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## **Cross Cultural, Rapport-Based Interrogation (Version 5)**

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## Chapter 1: Introduction

This primer is oriented on conducting custodial rapport-based intelligence-oriented interrogations in overseas environments, but can also apply to any interrogation in a cross-cultural situation while using an Interpreter. It combines lessons learned from conducting both intelligence and law enforcement interrogations in numerous overseas locations with information drawn from numerous unclassified resources on interrogation. This primer has been reviewed by the National Security Law Branch is in compliance with the FBI electronic communication titled "Treatment of Prisoners and Detainees" and dated 05/19/2004.

This primer provides a coherent and logical interrogation methodology specifically designed to address the multitude of issues associated with conducting an interrogation in a cross cultural situation while utilizing an Interpreter. It specifically addresses issues such as: detainee screening, planning an interrogation, working with interpreters, cultural and motivational considerations, and building rapport in a cross-cultural situation. An annex on procedures for obtaining statements that may be admissible in U.S. courts and handling walk-ins is also included.

This primer is not the answer to all the issues the Interrogator will face, but it is a start point that Interrogators with varying levels of experience and training can use to enhance his or her current skill set.

The methodology presented in the document places emphasis on using **cultural intelligence and rapport** to obtain the cooperation of your source. This quote from the Educing Information Study\* captures the essence of this entire document:

*"A creative and often effective strategy for profiting from the shock of capture phenomenon is to use a dislocation of expectations approach. For example, anticipating mistreatment in the hands of the "infidels" the detainee may steel himself for the worst, preparing mentally to respond to harsh approaches, abusive language, and blatant disregard for personal and cultural preferences. With such hardened expectations, the detainee may be ill prepared to encounter someone who affords him better treatment and demonstrates an impressive understanding of his culture and language."<sup>1</sup>*

Although many of the detainees that you will interrogate will not be fresh off the battlefield, the methodologies presented in this primer can be readily adapted to deal with long term detainees as well.

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\* This refers to a 374 page report on interrogation called Educing Information, Interrogation: Science and Art, Intelligence Science Board Phase I Report. This study was published by the National Defense Intelligence College.

**Chapter 2: In-Processing, Screening and Detention**

Screening is a crucial aspect of preparation for a successful interrogation. Currently in most U.S. Department of Defense (DOD) detention facilities the screening process has become very formalized. Dependent on the location you are working in or if you are working at a long term holding facility you may have little or no ability to influence the process. However, even in these cases this chapter identifies key pieces of information you should know before beginning an interrogation.

“The screening is a more formal process in which the screener attempts to obtain basic biographic data, areas of general knowledge, source cooperation, and vulnerability to select approach techniques in addition to identifying knowledge of critical intelligence tasks. Once the screener has established the basics (source identification, cooperation, and knowledge), he normally passes the source to the personnel that conduct the questioning.”<sup>2</sup>

“The second and related purpose of screening is to permit an educated guess about the source’s probable attitude toward the interrogation. An estimate of whether the interogatee will be cooperative or recalcitrant is essential to planning because very different methods are used in dealing with these types.”<sup>3</sup>

**There are two purposes of screening according to the KUBARK Manual†: <sup>4</sup>**

- 1) To determine if the detainee is likely to possess information of value (which requires full identification of the subject).
- 2) To determine if the source is likely to cooperate.

**Selection and Conduct of Screening Personnel**

“Screening should be conducted by interviewers, not Interrogators; or at least the subjects should not be screened by the same personnel who will interrogate them later.”<sup>5</sup>

“The task of screening is made easier by the fact that the screener is interested in the source, not in the information which he may possess. Most people--even many provocation agents who have been trained to recite a legend--will speak with some freedom about childhood events and familial relationships.”<sup>6</sup>

“The source is likeliest to talk freely if the screener’s manner is friendly and patient.”<sup>7</sup>

“It is important that gross abnormalities be spotted during the screening process. Persons suffering from severe mental illness will show major distortions, delusions, or

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†The KUBARK Manual is the CIA’s counterintelligence interrogation manual, which was written during the Cold War and was declassified in 1997.

hallucinations and will usually give bizarre explanations for their behavior. Dismissal or prompt referral of the mentally ill to professional specialists will save time and money.”<sup>8</sup>

**Topics to collect on during screening (or to seek from the formalized screening process before beginning):**

1. 1<sup>ST</sup> given name.
2. Fathers given name.
3. Grandfathers given name.
4. Tribe
5. Sub-Tribe
6. Other names used, Abu name or Kunya.
7. Date and Place of Birth.
8. Places the detainee has lived and traveled.
10. How long has the detainee been in the country (if he is a foreigner)?
11. Why is he in the country(if he is a foreigner)? Collection on this topic gives the Interrogator an idea of what cover story a foreign fighter is going to try using.
12. What is the detainee's educational level? Where was he educated?
13. What is the detainee's current job and work history?
14. What languages does the detainee speak?
15. Detainee's ethnic and religious background: Sunni, Shia, Kurd, Arab, Persian, etc.
16. Detainee's social status within the society of the country of origin.
17. Is the detainee married? Does he have children? How old are they and where are they?
18. How many siblings does he have, how old are they and what sex? (Be aware that many Muslims will not want to talk about female family members. Do not push this issue unless it is pertinent to the interrogation)
19. Does the detainee have any health issues that impact on interrogation?
20. Has the detainee ever been detained before? If so who, what, when, where, why?

- 21. Assessment of detainee's level of anxiety and cooperation.
- 22. What explanation does the detainee provide on the circumstances of his capture?

**Screening Stations**

There are four general screening stations that incoming detainees should go through: 1) Biometrics, 2) Medical exam, 3) Clothing exchange, and 4) Background interview. The value of taking the detainee through these steps before interrogation is that he is being trained to comply and answer questions when asked, which can carry over into the interrogation room.

**1) Biometrics**

The detainee should be processed into the Department of Defense (DOD) Biometric Automated Tool Set (BATS). BATS takes a retina scan, fingerprints, and digital photos of the detainee and compares the information to a database of previous detainees. BATS should show if the individual has been detained by DOD in the past. Assessments can be made of the detainee's level of anxiety and cooperativeness during this processing. In some locations, FBI biometric systems have been incorporated into the screening process.

You should take a photograph of the detainee showing his entire body from the front and another showing only his head and a placard containing the information below. The purpose of the photo of his entire body is to memorialize the detainee's condition upon arrival at the facility (if you are at a forward tactical facility). You should check with the authorities running the facility you are in to ensure you do not violate any policies that prohibit photography.

**DETAINEE PLACARD**

TEMPORARY DETAINEE #:  
1<sup>ST</sup> GIVEN NAME:  
FATHER'S GIVEN NAME:  
GRANDFATHER'S GIVEN NAME:  
SUB TRIBE:  
TRIBE:  
AKA: (Abu Name)  
AGE/DOB:  
POB:  
LOCATION DETAINED:  
DETAINED BY:  
DTG OF DETENTION:

**2) Medical Exam:** The purpose of the medical exam is to determine if there are issues that impact on the health and safety of detention facility personnel and that of other

detainees, as well as determining if there are health issues that impact on plans for interrogating the detainee. In most DOD detention facilities the detainee will be medically screened before and after each interrogation session. Any pertinent medical issues that could should be documented.

**3) Clothing Exchange:** For health and safety reasons, detainees should not be held in the clothing they are captured in. Detaining a subject in his own clothing could impact negatively on the health and safety of detention facility personnel and other detainees in the facility. Having the detainee change into hospital pajamas, or some other generic clothing, and flip flops has the added benefit of removing a potential source of comfort and an anchor to the world outside the detention facility. This is an important step in the process of detaching the detainee from the outside world and replacing his concern for his cause and his colleagues with a concern for his own fate.

**4) Background Interview:** The background interview should be conducted in a manner that makes it appear to be a routine and clerical manner. The topics on page 5 of this document can be used as a guide for developing a background questionnaire for this step of the process. Keep in mind that no matter how the detainee reacts to the questions, information of value will be collected. Even if he is totally resistant and refuses to answer any questions, information on his resistance posture can be gathered that aids in deciding how to prioritize interrogation of the detainee and how he should be approached. Information should also be gathered at this point on the non-verbal behavior of the detainee that reflects his level of anxiety and willingness to cooperate.

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### Shock of Capture

There is an immeasurable advantage for the Interrogator immediately after capture, when the detainee's uncertainty and fear are at the highest level. The earlier the interrogation begins the better, as long as time is taken for proper preparation. When anticipating the capture of particularly high value detainees, extensive preparation should be made to ensure that the interrogation starts as quickly as possible.

### Detention

For the safety of other detainees in the facility, detainees fresh from the battlefield should be detained in individual cells until a complete assessment can be made. The assessment can be considered to be complete when the decision has been made whether to release the detainee or send him to a long term detention facility. Additionally, access to anything above the baseline level of treatment provided to all detainees should be strictly controlled by the assigned Interrogator. Granting this authority and control to the Interrogator places the Interrogator in a position of power that can provide an advantage when crafting an approach strategy.

Isolation of the detainee not only ensures the safety of other detainees, but also prevents the individual detainee from drawing strength from the support and companionship of other detainees. It also prevents collusion on cover stories between

detainees. A large part of the Interrogators advantage is the natural fear of the unknown that the detainee will be experiencing. Exposure to other detainees will mitigate that fear. You may not be in a position to influence how your subject is held, but at a minimum you should know if he has been held in a communal cell prior to interrogation.

In order to create the optimum conditions for a productive interview, if the policy of the facility permits, consider having your detainee placed in an individual cell several days before you begin interrogation. If you are conducting law enforcement interviews in a DOD facility a formal request from the FBI must be made to isolate a detainee. This request must be approved by the first O-6 in the chain of command.

Keep in mind that a thorough interrogation may be a multi-session, multi-day process. Having your subject return to a communal cell between sessions is completely counterproductive. A subject returning to a communal cell will feel pressure from fellow detainees based on the duration of his absence from the cell and the knowledge that he will be questioned by his peers upon his return. Isolation of your subject removes this intangible, but extremely powerful, influence from your subject.

In the event that you cannot have your detainee isolated, an alternative is to work with the chain-of-command in the facility to establish a policy that holds all detainees in the interrogation area for a standard and minimum length of time, even if the detainee has refused to cooperate. This may at least remove some pressure from the detainee based on the duration of his absence from the cell. Your ability to influence policy may be very limited, however this option is offered as a possible alternative that may be viable based on the facility and your relationship with the chain of command.



### Chapter 3: Planning the Interrogation

“The Interrogator often enters the interrogation with two distinct advantages. First, the subject may be suffering from the shock of capture that undermines their psychological and emotional stability (often causing them to say and do things against their own interests). Second, while a long serving intelligence officer may have the experience of dozens of interrogations behind him or her, it is often the source’s maiden voyage into this uncertain territory. The Interrogator can quickly surrender these advantages, however, by approaching the source in a hesitant, indecisive manner. This false start can be largely avoided through careful planning.”<sup>9</sup>

#### Planning Considerations

1. **The Specific Purpose:** “Before the questioning starts, the Interrogator has clearly in mind what he wants to learn, why he thinks the source has the information, how important it is, and how it can best be obtained.”<sup>10</sup> “If specific goals cannot be discerned clearly, further investigation is needed before the “questioning” starts. Any confusion concerning the purpose of the “questioning” or the belief that the purpose will take shape after the “questioning” is under way, is almost certain to lead to aimlessness and failure.”<sup>11</sup>

“...an Interrogator must establish a lucid and unambiguous intended outcome. Such an outcome will serve as nothing less than a fundamental organizing principle around which all planning and execution of educing strategies will resolve.”<sup>12</sup>

“Anecdotal evidence strongly suggests that the problems encountered in the course of interrogations conducted at Guantanamo Bay, Abu Ghraib, and Bagram Air Base have, at least in part, resulted from efforts to educe information from resistant sources in the absence of an operationally relevant, clearly defined, strategic outcome to effectively drive the process.”<sup>13</sup>

“A well designed intended outcome would enable the Interrogator to craft a thoughtful approach plan. In the context of interrogation, the intended outcome performs two vital functions:

- It should provide the Interrogator sufficient focus to enable him to make rational decisions when presented with unexpected challenges, and

- It should ensure the approach plan and subsequent execution of that plan will have-and maintain-internal consistency...internal consistency refers to an interrogation approach plan and questioning methodology that progresses logically toward a pre-defined objective.”<sup>14</sup>

2. **Resistance:** “The kind and intensity of anticipated resistance is estimated. It is useful to recognize in advance whether the information desired would be threatening or damaging in anyway to the interests of the interrogatee. If so the Interrogator should consider whether the same information, or confirmation of it, can be gained from another

source.”<sup>15</sup> You should also take into account the information gathered during the screening to assess the likely resistance level you will face. This allows you to develop a plan for dealing with resistance. More information on dealing with resistance is contained in the interrogation chapter.

**3. The Interrogation Setting:** Every aspect of set-up of the interrogation booth should be calculated to have the desired impact on the source. Your intention is to induce an internal discomfort in the source that will make him dependent on the Interrogator for some sense of normalcy. Your goal is “to separate the source from the anchors of the “outside world” and reset the operative value system to those of the “interrogation world”<sup>16</sup> (which is the world that you control). You are trying to replace his concern for and loyalty to his comrades with concern for his own fate.

Consider placing the source’s chair facing the door with you directly across from him with your knees about a foot apart. This will allow you to touch the source on the knee or shoulder at key times during the interrogation. As the interrogation progresses and rapport is established you may want to move closer. Consider placing the Interpreter’s chair to your left and the note taker (the second FBI Agent) to your right (optimally you would want the note taker to be outside the room where he could listen and watch on CCTV, however this is usually not possible technically and is a violation of FBI policy for interviews conducted in Iraq and Afghanistan, with the exception of polygraph interviews). To protect FBI Agents from false accusations of abuse, which is a known Al Qaeda counter-interrogation method, two FBI Agents should be physically present in the interview room at all times. You want to create a circle or square with the four chairs, as opposed to a set-up where the source sits alone facing the three of you. **Keep in mind that you are trying to create an intimate collaborative environment in the room.** Do not permit observers, guards, visitors, etc to sit in the back of the room unless it is part of a gambit you are running against the source. They may distract the source and take away for the collaborative environment you are trying to create.

“Social space is also culturally learned. Western society teaches that interaction between strangers is comfortable at about three to four feet. Individuals raised in the Middle East (and South Asia) will interact with strangers from between one and two feet away. Unaware of cultural differences, an investigator may easily misinterpret this closeness as a challenge or an indication of anger.”<sup>17</sup>

Plan your entrance into the interrogation room to have maximum impact on the source. Consider having him placed in the room in restraints and under guard and have him wait a little while. When you enter, work out with the guard in advance to have him treat you with an exaggerated deference while you order the restraints removed. “Aubry emphasizes the importance of even the investigator’s entrance, writing “he must (enter) with an intangible air which adds up to confidence, confidence in himself, and confidence in his ability to carry out a successful interrogation; he must exude this air of confidence.”<sup>18</sup>

**4. The Participants:** As stated above you should have two FBI Agents in the room, as the lead Interrogator and the note taker, as well as an Interpreter. Try to match

characteristics of the source with the lead Interrogator. i.e.; try not to send a 25 year old Interrogator in to deal with 55 year old former Iraqi Army Colonel. Also, if Interrogators were involved with the initial screening of the source try not to have the same person involved in the source's interrogation, unless you determine it will be beneficial based on rapport or some other factor.

5. **Timing:** How much time are you willing to spend on the source given what you know about him vs. the overall situation in the facility? Have an idea of how long you are willing to spend trying to work through the resistance of a source before deciding to terminate the interview and move on to other sources. Here are some quotes that are highly pertinent when considering timing:

“The only confession factor that most agencies seemed to focus on is length of the interrogation. Consistent with Leo's empirical study, discussed above, the FBI training literature and the instructors at the FBI Academy noted that the length of interrogation was a determinative factor in obtaining a confession or incriminating information from the suspect.”<sup>19</sup> “FBI training literature notes that the “chances of obtaining a confession increase 25 percent for every hour (up to four hours) of interrogation.”<sup>20</sup>

“The only factor that all the texts cite as prompting confession is the length of interrogation, a factor that seems to apply across the board and need not be adjusted for any particular suspect.”<sup>21</sup>

“The Interrogator must not only be patient, but also be capable of conveying infinite patience so that the suspect believes the interrogation will go on indefinitely.”<sup>22</sup> Displaying impatience, frustration, or anger can tell the source that he is winning and that you will give up if he holds out a little longer.

**You have to balance the above with several factors:** 1) Is the information you think the source has worth the time? 2) Can you get the information somewhere else? 3) Is the source innocent and uninvolved? There is no probable cause standard for detention on the battlefield. You are likely to handle many detainees that were just in the wrong place at the wrong time.

“From the detention center in Guantanamo Bay, Cuba, to Bagram Air Base, Afghanistan, to various interrogation facilities in Iraq, reports abound of prisoners held in detention and interrogated at length because of mistaken identification. Several factors contribute to this unfortunate situation, including difficulties in transcribing names from Arabic, Pashto, and Urdu into English; classic cross-cultural misunderstandings; and a high-threat operating environment that leads many to err on the side of capture rather than release.”<sup>23</sup> The challenge is determining which ones are legitimately innocent and which ones are effective resisters. You will be called on to make recommendations as to the fate of the detainee because you will know more about his case than anyone else. The choice will be release or shipment to long term detention. When making this call keep in mind the following: “...from a counterinsurgency perspective, false identification and internment can inflame an already tenuous relationship between the occupying power and the indigenous population.”<sup>24</sup>

When you are dealing with a source that is willing to talk always refer back to what it is that you set out to obtain from the source. "The determinate (whether to continue the interrogation) remains what we need, not what the interrogatee can most readily provide."<sup>25</sup>

**6. The Termination:** "The end of the interrogation should be planned before questioning starts. The kinds of questions asked, the methods employed, and the goals sought may be shaped by what will happen when the end is reached."<sup>26</sup> Is your ultimate goal recruitment as a source, cooperation identifying key locations in person, or simply informational exploitation and transfer to long term detention?

### **7. Miscellaneous Planning Issues**

If at all possible do not begin the interrogation before a complete review of the source's property. A key piece of information could be missed that would have otherwise given you the one thing needed to gain the source's cooperation. Studies have shown that one of the strongest facilitative factors in inducing a confession is the source's perception that there is overwhelming evidence against him.

Thoroughly review documentation from the in-processing and screening of the source to capitalize on the information obtained already and to develop effective approach plans.

Gather everything you could possibly need and bring it into the room or have it near by: maps, satellite photographs, sketch paper and pens, laptop for displaying videos or photos, physical evidence that can be used against the source, etc. You do not want to break the tempo of the interrogation at a key time while you search for something.

**Safety Considerations:** The Interrogator is ultimately responsible for the safety of his team. Observe and discuss pre-interrogation search procedures with the guard force to determine your level of comfort with it. Consider requesting an additional search by the guards upon the detainee's arrival in the interrogation room. Interrogation team members should not become involved in searching detainees, if at all possible, because it will impact negatively on your ability to establish rapport. Most facilities will permit you to have the detainee unshackled without a guard present in the room. This should be your goal unless there is some driving safety concern that makes you believe it is best to leave the subject shackled. Always keep in mind that there are a multitude of weapons present in the room (pens, pencils, chairs) that a determined subject could quickly turn on you. At times, you will likely have your subject sketch diagrams of safe houses, cache sites, etc. Consider bringing in a stubby pencil for just this purpose

### **Approach Techniques and "Gambits"**

After taking into consideration the factors above you will need to determine how you will approach the detainee. The following is a list of approach techniques or "gambits" that you can consider utilizing. These are the approach techniques that FM 2-

22.3 lists as the only authorized techniques that can be used in a DOD facility. For the sake of brevity most of these techniques will not be explained in any detail.

**The 18 DOD Approved Approach Techniques:**

<ol style="list-style-type: none"> <li>1. Direct</li> <li>2. Incentive</li> <li>3. Emotional Love</li> <li>4. Emotional Hate</li> <li>5. Emotional Fear Up</li> <li>6. Emotional Fear Down</li> <li>7. Emotional Pride and Ego Up</li> <li>8. Emotional Pride and Ego Down</li> <li>9. Emotional Futility</li> </ol>	<ol style="list-style-type: none"> <li>10. We Know All</li> <li>11. File and Dossier</li> <li>12. Establish Your Identity</li> <li>13. Repetition</li> <li>14. Rapid Fire</li> <li>15. Silent</li> <li>16. Change of Scenery</li> <li>17. Mutt and Jeff (O-6 approval)</li> <li>18. False Flag (O-6 approval)</li> </ol>
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Before going into detail on several approach techniques, the following information is being provided on **direct questioning** and **“going next door”** in order to provide useful information that should be considered when crafting an approach.

**Direct Questioning:** “In using the direct approach, the HUMINT collector asks direct questions. The initial questions may be administrative or non-pertinent but the HUMINT collector quickly begins asking pertinent questions. The HUMINT collector will continue to use direct questions as long as the source is answering the questions in a truthful manner. When the source refuses to answer, avoids answering, or falsely answers a pertinent question, the HUMINT collector will begin an alternate approach strategy.”<sup>27</sup>

“Statistics from interrogation operations in World War II show that the direct approach was effective 90 percent of the time. In Vietnam and in Operation Urgent Fury (Grenada, 1983), Just Cause (Panama, 1989), and Desert Storm (Kuwait and Iraq, 1991), the direct approach was 95 percent effective. The effectiveness of the direct approach in Operations Enduring Freedom and Iraqi Freedom are still being studied; however, unofficial studies indicate that in these operations, the direct approach has been dramatically less successful.”<sup>28</sup>

**Going Next Door:** “After spending sufficient time to establish that the subject’s resistance posture will be a significant hurdle, the wise Interrogator quickly asks himself/herself, in keeping with the KUBARK Manual guidance quoted above, “Where else can I obtain the information I need?” Such prudent Interrogators are not driven by the need to demonstrate their skill in overcoming a particular subject’s line of resistance; rather, they are driven by the intractable need to obtain the desired information from whatever source is liable to give it up.”<sup>29</sup>

“...there is a tactical error of assuming that a source’s level of resistance is directly correlated with his level of knowledgeability....Resistance is the direct product of several factors: training, life experience, personality, commitment to a cause, deep-seated feelings about the Interrogator and/or his country of origin, and even anger at the

manner in which the source has been treated since capture. Any of these can lead the truck driver to protect the already compromised route he was to drive during an operation more fiercely than a less-motivated nuclear engineer will protect the key to disabling a radioactive dispersal device.”<sup>30</sup>

The following is a list of **non-coercive approaches or gambits to be utilized on resistant sources** that are deemed to possess information of value. Information obtained during screening should help you to identify the best method to employ. This list is not comprehensive; the number of non-coercive approaches is limited only by imagination, time, and available resources. Explanations of doctrinal US Military “emotional approaches” such as “love of family”, “ego up”, etc, have not been included in this primer. Any approach techniques listed below that are not authorized by FM 2-22.3 are in keeping with FBI interrogation policy.

**“All non-coercive questioning techniques are based on the principle of generating pressure inside the source without the application of outside force. This is accomplished by manipulating him psychologically until his resistance is sapped and his urge to yield is fortified.”**<sup>31</sup>

**Joint Suspects or “Nobody Loves You”** (this method is not listed in FM 2-2.33 as an authorized technique): These two approaches have been combined because they are so similar. This amounts to leading the source to believe, through various methods, that his colleagues are already talking, and providing damning information on him, so he might as well tell his side of the story. If a group of associated detainees are brought in together, consider delaying the interrogation of the highest priority detainee to create the impression that his colleagues have already provided information on him.

**The All-Seeing Eye or “We Know All”**: “The Interrogator who already knows part of the story explains to the source that the purpose of the questioning is not to gain information; the Interrogator knows everything already. His real purpose is to test the sincerity (reliability, honor, etc) of the source. The Interrogator then asks a few questions to which he knows the answers. If the source lies, he is informed firmly and dispassionately that he has lied.”<sup>32</sup> “This approach may be employed in conjunction with the **“file and dossier”** technique or by itself.”<sup>33</sup> The file and dossier method reinforces the “we know all” approach with props like files that you lead the source to believe are about him.

**Ivan is a Dope** (this method is not listed in FM 2-2.33 as an authorized technique): “It may be useful to point out to a hostile (source) that the cover story was ill-contrived, that the other service botched the job, that it is typical of the other service to ignore the welfare of its agents.”<sup>34</sup> This approach is oriented on a cold war scenario, but it may apply to dealing with young foreign fighters. Contrasting the reality of what they found in Iraq verses what they expected may be an effective variation of this approach gambit. For example; “al Qaeda terrorists are the ones killing the innocent Iraqi women and children, not the American soldiers.” Emphasizing to the foreign fighter that he is being exploited and used by the terrorist cadre who encourage people like him to kill themselves, while remaining safe in the background may have an impact as well.

**The Need to Communicate** (this method is not listed in FM 2-2.33 as an authorized technique): "...continued questioning about lofty topics that the source knows nothing about may pave the way for extraction of information at lower levels...complaints that he knows nothing of such matters are met by an insistence that he does know, he would have to know, that even the most stupid men in his position know...after the process has continued long enough, the source is asked a question to which he does know the answer. Numbers of (former) American (POWs) have mentioned the tremendous feeling of relief you get when (the Interrogator) finally asks you something you can answer...I know it seems strange now, but I was positively grateful to them when they switched to a topic I knew something about."<sup>35</sup>

**Establish Your Identity:** "In using this approach, the HUMINT collector insists the detained source has been correctly identified as an infamous individual wanted by higher authorities on serious charges, and he is not the person he purports to be. In an effort to clear himself of this allegation, the source makes a genuine and detailed effort to establish or substantiate his true identity. In so doing, he may provide the HUMINT collector with information and leads for further development."<sup>36</sup>

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### Developing a questioning plan

"The HUMINT Collector must develop a plan that will guide his questioning of the source. This includes the general topics to be exploited and the sequence in which they will be covered...There are two general sequences used in questioning: topical and chronological."

**Topical questioning** is used when time is a prime concern and when the source is believed to possess key information in a limited area. Focusing on the location of a specific terrorist leader or a specific safe house are two examples of topical questions.

**Chronological questioning** normally is used when the HUMINT collector is uncertain of the areas of source knowledge, when time is not a primary factor in questioning, during initial questioning when the source is believed to have knowledge on a large number of topics..."<sup>37</sup>

Select and prioritize the general topics you intend to cover in the interrogation session. Ensure that you have all the supporting materials you need (maps, photos, etc) close at hand so you do not break the flow of the interrogation looking for supporting materials. Keep in mind that it will generally take you longer to thoroughly cover a topic than you may expect, due to the use of an Interpreter and cultural issues, so plan accordingly.

**Interrogation Plan Checklist<sup>‡</sup>**

- Have you fully identified the source and checked databases for references to him?
- Have you identified the purpose of this interrogation session?
- Has an Interpreter been assigned and have you pre-briefed him?
- Has your note taker been identified and pre-briefed?
- Have you reviewed all physical evidence, pocket litter, etc, associated with the source?
- Do you have all debriefing aids collected: maps, photos, sketch paper, etc?
- Have you reviewed the results of the initial screening?
- Has the source had been through interrogation before?
- Have you de-briefed the guards to obtain their impressions of the source?
- Has the source been in contact with other detainees prior to this interrogation session?

**The Opening**

- Have you determined what level of resistance you anticipate?
- Have you selected the rapport topic(s) you will utilize?

**The Reconnaissance**

- Have you determined what topics you will address in this phase?
- Have you selected primary and alternate approach methods?

**The Detailed Questioning**

- Have you selected and prioritized the topics you will cover in this session?

Have you prepared the necessary resources to conduct a map-tracking interview session?

**The Conclusion**

- What is your tentative end state with this source; Close Target Reconnaissance, long term detention, release, source operation, etc.

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<sup>‡</sup> Some of the issues on this checklist have not been introduced yet and are addressed in detail in the following chapters.



## Chapter 4: Working with Interpreters

Team work between the Interpreter and the Interrogator is critical to success during an interrogation. Conducting an interrogation through an Interpreter significantly changes the dynamics of the interrogation because the tempo is different (slower), methods of detecting deception are degraded or ineffective, and it may be difficult for the Interrogator to feel he is the dominant personality in the interrogation room. For these reasons, and many others, the Interpreter and the Interrogator must work as a team to create an environment that is conducive to success.

**Categories of Civilian Interpreters:** Due to the limited number of military and federal agency Interpreters you will often be working with Interpreters provided by corporations and/or those hired locally. The Interrogator should keep in mind the “need to know” principle when working with non-USG Interpreters. The following is a list of the different categories of Interpreters that you may work with:

**CAT I:** Locally hired Interpreter with an understanding of English. Commonly used at the tactical level and does not possess a security clearance. Category I Interpreters are not likely to be found in US military detention centers.

**CAT II:** US Citizens who have a native command of the target language and near native command of English. They will most likely have a Secret level clearance and are usually the majority of Interpreters you will find at US Military detention centers.

**CAT III:** US Citizens who have a native command of the target language and of English. They will possess a Top Secret Clearance, but are rarely found in US Military detentions centers.<sup>38</sup>

### Advantages of using an Interpreter:

1. A majority of your subjects will not be able to speak English so you will be ineffective without one.
2. The Interpreter will recognize language and culturally based clues that can help the Interrogator confirm or refute the veracity of the subject's statements (ie: the source is claiming to be an uneducated farmer, but speaks like someone with a university education or uses military terminology).
3. The Interpreter can detect the intent and emotion of a statement made by the source that may be of help to the Interrogator.
4. An Interpreter can enhance the stature of the Interrogator in the eyes of the source by treating the Interrogator with deference (role playing to create an environment conducive to compliance).
5. An Interpreter often has excellent historical, political/tribal and geographical knowledge of the country that is invaluable in facilitating the interrogation. Even when outside the interrogation booth, ask your Interpreter questions about culture/country/religion. They are usually eager to provide this information and will appreciate your respect for their knowledge and contribution.

6. Using an Interpreter creates additional time in the interrogation that the Interrogator can use to evaluate the detainees non-verbal response, as well as time to reevaluate and adjust the focus of the interrogation as needed.

**Disadvantages of using an Interpreter<sup>§</sup>:**

1. It takes significantly more time to conduct the interview.
2. There is a 3<sup>rd</sup> person in the communication loop, the potential for confusion or misunderstanding increases significantly, especially if the Interpreters English skills are not that strong.
3. The establishment of rapport and the use of some approach techniques is made difficult or even impossible.
4. The detection of deception is significantly more difficult, but not impossible.
5. The Interpreter may introduce cultural, linguistic, national and religious biases into the situation that the Interrogator may not understand (key reason to take the time to understand the Interpreters background).
6. The Interpreter may be significantly more experienced than the Interrogator making it difficult for an inexperienced and/or under-confident Interrogator to establish his/her dominance and control in the interrogation room.<sup>39</sup>

**Positioning of the Interpreter in the Interrogation Room<sup>40</sup>**

You may see some interrogation resources that suggest placing the Interpreter to the rear of the source with the Interrogator sitting to the front, so in theory, the source will only hear and not see the Interpreter. This may be appropriate in some circumstances, but given the fact that a large percentage of verbal communication involves observation of non-verbal cues, it is likely that this method will lead to increased miscommunication, establish an awkward dynamic that may hinder rapport building, and possibly increase the time it takes to conduct the interrogation.

Consider sitting directly across from the source with your knees nearly touching his, with the Interpreter to your left. This allows you to maintain eye contact with the source while also allowing him to look at the Interpreter when listening. Keep in mind that you should look at the source when asking questions and observe his reaction when your question is translated. This seating arrangement creates a more "normal" environment which is more conducive to rapport building.

**Interacting with your Interpreter in the Course of an Interrogation<sup>41</sup>**

Mutual respect, teamwork and rapport with your Interpreter are critical to a successful interrogation. In fact, you can do much else wrong and still be successful. However, a poor working relationship with your Interpreter can render you nearly ineffective. If you are dissatisfied with the performance of your Interpreter you must make corrections, but do so one-on-one outside the interrogation room to avoid embarrassing the Interpreter and to ensure you present a unified front to the source. If the

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<sup>§</sup> This manual is specifically designed to aid the Interrogator in mitigating the disadvantages discussed here.

issues are serious enough do not hesitate to take a break and leave the room with the Interpreter. Here are some indicators that you may have a problem:

- **Long-to-short:** You take 20 seconds to ask the question and the Interpreter takes 3 seconds to interpret it. This also applies to the answer from the source, he talks for 30 seconds and the Interpreter says "he said no".
- **Short-to-long:** You take 3 seconds to ask the question and it takes the Interpreter 20 seconds to interpret it (could indicate the Interpreter and source are having trouble understanding each other or the Interpreter is adding to the context of your question).
- There is an **inappropriate change in the body language** of the Interpreter or the source based on the current context of the interview. Stop and ask the Interpreter what caused the sudden change.
- **Unusual pauses:** You ask the question and there is an unusual pause before the Interpreter asks the question or provides the translation of the sources answer (this could indicate that the Interpreter's command of English could be poor or he is adding context to the question).
- There are **several interchanges** between the Interpreter and the source before the Interpreter provides the answer to the Interrogator (this could indicate the Interpreter and source are having trouble understanding each other or that the Interpreter is asking the next logical question or asking clarifying questions).
- The **Interpreter's performance**, posture, interest, etc, decreases (keep in mind that the Interpreter's job during an interview is exhausting and periodic breaks must be taken). Take care of your Interpreter. If you have a good relationship with him based on mutual respect he will perform better.

Remember that the longer you allow the Interpreter to perform in a manner you are not happy with the more difficult it is to make the correction. It is imperative that you establish an understanding with your Interpreter. He needs to understand your style of interrogation and your personality; and you need to understand his capabilities. The subject will sense and be influenced positively by the respect displayed towards the Interrogator by the Interpreter. Keep in mind that much of what occurs in the booth is a performance or "theater". Briefing your Interpreter and obtaining his buy in on the performance is key to your success. In the event that you find you cannot establish a positive working relationship with an Interpreter, do not hesitate to cease the interrogation until you can find a new Interpreter.

**Interpreter Pre-Brief Checklist<sup>42</sup>**

- The current situation; the 5 Ws (Who are we talking to and about whom, What are we talking to him about, When did the events we are talking to him about occur, Where did the events occur, Why are we talking to him about these events).
- Provide any other background information you have on the source.
- The administrative particulars of the interrogation such as where it will be held, the room set up, tentative length of interrogation, other participants, etc.
- The specific positioning of the source, Interrogator, Interpreter and note taker in the room.
- Anticipated use of maps, photos or physical evidence.
- The selected approach and potential alternative approaches to be used.
- Any special topic or technical language that may be used in case the Interpreter needs to bring references into the interrogation room.
- The Interrogator's expectations of the Interpreter:
  - I am in charge of the interrogation, but I cannot do it without your help. \*\*
  - translate only what I say, do not add context, nuances, clarification, etc w/o asking me. Do not ask the next logical question or re-ask the question if the source appears to misunderstand (it is important for the Interrogator to know when the source misunderstands because it can be an indicator of deception).
  - translate the question in the first person, using the same content, tone, inflection and intent (ie: do not say "he wants to know.....").
  - let me know if there are any inconsistencies in the language used by the source in comparison to his professed background, educational level, etc.
  - advise me immediately if you and the source are having trouble understanding each other (some Interpreters will be very reluctant to advise of this due to pride or job security).
  - I understand that translating is very difficult work. Do not hesitate to let me know that you need a break.
- If this is the first time you have worked with the Interpreter ask him about his background, ethnicity, dialect, religious affiliation, etc to assess his command of English and to determine what dynamics may be introduced into the interrogation room by the Interpreter.

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\*\* Interpreters will immediately notice that you are different than other Interrogators they have worked with when you conduct a pre-brief. Some may initially resent it, but handled professionally it will help you earn their respect. It is very common and understandable that Interrogators new to working with Interpreters allow the Interpreter to dominate the interrogation booth.

**Chapter 5: Cultural and Motivational Issues**

This chapter provides some basic information on interacting with Arabs. The points made in this chapter are generalizations, but may be helpful in establishing rapport, crafting approaches and finding weak points for exploitation. These quotes from the Educing Information Study provide some insight on the importance of understanding the culture of your source:

“Establishing an accord (rapport) of this nature can be extraordinarily difficult, with the process made even more problematic by the linguistic/cultural barrier. The Interrogator who seeks to create an operational accord, but who harbors cultural myopia faces a difficult path. Conversely, the Interrogator whose efforts are supplemented by what has recently been termed “cultural intelligence” will conscientiously seek to build a bridge that systematically incorporates knowledge of the source’s culture.”<sup>43</sup>

“Whether the Interrogator’s objective is to establish operational accord, psychologically intimidate, emotionally provoke, or infer guilt, the attempt will fail if it is not orchestrated in a manner that is culturally meaningful to the target of these efforts. One cannot “know the enemy” without understanding the culture.”<sup>44</sup>

**Cultural Issues for Iraqi (and most Arab) Subjects<sup>45</sup>****DOs**

- Shake hands gently in greeting and departure, but only with your right hand (no two hand clasps).
- Placing an open right hand over your heart is a gesture of respect (sincerity) or thanks.
- Learn and use your subject’s name and provide him your first name. Introduce others in the room. It conveys respect and facilitates establishment of a relationship.

**DON'Ts**

- Never use your left hand for contact with others, eating or gestures. Your left hand is considered unclean.
- Do not point with your finger; it is sign of contempt. Instead point with your entire hand.
- Don’t slouch, lean, or appear disinterested when conversing with Iraqi men.
- Do not expose the soles of your feet or shoes to the source. It is a sign of contempt.
- Don’t back away from an Iraqi during conversation. Close personal interaction is customary and distance is considered rude.
- Don’t make the “OK” or “thumbs up” sign; these gestures are considered obscene (this may not be universal to all Arabs, but common enough that it should be avoided).

The following points on cultural issues when dealing with Arabs are drawn from a handout from the FBI Behavioral Analysis Program (BAP).<sup>46</sup> *Suggestions for using these cultural issues as themes for reducing resistance in a source are provided in italics.*

A person's dignity, honor and reputation are of paramount importance and no effort should be spared to protect them, especially one's honor. Pride is one of the mainstays of Arab character. To establish a good rapport with an Arab, one must be aware of the fact that his self-esteem is of foremost importance in his view of himself. It is important to pay tribute to this and avoid offending his self-esteem.

To Arabs, honor is more important than facts. *Lying to avoid dishonor may be more acceptable in Arab culture. The challenge is to craft an approach that makes telling the truth the honorable thing to do.*

An Arab will rarely admit to an error openly if it will cause him to lose face. *Always leave the subject an out; backing him into a corner could destroy rapport and shut him down.*

Everyone believes in God, acknowledges his power and has a religious affiliation. Religious affiliation is essential for every person in Arab society: there is no place for atheists or agnostics. In Arab culture, all religions and their practices are treated with respect. *This is an underlying tenet of Islam and Arab culture that has been obscured by the violent intolerance of Islamic extremists. Extremists actually believe the opposite and use selective interpretation of Islamic text to justify killing anyone that does not believe exactly what they believe.*

Piety, love of family, charity and respect to elders are some of the most admirable characteristics in a person. *Sharing, in a limited sense, your own beliefs in these areas can aid in obtaining rapport with the subject as Christians and Muslims share the same God, as well as many other commonalities.*

There should be no separation between church and state: religion should be taught in schools and promoted by governments. *A potential discussion topic is the differences between the American concept of governance versus Islamic concepts.*

In Western culture, actions are far more important and more valued than words. In the Arab culture, an oral promise has its own value as a response. If an action does not follow, the other person cannot be held entirely responsible for a failure. *Keep in mind that a flat out "no" in answer to a request from your source could be viewed as rude and disrespectful, damaging rapport. If you are concerned about carrying out a promise an answer of "I will try my best" may be more useful.*

Humans cannot control all events; some things depend on God (i.e. fate): *"en sha Allah."* *This outlook on life could be used as an excuse by the subject, but also as a way to give the subject an "out" for his actions, making it easier for him to discuss his actions.*

Loyalty to one's family takes precedence over personal needs. Family loyalty and obligations take precedent over loyalty to friends or the demands of the job. *Potential theme for a subject with children: You have selfishly abandoned your children for the self satisfaction and adventure you could obtain through participating in the jihad. Who will care for them now?*

Questions which Arab's consider too personal include those pertaining to woman in the family, especially if asked by a man. It is best to ask about "the family" in general terms, rather than a person's wife, sister, or grown daughter.

In general, Arab's tend to sit and stand closer to one another and touch people more than Westerners. *Sitting directly across from and close to your subject allows you to reach out and touch his arm, hand, leg, etc at key times and enhances rapport. An indicator that some rapport has been established is when the source reaches out and touches the Interrogator when making a point.*

Good manners constitute the most important factor in evaluating a person's character. *Yelling, cursing, etc will be counterproductive and may allow the subject to dismiss the Interrogator as a person of low class and culture.*

It is important to sit properly. Slouching, draping the legs over the chair, or otherwise sitting carelessly is considered an insult.

When standing during a conversation with someone, leaning against the wall or keeping your hands in your pockets is considered disrespectful.

Sitting in a manner that allows the soles of one's shoes to face another person is also an insult.

It is important to behave at all times in a way that will create a good impression on others. *Presenting a neat and professional appearance combined with a courteous and friendly approach is essential to building a rapport based on mutual respect. Remember first impressions are lasting impressions. Put yourself in the subject's shoes and think about how you will be perceived in that first instant that you meet.*

*As the person in control, the Interrogator should consider treating the subject as you would a guest in your house. Proffer comfort items such as tea, coffee, soft drinks, snacks, etc as you would any guest (once you have obtained a level of cooperation from the subject). This is very much in keeping with Arab culture and will convey a level of cultural awareness and sophistication that the subject may not expect.*

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### Motivational Issues

A key part of preparation for any interrogation is to understand your subject's motivation for involvement in the insurgency. The motivation of a former Iraqi Army Colonel from the Mujahideen Army will be much different than that of a 21 year old

Saudi affiliated with the Islamic State of Iraq (al Qaeda in Iraq (AQIZ)). Your approach method should be oriented on what you think drives the person to fight.

These quotes below from Terror in the Name of God; Why Religious Militants Kill, by Jessica Stern are helpful in understanding why people get involved in terrorism. The author traveled throughout Pakistan interviewing jihadists and obtained great insight into their mindset. Overall, those that choose terrorism as a course of action while claiming to be motivated by Islam are given too much credit because we define them as "religiously" driven terrorists. Labeling them religiously driven gives them underserved air of credibility, when in reality their shallow and selective knowledge of Islam is merely a cover for their deviant actions and unrealistic goals. "...different extremist groups sanctify their action through pious references to Islamic texts...They are, however, highly selective in their choice and interpretation of sacred texts." They "...accept or reject even sacred texts according to whether they support or contradict their own dogmatic and militant positions."<sup>47</sup>

"Some operatives will admit that they got involved in terrorism out of a desire for adventure...One operative told me about the appeal of living outside normal society under extreme conditions, on a kind of permanent Outward Bound."<sup>48</sup> *Potential theme: Some younger Muslims that become involved in insurgent/terrorist activity will admit that they were simply bored and that becoming involved in insurgent/terrorist activity sounded exciting and fun, especially when the convenient cover of doing it for religious reasons was easily assumed. The level of knowledge of Islam amongst such individuals is extremely shallow, if not non-existent. An approach that combines an understanding and sympathy for their choices combined with imposition of guilt or shame for the resulting butchery of thousands of Muslims may be effective. An additional angle for those who have left young children behind may be an imposition of guilt for selfishly leaving their children to fend for themselves while they pursue adventure.*

"Some get involved in violent groups out of a sense of alienation and anomie. Once part of a well-armed group, the weak feel strong and powerful, perhaps for the first time in their lives. Some admit that they find guns and violence appealing. For such individuals, there are clear emotional benefits to belonging to violent groups."<sup>49</sup> "People most likely to join strict sects are those with the least to lose in the outside world, either because they have limited economic or social prospects, feel deeply humiliated and confused about their future path, or are frustrated with the political regime in which they live."<sup>50</sup> *Potential theme: This mindset of marginalization is common in the Muslim world, especially among the younger generation, due to limited economic opportunity, oppressive governments, and the unraveling of their societies. This mindset may be comparable to people that turn to criminal activity in the U.S. Approaching such an individual with sympathy and an understanding of his plight may be effective.*

"The bottom line, I now understand, is that purifying the world through holy war is addictive. Holy war intensifies the boundaries between us and them, satisfying the inherently human longing for a clear identity and definite purpose in life, creating a seductive state of bliss"<sup>51</sup> *Potential theme: Keep in mind that just like yourself, people in the Muslim world are seeking the sense of pride and accomplishment one can obtain from*



*being a member of the most respected law enforcement agency or the most capable military in the world. However, in their world these options are not available because their police and military forces are largely corrupt and incompetent. When looked at from this perspective, their choice to join a group committed to jihad is understandable and possibly even commendable. Keep in mind that we view them as terrorist organizations, while Arabs may view them as committed to defending the Islamic faith. An approach incorporating an understanding and respect for their choices may be effective, especially when combined with the reality that these groups are actually killing thousands of innocent Muslims.*

*“Although they claimed to care about the Kashmiris’ plight, the jihadis I met in Lahore seemed focused on Kashmir as a symbol. They seemed more interested in jihad for its own sake, or on their conception of Pakistan’s interests, than on the people who live in Kashmir.”<sup>52</sup> Potential theme: Most foreign fighters profess a desire the help the Iraqi people fight the occupation and have been told that the Americans are wantonly murdering innocent civilians and raping Iraqi woman. The reality is that the insurgent/terrorists are the ones murdering fellow Muslims en-masse. After a short period in Iraq this truth becomes apparent to even the densest and most ignorant foreign fighter, which creates an opportunity to capitalize on his guilt for involvement in terrorist activities.*

*“Over time, in some cases, cynicism takes hold. Terrorism becomes a career as much as a passion...operatives may be influenced simultaneously by more pragmatic incentives, possibly including money for themselves or for their families.”<sup>53</sup> Potential theme: This quote is directly applicable to the professional mercenary class of jihadist cadre that travel from hot spot to hot spot in the name of defending Muslims from oppression. Seeking common ground with such an individual as someone in a similar profession with same level of commitment to your cause may be possible. Another angle may be to ask the jihadist what it was like fighting the Russians in Chechnya, for example, in order to get him talking.*

The quotes above are very helpful as a guide to dissecting the motivation for a subject’s involvement in the insurgency. Keep in mind that very often, a person become involved in the insurgency for purely financial reasons. They simply need to feed a family and there is little else they can do to make money in their depressed economies.

## Chapter 6: The Interrogation

The structure of the interrogation<sup>54</sup>: The KUBARK Manual provides a simple interrogation structure that incorporates many methods that are familiar from the Reid Technique. The four phases are: 1) the opening, 2) reconnaissance, 3) detailed questioning, and 4) the conclusion.

1. **The Opening Phase:** there are three principal goals that you are seeking to achieve during the opening, 1) "...to confirm the personality assessment obtained through screening and to allow the Interrogator to gain a deeper understanding of the source as an individual"<sup>55</sup> (this includes base lining or "norming" his behavior for detection of deception in later phases), 2) to begin establishing rapport with the source, and 3) to allow the investigator to establish a "question-and-answer pattern" for the interaction.<sup>56</sup> During this phase **consider not taking notes** in order to establish a more "normal" personal interaction dynamic. Note taking is likely to put the subject on guard and make the effort to establish rapport appear insincere. If technically possible and permissible by policy, the note taker should watch and listen to the entire interrogation remotely.

Keep in mind these quotes from the KUBARK Manual in the opening phase: "Most people confronted by an official—and dimly powerful—representative of a foreign power will get down to cases much faster if made to feel, from the start, that they are being treated as individuals".<sup>57</sup> "...the initial question which the Interrogator asks of himself should be, "How can I make him want to tell me what he knows?" rather than "How can I trap him (or force him) into disclosing what he knows?"<sup>58</sup>

### **Rapport: What is it and how do you obtain it?**

One of the simplest explanations of rapport is the following: "...rapport is based on mutual respect and is fostered by treating suspects with dignity and humanity."<sup>59</sup> The following information drawn from numerous sources may help provide some ideas on obtaining rapport.

1. People like people that are like themselves, this is why we all pick friends that have values, likes, dislikes, professions, etc that are similar to our own.<sup>60</sup> Given the cultural and linguistic divides that exist between you and your source, establishing rapport is obviously difficult. "Research has uncovered increasing empirical evidence for the importance of a complementary style sometimes called "mirroring", "mimicry", "pacing", or "matching".<sup>††</sup> Some psychologists theorize that subtle mimicry is effective because it illicitly an unconscious, psychological response in the brain. According to these findings, mirroring someone's posture, movements, voice tone, pitch, etc., during an interchange may create an immediate social bond, even between strangers. Effective mirroring must be done in a non-obvious way."<sup>61</sup>

2. Given how difficult it is likely to be to establish rapport in the manner noted in # 1, think of rapport as establishing **operational accord**. "One of the primary

<sup>††</sup> This method is also called Neuro Linguistic Processing (NLP).

objectives is to establish a level of operational accord with a source. Operational accord can be defined as a relationship orchestrated by an Interrogator with a source that is marked by a degree of conformity and/or affinity and is based on a sense of understanding of, and perhaps even guarded appreciation for, respective concerns, intentions, and desired outcomes".<sup>62</sup> **Here are some aspects of operational accord to consider:**<sup>63</sup>

a. Based on studies of persuasion conducted by social scientists people tend to like people who: are physically attractive (neatness of dress and grooming), appear to like us (directly and indirectly communicated), behave in a friendly and positive manner, and appear to possess positive traits such as intelligence, competence, kindness, honesty, etc..

b. **Authority:** "An agent's perceived authority is another major relationship-based determinant of influence. Social science research suggests that people are more likely to be influenced by the arguments of a person whom they perceive as an authority or an expert, especially on the topic of discussion. Similarly, they are more likely to comply with requests made by someone who has status or authority..."

#### **Appearance Matters**

Research has demonstrated that symbols – including titles such as "Dr." and the clothing people wear – can often enhance authority. A group of intelligence interviewing professionals working in Guantanamo Bay, Cuba, received a clear demonstration of this. Some members of the interviewing team "dressed down" in shorts and Hawaiian shirts during their interactions with detainees. An analyst wearing a business suit accompanied one intelligence interviewing professional to an interview. The foreign detainee instantly appeared more attentive and cooperative when they entered the room, and soon asked the interviewer, "Is this your boss?" The interviewer was taken aback, since he was older than the analyst and had many more years of experience. Yet he had never seen the detainee so alert and ready to talk.<sup>64</sup>

c. **Reciprocity:** "There is a powerful-often unspoken-social norm of reciprocity, variously known as "give and take", a "two way street" and "you scratch my back and I'll scratch yours." People are more likely to give to those from whom they have already received or expect to receive something." You are in a uniquely powerful position as an Interrogator to grant perks such as extra food, cold drinks, blankets, etc. Consider granting a privilege to a resistant source as a way of creating a debt to you in his mind as opposed to imposing some sanction that will most likely amount to no more than an annoyance, make you look petty, and destroy any chance for rapport. Keep in mind that reciprocity applies to more than the granting of privileges, tangible rewards, etc; it also applies to how the Interrogator and source interact. A source is more likely to feel some obligation to provide information to someone who has treated him with dignity and respect.

d. **Core Concerns:** "Planning carefully to understand and respond appropriately to a detainee's needs in each of the five core areas could help an intelligence interviewing professional persuade a detainee to provide information."<sup>65</sup>

1) **Appreciation:** "People often feel appreciated when they learn someone understands their point of view. To enhance this feeling, an intelligence interviewing professional can communicate through actions and words that he empathizes with many of the detainee's experiences, thoughts and feelings."<sup>66</sup>

2) **Affiliation:** "Feeling connected to others can be emotionally comforting. An accord can result more easily and quickly when people believe they have something in common. In some cases, treating the detainee as a colleague and emphasizing the shared nature of the intelligence interviewing task may also enhance the detainee's sense of affiliation."<sup>67</sup> *The need for affiliation is one of the advantages the Interrogator has if a subject has been isolated from fellow detainees.*

3) **Autonomy:** "...almost all people wish to feel they possess some control over some part of their lives. Detainees who have a strong need for autonomy are likely to find detention particularly disagreeable, and become even more resentful if they are constantly told what to think, what to talk about, and how to behave..." *Allowing the detainee to feel he has some say in small matters may ease this resentment and make the detainee more open to working with the Interrogator.* "Psychological research has also demonstrated another key element of autonomy: people are more likely to change their beliefs if they feel that they reached a new conclusion on their own...rather than being browbeaten into accepting another's opinion."<sup>68</sup>

4) **Status:** "Acknowledging a detainee's status – as a professional person, a leader, a parent, etc. – may provide a way for an intelligence interviewing professional to gain respect and possibly some leverage to persuade; almost all individuals enjoy feeling that they are respected and viewed as important. No matter how much the interviewer may dislike a particular detainee, it is often easy to discern the qualities and capacities the detainee values in himself. If asked, many detainees will in fact tell what they are most proud of, or how important they were prior to detention. The interviewer might look for and acknowledge sources of status related to family background or social skills, educational achievement, professional or technical expertise, life or business experience, intellectual capacity such as "big picture thinking," emotional insight, moral standing, physical strength or athletic ability, and so on."<sup>69</sup>

5) **Role:** "People are used to playing many roles in life, and may find it hard to give up these roles, particularly while detained. If a detainee is used to playing the role of jihadist, and is then treated in detention only as a jihadist, he will probably persist or even grow in all of the behaviors and beliefs that accompany this role. The intelligence interviewing professional can reduce the detainee's resistance by understanding and drawing out the other roles that the detainee has played. Perhaps this detainee also enjoys his roles as an educator, a student, a father or father figure, or a member of a sports team. The interviewer can therefore enhance his ability to persuade by acknowledging the

detainee's more desirable roles, as well as by thinking carefully about the roles that he himself and the other members of the intelligence interviewing team might convey."<sup>70</sup>

Have a tentative plan for how you intend to establish rapport and keep in mind how important this phase is: "nearly all interrogations which eventually fail for whatever given reason, have actually failed during the first few moments of the questioning procedure."<sup>71</sup>

The following list is provided as a guide for establishing rapport (some of the items don't exactly apply, but still have value).<sup>72</sup>

1. Identify yourself (and your team and ask the source what name he goes by and use it).
2. Begin the discussion by commenting on a topic of apparent interest to the source (The screening process may help you identify topics you can use).
3. Establish confidence and friendliness by talking for a period about everyday subjects. In other words, have a friendly visit.
4. Keep conversation informal and easy (stay away from sensitive topics that will elevate the sources anxiety).
5. Appear interested and sympathetic to his problems. *Ask after his health and ask if he would like something to eat or drink. If he accepts you have accomplished something, if he refuses, ask again later; if he accepts you know you have made progress. Empathize with his predicament and needs. Listen to his complaints; it will identify problems you can use to deepen rapport (by resolving them).*
6. Do not begin the interview or interrogation until the source appears to be quite friendly and cooperative. *Be patient, this could take hours; time spent here will pay off later.*

**Possible rapport topics:** Some of these issues are controversial and some would say should be avoided, but due to the cultural and language barriers you face, your options for finding common ground are limited:

Collection of basic biographic information can lead to discussions on topics of interest, such as family, education experience, etc..

Discussion of the sources capture and experience up to this point under the guise of concern for his physical and emotional well being. "...enemy soldiers who have just been captured have experienced a significant stress-producing episode. The natural inclination is for people to want to talk about this sort of experience. If the Enemy Prisoner of War (EPW) has been properly segregated and silenced, the HUMINT collector will be the first person the EPW has a chance to talk to. This is a powerful tool for the collector to use to get the source talking."<sup>73</sup>

Discussion of his treatment; food, cell, bedding, etc. While your first instinct may be to brush off such discussion as a waste of time and possibly a counter-interrogation technique, talking about **anything** at all, when you are trying to build rapport, is good. The detainee may believe he is wasting your time, but you are actually collecting on his mannerisms, psychological state, truth telling style, baseline behavior, etc; all of which will help in later phases of the interrogation.

For Iraqi sources; how do you feel about the U.S. presence here? This is obviously a controversial topic, but one that is likely to evoke a passionate response that will provide some insight into either how he lies or into how he really feels, which speaks to his motivation. To make the source more comfortable with the topic you could ask the subject "what are others saying about the U.S. presence in Iraq?" This topic should be used with caution, especially by the novice Interrogator, because it could embolden or impassion the subject and make him more resistant.

For foreign fighters; what brought you here to Iraq (Afghanistan, Somalia, etc)? They may bring up Abu Ghraib or a belief that the Americans or others are oppressing fellow Muslims. They believe this because it is fed to them by some Arab media outlets and extremist religious leaders in their home countries. This topic should be used with caution, especially by the novice Interrogator, because it could embolden or impassion the subject and make him more resistant.

For the devout Muslim; a discussion about his life before becoming devout and what led him to make such a change in his life. This subject should be approached carefully to avoid having it devolve into a discussion on the merits or legitimacy of his beliefs. This approach could evolve into a discussion on how the subject's family feels about his beliefs, which could lead into him considering the impact his beliefs and actions have had on his family.

## 2. The Reconnaissance Phase

"If the interrogatee is cooperative at the outset or if rapport is established during the opening phase and the source becomes cooperative, the reconnaissance stage is needless; the Interrogator proceeds directly to detailed questioning. But if the interrogatee is withholding, a period of exploration is necessary...At any rate, the purpose of the reconnaissance is to provide a quick testing of the assumption (on why he is resisting) and, more importantly, to probe the causes, extent, and intensity of resistance."<sup>74</sup>

The ultimate goal of this phase is to determine what the source does not want to talk about and how strong his resistance is to discussing the topic. "The basic purpose of the reconnaissance is to determine the kind and degree of pressure that will be needed in the third stage. The Interrogator should reserve his fire-power until he knows what he is up against."<sup>75</sup> When you determine you are on a topic the source is resistant to discussing, do not get bogged down, move on to the next topic, using your questioning plan as a guide.

**The end of the reconnaissance phase is a decision point in the interrogation process** because you have identified the topic(s) the source will not willingly discuss and his resistance posture. If you have determined that the information that the source may possess is worth the investment of time you employ the **approach techniques or "gambits"** discussed in the planning chapter. The goal of approach techniques is to get the source to want to tell you the truth as opposed to trying to force him to tell you. These paragraphs from the Educating Information study provide some useful guidance:

**"Saving Face: Helping the Source to Concede:** Another key to the successful interrogation of the resisting source is the provision of an acceptable rationalization for yielding...almost all resistors feel the growing internal stress that results from wanting simultaneously to conceal and divulge...to escape the mounting tension, the source may grasp at any face-saving reason for compliance - any explanation which will placate both his own conscience and the possible wrath of former superiors and associates if he is returned to (his place of origin). It is the business of the Interrogator to provide the right rationalization at the right time."<sup>76</sup>

**Rationalizing compliance** is particularly critical when dealing with sources from cultures where "face" is a critical part of their identity. "...the KUBARK manual describes it as an "acceptable rationalization for yielding"

**"Make Submission Tolerable:** The suspect will be more likely to confess - which the authors suggest involves the surrender of "his very being and his own free will and destiny into the hands of the Interrogator" - if the Interrogator has conveyed objectivity, sincerity, and sympathy"<sup>77</sup>

### 3. The Detailed Questioning Phase

This phase begins when you have obtained some level of cooperation with the source and are ready to begin questioning based on your prioritized list of topics. Keep in mind that it is important to continue efforts to develop and maintain rapport during this phase.

#### **Detecting Deception<sup>##</sup>**

An in depth discussion of detecting deception goes beyond the scope of this primer. However it is important to be aware that some of the techniques of detecting deception that are based on reading the reactions to a specific question are somewhat nullified by the use of an Interpreter. This is not to say the classic techniques that you have been trained on do not work, but they may be less dependable in this situation. Additionally, in a combat environment the source may not have the sense of guilt about his actions that makes deception easier to detect because he may view his actions fully as justified. Sources in a combat environment may also be aware that U.S. Forces have a

<sup>##</sup> Chapters 7 and 8 of the Essentials of the Reid Technique, Criminal Interrogation and Confessions provide excellent in depth information on detecting deception. This book provides some of the best information that can be found in one resource on detection of deception and many other topics

limited ability to freely conduct the investigation required to uncover lies. This takes away a significant internal pressure induced by the fear of being caught in a lie that Interrogators count on to betray a source's effort to deceive in the U.S..

Keep in mind the **three channels of communication** when observing the response to your questions:<sup>78</sup>

1. Verbal channel: word choice and arrangement of words to send a message.
  - a. Omissive, evasive and deceptive responses.
  - b. Lying by referral.
  - c. Qualified response.
  - d. Memory qualifiers.
2. Paralinguistic channel: Characteristics of speech falling outside of the spoken word.
  - a. Response latency: the pause between the question and the answer.
  - b. Early responses: response comes before the question is completed.
  - c. Response length. Truthful subjects provide longer answers.
  - d. Response delivery. Truthful subjects provide forceful, clear responses.
3. Nonverbal channel: posture, arm and leg movements, eye contact and facial expressions.

Observation of the verbal and paralinguistic channels of communication can be significantly impacted by the use of an Interpreter, but are still effective when combined with observation of the nonverbal channel. Taking the time to "norm" (also known as "truth telling style") your subject during the opening phase will enhance your ability to detect deception.

You may know significantly less about your subject overseas than you would if you were in the U.S. A stateside interrogation of this nature would usually be the culmination of months or even years of investigation. In a combat zone you may have only minutes or a few hours to prepare. The point is that you may not have the depth of knowledge on the source that allows you to immediately recognize lies. However, this issue can be addressed to some extent by obtaining an extensive general knowledge of the insurgency, history, and geography of the country you will be operating in. This in depth knowledge gives you an enhanced ability to recognize **unrealistic or implausible** answers to your questions.

You may be more dependent on **cross checking of information** provided by the source and the use of control and repeat questions than you would typically be in a criminal interrogation in the U.S. A **control question** is one that you know the answer to from another resource. A **repeat question** is simply asking about something that the source has already provided in a slightly different way, which allows you to look for inconsistency in his answer.<sup>79</sup>



You can also look for the **level of detail** that you would expect given the circumstances the source is describing to you. There should be a substantial amount of detail in any truthful recounting of an event. Going into **micro-detail** on specific events can be used later to look for consistency with **repeat question** on micro-details collected earlier in the interview. Collection of micro-details can also be used to uncover **bridging** by the source. People bridge in order to avoid lying to the interrogator out of instinct and a natural fear of being caught. An example of bridging is when a subject who killed his wife after breakfast states "I came downstairs, my wife made me breakfast, and then I went to work." The subject has not lied, he has bridged over an event that he does not want to talk about. Dissecting the subject's morning, second by second will quickly reveal this omission and force the subject to lie or fabricate details that can later be used against him.

### Overcoming Resistance

Throughout the interrogation you will run into topics that the source will resist discussing with you. "It is useful to recognize in advance whether the information desired would be threatening or damaging in any way to the interests of the interrogatee."<sup>80</sup> Always keep in mind where you are in the course of your interrogation plan and determine if it is time to risk forcing the source into a corner. Ask yourself, "is there other valuable, but less provocative, topics I can cover before addressing this?" "This requires shrewd questioning by the Interrogator. In essence, shrewd questioning demands that the Interrogator carefully consider the possible range of answers and responses a question may elicit before it is asked, and selectively postpone asking the most provocative questions until later in the process."<sup>81</sup>

You should avoid pushing the source too early in the interrogation process in order "...to avoid creating a situation where the source has the opportunity to formally assume a resistance posture either by word or deed. If allowed to do so, Cialdini's research would suggest that the source might be under additional self-induced pressure to remain consistent in his or her defiance."<sup>82</sup> Once a source has committed to a resistant posture it may be extremely difficult or impossible to get him to reverse his position.

Seek to understand why the subject is resistant to talking about a certain topic. Is he protecting his family, friends, or himself? Is he embarrassed or ashamed of what he has done? Has been coerced in some way? Without this understanding you are left with blindly probing at possible ways of working around the subject's resistance.

"There are two distinct emotional experiences relevant to confessions: **guilt and shame**. Shame is best viewed as a degrading, humiliating experience, and it often accompanies a sense of exposure. In contrast, guilt is associated with some real or imagined past transgression that is inconsistent with the person's internalized values and standards. Whereas a feeling of guilt motivates people to confess, a feeling of shame has the reverse effect. After confessing, suspects may experience a sense of emotional relief as the immediate pressure is lifted and they have greater certainty about their immediate future. However, as the prospect that the subject's role in or commission of a crime will become known, a feeling of shame sometimes sets in or becomes exacerbated."<sup>83</sup>

In the event the source becomes resistant on a topic that is essential for you to collect on, the following information is provided to assist in understanding how you can break through the resistance. Studies presented in Educing Information mention three “**facilitative factors**” in obtaining confessions:<sup>84</sup>

1. “**External pressure** to confess is associated with persuasive police interrogation techniques, police behavior, and fear of confinement.” The approach method(s) or gambit you select applies here.

2. “**Internal pressure** to confess is associated with the suspect’s feelings about the crime and the consequent need to relieve himself/herself of the guilt by confessing.” *Capitalizing on the guilt associated with the butchery of civilians by insurgents may apply here. But keep in mind that a committed jihadist may not feel any guilt for his actions, much as an American soldier captured by the enemy would feel.*

3. “**Perception of proof**” is noted as the third and most powerful facilitative factor. This “proof” can be physical or testimonial evidence that is used to confront the suspect. It can also be the perception of proof that you create through a gambit.

“In pondering how to foster discussion that leads to useful information, an intelligence interviewing professional might consider some of the “**tried and true**” **tactics of persuasion and influence that derive from extensive social science research** (although this research was not done in the context of interrogation). At least six basic principles underlie potentially successful tactics.”<sup>85</sup>

- **Liking** – People tend to be more easily and strongly influenced by people they like, including those whom they view as attractive, similar to them, friendly, and appreciative.

- **Authority** – People are more likely to be influenced by the arguments of a person whom they perceive as an authority or an expert, especially on the topic under discussion.

- **Reciprocity** – People are predisposed to give something to those from whom they have already received or expect to receive something, whether tangible or intangible.

- **Commitment and Consistency** – People like to think that their beliefs, statements, and actions are mutually consistent. Persuasive overtures may have greater effect when presented as harmonizing with a detainee’s beliefs (especially beliefs that the detainee has stated aloud). *The power of commitment and consistency lies in the ingrained social pressure present in all people to be consistent with a commitment they have made or verbalized. The power of getting a subject to make a promise “to be honest with you” at the start of an interview should not be underestimated. This promise,*

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<sup>85</sup> Some of the material below has been covered in more detail elsewhere in this manual.

*though small, is a "foot in the door" that can lead to progressively escalating commitments because it creates a "momentum of compliance."<sup>86</sup>*

- **Social Validation or Social Proof** – People are more likely to be influenced to take a particular action if they know that other people (especially a large number of people or people who are very much like them) have also chosen to take that action. *Suggesting that the subject's colleagues are already cooperating can be a powerful incentive. It would be even more effective to arrange for the subject to see his colleagues (or superior) receiving special incentives to cause him to conclude on his own that others are cooperating.*

- **Scarcity** – People tend to view something that is plentiful or easily attainable as less desirable than something scarce or rare. Incentives may appear more attractive if only a few are offered or if they are available for only a short time. *Convincing the subject that he needs to provide information before his colleagues do in order to receive some incentive because only the first or a few can receive some reward may be an effective way to use scarcity to your advantage.*

### **The Feedback Cycle/Learning and Adapting**

You must constantly assess the source's reaction to your questions and approach methods. Always be asking yourself: "Is he with me?" and "Is he engaged in the conversation or just riding out his time in the interrogation booth." "The ability to learn and adapt requires the Interrogator to possess two critical qualities.

The first is **sensory acuity**. This implies having sufficient situational and interpersonal awareness to recognize, understand, and make contextual sense of what is occurring. More specifically, it is the ability to make rapid – and accurate – assessments of cause and effect. This may take the form of noticing a rise in the intensity of stress-induced grooming behaviors when the source is asked questions about certain topics (e.g., the location of a training base about which the source claims to have no knowledge) and an absence of those same behaviors when he/she is asked questions about other matters.

The second critical quality is **flexibility**. Flexibility – in behavior, in strategy, in choice of physical setting – ultimately means an ability to change what one is doing. The successful Interrogator can quickly and purposefully change an approach plan to fit the source rather than the other way around."<sup>87</sup>

Always keep in mind that your source is observing and learning from everything you say and do, which immediately impacts on how he reacts to you. The Interrogator must stay ahead of the subject or risk being manipulated and losing control of the interrogation.

A related, yet slightly different skill set, is "**knowing where you are going**" or the employment of "**set up questions**". An example of this is the following: You are interrogating a driver for a high value terrorist leader. You want to know where the safe

house is located in a particular town. You could just ask the subject where the safe house is and most likely he will tell you he does not know. Instead, employ set up questions about driving habits, type of vehicle, etc and then ask how many times he has been to this safe house. If he answers "five times" or a comparable answer you now ask where the safe house is located. If he answers he does not know, he appears stupid or deceptive, both of which create an internal anxiety that increases the chances that the subject will tell the truth.

### **The 5 Ws and How**

Due to cultural differences it is important to fully determine how the source came to know what he is talking to you about. An Arab subject may feel culturally compelled to relate information as if it was first hand knowledge, possibly out of a sense of pride or to save face, when it may actually be third hand information. Remember to ask who, what, when, where, why and how of any issue that is of importance to you. "It is important to determine whether the source's knowledge of any topic was acquired first hand, learned indirectly, or represents merely an assumption. If the information was obtained indirectly, the identities of sub-sources and related information about the channel are needed. If statements rest on assumptions, the facts upon which the conclusions are based are necessary to evaluation."<sup>88</sup>

### **Map Tracking<sup>89</sup>**

"Map tracking is a specific questioning skill that the HUMINT collector uses in all operations. It is a vital skill in supporting targeting and operational planning. Map tracking identifies and verifies key information by tracking the source's movement and activities within a specified area over a fixed period using a map or similar graphic aid."

Map tracking is a four step process:

1. Determine the source's map reading skills.
2. Establish and exploit common points of reference (CPRs). CPRs can be geographic locations or points of time.
3. Establish routes of travel (between CPRs).
4. Identify and exploit key dispositions (caches, safe houses, residences of key leaders, etc). Obtain all possible information on key locations to include sketches of buildings by the source. Identify the basis (hearsay or personal experience) and Date Time Group (DTG) of the sources knowledge of each key location.

### **4. The Conclusion**

At the end of the interrogation session it is important to cement the relationship in a positive manner to leave the door open for future interrogations. You will inevitably find issues that you should have covered as you complete your write up. Consider

giving some perk to the source to create a need to reciprocate within the source that you can capitalize on when you go back in for follow-up questions.

**Annex A: Handling Walk-Ins Claiming to have Threat Information**

Investigators are often placed in a position where they are handling walk-ins with threat information that relates to the Continental United States (CONUS) or other American interests. In the current environment, a report of such threat information will trigger multi-agency, resource-intensive investigative activity. Therefore, if mishandled, walk-ins with false information can waste a tremendous amount of investigative resources and distract the US Intelligence Community (USIC) from addressing legitimate threats. The purpose of this annex is to provide a protocol for handling walk-ins to determine the veracity of their information and to obtain an admission of fabrication, if their information is false.

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[Redacted] An Investigator must also keep in mind that foreign intelligence services are known to collect aggressively on the activities of US diplomatic personnel. There are documented cases of individuals being sent into US establishments to collect on its personnel, sources and methods.

**Actions Prior to Beginning the Interview**

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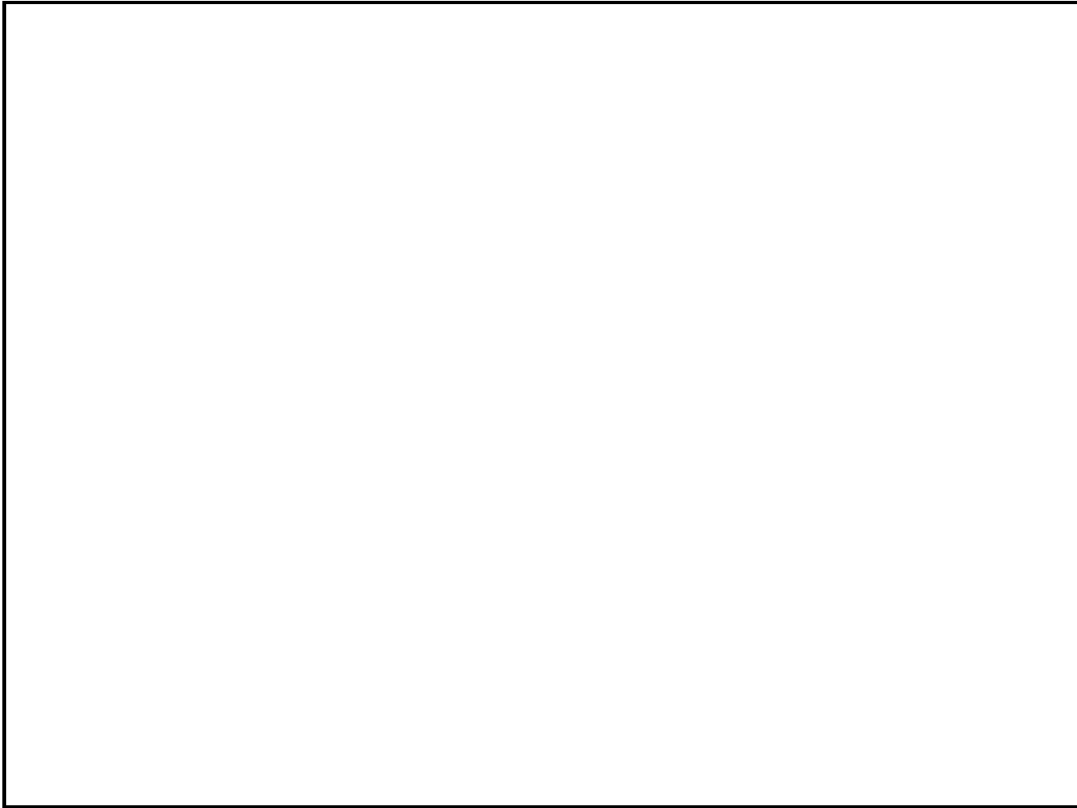
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You will often be conducting an interview of a walk-in with an OGA and/or RSO representative and an interpreter. It is imperative that the interview team reach agreement on its approach and establish an interview plan prior to the interview.

**The Interview**



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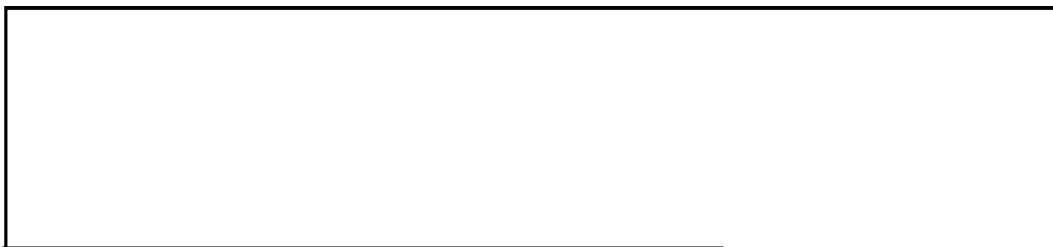
**1. The Opening Phase:** Your goal in the opening phase is to establish rapport, obtain identifiers, [redacted]

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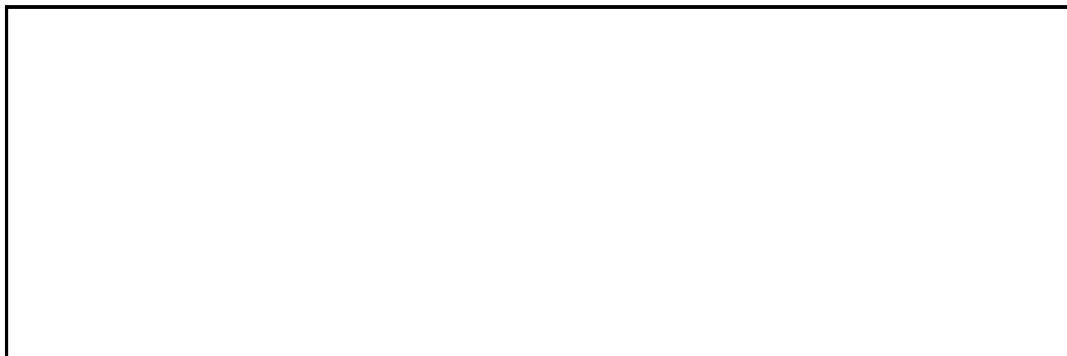
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[redacted] A previous history of providing false information does not necessarily mean you can discount the current information the source is providing. You must evaluate the information on its own merits in conjunction with the knowledge that the source has a history on providing non-credible information.



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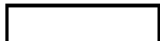


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**2. The Reconnaissance Phase:** The goal during this phase is to allow the source to tell his entire story



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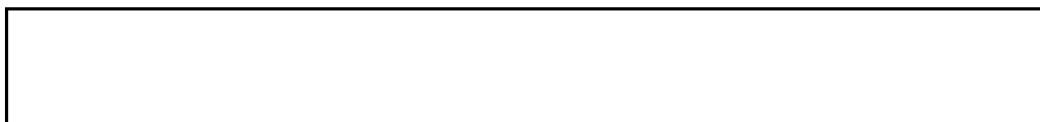
During this phase you should allow the source to provide a complete and open account of his story. Do not interrupt other than to encourage him to go on with statements such as “go on”, “then what happened”, etc. Assess the statement using the following general guidelines:

Indications of truthfulness:<sup>90</sup>

- Similar amount of detail throughout the account.
- Out-of-sequence information.
- Expressions of thoughts and emotions.

Indications of deception:<sup>91</sup>

- Varying levels of detail.
- Perfect chronology within the account.
- Absence of thoughts or emotions.
- Phrases indicating a time gap.
- Implied-action phrases.



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The following five questions are provided as examples that apply specifically to a walk-in scenario:

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3. **The Detailed Questioning Phase:** The goal of this phase is to ask clarifying questions to obtain specific detail from the source's open account [Redacted]

[Redacted]

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There are three types of clarifying questions:<sup>93</sup>

- Questions designed to elicit further information within a section of an account. Ask who, what, when, where, why and how for every aspect of the source's account. Collect micro-details on what he was eating, what he was wearing, what color were the walls in the room, etc. If the source is fabricating these details you may be able to detect his deception if you established a solid behavioral baseline in the opening phase of the interview.
- Questions seeking an explanation of events. For example, "what were you doing in that neighborhood" or "why did you decide to eat in that particular restaurant."
- Questions designed to develop information about the subject's feelings or thoughts at a particular time or during particular events.

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If you believe the source, you continue the detailed questioning and then move into the closing phase. If you do not believe him you move to the interrogation phase.

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**Interrogation**

**Step 1: Direct, Positive Confrontation:** The interrogation should begin with a direct statement indicating absolute certainty in the suspect's guilt.<sup>94</sup>

[Redacted]

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[Redacted] An example of a transition statement is saying that the purpose of the discussion is to establish why the suspect is lying.<sup>95</sup>

[Redacted]

**Step 2: Theme development** involves presenting a "moral excuse" for the source's offense or minimizing the implications of the offense. The theme should reinforce the source's own rationalization and justification for the offense and provide a face-saving excuse to tell the truth.<sup>96</sup> When delivering the theme to the source "it is highly recommended that the interrogator be prepared to present at least five reasons and excuses to the suspect as to why he committed the crime and at least five additional ways

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to minimize the suspect's criminal behavior." "Once the interrogator presents the reason that the suspect relates most to, the interrogator might observe interest on the part of the suspect"<sup>97</sup> The following list provides some examples of potential themes.<sup>98</sup>

- You are doing this for the good of your family in order to make money, obtain visas to the US, obtain medical care, etc.
- You are doing this because you can't make a living in your country because your economy is so bad. America should be doing more to help.
- Blame the stress and pressure that the source is under from home, family, job, etc. Anyone would have done this under the same circumstances.
- You were just looking for excitement and attention; you did not mean to harm anyone.
- You were just trying to help by testing the system with this information, you did not intend to hurt anyone.
- You have nothing to feel guilty about; you were trying to do the right thing for your family.

**Step 3: Handling Denials:** "Once the theme is introduced and the investigator starts to develop it, there are three primary objectives with respect to handling denials: 1) Anticipate denials before they are voiced, 2) Discourage weak denials from being voiced<sup>†††</sup> 3) Evaluate denials that are voiced."<sup>99</sup>

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**Step 4: Overcoming Objections:** "Objections will take the form of reasons as to why the accusation is wrong. An objection will fall far short of presenting evidence of innocence..." "Objections are heard, almost exclusively from guilty suspects."<sup>100</sup> For example, "I would never do something like this, I have too much to lose or I am an honest person..." Objections can often be built into the theme.

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**Step 5: Procurement and Retention of the Suspect's Attention:** "It is important for the investigator to recognize symptoms of psychological withdrawal and to employ specific techniques to keep the suspect's attention on the theme." Psychological withdrawal is defined as "emotional detachment from the situation, including the tendency to abandon verbal efforts and avoid eye contact." To counter withdrawal the investigator should move his chair closer to the suspect, place himself in the suspect's line of sight, use visual aids to recapture the suspect's attention or ask a rhetorical question.<sup>101</sup>

**Step 6: Handling the Suspect's Passive Mood:** "The suspect, if guilty, will have become very reticent and quiet by this point in the interrogation. At this stage, the investigator should begin to concentrate on the central core of the selected theme." "The investigator should continue presenting reasons and urging the suspect to tell the truth

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until the suspect shows some physical sign of resignation.”<sup>102</sup> [redacted]  
[redacted]

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**Step 7: Presenting an Alternative Question:** Once the suspect exhibits symptoms of resignation in step 6, the investigator condenses the theme down to central elements and introduces the alternative question. The alternative question offers the guilty suspect the opportunity to start telling the truth by making a single admission. The alternative question usually focuses on the reason why the suspect committed the act. The investigator must phrase the alternative question in the form of a clear contrast between opposite choices. Supporting statements close with a leading question that calls for a one-word answer or a nod of the head in acceptance of the less offensive of the two options. An important part of the supporting statement is to develop a concern in the suspect’s mind that if he does not accept the understandable alternative, others may believe the reprehensible one.<sup>103</sup>

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**Step 8: Having the Suspect Relate the Details of the Offense:** Once you have that yes “it is critical that the investigator immediately proceed to having the suspect further commit himself to a discussion of the details of the crime (actions).” The investigator should follow up with a statement of reinforcement such as “Good, I thought that was the case.”<sup>104</sup> [redacted]

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**4. The Closing.**

[redacted]

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Additionally, you should keep in mind throughout the process that a long term relationship could be established with the walk-in, even if his information turns out to be false.

**Annex B: Conducting Custodial Law Enforcement Interviews Overseas**

This annex is meant to provide planning guidance for conducting custodial law enforcement interviews of detainees in United States (U.S.) Department of Defense (DOD) or foreign custody. [redacted]

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[redacted] **You must confer extensively with the your U.S. Attorney on all aspects of obtaining an admissible statement** as he or she will ultimately be the one defending your work in the courtroom. At times agents may be working on cases that have not yet been assigned to an U.S. Attorney. These cases may be heading to foreign court or could potentially end up in the U.S judicial system. In cases that have the potential for U.S. prosecution you should confer with the FBI National Security Law Branch (NSLB). Given the extensive media coverage of interrogation activities at Abu Ghraib, Guantanamo, Bagram, and other facilities the threshold is particularly high for establishing that any statement you obtained overseas was not coerced in some way.

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[redacted] The assumption of the court may be that you used prior knowledge of the subject's statements to obtain a statement which you are asserting is admissible, even if you did not confront the subject with information he previously provided. **Always keep in mind that you may one day be on the stand swearing that you had no knowledge of the subject's previous statements during intelligence interviews.** If provided an opportunity to review the results of law enforcement interviews by a foreign police agency prior to your interview, you should confer with your attorney before hand to ensure that you are not tainting yourself. [redacted]

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There is one overriding issue that you must keep in mind when working in a DOD or foreign detention facility. You are a guest with limited or no authority with a mission that diverts resources from DOD's or the foreign agency's primary mission. How you conduct yourself will not only impact on your current mission, but also that of every FBI Agent that comes behind you.

**There are several other issues to consider:** 1) Many DOD or foreign detention facilities have mandatory video taping policies for all interviews, 2) You will most likely have a DOD or foreign representative observing your interview from within the room or via CCTV, 3) You must pre-coordinate anything that you intend to offer or provide to the detainee during your interview, 4) You have limited or no control over the detention conditions of your subject, 5) You will be using a modified or standard advice of rights form and a pre-amble form, and 6) The facility may ask for a copy of your interview write up.

**1. Videotaping in DOD and foreign detention facilities.** For various reasons the DOD policy in long term detention facilities is to video tape interviews. This may also be the

policy in any foreign detention facility you are in. This creates a tremendous suppression hearing issue because the defense will become aware that the U.S. Government (USG) taped the interview but the tape cannot be provided to the defense if a copy was not retained. The obvious accusation will be that the tape was destroyed to hide the fact that the confession was coerced. Seek out information on the videotaping policy for any facility you work in and document it. There are several steps to preparing for the possibility that your interview will be taped:

- a. Pre-coordinate with the facility you will be conducting your interview in to determine their taping policy.
- b. Discuss the taping policy with your chain of command and U.S. Attorney or NSLB to determine how to best handle the situation.
- c. Immediately upon your arrival at the facility pre-coordinate with authorities to ensure mutual understanding on videotaping procedures.
- d. If you are unable to pre-coordinate with the facility to determine their taping policy, assume that your interview will be taped and do all the above. This is your best course of action because it is unlikely that you will be able to negotiate an exception to the video taping policy after your arrival at the facility. Additionally, seeking any special treatment, exceptions to policy, etc upon your arrival at the facility will likely damage the rapport with the facility personnel that is essential to your success.
- e. Seek to obtain a copy of the video or if this is not possible request that it be preserved to allow time to obtain it through official channels.

**2. DOD Personnel or foreign personnel will observe your interview** from within the room or from a CCTV monitoring room. This occurs for several reasons: a) to ensure that the detainee is not mistreated, b) to allow Military Intelligence personnel and foreign officials to write a report on the information obtained during your interview, and c) because you are not a certified DOD Interrogator or an official of the foreign government, policy may require the participation of observers. FBI law enforcement (vs. intelligence) interviews are exempt from monitoring in US DOD facilities.

If you can influence it and if it is technically possible you should try to have the DOD or foreign observer watch from a CCTV monitoring room to prevent his presence from influencing the detainee. [redacted]

[redacted] In the event that the DOD Observer must sit in the room with you it is critical that he be completely unknown to the subject and that he be pre-briefed to remain in the back of the room and uninvolved in anyway. [redacted]

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Obtain the name, identifiers and contact information of the DOD observer and document his role in the interview (ie: was he sitting in the interview room or in the monitoring room). Given that this individual may be a military or foreign intelligence official you can expect resistance on this issue. Try explaining to the facility commander and the observer that this information is important because the defense may later use the absence of this information to create the impression that the "government" is hiding the existence of a person who could testify that the statement was coerced. In the end you will have to accept the military's position on this issue, although simply noting that the interview was observed by "Sergeant Smith of the 11th MI Brigade" would likely be adequate to locate the individual at a later date.



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**3) You must pre-coordinate anything that you intend to offer or provide to the detainee during your interview.** Your first stop upon arrival at the facility should be facility commander. You should explain your mission in detail and discuss how you intend to go about it. The purpose of this is to identify where your needs conflict with facility policy. It is critical to advise the commander that you will be offering an advice of rights and pre-ambule to the subject because this can be directly detrimental to the facility's mission if they are still working to obtain actionable intelligence from your subject. Being flexible at this time is critical because you are a guest at the facility. If you have concerns about the impact of any DOD or foreign policies that you have not foreseen you should contact your U.S. Attorney, JAG, or NSLB to determine how to mitigate the issue. If you cannot reach the attorney document the issue, make a decision and move on. You should also discuss facility policies on offering drinks and snacks to your subject as part of your rapport building plan to avoid violating any policies in this area.

**4) You have no control over the detention conditions of your subject** so you need to document his condition every time you interview him. You can accomplish this by using the preamble questions provided below and by taking a photograph of our subject every day that you interview him. The preamble questions should be read to the subject at the start of each day of interviewing. The answers should be noted in handwriting on the preamble document which will go in a 1A envelope with you interview notes and the advice of rights form. Dependent on the preference of your U.S. Attorney, you may want to list the preamble questions and the subject's answers at the start of your FD-302.




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**5) You will be reading the subject a form of advice of rights and pre-amble at the start of each day of interviews.** Because you are in an overseas environment you will most likely use the **modified advice of rights** (include at the end of the annex). However, if you are working with a US Attorney you may be required to use an advice of right form that is unique to that particular District. If you are conducting the interview over the course of several days it is wise to re-advise the subject everyday because you have no control over him between interviews. This is done in case your subject was interrogated for intelligence by DOD or foreign personnel between your law enforcement interviews. An English version of this advice of rights is provided below. There are versions of this in several languages available on the FBI Intranet. Since there is no way that a detainee in DOD or foreign custody will be allowed access to an American defense attorney the advice of rights form essentially allows the subject to terminate the interview if he refuses to waive his right to an attorney.

Read the advice of rights form to your subject in English while having it translated verbally to him. Sign and date the copy you read to him and preserve it in your 1A envelope. Have him read and sign the advice of rights form written in his language, have the two interviewers sign the witness blocks, date and preserve it in your 1A envelope

**6) The facility will likely ask for a copy of your interview write up.** In order to maintain a complete record of information obtained from detainees the military will ask for copy of your interview write up. After approval of your FD-302 and LHM by the FBI Chain-of-Command you should disseminate the LHM ASAP to personnel at the detention facility. Getting the LHMs to the military quickly will help maintain the FBI's relationship with the facility. If dealing with a foreign service you must follow FBI protocols for releasing information to a foreign government before providing a copy of your interview write up to the facility.



 based on a line of cases stemming from Missouri v. Seibert, 542 U.S. 600 (2004), which found that Miranda warnings mid-interrogation were ineffective because the warned statement is merely a continuation of the invalid first statement. The Court in Seibert cited Oregon v. Elstad, 470 U.S. 298 (1985), which discussed the use of curative measures as a necessity to preventing exclusion of statements obtained by a "two-step" interview process. The Court suggested that a

substantial break in time and circumstances or an additional warning explaining the likely inadmissibility of the pre-warning statement are curative measures, among others, that help to ensure that a reasonable person would clearly understand the Miranda warning and waiver. Where no curative steps are taken, the post-warning statement will likely be excluded. Additionally, several cases stemming from Seibert discuss continuity of interviewers and interviewers' knowledge of previous statements. The findings in these cases

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Recommended practices:

[Redacted]

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**Preamble Questionnaire**

The following is a list of questions that should be asked at the start of each day of interviews to mitigate the fact that the detainee is in DOD custody (this applies only to cases destined for U.S. Courts). It is typed in a suggested format that you can use to create you own form that should be retained in a 1-A and documented in your FD-302. Use of this form should be discussed in detail with your U.S. Attorney.

Detainee Name:

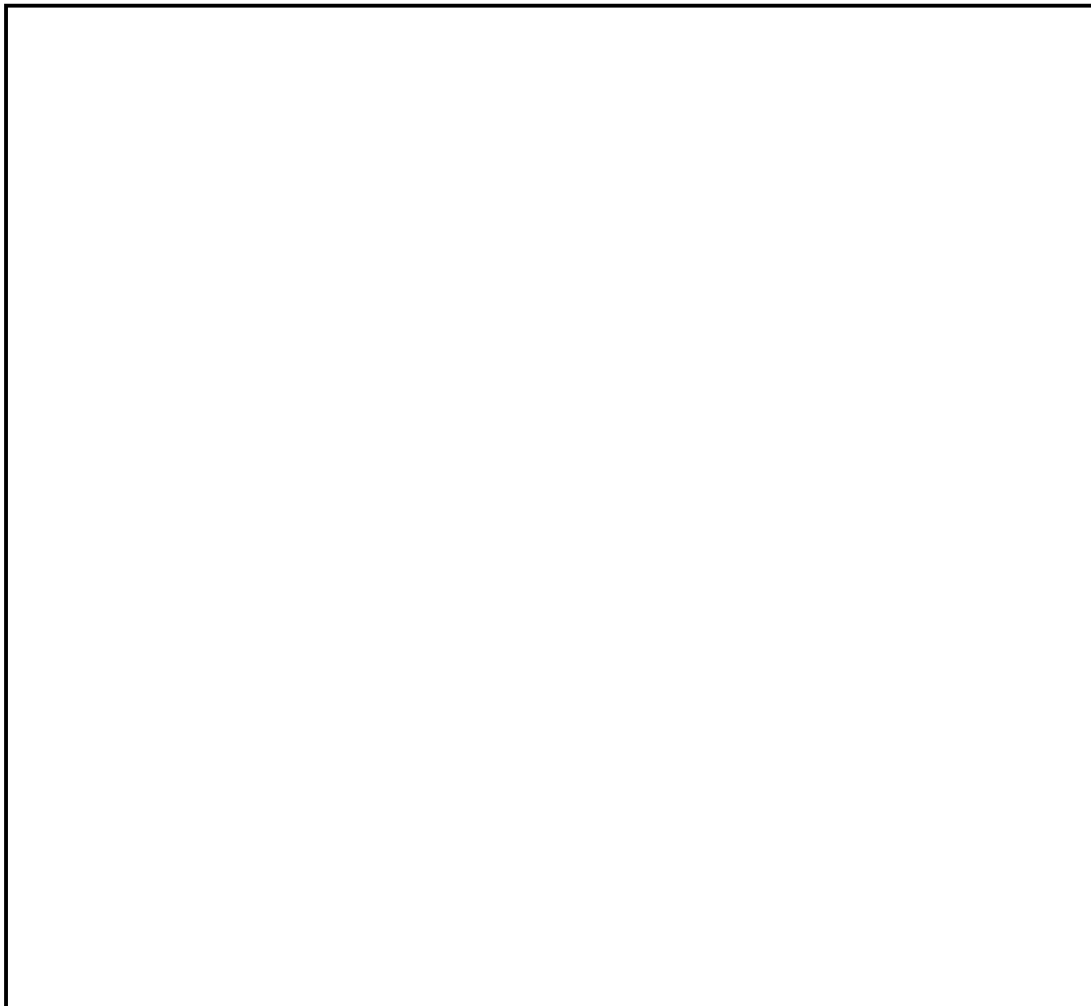
Detainee ISN or identifying number:

Date:

Location:

Interviewers:

Translator:



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Note appearance of the subject in your notes and FD-302. Healthy, injured, rested, calm, etc. Note if the subject was screened medically before the interview (It is customary in DOD facilities for the detainees to be medically screened before and after an interview).

Note breaks provided for meals, water, prayer, etc in your notes and your FD-302.

Read the appropriate advice of rights form to him in English from the form having it translated verbally to him. Sign and date the copy you read to him and preserve it in your 1A envelope. Have him read and sign the advice of rights form written in his language, have the two interviewers sign the witness blocks, date and preserve it in your 1A envelope.

**THIS IS THE MODIFIED ADVICE OF RIGHTS FOR OVERSEAS USE**

**ADVICE OF RIGHTS**

We are representatives of the United States Government. Even though we are not in the United States, United States laws provide you with certain rights in your dealings with us.

Before we ask you any questions, you must understand your rights.

You have the right to remain silent.

Anything you say can be used against you in court.

You have a right to talk to a lawyer for advice before we ask you any questions.

You have a right to have a lawyer with you during questioning.

If you cannot afford a lawyer, one will be appointed for you before any questioning, if you wish.

Our ability to provide you with counsel at this time, however, may be limited by the decisions of local authorities or the availability of an American or qualified attorney.

If you decide to answer questions now without a lawyer present, you have the right to stop answering at any time.

**Acknowledgement of Rights and Waiver of Rights to an Attorney and to Remain Silent**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Witness Name: \_\_\_\_\_

Witness Signature: \_\_\_\_\_

Date: \_\_\_\_\_

THIS IS THE **STANDARD** ADVICE OF RIGHTS

ADVICE OF RIGHTS

Place \_\_\_\_\_  
Date \_\_\_\_\_  
Time \_\_\_\_\_

(YOUR RIGHTS)

Before we ask you any questions, you must understand your rights.

You have the right to remain silent.

Anything you say can be used against you in court.

You have a right to talk to a lawyer for advice before we ask you any questions.

You have a right to have a lawyer with you during questioning.

If you cannot afford a lawyer, one will be appointed for you before any questioning, if you wish.

If you decide to answer questions now without a lawyer present, you have the right to stop answering at any time.

CONSENT

I have read this statement of my rights and I understand what my rights are. At this time, I am willing to answer questions without a lawyer present.

Signed \_\_\_\_\_

Witness: \_\_\_\_\_

Witness: \_\_\_\_\_

Time: \_\_\_\_\_

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<b>Annex C: Questioning Quick Reference</b>
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This annex is a modified version of Appendix G: Questioning Quick Reference of FM 2-22.3 Human Intelligence Collector Operations. It was modified to make it more applicable to counterinsurgency interrogation. It can be used as a reminder of topics that you may want to cover and to help in help you in thoroughly covering these topics.

This annex offers a quick reference for the trained HUMINT collector. It is not meant to be all-inclusive, nor instructive in proper questioning technique, but lays out frequently used requirements grouped logically by Order of Battle (OB) factor.

Always keep in mind the **5 Ws and H** on any topic of importance: **Who** told you?, **What** did they tell you?, **When** did they tell you?, **Where** did they tell you?, **Why** did they tell you?, and **How** did they tell you? (over the phone, in an e-mail, etc). Also keep in mind that you should have the source sketch any location he discusses. Sketches are easier to understand than a verbal description, provide a good basis for operational planning, and can be used to help vet the source's statement through comparison to satellite images, maps or even through the use of Google Earth.

**Missions:** Mission questioning consists of three areas and covers the initial topics you may consider covering with a source: **1) Time of Capture Mission, 2) Future Mission, and 3) Past Mission.** Missions are questioned in that order, to ensure that the information is collected in the order of importance to the supported commander. Logical follow-up questioning may lead the collector into any of the OB factors at any time during questioning in order to provide complete information.

**Offensive Missions (IED attack, VBIED attack, Kidnapping, Ambush, etc):**

When will the enemy attack?

Where will they attack?

What is the main objective of the attack?

What units will participate in the attack?

What tactics will be employed?

**Defensive Missions: Insurgent Support Facilities (Safe Houses, IED Factories, Training Areas and facilities):**

Where does the unit have such facilities?

Where will the enemy establish the facility?

What units have been assigned to the facility?

What obstacles have been emplaced to protect the facility (mines, IEDs, Booby-traps, etc.)?

**Composition:**

What is the unit's name and professed goals?

What is the command and control element of (the target unit)?

What types of units are directly subordinate to (the target unit)?

What is the designation of (each of the subordinate units)?

How many units of that type are directly subordinate to (target unit)?

What units are attached? When? Why? What unit(s) are they detached from?

Unclassified/For Official Use Only

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What units are detached? When? Why? What unit(s) are they attached to now?

What other insurgent organizations does the target unit cooperate with?

How does the target unit cooperate with other insurgent organizations?

What is the basis that ties the target unit together?

Family

Town

Tribe

Ethnic background

Professional background (military, intelligence service, police, etc)

Religious, tied to a particular mosque

Criminally/Economically driven

**Operations:**

**Contingency Plans:**

Response to the capture of a unit member (safe houses vacated, caches moved, communications plans altered, etc)

Loss of communications plan (link up plans, and locations).

Response to the compromise of a safe house, training facility or cache.

**Communications:** How does the unit maintain communications clandestinely?

Use of cell phones and satellite phones? How long are they used, are code words and phrases used on phones? Are sim cards switched or removed? Are the phones dis-assembled when not in use?

Does the unit use messengers? What is the SOP for messenger use?

Does the unit use clandestine communications (marking, dead drops, etc)?

Does the unit use any type of Handy Talkies (HTs)?

Use of the Internet (I-Cafes, e-mail, chat pages, use of single e-mail account draft system)?

**Facilities (safe houses, training sites, bomb factories, caches, etc):**

Security methods used at facilities.

Are facilities booby-trapped?

How long is a facility used before being abandoned?

Who selects facilities?

**Movement procedures:**

Convoy procedures

Use of scouts

SOP for handling checkpoints.

**Media Operations:** Does the unit have a media cell?

How is it organized? Who is in charge of it?

Are all operations videoed?

How does the video make it to the Internet?

How long does it take to get the video on the Internet?

Does the unit contract out to independent operatives that provide a media product in return for payment?

What website (s) does the unit use to disseminate its media products?

**Hostages:** Does the unit currently hold any hostages?

If so Who, Where are they, When were they seized, Why were they seized?

How often are the hostages moved?

What security measures are utilized to protect the hostages from rescue?  
Are they held for propaganda or financial reasons?  
How are hostages treated?  
How are potential hostages identified?  
Does the unit buy hostages?

**Intelligence:**

Does the unit have a full time committed intelligence element?  
How is it organized and who leads it?  
What are the intelligence element's duties and responsibilities?  
How are targets or attack sites selected?  
Who selects them?  
How is target reconnaissance conducted? Is it conducted by specialists or by those who will ultimately conduct the attack?  
How does the unit maintain internal security (vetting of members, selection of recruits, compartmentalization of operations, use of cellular organization, etc)

**Organizational Characteristics**

Is the organization hierarchical or non-hierarchical?  
Is the organization highly structured or unsystematic?  
Are movement members specialists or generalists?  
Do leaders exercise centralized control or do they allow autonomous action and initiative?  
Are there a few leaders (promotes rapid decision making) or is there redundant leadership (promotes survivability)?  
Does the movement operate independently or does it have links to other organizations and networks (such as criminal, religious, and political organizations)?  
Does the movement place more weight on political action or violent action?

**Weapons and Equipment Strength:**

**Individual Weapons** (AK-47s, RPGs, Sniper Rifles, Hand Guns):  
What individual weapons are there in (target unit)?  
How many?  
What is the distribution of the weapons?  
Where are the weapons obtained?  
**Crew-Served Weapons** (mortars, heavy machine guns, recoilless rifles):  
What crew-served weapons are in (target unit)?  
How many?  
What is the distribution of the weapons?  
**Other Weapons** (anti-aircraft missiles, chemical weapons):  
What other weapons are there in (target unit)?  
What types? How many?  
How are they distributed?  
**Vehicles:** What vehicles are in (unit)?  
How many?  
What nomenclature?

**IEDs** (IEDs, Explosively Formed Penetrators (EFPs), VBIEDs)

What type?

How many?

Where are they?

**Dispositions:**

Disposition questioning is ideally done with the aid of a map.

Where is (the target disposition)?

Show (on the map) the location of (the target disposition).

What enemy units, activities, or equipment are at that location?

What security measures are being employed at that location?

Additionally, specific types of dispositions require additional follow-up:

**Area-Type Dispositions:** (Staging Areas, Assembly Areas, Trains, etc.)

Show on the map (or describe) the perimeter of the disposition.

Where are units or activities located within it?

Where are the approaches/entrance?

What unit is in charge?

What vehicles or equipment are located within the disposition?

What is the date of information?

**Tactics:**

**Offensive:** What offensive tactics are being employed by unit (IED, VBIED, SVBIED, Ambush, Kidnapping, etc)?

What other units are involved?

When did (unit) begin employing these tactics?

What are the major objectives?

**Defensive:** What defensive tactics are being employed by (unit)?

What other units are involved?

When did (unit) begin employing these tactics?

**Special Operations:** What special operations tactics are being employed by (unit)?

What are the designations of the units employing special operations tactics?

When did (unit) begin employing special operations tactics?

Where/Why are these tactics being employed?

**Training:**

**Individual Training:** What individual training is being conducted by (unit)?

Who is being trained?

How effective is the training?

Where is the training conducted?

What are the training standards?

**Unit Training:** What unit training is being conducted by (unit)?

Who is being trained?

How effective is the training?

Where is the training conducted?

What are the training standards?

**Specialized Training:** What specialized training is being conducted by (unit)?

Who is being trained?  
How effective is the training?  
Where is the training conducted?  
What are the training standards?  
What specialized equipment is used in the conduct of the training?  
Does the unit provide counter-interrogation training?

**Combat Effectiveness:**

**Losses:**

**Personnel:** What personnel losses have been incurred by (unit)?  
When? Where? How?  
What were the duty positions/ranks of the lost personnel?  
**Equipment:** What equipment losses have been sustained by (unit)?  
What type of equipment was lost?  
When? Where? How many?  
How were they lost?

**Replacements (Personnel) (discern between indigenous and foreign):**

**Received:** What replacements have been received by (unit)?  
What replacements are available to (unit)?  
How many?  
From where were the replacements received?  
**Available:** What personnel replacements are available to (unit)?  
From where are replacements available?  
How many? What ranks?  
How long would it take for replacements to arrive once requested?

**Replacements (Equipment):**

**Received:** What equipment replacements have been received by (unit)?  
How many?  
From where were the replacements received?  
How does the quality of the replacement equipment compare to that of the original equipment?  
What is the level of confidence in the replacement equipment, compared to the original?  
**Available:** What equipment replacements are available to (unit)?  
From where are replacements available?  
How long does it take to receive replacement equipment once requested?  
How many of each type of equipment are available?

**Reinforcements:**

**Received:** What reinforcements have been received by (unit)?  
What type was the reinforcing unit?  
What is the designation of the reinforcing unit?  
What equipment did the reinforcing unit bring?  
To which unit was the reinforcing unit further assigned?  
Why did (receiving unit) receive reinforcements?  
How long will the reinforcing unit be assigned as reinforcement to (unit)?  
**Available:** What reinforcements are available to (unit)?  
From where (parent unit/location) are reinforcements available?

What types of units are available to reinforce (unit)?  
How long does it take for reinforcements to arrive, once requested?

**Suicide operatives:**

Where do they come from?  
Who recruits them?  
How are they prepared for their operation?  
Are they isolated from the fighters?  
Are they easy to obtain?

**Morale:**

Describe the morale of the members of (unit).  
How long has the morale been...?  
What is the unit leadership doing to (maintain/improve) the morale?  
What effect has (high/low) morale had on the behavior or performance of the unit members?

**Logistics:**

**Weapons:** What is the condition of the (specific weapons) in (the unit)?  
Why are (the weapons) in that condition?  
What is being done to improve the condition of (the weapons)?  
How often is maintenance performed? By whom?  
Who inspects weapons? How often?  
Is there an increased emphasis on maintenance? If so, why?  
What is done to prevent/alleviate a shortage while weapons are being maintained?  
What spare parts are there for weapons in (unit)?  
What shortages of spare parts are there?  
What problems are there with spare parts (quality, fit, delays, etc)?  
**Ammunition:** What types of ammunition are available for the (weapon/weapon system) in the (unit)?  
What problems are being experienced with ammunition for (weapon or weapon systems) in (unit)? Why? Since when?  
What is being done to correct the problem(s)?  
What shortages of ammunition for (weapon or weapon system) are there in (unit)?  
What is being done to correct the shortage?  
When was the last issue of ammunition for the (weapon or weapon system) in the (unit)?  
How much was issued?  
When is the next issue of ammunition planned?  
(For insurgents/irregulars - Where is funding obtained for ammunition/explosive purchases?)  
Where are ammunition/explosives obtained?  
How are ammunition/explosives transported/delivered?  
**Vehicles:** What is the condition of the (specific vehicle) in (the unit)?  
Why are (the vehicles) in that condition?  
What is being done to improve the condition of (the vehicles)?  
How often is maintenance performed? By whom?  
Who inspects vehicles? How often?

Is there an increased emphasis on maintenance? If so, why?  
What is done to prevent/alleviate a shortage while vehicles are being maintained?  
What spare parts are there for vehicles in (unit)? What shortages of spare parts are there? What problems are there with spare parts (quality, fit, delays, etc)?  
**Communications Equipment:** What kind of equipment does the unit use for communications (cell phones, Satellite phones, I-café usage, etc)?  
Where are the communications devices obtained from?  
Who obtains them?  
How long are they used before disposal?  
**Finance:** Where does the unit draw money from?  
Who controls the money?  
Are unit members paid? If so are they paid regularly?  
Do the families of martyred unit members receive compensation? If so how much and how does it get to them?  
Does the unit finance operations through criminal activity? If so, what kind of criminal activity?

**Medical:**

**Equipment:** What individual medical equipment is in (unit)? How many?  
What is the distribution?  
What are the contents of individual medical kits in the (unit)?  
What is the quality?  
What shortages are there?  
What problems are there with the individual medical equipment/supplies in (unit)?  
What vehicular medical equipment is in (unit)? How many?  
What is the distribution?  
What are the contents of vehicular medical kits in (unit)?  
What is the quality?  
What shortages are there?  
What problems are there with the vehicular medical equipment/supplies in (unit)?  
**Personnel:** What medical personnel are assigned to (unit)?  
What medical personnel are available to treat members of (unit)? How many?  
What are the duty positions of the medical personnel?  
What level of medical care are the medical personnel able to provide to members of (unit)?  
**Facilities:** What medical facilities are available to members of (unit)?  
Where are the medical facilities?  
What level of care is available there?  
What higher echelons of medical care are available?  
**Medical Evacuation (MEDEVAC) Procedures:** What MEDEVAC procedures are available to members of (unit)?  
Where are MEDEVAC collection points?  
What different MEDEVAC procedures are used for more seriously wounded personnel, compared to lightly wounded?  
**Food:** What rations are members of (unit) eating?  
What shortages are there of food?

What is the quality?  
What problems have been encountered with the rations provided to (unit)?  
When was the last issue of rations to members of (unit)?  
When is the next issue?  
What reserve stocks of field rations are there in (unit)?  
**Water:** What is the source of drinking water for members of (unit)?  
What problems have been encountered with quality, shortages, or contamination of drinking water?  
What water purification methods are available to members of (unit)?  
Under what circumstances will they be used?  
If water purification tablets are used, what color are they?

**Obstacles:**

**Enemy:** What obstacles have the enemy forces emplaced?  
Where, when, what type of obstacles?  
What safe lanes are there through or around the obstacles? (If mine fields, collect type, pattern, quantity, and method of emplacement of mines.)  
How are the obstacles being covered (mortars, ambush, etc.)?  
Why have the obstacles been emplaced where they are (denial of terrain, canalization into a fire sack, etc.)?  
**Friendly:** What friendly obstacles have enemy forces encountered? Where?  
When?  
Have those obstacles been breached or otherwise neutralized?  
What effect have the friendly obstacles had on enemy maneuver?

**PSYOP:**

**Enemy:** What PSYOP are being conducted by (unit)?  
What is the text of the messages?  
Who is the target audience?  
Where are the PSYOP materials prepared?  
Where and how are they delivered?  
What is the hoped-for effect?  
**Friendly:** What PSYOP have members of (unit) encountered? Where? When?  
What form of PSYOP was encountered?  
What effect have the PSYOP had on the officers/NCOs/enlisted of (unit)?  
What is the leadership of (unit) doing to counter the effects of friendly PSYOP?

**Miscellaneous:**

**Personalities:** Question for name, rank, unit, duty position, and unit of key leaders.  
Collect identifying characteristics such as age, height, weight, build, hair and eye color, writing hand, facial hair and teeth.  
Obtain contact information such as work and home addresses, telephone numbers, fax number, and email address.  
**Key Leader Traits:**  
Role in the organization  
Known activities



Known associates  
Background and personal history  
Beliefs, motivations, and ideology  
Education and training  
Temperament (for example, careful, impulsive, thoughtful, violent)  
Importance in the organization  
Popularity outside the organization  
**Code Names:** What is the code name of (each unit)? What code names are being used for specific operations?  
**Passwords:** What is the current challenge/password for (unit)?  
When did it go into effect?  
When will it change?  
What will the next challenge/password be?  
What other (informal, "run in") passwords are in use?  
What methods do group members use for authentication?

**Annex D: Letter from Major Moran, USMC Interrogator During WW II**

The following article was written by Major Sherwood Moran, the most successful USMC Interrogator working against the Japanese during World War II. Prior to WW II he was a missionary in Japan for 20 years. Upon declaration of war he became a Marine Interrogator. After being extremely successful during the battle for Guadalcanal he became a trainer of Marine Interrogators and wrote this brief guide based on his experiences.

**SUGGESTIONS FOR JAPANESE INTERPRETERS BASED ON WORK IN THE FIELD**  
by Sherwood F. Moran, Major, USMC**REPRINT**

Division Intelligence Section,  
Headquarters, First Marine Division,  
Fleet Marine Force,  
C/O Fleet Post Office, San Francisco, Calif.  
168/292 17 July, 1943.

**SUGGESTIONS FOR JAPANESE INTERPRETERS BASED ON WORK IN THE FIELD**

(Being selections from a letter to an interpreter just entering upon his work.)

First of all I wish to say that every interpreter (I like the word "interviewer" better, for any really efficient interpreter is first and last an interviewer) must be himself. He should not and cannot try to copy or imitate somebody else, or, in the words of the Japanese proverb, he will be like the crow trying to imitate the cormorant catching fish and drowning in the attempt ("U no mane suru karasu mizu ni oboreru"). But of course it goes without saying that the interpreter should be open to suggestions and should be a student of best methods. But his work will be based primarily upon his own character, his own experience, and his own temperament. These three things are of prime importance; strange as it may seem to say so, I think the first and the last are the most important of the three. Based on these three things, he will gradually work out a technique of his own, his very own, just as a man does in making love to a woman! The comparison is not merely a flip bon mot; the interviewer should be a real wooer!

What I have to say concretely is divided into two sections: (1) The attitude of the interpreter towards his prisoner; (2) His knowledge and use of the language.

Let us take the first one, his ATTITUDE. This is of prime importance, in many ways more important than his knowledge of the language. (Many people, I suppose, would on first thought think "attitude" had nothing to do with it; that all one needs is a knowledge of the language, then shoot out questions, and

expect and demand a reply. Of course that is a very unthinking and naive point of view.)

I can simply tell you what my attitude is; I often tell a prisoner right at the start what my attitude is! I consider a prisoner (i.e. a man who has been captured and disarmed and in a perfectly safe place) as out of the war, out of the picture, and thus, in a way, not an enemy. (This is doubly so, psychologically and physically speaking, if he is wounded or starving.) Some self-appointed critics, self-styled "hard-boiled" people, will sneer that this is a sentimental attitude, and say, "Don't you know he will try to escape at first opportunity?" I reply, "Of course I do; wouldn't you?" But that is not the point. Notice that in the first part of this paragraph I used the word "safe". That is the point; get the prisoner to a safe place, where even he knows there is no hope of escape, that it is all over. Then forget, as it were, the "enemy" stuff, and the "prisoner" stuff. I tell them to forget it, telling them I am talking as a human being to a human being, (ningen to shite). And they respond to this.

When it comes to the wounded, the sick, the tired, the sleepy, the starving, I consider that since they are out of the combat for good, they are simply needy human beings, needing our help, physical and spiritual. This is the standpoint of one human being thinking of another human being. But in addition, it is hard business common sense, and yields rich dividends from the Intelligence standpoint.

I consider that the Japanese soldier is a person to be pitied rather than hated. I consider (and I often tell them so) that they have been led around by the nose by their leaders; that they do not know, and have not been allowed to know for over 10 years what has really been going on in the world, etc. etc. The proverb "Ido no naka no kawazu taikai o shirazu" (The frog in the bottom of the well is not acquainted with the ocean) is sometimes a telling phrase to emphasize your point. But one must be careful not to antagonize them by such statements, by giving them the idea that you have a "superiority" standpoint, etc. etc.

But in relation to all the above, this is where "character" comes in, that I mentioned on the preceding page. One must be absolutely sincere. I mean that one must not just assume the above attitudes in order to gain the prisoner's confidence and get him to talk. He will know the difference. You must get him to know by the expression on your face, the glance of your eye, the tone of your voice, that you do think that "the men of the four seas are brothers," to quote a Japanese (and Chinese) proverb. (Shikai keitei.) One Japanese prisoner remarked to me that he thought I was a fine gentleman ("rippana shinshi"). I think that what he was meaning to convey was that he instinctively sensed that I was sincere, was trying to be fair, did not have it in for the Japanese as such. (My general attitude has already been brought out in the article "The Psychology of the Japanese.")

In regard to all the above, a person who has lived in Japan for a number of years has a big advantage. One can tell the prisoner how pleasant his life in Japan was; how many fine Japanese he knew, even mentioning names and places, students and their schools, how he had Japanese in his home, and vice versa, etc. etc. That alone will make a Japanese homesick. This line has infinite possibilities. If you know anything about Japanese history, art, politics, athletics, famous places, department stores, eating places, etc. etc. a conversation may be relatively interminable. I could write two or three pages on this alone. (I personally have had to break off conversations with Japanese prisoners, so willing were they to talk on and on.) I remember how I had quite a talk with one of our prisoners whom I had asked what his hobbies (shumi) etc. were. He mentioned swimming. (He had swum four miles to shore before we captured him.) We talked about the crawl stroke and about the Olympics. Right here all this goes to prove that being an "interpreter" is not simply being a Cook's tourist type of interpreter. He should be a man of culture, insight, resourcefulness, and with real conversational ability. He must have "gags"; he must have a "line". He must be alive; he must be warm; he must be vivid. But above all he must have integrity, sympathy; yet he must be firm, wise ("Wise as serpents but harmless as doves".) He must have dignity and a proper sense of values, but withal friendly, open and frank. Two characteristics I have not specifically mentioned: patience and tact.

From the above, you will realize that most of these ideas are based on common sense. I might sum it all up by saying that a man should have sympathetic common sense. There may be some who read the above paragraphs (or rather just glance through them) who say it is just sentiment. But careful reading will show it is enlightened hard-boiled-ness.

Now in regard to the second point I have mentioned (on p 1), the knowledge and the use of the language. Notice that I say "knowledge" and "use". They are different. A man may have a perfect knowledge, as a linguist, of a language, and yet not be skillful and resourceful in its use. Questioning people, even in one's own language, is an art in itself, just as is selling goods. In fact, the good interpreter must, in essence, be a salesman, and a good one.

But first in regard to the knowledge of the language itself. Technical terms are important, but I do not feel they are nearly as important as a large general vocabulary, and freedom in the real idiomatic language of the Japanese. Even a person who knows little Japanese can memorize lists of technical phrases. After all, the first and most important victory for the interviewer to try to achieve is to get into the mind and into the heart of the person being interviewed. This is particularly so in the kind of work so typical of our Marine Corps, such as we experienced at Guadalcanal, slam-bang methods, where, right in the midst of things we had what might be called "battle-field interpretation", where we snatched prisoners right off the battlefield while still bleeding, and the snipers were still sniping, and interviewed them as soon as they were able to talk. But even in the interviewing of prisoners later on, after

they were removed from Guadalcanal, first at the advanced bases, and then at some central base far back. The fundamental thing would be to get an intellectual and spiritual en rapport with the prisoner. At the back bases you will doubtless have a specific assignment to question a prisoner (who has been questioned a number of times before) on some particular and highly technical problem; something about his submarine equipment, something about radar, range finders, bombsights, etc. etc. Of course at such a time, a man who does not know technical terms will be almost out of it. But he must have both: a large general vocabulary, with idiomatic phrases, compact and pithy phrases; and also technical words and phrases.

Now in regard to the use of the language. Often it is not advisable to get right down to business with the prisoner at the start. I seldom do. To begin right away in a business-like and statistical way to ask him his name, age, etc., and then pump him for military information, is neither good psychology nor very interesting for him or for you. Begin by asking him things about himself. Make him and his troubles the center of the stage, not you and your questions of war problems. If he is not wounded or tired out, you can ask him if he has been getting enough to eat; if he likes Western-style food. You can go on to say, musingly, as it were, "This war is a mess, isn't it! It's too bad we had to go to war, isn't it! Aren't people funny, scrapping the way they do! The world seems like a pack of dogs scrapping at each other." And so on. (Notice there is yet no word of condemnation or praise towards his or his country's attitude, simply a broad human approach.) You can ask if he has had cigarettes, if he is being treated all right, etc. If he is wounded you have a rare chance. Begin to talk about his wounds. Ask if the doctor or corpsman has attended to him. Have him show you his wounds or burns. (They will like to do this!)

The bombardier of one of the Japanese bombing planes shot down over Guadalcanal had his whole backside burned and had difficulty in sitting down. He appreciated my genuine sympathy and desire to have him fundamentally made comfortable. He was most affable and friendly, though very sad at having been taken prisoner. We had a number of interviews with him. There was nothing he was not willing to talk about. And this was a man who had been dropping bombs on us just the day before! On another occasion a soldier was brought in. A considerable chunk of his shinbone had been shot away. In such bad shape was he that we broke off in the middle of the interview to have his leg redressed. We were all interested in the redressing, in his leg, it was almost a social affair! And the point to note is that we really were interested, and not pretending to be interested in order to get information out of him. This was the prisoner who called out to me when I was leaving after that first interview, "Won't you please come and talk to me every day". (And yet people are continually asking us, "Are the Japanese prisoners really willing to talk?")

A score of illustrations such as the preceding could be cited. However, all this is of course preliminary. But even later on when you have started on questioning him for strictly war information, it is well not to be too systematic.

Wander off into delightful channels of things of interest to him and to you. But when I say it is well not to be too systematic, I mean in the outward approach and presentation from a conversational standpoint. But in the workings of your mind you must be a model of system. You must know exactly what information you want, and come back to it repeatedly. Don't let your warm human interest, your genuine interest in the prisoner, cause you to be sidetracked by him! You should be hard-boiled but not half-baked. Deep human sympathy can go with a business-like, systematic and ruthlessly persistent approach.

I now wish to take up an important matter concerning which there is some difference of opinion. At certain bases where prisoners are kept, when some visitor comes to look over the equipment and general layout, as he comes to each individual cell where a prisoner is kept, the prisoner is required to jump up and stand at attention; even if he is asleep, they prod him and make his stand stiffly at attention. Again, when a prisoner is being interviewed, as the interpreter or interpreters come into the room used for that purpose, the prisoner must stand at attention, and for the first part of the questioning he is not asked to sit down. Later on he is allowed to sit down as a gracious concession. He is treated well, and no attempt is made to threaten him or mistreat him, but the whole attitude, the whole emphasis, is that he is a prisoner and we are his to-be-respected and august enemies and conquerors.

Now for my own standpoint. I think all this is not only unnecessary, but that it acts exactly against what we are trying to do. To emphasize that we are enemies, to emphasize that he is in the presence of his conqueror, etc., puts him psychologically in the position of being on the defensive, and that because he is talking to a most-patient enemy and conqueror he has no right and desire to tell anything. That is most certainly the attitude I should take under similar circumstances, even if I had no especially patriotic scruples against giving information. Let me give a concrete illustration. One of our interpreters at a certain base was told that, when a prisoner is to be interviewed, he should be marched in, with military personnel on either side of him; the national flag of the conqueror should be on display, to give the prisoner a sense of the dignity and majesty of the conqueror's country, and that he should stand at attention, etc. In this atmosphere the interpreter, according to instructions, attempted to interrogate the prisoner. The prisoner replied courteously but firmly, "I am a citizen of Japan. As such I will tell you anything you wish to know about my own personal life and the like, but I cannot tell you anything about military matters." In other words, he was made so conscious of his present position and that he was a captured soldier vs. enemy Intelligence, that they played right into his hands! Well, that was zero in results. But later this same interpreter took this prisoner and talked with him in a friendly and informal manner, giving him cigarettes and some tea or coffee, with the result that he opened up perfectly naturally and told everything that was wanted, so far as his intelligence and knowledge made information available.

Of course all this dignity emphasis is based on the fear that the prisoner will take advantage of you and your friendship; the same idea as that a foreman must swear at his construction gang in order to get work out of them. Of course there always is the danger that some types will take advantage of your friendliness. This is true in any phase of life, whether you are a teacher, a judge, an athletic trainer, a parent. But there is some risk in any method. But this is where the interpreter's character comes in, that I have so emphasized earlier in this article. You can't fool with a man of real character without eventually getting your fingers burned.

The concrete question comes up, What is one to do with a prisoner who recognizes your friendliness and really appreciates it, yet won't give military information, through conscientious scruples? On Guadalcanal we had a very few like that. One prisoner said to me, "You have been in Japan a long time. You know the Japanese point of view. Therefore you know that I cannot give you any information of military value". (Inwardly I admired him for it, for he said what he should have said, and in the last analysis you cannot do anything about it; that is, if we are pretending to abide by the international regulations regarding prisoners of war, or even the dictates of human decency. I reported this conversation to the head of our MP, a man about as sentimental as a bulldozer machine. He said, much to my surprise, with admiration, "He gave just the right answer. He knows his stuff!")

But even granting all the above, there is something that can be done about this. In the case of a salesman selling goods from door to door, the emphatic "No" of the lady to whom he is trying to sell stockings, aluminum ware, or what-not, should not be the end of the conversation but the beginning ("I have not yet begun to fight!" as it were). As for myself, in such a situation with prisoners, I try to shame them, and have succeeded quite well. I tell them something like this, "You know, you are an interesting kind of person. I've lived in Japan many years. I like the Japanese very much. I have many good friends among the Japanese, men, women, boys, girls. Somehow or other the Japanese always open up to me. I have had most intimate conversations with them about all kinds of problems. I never quite met a person like you, so offish and on your guard." etc. etc. One prisoner seemed hurt. He said, with surprise and a little pain, "Do you really think I am offish?" Again, I sometimes say, "That is funny, you are not willing to talk to me about these things. Practically all the other prisoners, and we have hundreds of them, do talk. You seem different. I extend to you my friendship; we have treated you well, far better probably than we would be treated, and you don't respond." etc. etc. I tell him that we purposely try to be human. I say to him, "You know perfectly well that if I were a prisoner of the Japanese they wouldn't treat me the way I am treating you" (meaning my general attitude and approach). I then say, "I will show you the way they would act to me," and I stand up and imitate the stern, severe attitude of a Japanese military officer toward an inferior, and the prisoner smiles and even bursts out laughing at the "show" I am putting on, and agrees that that is actually the situation, and what I describe is the truth.

Now in all this the interpreter back at one of the bases has a big advantage in one respect: He will have plenty of time for interrogations, and can interview them time and time again, while in many cases, we out at the front must interview them more or less rapidly, and oftentimes only once. But on the other hand, those of us right out at the front have what is sometimes a great advantage: we get absolutely first whack at them, and talk to them when they have not had time to develop a technique of "sales resistance" talk, as it were.

It may be advisable to give one illustration of how, concretely, to question, according to my point of view. Take a question such as this, "Why did you lose this battle?" (a question we asked on more than one occasion regarding some definite battle on Guadalcanal). A question presented in this bare way is a most wooden and uninteresting affair. The interpreter should be given leeway to phrase his own questions, and to elaborate them as he sees fit, as he sizes up the situation and the particular prisoner he may be interviewing. His superior officer should merely give him a statement of the information he wants. A man who is simply a word for word interpreter (in the literal sense) of a superior officer's questions, is, after all, nothing but a verbal cuspidor; the whole proceeding is a rather dreary affair for all concerned, including the prisoner. The conversation, the phrasing of the questions, should be interesting and should capture the prisoner's imagination. To come back to the question above, "Why did you lose this battle?" That was the question put to me to interpret (in the broad sense) to a prisoner who had been captured the day after one of the terrific defeats of the Japanese in the earlier days of the fighting on Guadalcanal.

Here is the way I put the question: "We all know how brave the Japanese soldier is. All the world knows and has been startled at the remarkable progress of the Japanese armies in the Far East. Their fortitude, their skill, their bravery are famous all over the world. You captured the Philippines; you captured Hong Kong, you ran right through Malaya and captured the so-called impregnable Singapore; you took Java, and many other places. The success of the Imperial armies has been stupendous and remarkable. But you come to Guadalcanal and run into a stone wall, and are not only defeated but practically annihilated. Why is it?" You see that this is a really built-up question. I wish you could see the interest on the prisoner's face as I am dramatically asking such a question as that. It's like telling a story, and at the end he is interested in telling his part of it.

There is a problem of what questions to ask a prisoner. What kinds of questions? Of course there are many questions one would like to ask if he had the time, simply for curiosity, such as, What do you think of the war? Do you want to go back to Japan? Can you ever go back to Japan? I have asked these questions more than once when we had time, and discoursed at great length on the philosophy of the Japanese soldier; also on the sneak-punch at Pearl Harbor, getting their point of view of this and that. But of course questions such as these are not often asked by us, for they are more or less what I might



term curiosity questions, i.e. questions the answers to which we should like to know just to satisfy our own curiosity, as it were. But usually we do not have time for such questions. A prisoner may be too tired or wounded to question him long, and only vital information is dealt with. Then, too, you can only question a prisoner for so long before he, and you, get stale and more or less tired, and you lose your brilliance and ingenuity.

In the case of our own Marine Corps front line Intelligence, with which this particular discussion primarily deals, where we often had our interviews with prisoners out in the open under palm trees interrupted by a bombing raid and such side-shows, we must usually stick to questions dealing with imperative information. In our particular situation on Guadalcanal, here are some questions we nearly always asked, after getting the name, age, rank, and unit, where from in Japan, and previous occupation before entering the armed forces. (The six items mentioned above are more or less statistical. But by rank we can judge the value of the man's replies in many instances. The last question is of value in order to judge how much of a background the man has, which helps one to evaluate his answers. But of course though these questions are routine questions, each one is of value in its own particular way.)

After these six questions are disposed of (and often I do not ask them right away but amble along discussing other things, so that things won't be too stiff) we asked questions such as these: When did you arrive at Guadalcanal? Where did you land? (Very important) How many landed with you? What kind of a ship did you come in? (Don't ask leading questions; don't say, "Did you come on a warship?" Let him say.) Ask the name of the ship. How many troops were on the ship? If, for instance, he says he came on a destroyer, ask how many troops usually travel on a destroyer. (Of course you have many opportunities to check on such a question with other prisoners.) At this point you might ask him if he was sea-sick while on the destroyer. "Did you throw up?" "I've been terribly sea-sick myself a number of times; it's a rotten feeling isn't it?" you can add with deep feeling! (Be sure that you distinguish between crew and troops when you ask him how many troops the destroyer carried. Don't be "fuzzy" in your questions; be clear-cut.) How many other ships were with yours? What kind of ships? Where did you sail from and when? Were there many ships in that harbor? When did you leave Japan? Where were you between the time you left Japan and the time you landed on Guadalcanal? When you landed were any munitions landed? Artillery? Food supplies, medical supplies? After you landed where did you go? Where were you between the time you landed and the time you were captured? What experience in actual combat warfare have you had; your company, battalion or regiment? How is the present food supply in your unit? Sickness? What was the objective of your attack last night? How do you keep in contact with one another in the jungle at night? Of all our methods and weapons used against you, what has been the most efficient, the most terrific and deadly? (i.e. We want to know the effectiveness, for example, of our artillery, mortars, trench mortars, machine guns, airplane bombing, airplane strafing, shell fire from the sea, etc. etc. We found out that what we had

thought was probably the most devastating and most feared was not what they thought, in some instances.) Of course we always asked about numbers of troops, and in our particular situation we always asked most eagerly about number of artillery pieces and their caliber. We had personal reasons!

Well, many more such questions could be cited, but these are enough to illustrate the immediate nature of the questions and the information desired in the case of our Marine Corps amphibious forces. If the prisoner is an aviator, and we had many such, of course the questions would be quite different. If the prisoner is one of the destroyer crew, for example, the questions would be still different. Our experience was that soldiers seemed far more ready to talk than sailors; aviators talked very readily.

s Sherwood F. Moran,  
SHERWOOD F. MORAN,  
Major, U.S.M.C.R.,  
Japanese Interpreter  
OFFICIAL:

s E. J. Buckley  
E. J. BUCKLEY  
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D-2.

**Recommended Reading**

Essentials of the Reid Technique: Criminal Interrogation & Confessions, by Fred Inbau,

Influence: Science & Practice (5<sup>th</sup> Edition), by Robert B. Cialdini.

The Interrogators: Task Force 500 & America's Secret War Against Al Qaeda, by Chris Mackey and Greg Miller.

Educating Information: Interrogation: Science and Art, by the Intelligence Science Board, December, 2006

Intelligence Interviewing: Teaching Papers and Case Studies: A Report From The Study On Educating Information, by Intelligence Science Board, April, 2009.

Slow Burn: The Rise and Fall of American Intelligence in Vietnam, by Orrin DeForest and David Chanoff.

Kubark Counterintelligence Interrogation (July 1963), Approved for Release January 1997

Understanding Arabs: A Guide for Modern Times, by Margaret K. Nydell

Islam for Dummies, by Malcolm Clark

**Endnotes**

- <sup>1</sup> Educing Information, Interrogation: Science and Art, Intelligence Science Board Phase I Report, Page 134
- <sup>2</sup> FM 2-22.3, Human Intelligence Collector Operations, September 2006, Page 6-9
- <sup>3</sup> CIA KUBARK Counterintelligence Interrogation Manual, Page 32-33
- <sup>4</sup> Id., Page 37
- <sup>5</sup> Id., Page 30
- <sup>6</sup> Id., Page 31
- <sup>7</sup> Id., Page 32
- <sup>8</sup> Id., Page 32
- <sup>9</sup> Educing Information, Page 111
- <sup>10</sup> KUBARK, Page 44
- <sup>11</sup> CIA Human Resource Exploitation Training Manual-1983, Paragraph H-18
- <sup>12</sup> Educing Information, Page 253
- <sup>13</sup> Id., Page 253
- <sup>14</sup> Id., Pages 253 and 254
- <sup>15</sup> KUBARK, Page 44
- <sup>16</sup> Educing Information, Page 119
- <sup>17</sup> Essentials of the Reid Technique: Criminal Interrogation and Confessions, Fred E. Inbau, John E. Reid, Joseph P. Buckley and Brian C. Jayne, Page 113
- <sup>18</sup> Educing Information, Page 181
- <sup>19</sup> Id., Page 227
- <sup>20</sup> Id., Page 206
- <sup>21</sup> Id., Page 201
- <sup>22</sup> Id., Page 177
- <sup>23</sup> Id., Page 107
- <sup>24</sup> Id., Page 107
- <sup>25</sup> KUBARK, Page 61
- <sup>26</sup> Id., Page 50
- <sup>27</sup> FM 2-22.3, Paragraph 8-19
- <sup>28</sup> Id., 8-20
- <sup>29</sup> Educing Information, page 124
- <sup>30</sup> Id., page 125
- <sup>31</sup> Human Resource Exploitation Training Manual-1983, Paragraph K-1
- <sup>32</sup> KUBARK, page 67
- <sup>33</sup> FM 2-22.3, page 8-14
- <sup>34</sup> KUBARK, page 72
- <sup>35</sup> Id., Page 75
- <sup>36</sup> FM 2-22.3, pages 8-15 and 8-16
- <sup>37</sup> Id., Page 7-12
- <sup>38</sup> Id., Pages 11-4 and 11-5
- <sup>39</sup> Id., Pages 11-1 and 11-2
- <sup>40</sup> Id., Page 11-6
- <sup>41</sup> Id., Pages 11-7 and 11-8
- <sup>42</sup> Id., Pages 11-5 and 11-6
- <sup>43</sup> Educing Information, Page 244.
- <sup>44</sup> Id., Page 246
- <sup>45</sup> Iraq Culture Smart Card: Guide for Communication and Cultural Awareness by the Marine Corp Intelligence Activity.
- <sup>46</sup> An extract from the book Understanding Arabs by Margaret K. Nydell was prepared by SA Joe Navarro, FBI Behavioral Analysis Program.
- <sup>47</sup> The Crisis of Islam, Holy War and Unholy Terror, by Bernard Lewis, page 138.
- <sup>48</sup> Terror in the Name of God, Why Religious Militants Kill, by Jessica Stern, Pages 4 and 5.
- <sup>49</sup> Id., Page 5
- <sup>50</sup> Id., Page 69
- <sup>51</sup> Id., Page 137

- <sup>52</sup> Id., Page 133
- <sup>53</sup> Id., Page 5 and 6
- <sup>54</sup> KUBARK, Pages 53 - 65
- <sup>55</sup> Id., Page 54
- <sup>56</sup> Educing Information, Page 180
- <sup>57</sup> Id., Page 11
- <sup>58</sup> Id., Page 12
- <sup>59</sup> Id., Page 208
- <sup>60</sup> Institute of Analytic Interviewing, A Training Program, Page 12
- <sup>61</sup> Intelligence Interviewing: Teaching Papers and Case Studies: A Report from the Study on Educing Information, April 2009, by the Intelligence Science Board.
- <sup>62</sup> Educing Information, Page 244
- <sup>63</sup> Id., Pages 23-24
- <sup>64</sup> Intelligence Interviewing, Page 16
- <sup>65</sup> Id., Page 19.
- <sup>66</sup> Id., Page 19
- <sup>67</sup> Id., Page 20
- <sup>68</sup> Id., Page 21
- <sup>69</sup> Id., Page 21
- <sup>70</sup> Id., Page 22
- <sup>71</sup> Id., Page 180
- <sup>72</sup> Id., Pages 180-181
- <sup>73</sup> FM 2-22.3, Page 8-2
- <sup>74</sup> KUBARK, Page 59
- <sup>75</sup> Id., Page 60
- <sup>76</sup> Id., Page 41
- <sup>77</sup> Educing Information, Page 191, which is a discussion of the Reid Technique.
- <sup>78</sup> All information below is drawn from the book; Essentials of the Reid Technique, Criminal Interrogation and Confession, Pages 77 to 103.
- <sup>79</sup> More information on repeat and control questions can be found in 2-22.3, Human Intelligence Collector Operations, September 2006, Page 9-3.
- <sup>80</sup> KUBARK, Page 60
- <sup>81</sup> Educing Information, Page 112
- <sup>82</sup> Id., Page 112
- <sup>83</sup> Educing Information , Page 157
- <sup>84</sup> The three facilitative factors are drawn from Educing Information, Pages 170 and 171
- <sup>85</sup> This paragraph and the six below are drawn from Intelligence Interviewing, Page 79.
- <sup>86</sup> Influence : Science and Practice (5<sup>th</sup> Edition), by Robert B. Cialdini, Page 63.
- <sup>87</sup> Id., Page 258
- <sup>88</sup> KUBARK, Page 62
- <sup>89</sup> All information in map tracking is drawn from FM 2-22.3, Page 9-13 to 9-16.
- <sup>90</sup> Essentials of the Reid Technique: Criminal Interrogation and Confessions, Fred E. Inbau, John E. Reid, Joseph P. Buckley, and Brian C. Jayne, Page 73.
- <sup>91</sup> Id., Page 73.
- <sup>92</sup> The following information on behavior-provoking questions is drawn from Anatomy of Interrogation Themes, Louis C. Senese, Chapter 2 and from notes taken by Sean Brennan while attending a seminar entitled "The Reid Technique of Interviewing and Interrogation.
- <sup>93</sup> Essentials of the Reid Technique: Criminal Interrogation and Confessions, Fred E. Inbau, John E. Reid, Joseph P. Buckley, and Brian C. Jayne, Page 73.
- <sup>94</sup> Id., Page 127.
- <sup>95</sup> Id., Page 128.
- <sup>96</sup> Id., Pages 137-138.
- <sup>97</sup> Anatomy of Interrogation Themes: The Reid Technique of Interviewing and Interrogation, Louis C. Senese, Page 29.

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<sup>98</sup> The following information on themes is drawn from Anatomy of Interrogation Themes, Louis C. Senese, Chapters 5 and 6 and the Essentials of the Reid Technique: Criminal Interrogation and Confessions, Fred E. Inbau, John E. Reid, Joseph P. Buckley, and Brian C. Jayne, Chapter 11.

<sup>99</sup> Essentials of the Reid Technique: Criminal Interrogation and Confessions, Fred E. Inbau, John E. Reid, Joseph P. Buckley, and Brian C. Jayne, page 180.

<sup>100</sup> Id., Page 186.

<sup>101</sup> Id., Page 193.

<sup>102</sup> Id., Page 201.

<sup>103</sup> Id., The entire paragraph is drawn from the key points on Page 211.

<sup>104</sup> Id., Pages 214 and 220.