
- Collaboration and cooperation: working with others toward shared goals
- Team capabilities: creating group synergy in pursuing collective goals

Your emotional resilience can improve and strengthen through understanding yourself better and improving your emotional intelligence. We all are born with different coping mechanisms; in fact, some of us have none. Emotional intelligence gives us the ability to, finally, become a more resilient person.

Visualization

Think about becoming mentally and emotionally tougher. Look to other people for examples of mental and emotional toughness. For instance, when I was a boy, I admired John Wayne and wanted to emulate his confidence, strength, and fortitude. Although he was an actor, the character traits he exuded made me want to be strong like him. The point? Seeing is believing; start acting like a more resilient person, and, eventually, you also will start to believe it. According to one expert, "It's not that less resilient people are lacking some kind of 'coping gene' or anything like that. Indeed, they have the power within to become just as resilient as their more intuitively resilient counterparts simply by training their minds to think more positively and then learning how to change their behaviors to reflect their new, more positive attitudes."[3]

> ***…everyone needs guidance, instruction, or a learning tool to go by from time to time.***

You need to make a personal paradigm shift from being hopeless, hapless, and helpless to becoming stronger, tougher, and hardier.

Positive Psychology

Your mental outlook or mood affects how you behave and interact with the world. Start seeing the good in things, the brighter side of life and the little enjoyments along the way that cheer you up. To this end, *positive psychology*—the study of the human condition and how people live and interact with their environment—focuses on cultivating personality strengths and honing an optimistic approach to life, rather than on cataloging human frailty and disease, which has served too long as the focus of psychology.[4] Traditional psychology focused on atypical or dysfunctional people with mental illness, emotional problems, personality disorders, or other psychological issues and, in the end, how to treat them. By contrast, positive psychology, a relatively new field, examines how ordinary people can become happier and more fulfilled.

Cognitive Restructuring

Another way to become a more resilient person is through a process called *cognitive restructuring*—in short, changing a perception from a negative interpretation to a neutral or positive one and, in turn, making it less stressful. Cognitive restructuring also is known as reappraisal, relabeling, and reframing. Individuals acquire irrational or illogical cognitive interpretations or beliefs about themselves or their environment. The extent to which these beliefs are irrational is important and equals the amount of emotional distress experienced by the person.

From a visual model, cognitive restructuring entails 1) an activating adverse event or stressor (e.g., traffic jam) that

10 Steps to Becoming More Resilient

1) *Make connections:* Valuable relationships with close family members, friends, or others are important. Accepting help and support from those who care about and will listen to you strengthens resilience. Some people find that participating in civic groups, faith-based organizations, or other local organizations provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.

2) *Avoid seeing crises as insurmountable problems:* You cannot change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.

3) *Accept that change is a part of living:* As a result of adverse situations, certain goals no longer may be attainable. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

4) *Move toward your goals:* Develop some realistic goals. Do something regularly, even if it seems like a small accomplishment, that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, What is one thing I know I can accomplish today that helps me move in the direction I want to go?

5) *Take decisive action:* Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

6) *Look for opportunities for self-discovery:* Often, people learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardships have reported better relationships, a greater sense of strength even while feeling vulnerable, an increased sense of self-worth, a more developed spirituality, and a heightened appreciation for life.

7) *Nurture a positive view of yourself:* Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.

8) *Keep things in perspective:* Even when facing painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.

9) *Maintain a hopeful outlook:* An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.

10) *Take care of yourself:* Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.

Source: American Psychological Association, "10 Tips for Building Resilience in Children and Teens," http://www.apa.org/helpcenter/resilience.aspx#.

Living an Enriched and Fulfilled Life

- Count your blessings.
- Practice acts of kindness.
- Savor life's joys.
- Thank a mentor.
- Learn to forgive.
- Invest time and energy in friends and family.
- Take care of your body.
- Develop strategies for coping with stress and hardships.

Source: S. Lyubomirsky, The How of Happiness: A Scientific Approach to Getting the Life You Want *(New York, NY: Penguin Press, 2008).*

triggers negative feelings; 2) beliefs, distortions, and inner dialogue about the problem (e.g., increased adrenalin, feelings of anxiety); and 3) behavioral and emotional consequences (e.g., stress of target organs, increase of heart rate and blood pressure). You can avoid all of this if, for instance, you tell yourself that you cannot do anything about the traffic, sit back and enjoy music, bide your time, and recognize that you, eventually, will get through it.

Another facet of cognitive restructuring is known as *cognitive distortions*. This encompasses behaviors that prove troublesome for persons who react (expressive) first and think (cognitive) second.[5]

- All-or-nothing (dichotomous) thinking: "It's my way or the highway"-type thinking that leads to extreme actions, like leaving a partnership, quitting a job, or acting in other impulsive ways; mood swings; and interpersonal problems
- Overgeneralizing: making an inaccurate blanket statement (e.g., All people from the South are less intelligent than the rest of the country.)
- Labeling: defining or describing someone in terms of their appearance or behavior (e.g., identifying an overweight individual as lazy)
- Filtering: distorting what someone says into something different from what was communicated, perhaps, to fit one's own preconceptions or ideas
- Disqualifying the positive: continually downplaying positive experiences for useless reasons, often reveling in the negative
- Jumping to conclusions: Drawing inferences (usually negative) from little (if any) evidence
- Telescoping: perceiving recent events as distant and distant events as recent
- Emotional reasoning: assuming that reality is in line with one's current emotions (e.g., I am sad; therefore, everything around me is melancholy.)
- Making a habit of "should" statements: having patterns of thought that imply the way things "ought" to be, rather than embracing the actual situation or having rigid rules that "always apply" regardless of the circumstances
- Personalizing events: taking personal responsibility for something that you had no control over

Pursuit of Hope

Try to find the good in a bad situation, shift your focus to problem solving, keep the stressor in perspective, control your inner dialogue, stop negative self-talk, and, most important, avoid the blame game. How do you control these irrational beliefs? First, identify the irrational belief that you need to control. Believe it or not, some people cannot even identify what is bothering them. Second, can this perception be

rationally supported? Third, what evidence exists for its falseness? Fourth, does any evidence exist for its truthfulness? Fifth, what is the worst thing that *actually* can happen? Sixth, what good can you derive from this experience?

In the end, everyone needs guidance, instruction, or a learning tool to go by from time to time. Having some beacon of light to guide you when everything seems dark, foreboding, and ominous just might make all the difference. That could come from reading an article or book, hearing an inspirational message, commiserating with friends, receiving a compliment, appreciating the laughter in children, or enjoying the warmth of a pet. Make a list of things you want or need to complete. A list is a great way of getting organized and feeling a sense of accomplishment.

CONCLUSION

Only you know what makes you tick or which methods work for you to become more resilient or hardy. Whatever allows you to deal with adversity, harness and use it, and always remember that no problem will last forever. Look back to a perceived problem you had 1, 5, or 10 years ago, and you probably will think, Wow, I was concerned about that! So, remember that same insight works going forward if you think of it in that context. Just live every day and make it to that future moment, and all will be different from today.

I guarantee you this much: There is one constant in life—everything changes. Resilience encompasses a mix of inner strength, hope, steadfastness, attitude, and living in the present. Approach your troubles as challenges that you can overcome. Only worry about the things you can change; let everything else take care of itself. Be persistent in overcoming obstacles, pushing through no matter what, and, above all, remain optimistic and have hope. Do not live in the past or be too hard on yourself for past actions or situations. Live for today, and have a positive attitude.✦

Endnotes

[1] Daniel P. Goleman, *Emotional Intelligence* (New York, NY: Bantam Books, 1995).

[2] Ibid.

[3] Rachel Baldino, "Mind Over Matter: Can You Learn to Become More Emotionally Resilient?" *http://www.sixwise.com/newsletters* (accessed October 31, 2011).

[4] Martin Seligman, *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment* (New York, NY: Simon and Schuster, 2002).

[5] David Burns, *The Feeling Good Handbook* (New York, NY: William Morrow and Company, Inc., 1989).

[6] Martin Seligman, *Authentic Happiness.*

Additional Resources

American Psychological Association, "10 Tips for Building Resilience in Children and Teens," *http://www.apa.org/helpcenter/resilience.aspx#.*

Rachel Baldino, "Mind Over Matter: Can You Learn How To Become More Emotionally Resilient?" *http://www.sixwise.com/newsletters*.

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Bulletin Report

Radio Interoperability

The U.S. Department of Justice, National Institute of Justice, presents *Wisconsin State Patrol Tests New Path to Radio Interoperability*, which highlights a strategy for adopting the Project 25 radio interoperability standards. Project 25 refers to a suite of standards for digital, two-way wireless communications products. A committee of manufacturers, public safety agencies, and state and federal communications professionals launched Project 25 in 1989 to provide detailed standards for interoperable radios.

The Wisconsin State Patrol ran a four-site pilot program that created P25 capabilities across the network. The agency tested a P25 channel controller, a new product that converts conventional analog repeaters into P25 repeaters across multiple sites and in support of multiple frequencies. Although participants ran into various problems related to programming, the pilot experience showed the extent of the cooperation needed between the vendor and law enforcement communities to achieve the best and most cost-effective solution.

Law enforcement agencies considering adopting the P25 may benefit from reduced technology and labor costs. They can convert existing analog channels to P25 digital signaling without changing base stations. The Wisconsin State Patrol P25 pilot exposed several pitfalls that agencies should consider when migrating to P25, namely the varying terminology, settings, and software provided by the manufacturers. Through this pilot experience, practitioners and vendors alike gained a better understanding of the outstanding issues and identified ways to improve the implementation of P25-compliant technology. For additional information, access the report (NCJ 229517) at the National Criminal Justice Reference Service's Web site, *http://www.ncjrs.gov*.

A reminder to Our Readers

The Bulletin *Moves to Online Only*

We wanted to remind our readers that the last print copy of the *FBI Law Enforcement Bulletin* will be the December issue. We are enhancing the magazine's online presence with an updated Web page in January 2013. The *Bulletin* will continue to produce academically renowned, peer-reviewed content. The sleeker-looking, online format will improve readability and search capability, maximize accessibility, provide more opportunities for readers and authors to communicate, and be available on mobile devices. To see current and archived issues, updated author guidelines for online submissions, and more, visit *http:www.fbi.gov/stats-services/publications/law-enforcement-buttetin*. If you have questions, please e-mail us at our new address *leb@ic.fbi.gov*. We look forward to hearing from you.

John E. Ott
Editor / *FBI Law Enforcement Bulletin*

Bulletin Notes

Law enforcement officers are challenged daily in the performance of their duties; they face each challenge freely and unselfishly while answering the call to duty. In certain instances, their actions warrant special attention from their respective departments. The *Bulletin* also wants to recognize those situations that transcend the normal rigors of the law enforcement profession.

Officer Mackey

Officer Cathey

Officer Jeremy Mackey of the Memphis, Tennessee, Police Department was on routine patrol when he observed an apartment complex engulfed in flames. After arriving on the scene, he immediately entered the building and began evacuating its residents. While on the second floor, he located a man who was overcome with smoke inhalation and suffering from second and third-degree burns. Officer Mackey brought the individual to safety and was told that more victims were inside the residence. Officer Russell Cathey, who had also arrived at the scene, received this information and rushed into the apartment. He found a woman suffering from smoke inhalation and rescued her from the worsening flames. Both victims were transported to the hospital for assistance. Thanks to the quick response of Officers Mackey and Cathey, all the apartment's residents survived the fire.

Officer Bartholomew

Officer Joshua Bartholomew of the Streetsboro, Ohio, Police Department responded to an emergency call from a pregnant woman who was close to giving birth. The woman was driving her car at the time of the call, and was directed by the emergency dispatcher to pull off the road to a safe location. Officer Bartholomew arrived at the car ahead of responding EMS units and discovered that the baby already was partially delivered. As he assisted the woman with the delivery, he observed that the baby was not breathing. Noting the umbilical cord wrapped tightly around the baby's neck, Officer Bartholomew removed the cord and restored breathing to the child. Mother and baby were then transported to the hospital by EMS units, and later were reported to be doing fine.

Nominations for the Bulletin Notes should be based on either the rescue of one or more citizens or arrest(s) made at unusual risk to an officer's safety. Submissions should include a short write-up (maximum of 250 words), a separate photograph of each nominee, and a letter from the department's ranking officer endorsing the nomination. Submissions can be mailed to the Editor, *FBI Law Enforcement Bulletin*, FBI Academy, Quantico, VA 22135 or e-mailed to *leb@ic.fbi.gov*. Some published submissions may be chosen for inclusion in the Hero Story segment of the television show "America's Most Wanted."

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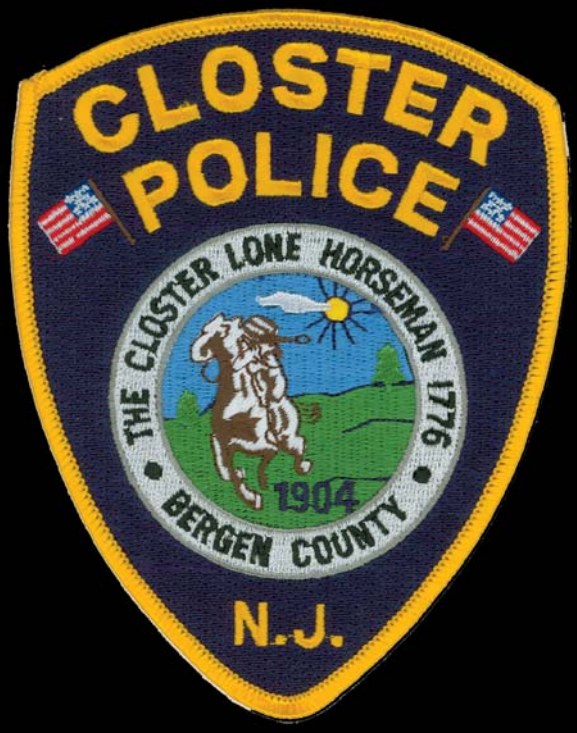

Coalinga, California, was founded in 1888 as "Coaling Station A" for the Southern Pacific railroad. Its history is founded upon the oil derricks depicted on the patch of its police department. Since the late-19th century, the city has played a key role in California's oil production. Coalinga is located near California's South Coast Ranges, also depicted on the city's police patch.

Closter, New Jersey, was settled in 1704 and was incorporated as a borough 200 years later. Its police department patch depicts a horseman. On November 20, 1776, a farmer witnessed 5,000 British troops landing at Closter Dock on the Hudson River and rode 9 miles south to warn the Continental Army at Fort Lee, allowing for the Americans' successful retreat ahead of the British advance.