

INTERVIEW AND INTERROGATION

A Scientific Approach

FRANK J. MACHOVEC

INTERVIEW AND INTERROGATION

ABOUT THE AUTHOR

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Dr. MacHovec has authored more than fifty publications including articles in nine professional journals and books on expert witness testimony (1987), theories, history and applications of humor (1988), and the first book ever written on hypnosis complications (1986). He has taught at graduate and undergraduate levels and conducted workshops and in-service training for local, state, provincial and federal agencies, professional associations and private corporations in the United States and Canada.

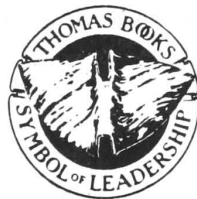
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By

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*To the search for Truth:
yours and mine,
ours and theirs,
past and present,
with many facets—
but one perfect jewel.*

PREFACE

This book is for anyone who interviews or interrogates others. It applies to a variety of settings: job or school interviewing, legal practice, church work, medicine, mental health, security, news and investigative reporting, military debriefing and intelligence, law enforcement, sales and service industries. Obtaining information from others in today's world of multimedia information requires a thorough knowledge of human nature and sophisticated communications skills. Those are the two goals of this book.

The major emphasis is on **scientific** interview and interrogation based on the latest information on personality and behavior, emotion and motivation, needs and defenses, what is normal and what is abnormal. Chapter 1 introduces you to yourself, to your own unique personality and to the factors and forces that have made you who and what you are and that still influence you. Chapter 2 describes normal and abnormal behavior you can see in yourself but mostly in those you will be questioning. Chapter 3 describes how you and others interact, verbally by what is said, and nonverbally by what is done physically while saying it. Chapter 4 applies these learnings to the interview situation, and Chapter 5 does the same for interrogation. There are more than 40 exercises throughout the book to help apply what is learned.

Interviewing collects information, gets needed facts by question and close observation, then arrives at a conclusion. Interrogation does more, more intensively, and recreates an event or studies a subject in far more detail, its conclusion with far more serious consequences—prison or nationwide publicity and public reaction. Interviewing mines the raw material of questioning, and interrogation refines it into the hard steel of a finding, usually a confession, then conviction and sentencing in police work or nationwide media expose in investigative reporting. Interview and interrogation may both seem simple methods of searching for truth. After all, one person asks questions, the other answers. Not so! Both are quite complicated because they involve a complicated subject, the mind and behavior. To do them well requires specialized **scientific** techniques

of close observation, strategic planning, and asking the right question in just the right way at the right time.

Interview and interrogation are specialized methods to study the many facets of truth—yours and mine, ours and theirs—in the past, and here and now. Good questioners “see with a third eye and hear with a third ear.” In this way truth emerges of and by itself, through the fog of your own bias, assumptions and misperceptions, even through the fog in the minds of others. You are **half** of every interview and interrogation. If you do not see through your own “mental unfinished business” there may well be two people with impaired vision, the blind leading the blind. The best questioners are **scientific**—impersonal, objective, organized, meticulous—like the great artists and craftsmen of all ages.

This book is more comprehensive than others on the same subject. That may be an achievement and also a weakness. None of it has been written to impress you, but rather to provide you with the best information in a single volume to help you master the theory and practice of **scientific** interview and interrogation. It is hoped that you will find it a useful reference and refresher in the future. Though there was an effort to use clear, simple language, you may have to “reach up” to fully understand some of the material. Human nature is a fascinating study. May any extra effort be well worth it for you and give you a deeper, richer understanding of yourself and others. May it be for you as it was for Albert Einstein, who left his students with this parting thought: “Never lose a holy curiosity.” That’s good advice for scientists—and for scientific interviewers and interrogators.

Good luck!

Frank MacHovec

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My grateful appreciation to Lieutenant Michael Jones of the Virginia Capitol Police, an experienced law enforcement officer, skilled interrogator, critic and colleague, for his suggestions to strengthen this book.

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INTERVIEW AND INTERROGATION

Chapter 1

YOU: WHO ARE YOU?

I am always at a loss to know how
much to believe of my own stories.

Nathaniel Hawthorne
(*Tales of a Traveler*, 1824)

If you could go on an unlimited totally financed worldwide vacation only once in your life, chances are you'd take a camera to take pictures so you could remember the experience afterward. Many people take cameras on their vacations. Would you take an old box camera with a fixed lens and black and white film or the newest color videotape, slide, or film camera with automatic and zoom lenses? Silly question? Many interviewers and interrogators use themselves as an old black-and-white box camera. They see others through the smudged lens of their own prejudice, through the outdated film of their own limited education, training, and life experience. Most of the time they aren't even aware of it. They see as St. Paul said "as through a glass, darkly." Some of us see only half the truth, some see only a fraction of the truth. Some never see the truth at all. When sworn in, in every court across the land, you raise your right hand, the other on a Bible, and swear to tell "the truth, the whole truth and nothing but the truth, so help you God." As you will see in this chapter, that's far more difficult than it sounds.

The title of this book, *Interview and Interrogation, A Scientific Approach*, is intended to **constantly** remind you that in order to see the truth **every** interview, **every** interrogation must be done **scientifically**. You must be not only a skilled "people detective" in the tradition of Sherlock Holmes, but also an experimental scientist, practicing your questioning craft in carefully controlled, closely monitored laboratory conditions. This requires a thorough knowledge of yourself, to use yourself as a camera, with a clean lens and fresh untouched film. In 600 BC, the simple 2-word still timely message was inscribed over the door of the Greek temple of Delphi: "Know thyself." To be a **scientific** interviewer and interrogator you must be aware of and understand yourself **before** you see or question

anyone. This book is intended to develop skills in an orderly, **scientific** way, starting with a study of yourself. Jumping around, using only parts of this book or moving too quickly, is like using a camera in too big a hurry. You are bound to get fuzzy, incomplete pictures. Stop now as you read this sentence and promise yourself to move slowly, carefully, through these pages.

Why examine yourself before you question others? If you were physically or sexually abused as a child and are questioning the victim or the suspect, will you be as objective and unmoved with both of them? If you were the child of alcoholics and are interviewing a drunk, will your contact be the same as with a nonalcoholic? If a suspect is of a different race, sex, or nationality, could an observer see any difference in your questioning style? If you are a Vietnam veteran and are interrogating another Nam veteran will you be as objective as for a nonveteran? Generally, do you question men, women, gays—perhaps AIDS victims—without any emotional involvement, all in the same way, “strictly business?” It’s doubtful. The purpose of this chapter is to increase your awareness of psychological and emotional “unfinished business” that can interfere with your effectiveness as a scientific interviewer or interrogator. There are many more interfering factors and forces than you may have realized.

From the instant of conception, you developed from one to millions of cells, from a tiny baby to your present age and size. At **every step** along the way you were conditioned by thousands of situations and factors much like a bullet which picks up markings and scratches from the barrel. The first such “mark” on your personality was the **instant of conception**. It determined your sex, race, and gene pool for intelligence and inherent or native abilities. Those were all nature’s “gifts” to you through your parents. In addition, there were **environmental factors** placed on you well before your birth. If your mother smoked excessively, abused alcohol or drugs, or had a serious infectious illness, these could have affected you before, during, and after your birth. Many criminals have a **lifelong history** of problems, starting with being a sickly child, abused by others, often complicated by poverty, social isolation, and lack of opportunity. None of these, of course, justify a life of crime. A son, facing serious charges, complained to his father: “Y’know, Pop, I never asked to be born.” The father replied: “Well, maybe if you hadda asked, the answer mighta been ‘No!’ ”

Some behavioral experts feel that **difficult or prolonged labor** can influence early personality development. The psychiatrist, Otto Rank,

one of Freud's colleagues, taught that the trauma of birth is the first life shock or trauma, being forcibly expelled from the safety, warmth, and comfort of the womb. Nobody asks you if you're ready for the trip! Shakespeare described this in his play *MacBeth* as being "plucked untimely from the womb." The famous psychiatrist, Karl Menninger, considered birth to be a powerful influence on personality from the moment you are held upside down and given a spank to dislodge mucus from your mouth: "Swallow it and you're an introvert; spit it out and you're an extrovert." A psychiatric mental status examination includes a question about complications at birth. Some experts feel they can result in lowered resistance to disease, chronic or congenital conditions, weight extremes, or emotional problems and depression, irritability, even violence if reinforced later by family or life situations. Your own birth is the first major change in your own life experience. It can be an important step in the overall design of yourself as a camera. How was it for you? What did your mother or family tell you about it? How could it have influenced you physically and personally?

Purely **genetic factors** can and do play a role in any interaction and especially in interview and interrogation.

Racial and sex differences are important genetic factors. If they separate you from others they become an influence on how you perceive yourself and others. Treated as inferior long enough, you will consider yourself to be inferior. If you are in a minority status by race or even sex (a woman who wanders into an exclusively men's club or vice versa) you will certainly be noticed and are likely to be viewed with suspicion. What you are wearing and how you behave will add to or diminish the suspicion. If there have been racial problems, demonstrations, or riots, anyone in that minority group can be in danger from the majority. Majority persons who happen in or near large groups from the minority are also in a high-risk situation. The color of one's skin makes it easier to separate that person from others. This has been true of American Indians, Blacks, and those from the Middle and Far East, Arabic peoples, Chinese, Japanese, etc.

Sex can be a factor which influences attitude and behavior. The terms **male chauvinist**, **feminist**, **bitch**, **fag**, or **queer** are but a few of many negative references to sex or sexual preference. Until the Korean War, the Marine Corps was an all white (Caucasian) organization. Like all branches of the military, it is now integrated not only by race but also by sex. Interestingly, there were women Marines before blacks were allowed

to join. In some settings and situations, the old prejudices are still felt, but they are fading as men and women of all races work together and realize they are more similar than different. If a person of any other race is injured, red blood flows, just as it would if you were cut. Racial, age, and sexist prejudice, can be important factors in psychological and social development. You should be aware of what these factors mean to you in terms of your age, race, and sex.

Dr. Leo Kanner, an internationally known child psychiatrist, taught that the single most important function of parents in the first five years of a child's life was simply to **keep the child alive**. Stated another way, the first priority is to give children **safety** and **security**. Next in importance, according to Dr. Kanner, is to give children "the three A's" of **approval**, **acceptance**, and **affection**. Do these, he said, and there is no need to read books or take courses on how to raise children, nor to worry about how good a parent you are. Infancy and early childhood, that period from birth to the school years, is an important stage of life. By the time you are five years old you have absorbed 25,000 hours of programmed instruction from your parents, according to transactional analysis theory, a way of analyzing human interaction. The quality of parent-to-child and family relations, and the quality of the home setting—warmth, safety, clothing, nutrition, comfort—are important influences on children.

It is during **infancy** and **early childhood** that many children are exposed to and learn negative behaviors. **Parental relations** can have negative impact on children's personality development if they are inconsistent or erratic, overprotective, too permissive, blaming or critical, perfectionistic, indifferent, play favorites, or are absent totally or for long periods of time. Parents are **role models** and if one or both are alcoholics or drug abusers, the child learns that one way to cope with stress is to drink or take drugs. The same is true for smoking. Worse still, there is a correlation between abusing parents and being abused as children. Many child abusers grow up to become child abusers themselves. A violent, disruptive home life can be a school for violence and aggressive behavior. "Spare the rod and spoil the child" and "children should be seen and not heard," if applied strictly, teach physical abuse as the best way to control behavior and passive, dependent silence as the best way for children to behave. As the Old Testament put it: "Train up a child in the way he should go and when he is old he will not depart from it" (Proverbs 22:6). A standard part of a mental status examination is to ask if the person

interviewed had a happy childhood. How was yours? It's yet another factor in your own personality formation.

National and ethnic differences can be major influences if they separate you from others, such as living in a ghetto or an ethnic section of the community. The musical *Fiddler on the Roof* is based on the dilemma of Jewish customs and tradition in a changing society. Another popular musical, *West Side Story*, focusses on friction between Hispanics and whites. Shakespeare's *Romeo and Juliet* was a similar theme based on two feuding Italian families. Two movies, available on videotape, describe the interaction of different cultures: *Lawrence of Arabia*, starring Peter O'Toole, Omar Sharif, and Claude Rains, and *Khartoum*, with Charlton Heston and Sir Laurence Olivier. Viewing these film classics is an excellent way to study differences in culture, politics, motivation, personality, and behavior. Today we have a weaker but still observable caste system based on income or wealth, occupation or position, social status, and family.

Regional differences can have an influence on attitude and behavior. Brightly colored shirts or blouses are common in Hawaii but not downtown at midday in most midcontinent cities. Restaurants feature "regional specialties" on their menus. You can still hear regional dialects. **Caudal** does not mean **tail** in the deep South, but what the gas station attendant tells you: your car needs "A caud all" (quart of oil). A **tar** is a tire, **wahr** is wire, and **woah** is war. In Boston, to buy on credit you need a fresh fish! They'll ask for your **credit cod**. They may even ask if you want to go to the **potty** (party)! Tourist bureaus promote regional customs, traditions, foods, history, culture, and natural resources.

Unless you were born into a large family, school is your first close social experience. Your favorite toys, perhaps an old worn security blanket, and the safety and comfort of your home are left behind to go to a big building with many other children and obey a stranger who tells you what to do. It is at this stage that some develop problems relating to authority figures. Some children have panic reactions, are frightened and upset, and develop a "school phobia." Others become manipulators learning devious ways to have their way, apprentice con artists. Still others learn they can have their way by beating up on others, especially the weaker ones. Some feel safer and more secure with their own racial, religious, ethnic, or neighborhood group, and gangs form. For most children, the school years encourage social behaviors, learning basic knowledge about their own unique interests and abilities.

School years provide peer relations, contact and interaction with boys and girls outside the family. Children and teenagers are very much into their own group norms. They wear the same fashions, eat the same foods, listen to the same music. In most cases their taste differs markedly from parents and older brothers and sisters. Drug abuse, gangs, and cults are negative group norms for many teenagers. Can you remember your teen years? For most of us it was a search for ourselves, who we were, what would become of us, whether anyone would ever love us, if we would ever live to the very old age of 21! Remember those brooding, worrisome thoughts? **Teen years** are often an awkward time. If there have been continuing negative influences from early childhood, antisocial and violent behaviors can be further reinforced in the teens. It is in the teen years that many careers in crime begin.

Your **first sexual experience** can have a marked effect on your future relationships with the opposite sex. Men who can't perform sexually (often according to their own unrealistic expectations) can develop long-standing problems with sexual relations. The same is true for women who have been raped or where sex was forced on them. Some men and women learn that sex is a way of manipulating others, as a reward or a conquest, not a shared exchange of affection. Some men see women only as sex objects. Some women see sex as a man's "Achilles' heel" and use it to control and dominate men. In an ancient Greek comedy, women joined together and denied sex with the men until the men agreed never to wage war. Many men don't consider that to be a comedy! Still other men and women learn "kinky" sex is about all they can get, so some men are "turned on" by children and some women by bondage or being physically or verbally abused. Sex is a powerful drive and if it isn't vented in socially accepted ways, it can become a negative force in personality development.

Religion can influence behavior. Ayatollah Khomeini was an Islamic religious leader who condemned America as "the Great Satan" and condoned terrorism and hostage-taking. Catholics and Protestants in northern Ireland regularly shoot at each other or at the local police or British security forces, "open season" targets for both sides. Hindu and Islamic peoples fought each other before Pakistan became independent of India. Though we do not kill because of religion, sectarian differences have resulted in much prejudice, friction, distrust, and hurt feelings.

Your **choice of occupation** can influence behavior. Construction workers are frequently shown with hard hats and leather tool belts ogling at

women. Police officers are considered largely conservative, social workers as “bleeding heart liberals.” Psychiatrists and psychologists can seem “fuzzy headed” when they disagree on seemingly simple cases (such as when Hinckley shot President Reagan). Some say that “a smart lawyer can get anyone off free.” These are extreme statements, not necessarily true. But your choice of career **can** influence your attitude, your values, what you believe, and what you say and do. Police officers **do** tend to distrust others because every day they observe people who violate the law. Bank personnel tend to be conservative when it comes to managing money. Perhaps Ebenezer Scrooge in Charles Dickens’ *Christmas Carol* is a good example of how a stingy man becomes a narrow, rigid personality. Freud called such people **anal retentive**—they “hold it in.” Psychotherapists tend to give people “the benefit of the doubt,” to “explain away behaviors” because that is their business, what they do for and with their clients.

Marriage is a major change in anyone’s life, from living alone (in most cases!) to living with someone else. It is sharing your life with someone else, far more intimately than in any family situation, or even a roommate at college, or sharing an apartment. It means shared finances, friends, food, bills, quirks, sex, and life. Some people marry similar personalities, others marry opposites. Some marry those much like their own parents or family members, others pursue those most unlike anyone they know. Some marry to escape the single life or their family, others to find security, like Gershwin’s tune, *Someone to watch over me*. Children of alcoholics frequently marry alcoholics. Some marry in the naive attempt to reform or rehabilitate the spouse. Your choice of husband or wife and the nature of the relationship in your marriage is a powerful influence on your life and on your personality. The ideal marriage is $1 + 1 = 3$, where you both gain or grow more than you could alone. Is it so for you? How’s your marriage? How are you because of it?

The Vietnam War has proven that **military experience**, especially in a combat situation, can affect personality and behavior. This is true for all wars. What we now call **post-traumatic stress disorder** has been reported in the Revolutionary and Civil wars, World Wars I and II, and the Korean War. A similar “psychological wound” can be inflicted with any shock such as child abuse, rape, accident, natural catastrophe, or loss of a loved one or a limb, sight, or hearing. Severe stress from any of these sources impacts on thoughts and feelings and can intrude and interfere with healthy personality development.

What have you learned from this quick trip through your life? Summing up, there can be powerful physical and mental forces from birth to death that shape personality, like a rifle bullet picking up markings along the barrel. Each of us is as unique as a bullet, with distinctive markings and life scratches. No one else is quite the same. Even another bullet fired from the same weapon will differ because of its own individual materials and shape. To understand others, to know what they think and feel, in an interview or interrogation, you must first understand yourself, what and how you think and feel.

EXERCISE 1

Here are the factors and forces that have had an effect on you, have helped shape your personality and behavior. Write them down or photocopy this list and reflect on each of them. What effect or influence do you think each factor had on you? What adverse effect could it have on your ability to clearly, openly see and understand the truth when questioning others? You may find it helpful to keep a record or file, a diary or journal of your reaction to each of the exercises in this book. In this way, you can more easily see what you have learned from each chapter and in personal terms, especially meaningful to you.

- Birth (genes; complications; diseases)
- Race (minority or majority)
- Sex, sexism (it is a man's world)
- Infancy and early childhood
- National and/or ethnic differences
- Family relations
- Home (security, wealth, poverty)
- Social status/standing, expectations
- Regional influences
- School experience
- Friends, brothers, sisters
- Physical health
- Sexual experience and preference
- Religious affiliation, differences
- Occupation
- Marriage
- Financial problems

Managing children
Military experience
Loss and stress

Life Stages

Erik Erikson (1902–) described eight life stages. At each stage it is as if you are at a fork in the road of life and must choose one way to go. You can't go back, and you can't try them both. Once on the path, what happens influences your behavior and your personality. Here they are:

Stage 1. Basic Trust or Mistrust?

You're wet and hungry, crying in your crib, totally dependent on a certain giant person who feeds and clothes you and sometimes holds you and makes sounds. If that person doesn't appear regularly or lets you cry and be uncomfortable, you learn distrust. If you feel good and are dry and well fed most of the time, you learn to trust.

Stage 2. Autonomy or Shame and Doubt.

At this stage you walk, talk, and "go potty," but these are new experiences, and you're not too sure of yourself. You gotta know when to hold it and when to let go, do or not to do. Screw up and there's shame and self-doubt. Master it and you really feel satisfied and confident.

Stage 3. Initiative or Guilt?

You're exploring, experimenting, playing with everything, including your own body. Wups! It feels good but you get smacked. Learn what's "good" and "bad" and you continue on adjusting to realities. Keep getting punished and you're on a guilt trip.

Stage 4. Industry or Inferiority?

It's Erector sets or doll houses, scrawly drawings and messy crafts with increased self-confidence if successful ("Wow, look what I did!") or low self-esteem and inferiority if not.

Stage 5. Identity or Role Diffusion?

The four preceding stages flow into this one, where you realize more fully than ever before who you are (ego identity) by comparing your-

self with others. This is also what we're trying to do to you with this chapter!

Stage 6. Intimacy or Isolation?

It is here the love bug bites you, but good! It's close friends sharing intimate secrets, that "first love" and perhaps your first sexual experience. If the relationship goes well, you feel good about yourself and others and continue. If not, you withdraw and become a loner or just sit wishing someone would call.

Stage 7. Generativity or Stagnation?

Class, church, clubs, hobbies, even raising children fall into this stage. It is doing something because you care, making a contribution, making a difference. Frustrated here, you drop out and stagnate, a leading cause of burnout.

Stage 8. Ego Integrity or Despair?

This is the self-actualization stage where you can feel personally fulfilled, a whole person, receptive and accepting of self and others, an OK person able to love and be loved just being you. You can't get here without insight, wisdom, and a little humor. Miss this and the road leads down to depression and despair, the feeling that somehow you missed out on life, and life missed you.

Some behavioral scientists believe that you have within you a potential for strength and stability to overcome negative factors and forces. Some of us do. Some of us don't—and resort to antisocial or illegal acts to make up for misfortune. For most of us, this real or authentic self is by its nature positive, optimistic, and healthy. It has its own sense of values, what is right and what is wrong for you and for others, which is most like the **Golden Rule**, to do to others what you would want them to do to you. The psychologist Abraham Maslow described this healthy, well adjusted personality as **self-actualized**, with need levels to be satisfied:

Maslow's Need Levels

1. **PHYSIOLOGICAL NEEDS:** To be kept dry, warm and fed, clothed and sheltered, comforted and cuddled.
2. **SECURITY:** To be safe, free from danger, from sudden shocks and injuries.

3. **EMOTIONAL SUPPORT:** The “apronstrings” stage, the need for someone to watch over you, to be with as if to give you permission to be yourself and “do your thing.”
4. **APPROVAL:** This involves acceptance, belonging, fellow feeling and can be seen in fads, cliques, clubs, teams, or gangs. Very strong in teen years.
5. **FULFILLMENT:** Self-realization, to realize your true self and your potential. Adulthood “becoming.” Can be buying a new home, car, or suit, rearranging furniture, repainting a room, changing jobs, or the Nobel prize!

EXERCISE 2

Physical, mental, and emotional factors at each life stage and need level shape personality. Before you can know and understand the personalities and behaviors of others, you must know and understand your own. Only in this way can you function as a camera, with clean lens and fresh, untouched film. To help understand yourself, review Erikson’s life stages, then Maslow’s need levels, and write down any experiences and situations that may have blocked or frustrated your fully realizing them. Consider how they might now influence what you see in others as you question them?

The Scientific Method

To become a **scientific** interviewer or interrogator, you must have a working knowledge of **the scientific method**. It is the 5-step method shared by all the sciences, worldwide, from Aristotle to Einstein. No great advance in science has ever been achieved without it. It is based on careful attention to detail, objective observation, and systematic analysis of all available information in an open, free search for truth. The British biologist, physician, and teacher, Thomas Huxley (1825–1895), described the scientific method as “trained and organized common sense, rigidly accurate in observation and merciless to fallacy in logic.” In his book, *The Life of Reason*, the philosopher George Santayana (1863–1952) described it as “developed perception, interpreted intent, common sense rounded out and minutely articulated.” The great physicist Albert Einstein considered science to be a reflection of reality and truth, and he defined the scientific method as “to cover the greatest number of empirical facts by logical

deduction from the smallest number of hypotheses and axioms." All of these definitions apply as well to **scientific** interview and interrogation.

A **scientific** approach to interview and interrogation is to consider every contact with another person as would a careful researcher. Justice Oliver Wendell Holmes, in his U.S. Supreme Court opinion in the *Abrams vs U.S.* case in 1919, wrote that "all life is an experiment." Human personality and behavior are fascinating to observe and study. Hans Selye, an international authority on stress and its effects, commented: "The true scientist never loses the faculty of amazement. It is the essence of his being."

Here are the five steps of the scientific method, shared by all what world's sciences, from ancient times to the next issue of scientific journals:

Step 1. State the Problem/Goal. Define Terms.

(Draw and redraw a map)

Be honest (nobody's watching!) and take a good, hard look at yourself (no pain, no gain!) before answering this next question. How many times have you been in a disagreement with someone only to discover the problem was caused by a misunderstanding? One or both of you **assumed** something that wasn't true? You learned the hard way that to **assume** is to make an ass out of you and me (ass/u/me). Before you can debate with anyone, have a free give-and-take exchange of differing opinions, both sides have to understand the basic premise and agree on definitions and ground rules. Otherwise it could become total confusion. Before lawyers go to court they must know which laws apply and have a clear understanding of what those laws mean. Even in court, the case proceeds under the watchful eye of the judge who ensures everyone understands and follows the same rules.

You cannot be an effective interviewer or interrogator unless and until you can clearly see what it is you are doing. That may sound simple, but you would be shocked and amazed to see how many interviews ramble on like a ship without a rudder because the questioner does not fully, clearly understand the purpose, the goal, the end result sought. You can drive your car to the store by turning left or right or choosing one street over another but the target, the purpose, the reason for the trip is to go to the store. Before you interview or interrogate anyone, you must first take as much time as needed to reflect and agree on your goal or purpose. **WHAT** is it you are doing? **WHY** are you doing it? Carefully study this. Revise it as needed to sharpen the focus. The foundation of any question-

ing session must be carefully laid before you ever see the other person, even before you begin collecting background information.

Step 2. Observe Objectively.
(Be a camera)

This step enables you to see what's there (like a camera), not what you want to see (through your own tinted glasses), not what you have been conditioned or learned to see (through your own life experience). To achieve this, you must cancel out, neutralize, transcend your own physical and mental "unfinished business." A camera doesn't think or feel. It gives you a candid, precise picture fixed in time, exactly at the instant the photo was taken. Truth is like that. It exists regardless of what *you* think or feel about it. The best interviewers and interrogators *see* the truth even though it might disagree with their own beliefs, experience, or expectations. Like skilled surgeons, they observe clearly and objectively despite their own attitude and values, whether the persons questioned are rapists, murderers, or even job applicants who "turn them off." As cameras, their lenses are clear and untinted.

Oliver Wendell Holmes, the medical professor, preached to his students the importance of objective observation. One day, just before lunch, he displayed a clear glass beaker full of urine from a diabetic patient. "I want you all to line up in a single file," he said, "and come up here and do as I do." He put a finger into the beaker, then lifted his hand to his face and touched his tongue. "In the field," he explained, "far from laboratories, you will have to use quick, informal spot tests. You will notice a distinctive sweet taste to the urine. Come and do as you saw me do." One at a time, each student passed before the beaker and did as they were told, returning to their seats looking and feeling queazy. "Now," Professor Holmes said, "if you did what you saw me do you would have observed that I put my index finger into the beaker but my middle finger to my tongue! How many times have I told you to **observe objectively?**"

Objectivity means a free, open search for truth, without bias or preconceived notion, interpretation, or opinion. Alfred Kinsey, author of the first major study of human sexual behavior, summed it up well: "We are recorders and reporters of the facts, not judges of the behavior we describe." In scientific interview and interrogation, to paraphrase an old saying, yours is not to reason why but to find out **when, what, who, and how**. A healthy skepticism, not sarcasm or cynicism, helps preserve objectivity when questioning others. "Truth is stranger than fiction,