

DATE: 10-28-2011

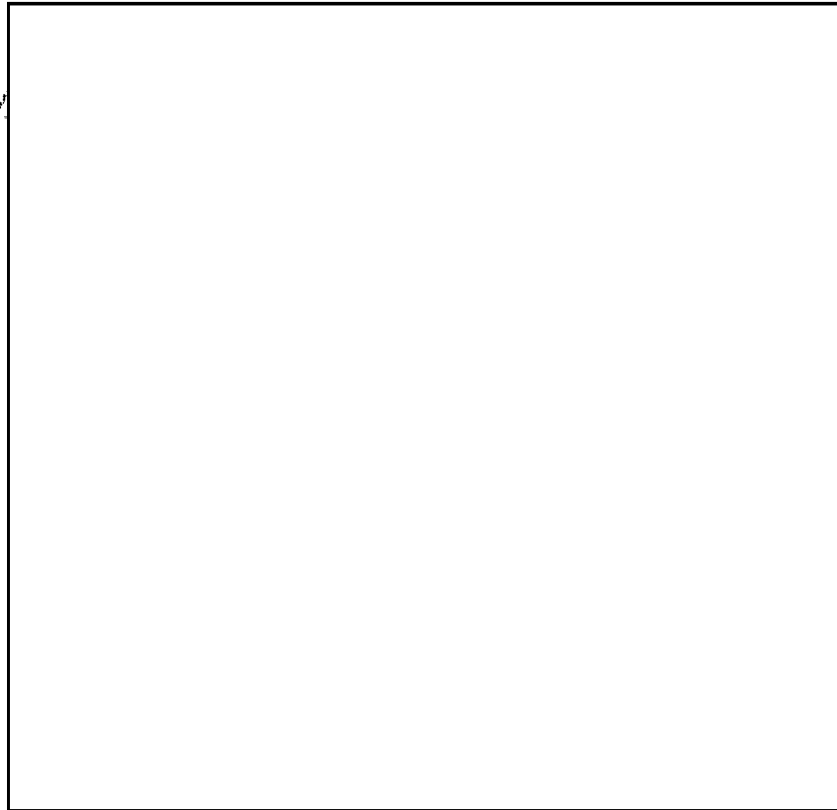
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REASON: 1.4 (c)

DECLASSIFY ON: 10-28-2036

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April 13-16, 2004

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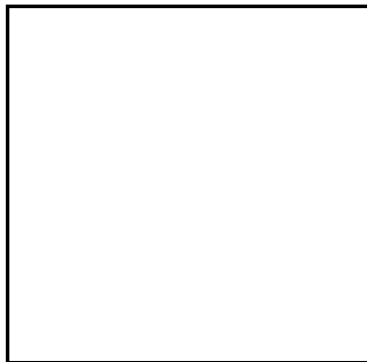
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Tuesday, May 4, 2004

9:00am

Lunch

1:00pm



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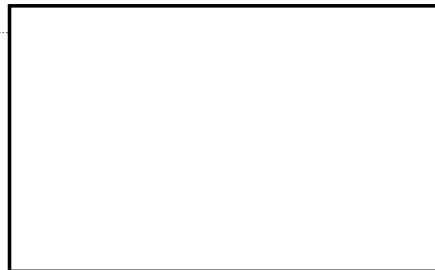
Wednesday, May 5, 2004

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9:00am

Lunch

1:00pm

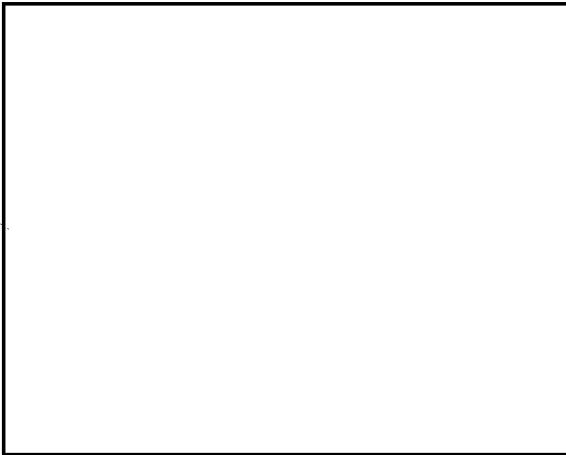


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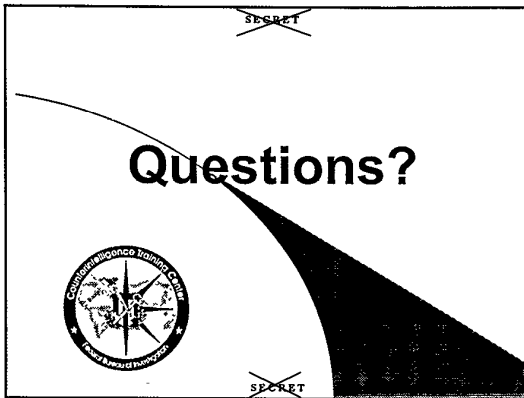
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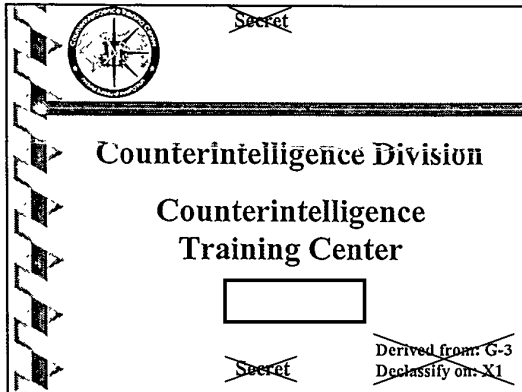


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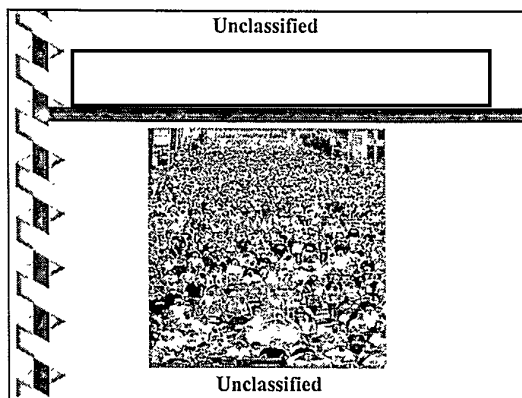
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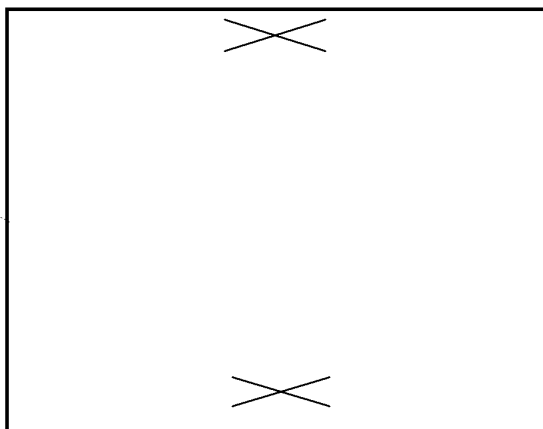


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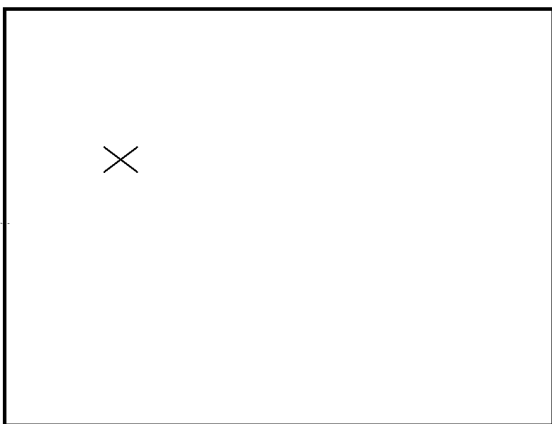
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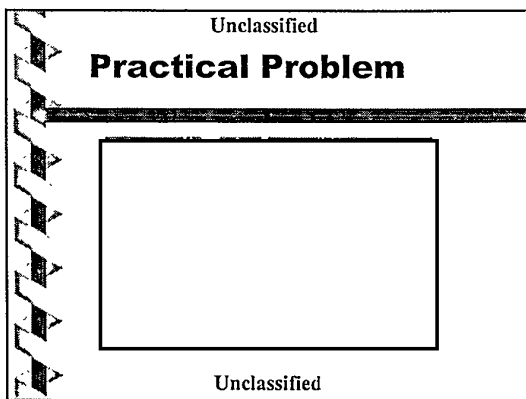


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Questions?



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Introduction



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4)

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Pretext

Yes or No?

Pros & Cons



Pros

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Cons

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Be professional
Be authoritative and know what you
are talking about

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Be flexible

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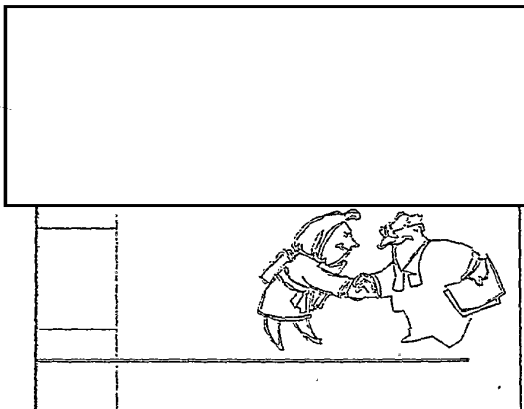
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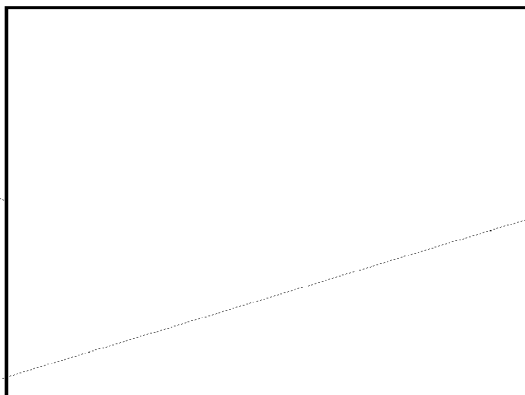
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	What is it...
	and
	Why is it important?



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	<i>Essentially,</i>
	<i>Everyone Does it</i>
	<i>The Same Way!</i>

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USUALLY PUBLIC

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* WELL THOUGHT OUT IN ADVANCE

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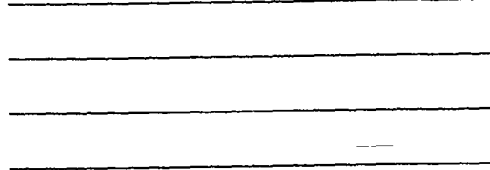
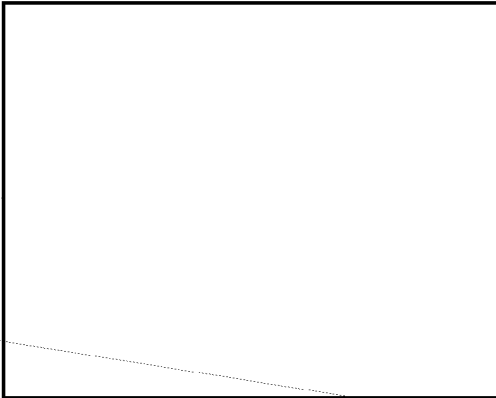
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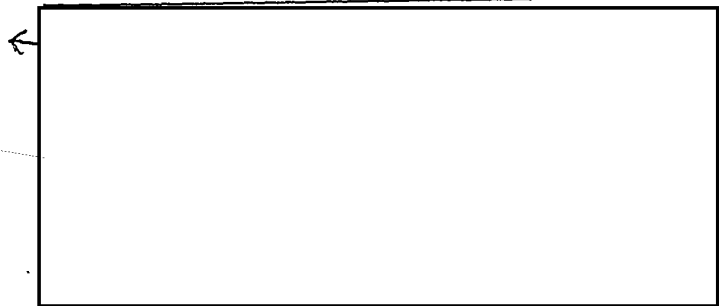
BREAK ?

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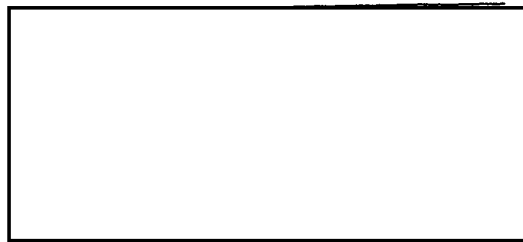
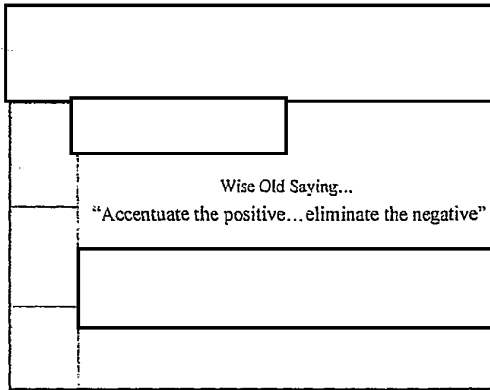


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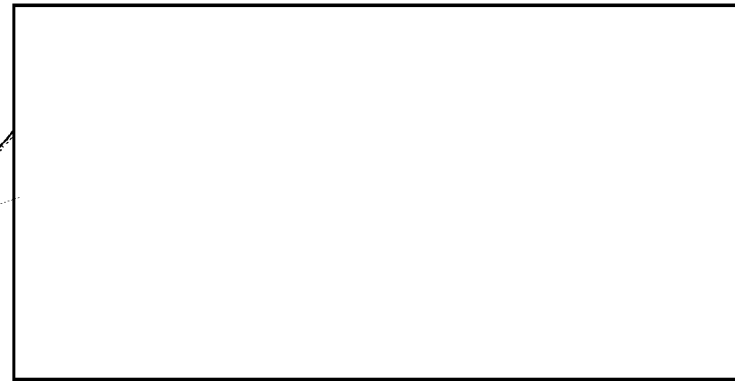
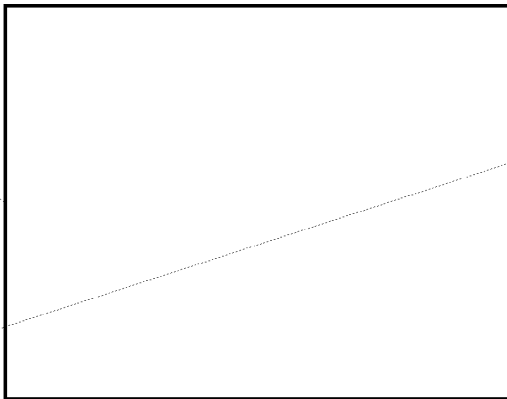
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SEE HANDOUT

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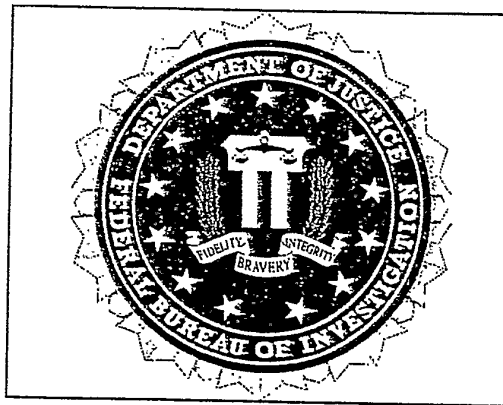
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	QUESTIONS?

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REASON: 1.4 (c)
DECLASSIFY ON: 10-28-2036

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Counterintelligence
Division
Counterintelligence
Training Center

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ASSET VALIDATION

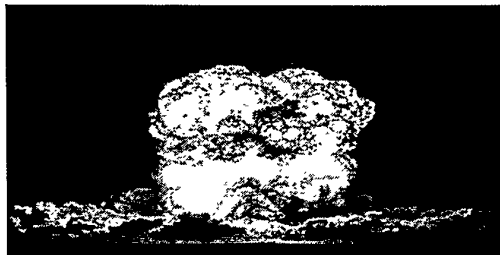
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(See Pg. 2 of CHS Validation Manual)

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VALIDATION

Why do we validate assets?



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VALIDATION

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____(Pg. 6 CHS Validation Manual)____

TECHNOLOGY IS EVER CHANGING

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VALIDATION

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____(Pg. 3 CHS Validation Manual)____

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VALIDATION

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WE FEAR THESE BUT...

→ MOST PROBLEMS OCCUR HERE!

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(See Pgs. 2-4 and 30 of CHS Validation Manual)

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VALIDATION

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VALIDATION

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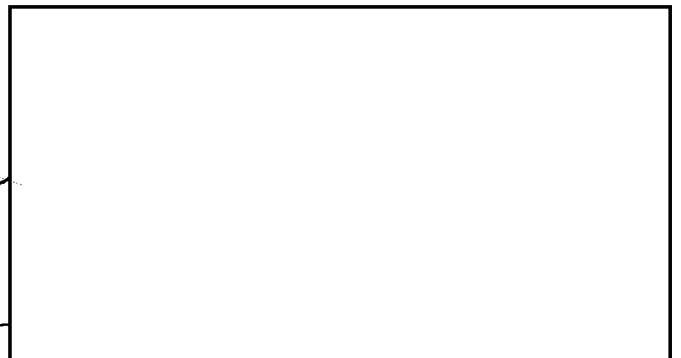
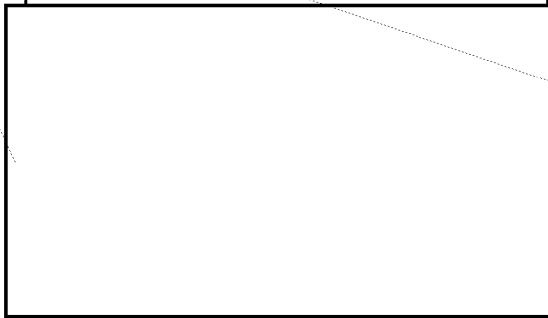
_(Pg. 6 CHS Validation Manual /Anomalies)

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VALIDATION



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VALIDATION



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VALIDATION

(Pg. 6 of CHS Validation Manual)

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with?

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VALIDATION

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VALIDATION

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VALIDATION

(Pg. 4 CHS Validation Manual)

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VALIDATION

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_(Pg. 7 and 30 CHS Validation Manual).

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VALIDATION

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—(Pg. 7 and 30 CHS Validation Manual)

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(Pg. 3 and 30 of CHS Validation Manual)

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VALIDATION

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_(Pg. 7 and 30 of CHS Validation Manual)

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→ By THE BAD Guys!

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(Pg. 7 and 30 of CHS Validation Manual)

VALIDATION

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VALIDATION

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KNOW YOUR ASSET !!!

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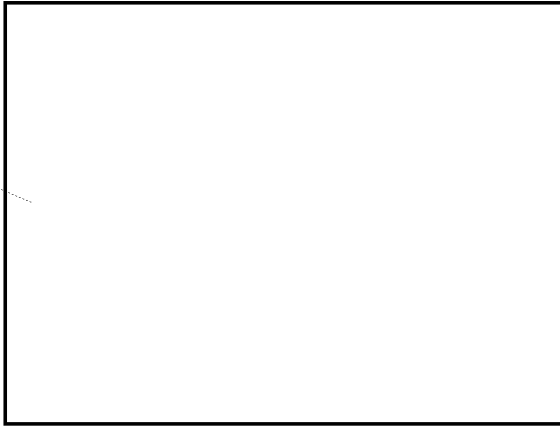
—(Pg. 4 CHS Validation Manual)—

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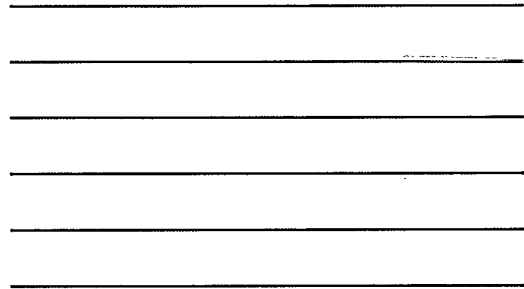
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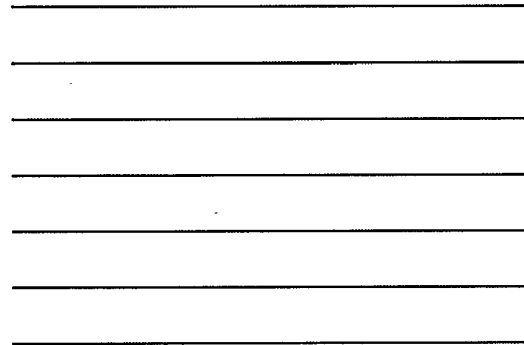
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_(Pg. 4 CHS Validation Manual)_____

A series of seven horizontal lines, used for redaction of content.

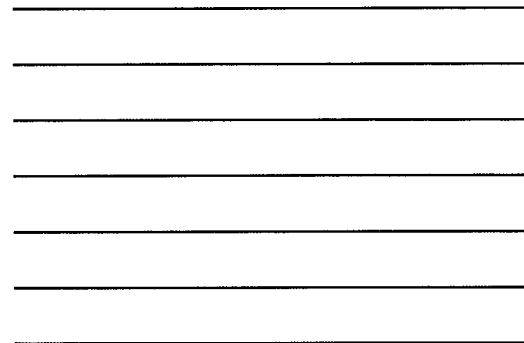
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Questions?

A series of seven horizontal lines, used for redaction of content.

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Day One (Tuesday July 06, 2004)

<u>Time</u>	<u>Topic</u>	<u>Instructor</u>
1500 - 1520	Academy Rules/Admin	
1520 - 1600	Introduction/Review	
1700 - 2000	Dinner	
2000 -	Meet and Greet/discuss	

Day Two (Wednesday July 07, 2004)

0845 - 0930			
0945 - 1045			
1100 - 1215			
1215 - 1345	Working Lunch 01-05		
1345 - 1500			
1515 - 1700			
1700 - 1900	Working Dinner 06-10		
1900 - 2100			
			All

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Day Three (Thursday July 08, 2004)

0800 - 1100		
1100 - 1230		
1230 - 1500	Working Lunch 11 - 15	
1500 - 1600		
1610 - 1730		
1730 - 2000	Working Dinner 16 - 20	
2000 -	Case Presentation	

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Day Four (Friday July 09, 2004)

0800 - 0930		
0945 - 1030	Volunteers	
1045 - 1145		
1200 - 1230		
1230	Dismiss/Depart Quantico	



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Day One (Tuesday July 06, 2004)

<u>Time</u>	<u>Topic</u>	<u>Instructor</u>
1500 - 1520	Academy Rules/Admin	
1520 - 1600	Introduction/Review	
1700 - 2000	Working Dinner 21-25	All
2000 -	Meet and Greet/discuss (12 Angry Men)	

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Day Two (Wednesday July 07, 2004)

0845 - 0930		
0945 - 1045		
1100 - 1215	Working Lunch 01-05	
1215 - 1345		
1345 - 1500		
1515 - 1700		
1700 - 1900	Working Dinner 06-10	All
1900 - 2100		

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Day Three (Thursday July 08, 2004)

0800 - 1100		
1100 - 1230	Working Lunch 11 - 15	
1230 - 1500		
1500 - 1600		
1610 - 1730		
1730 - 2000	Working Dinner 16 - 20	
2000 -	Guest Speaker	

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Day Four (Friday July 09, 2004)

0800 - 0930		
0945 - 1030	Volunteers	
1045 - 1145		
1200 - 1230	Practical Exercise Brief	
1230	Dismiss/Depart Quantico	

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Counterintelligence Division

April 13-16, 2004

Agenda

Time	Tuesday	Wednesday	Thursday	Friday
8:00				
9:00				
10:00				1st Bus Leaves
11:00				Lunch
12:00	Lunch	Lunch	Lunch	2nd Bus Leaves
1:00			Case Study (SSA)	
2:00			Case Study (con't.)	
3:00				
4:00				

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04/06/04

Evening Practical Problem

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(September 27-30, 2004)

Monday 9/27

8:00am - 12:00pm

1:00pm - 5:00pm

Tuesday 9/28

8:00am - 12:00pm

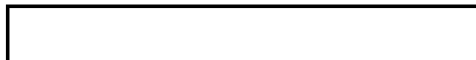
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6:30pm - ?

Evening Session

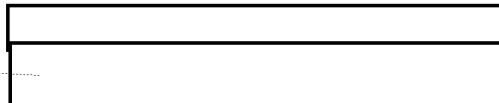
Wednesday 9/29

8:00am - 12:00pm



Practical Exercise

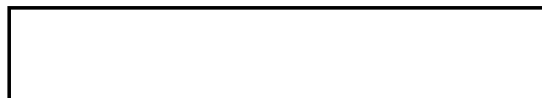
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Thursday 9/30

8:00am - 10:30pm



11:00am

Bus Leaves for Airport

FDPS page
88-89

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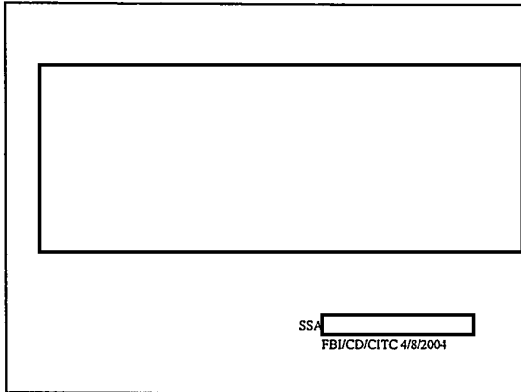
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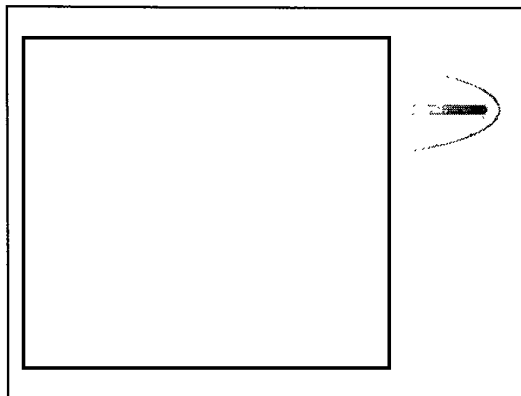
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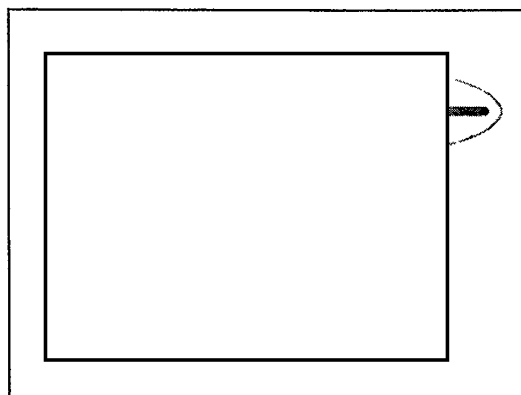
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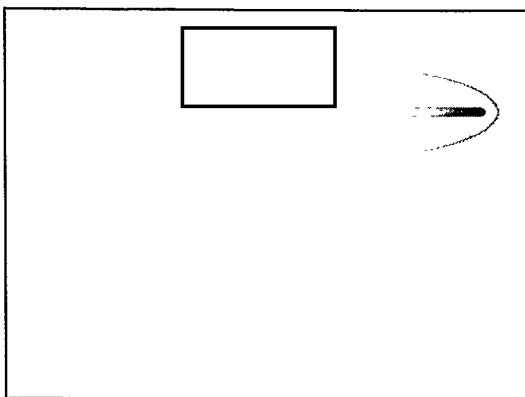
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Front Page
3/10/89 NYTimes

Ex-U.S. Sergeant's Spy Case Is Said to Grow in Seriousness

By JEFF GERTH

Special to The New York Times

WASHINGTON, March 9 — A United States Army espionage ring in West Germany broken up last summer was larger and more serious than first realized, and the Federal Bureau of Investigation is now investigating as many as five former soldiers as part of the case, according to Government officials and documents.

The network, which reported to the Hungarian intelligence service, was broken up in August after simultaneous arrests in West Germany of Clyde Lee Conrad, a former Army sergeant, and in Sweden of Imre Kercsik and Sandor Kercsik, two doctors who acted as couriers for the ring.

The Kercsik brothers, who were born in Hungary and lived in Sweden, were convicted last fall in Sweden of illegal intelligence activity. Mr. Conrad has been jailed in West Germany since August and is expected to go on trial there later this year on espionage charges.

Initial accounts of the damage caused by the three-man ring noted Mr. Conrad's top secret security clearance and the sale of NATO wartime contingency plans. But new information, some of which was made public in

Sweden after the conviction of the two doctors, shows a much more extensive and troublesome operation.

In addition to disclosing NATO wartime contingency plans, the documents revealed key intelligence assets, such as networks and safe houses in Germany used by American intelligence agents, according to officials. The Hungarians routinely share their information with the Soviet Union.

The new information indicates that

Continued on Page A10, Column 3

U.S. Expels Soviet Diplomat

The United States detained a Soviet military attaché, accused him of espionage and said it was expelling him. Page A10.

News Summary	A2
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Crossword	C30	TV Listings	C33
Law	B7	Washington Talk	B6
Media	D5	Weekender Guide	C1
Real Estate	A24	Word and Image	C31

Classified Index	B8	Auto Exchange	A28
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FOR THOSE FAVORING CREMATION WOOD-LAWN Cemetery offers a free pamphlet giving complete information. Call 212-820-0506.—ADVT.

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Ex-U.S. Sergeant's Spy Case Widens

Continued From Page A1

at least six other Army soldiers were involved and that nuclear related-documents with security clearances above the level of top secret were delivered to the Hungarians, according to documents and officials. The new evidence also puts the Central Intelligence Agency in an embarrassing light; it was tricked into paying more than \$50,000 for useless information, not knowing that they were paying Mr. Conrad, a member of the spy ring.

Finally, a fuller picture of the spy ring has emerged, suggesting that after years of double dealing, million-

Five former soldiers are now under investigation.

dollar Swiss bank accounts and the avoidance of detection through code words, couriers and mail drops, the network was done in by its own greed and complacency.

The roots of Hungarian infiltration of the Army predate Mr. Conrad.

Sandor Kercsik told Swedish officials that in 1967 in Vienna he met an American soldier of Hungarian descent called Zoltan Szabo. Over the next several years Dr. Kercsik delivered military secrets stolen by Mr. Szabo to the Hungarians, according to court records in Sweden and officials.

Mr. Szabo's value to the Hungarians eventually diminished, but he recruited Mr. Conrad and introduced him to Sandor Kercsik in 1974 in Mainz, West Germany, Swedish court records show.

Mr. Szabo left the Army in the late 1970's and moved to Austria and is now believed to be in Hungary, outside the reach of West German or American prosecutors, according to officials.

Instructions for a Backache

Meanwhile, Mr. Conrad became very important to the Hungarians. At one point Sandor Kercsik gave instructions and a medical book to Mr. Conrad so he could pretend to have a backache and avoid being transferred out of West Germany, according to court records.

An American Intelligence official said Mr. Conrad was so important to the Hungarian intelligence service, both in the quality and quantity of in-

formation he delivered, that the Hungarians changed their method of operation as a result of his activities.

The official, who asked not to be identified since Mr. Conrad has not yet gone to trial, also said the seriousness of the damage caused by Mr. Conrad and his associates had never been made public and was closely held by the United States and West Germany. Mr. Conrad and his associates are believed to have sold at least several hundred documents to the Hungarians, according to officials.

It has been known that for seven years Mr. Conrad was in a unique position as administrator of a confidential military archive at the Army's Eighth Infantry Division base at Bad Kreuznach, 45 miles from Frankfurt.

Discharged in 1985

According to Army records, Mr. Conrad had a top-secret clearance and was discharged in 1985. But new information obtained by Swedish and other Western investigators show that after his discharge, Mr. Conrad and other Army soldiers in Germany were meeting with the Kercsiks to pass stolen documents classified higher than top secret, including documents with the code word "cosmic," according to court records and officials.

Cosmic is a code word for nuclear secrets that are more restricted than "top secret" information, the officials said. It is not known exactly what nuclear related information was compromised by Mr. Conrad and his associates.

The F.B.I., which investigated the Conrad case in conjunction with the Army and West German investigators, is now investigating as many as five Army associates of Mr. Conrad who are believed to have assisted him in his spying, according to American officials and Sven Olof Hakansson, the Swedish prosecutor who handled the Kercsik case. This inquiry does not include Mr. Szabo, the Hungarian-American who recruited Mr. Conrad.

The assistance included help in copying and transporting stolen Army documents to the Hungarians, according to officials. A spokesman for the F.B.I. said the bureau would have no comment on the case.

The Kercsiks have identified pictures of some of these associates and have offered to come to the United States to testify, according to officials. The former soldiers under investigation are retired from the Army and living in various locations in the United States, according to officials.

Mr. Conrad seems to have been motivated in large part by money. Officials said they believed that the former ser-



Agence France-Presse

Clyde Lee Conrad, who the Government says ran a more extensive spying operation than was previously thought.

geant hid more than \$2 million in bank accounts in Switzerland.

While he was being paid by the Hungarians, Mr. Conrad devised a plan to sell the same stolen documents to the Czechoslovaks, according to court records and officials. This plan apparently went undetected, even though Czechoslovakia also shares its information with the Soviet Union.

Mr. Conrad had another, more brazen scheme for money.

He decided to contact the C.I.A. in the guise of being a fictitious Hungarian intelligence officer named David, telling the agency that he could help them uncover an Army spy ring that had been selling secrets to the Hungarians, according to court records and officials.

Mr. Conrad, according to these sources, never intended to give the C.I.A. any information of real value.

This bold plan, with Mr. Conrad both spying for Hungary and pretending to be a Hungarian spy informing about himself, worked at first.

Eventually, the Hungarians informed the Kercsiks that someone had contacted the Americans, and the doctors broke off contact with the Americans, according to court records.

It is not clear how the Hungarians learned about Mr. Conrad's deception, but officials suspect Mr. Szabo, who recruited Mr. Conrad, may have been the source.

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DATE: 10-31-2011
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REASON: 1.4 (c)
DECLASSIFY ON: 10-31-2036

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WHERE SHOWN OTHERWISE

[Redacted]

[Redacted]

Counterintelligence Training Center

SSA [Redacted]

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(S)

[Redacted]

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(S)

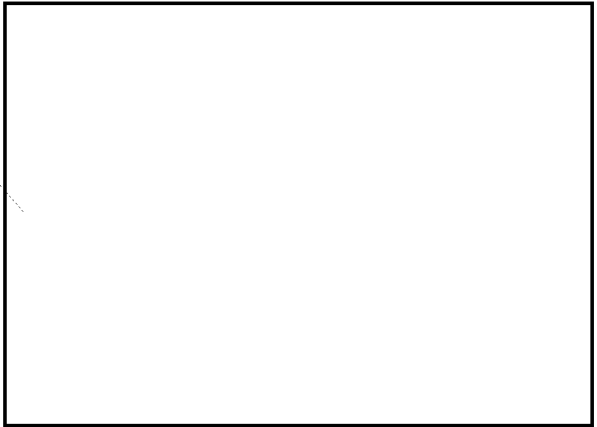
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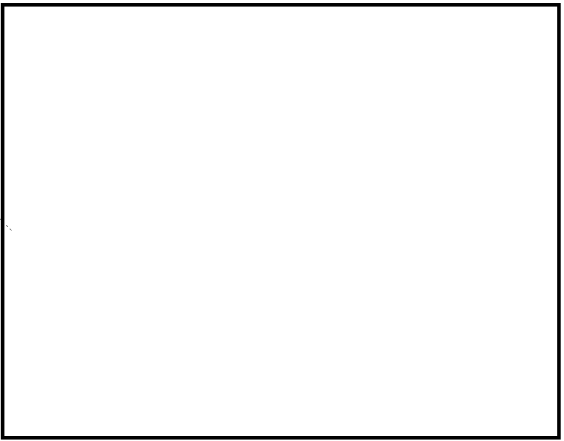
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Sub B - criminal information

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Advise the appropriate field office(s)
Request concurrence of respective sac's
Consider providing contact / number



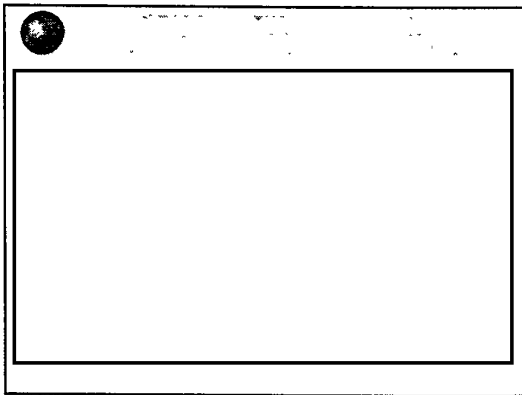
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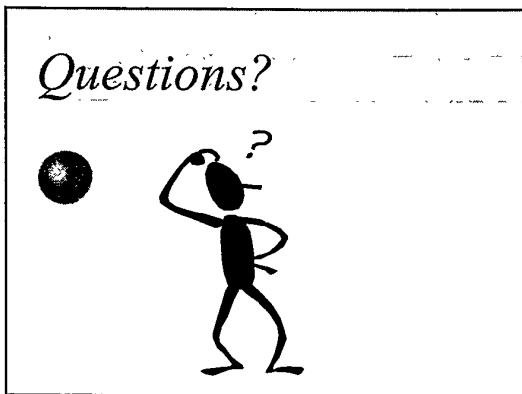
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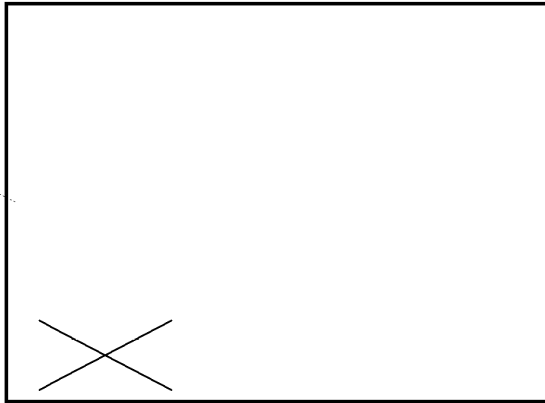
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DATE: 10-31-2011
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REASON: 1.4 (c)
DECLASSIFY ON: 10-31-2036

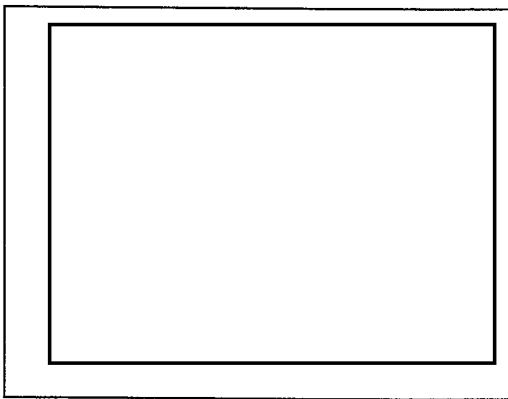
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(S)


<p>What is it... & Why is it important?</p>

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Counterintelligence Training Center
SSA 

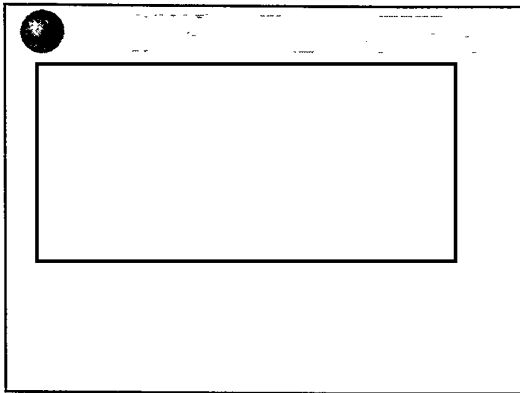
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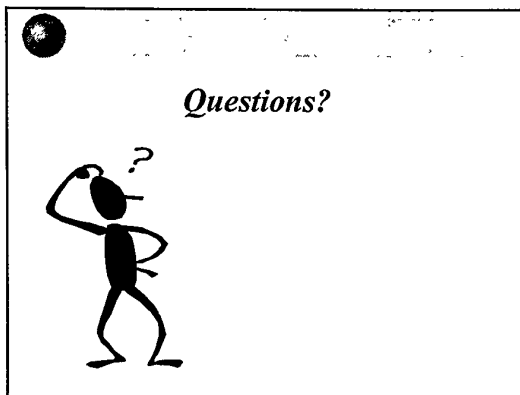
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DATE: 10-31-2011
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REASON: 1.4 (c)
DECLASSIFY ON: 10-31-2036

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WHERE SHOWN OTHERWISE

[REDACTED]

b7E

A. (U) Overview

(U)

~~(S)~~ The following components form the basis for [REDACTED]
(See Attachment A for an overview of [REDACTED])

(S)

1. ~~(S)~~

[REDACTED]

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(S)

2. ~~(S)~~

[REDACTED]

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(S)

3. ~~(S)~~

[REDACTED]

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b7E

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~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

ATTACHMENT B:

(S) OUTLINE FOR [REDACTED] REPORTING EC

b1
b7E

I. ADMINISTRATIVE

(S) A.
B.
C.
D.
E.

b1
b7E

II. UPDATES TO BIOGRAPHIC/BACKGROUND INFORMATION (Provide or update any of the following that has not been previously reported)

A.
B.

C.
D.
E.

F.
G.
H.
I.
J.
K.
J.

(S) M.
N.
O.

b1
b7E

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~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

P.
Q.
R.
S.
T.

U.
V.
W.
X.
Y.

Z.
AA

BB
CC
DD
EE
FF
GG
HH
II
JJ
KK
LL
MM

NN
OO
PP
QQ
RR
SS
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UU

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(S)

III.

A. Case Agent

1.
2.
3.
4.
5.

(S)

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S)

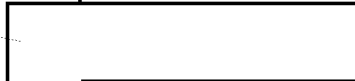
B.
C.
D.
E.



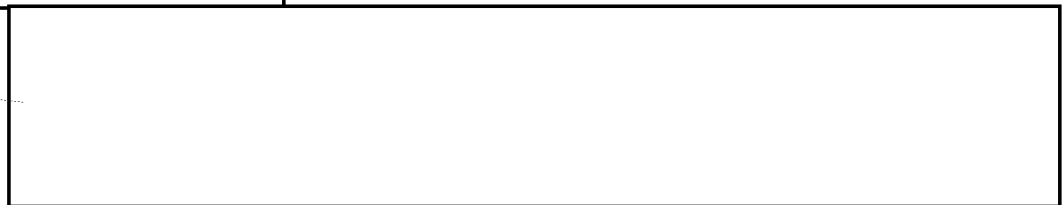
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(S)

IV.



A.
B.
C.



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(S)

~~SECRET~~

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

ATTACHMENT C:

(S) OUTLINE FOR CASE AGENT EC

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b7E

(S)



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b7E

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S)

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

ATTACHMENT D:

(S)

OUTLINE

(S)

I.

A.
B.
C.
D.
E.
F.
G.
H.
I.
J.

(S)

(S)

II.

A.
B.
C.
D.

(S)

(S)

III.

A.

B.

(S)

C.

D.

(S)

IV.

A.

(S)

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b1
b7E

b1
b7E

b1
b7E

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S)

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

(S)

F

G

H

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To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

ATTACHMENT E:

(S) [REDACTED] REVIEW OUTLINE

I. Administrative

(S) A. [REDACTED]
B. [REDACTED]
C. [REDACTED]
D. [REDACTED]
E. [REDACTED]
F. [REDACTED]

b1
b7E

II. Summary and Conclusions

A. Case Summary

(S) [REDACTED]

b1
b7E

B. Conclusions

(S) [REDACTED]

b1
b7E

C. Recommendations

(S) [REDACTED]

b1
b7E

(S) III. [REDACTED]

A. [REDACTED]

b1
b7E

(S) B. [REDACTED]

~~SECRET~~

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

C.

b1
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D.

(S)

E.

F.

G.

III. Case Chronology

(S)

IV.

b1
b7E

~~SECRET~~

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

ATTACHMENT F:

(S) [REDACTED] OUTLINE

T. Administrative

A.
B.
C.
D.
E.
F.
G.
H.
I.
J.
K.
L.

(S)

(S)

II.

Case Overview

A.
B.
C.
D.

(S)

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b1
b7E

~~SECRET~~

~~SECRET~~

To: All Field Offices From: Investigative Services
Re: (U) 66F-HQ-A1257939, 04/24/2002

III. Review Status

- A.
- B.
- C.
- D.
- E.

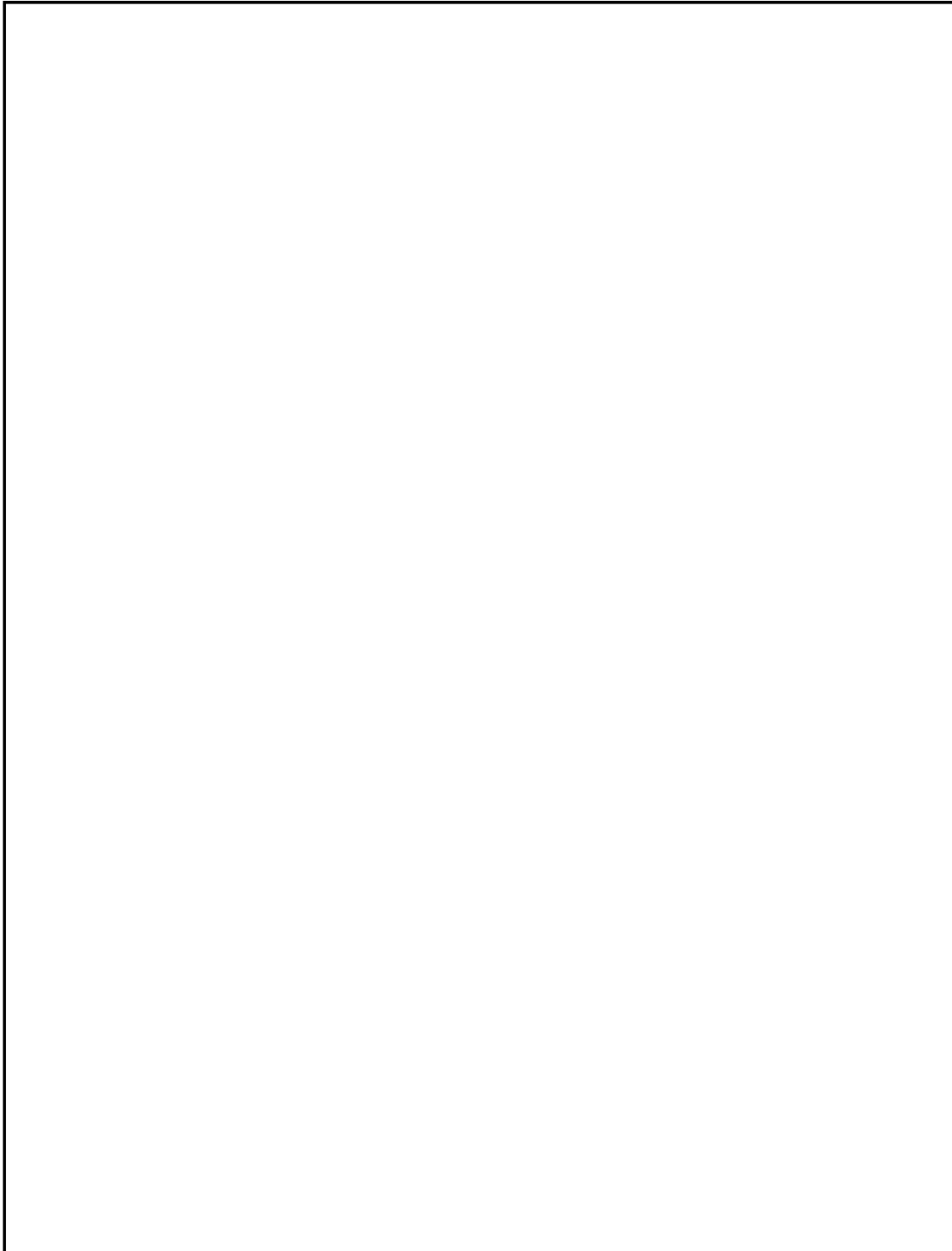
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So What ???



b7E

DATE: 10-31-2011
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REASON: 1.4 (c)
DECLASSIFY ON: 10-31-2036

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Personal Record Questionnaire (PRQ) I

PRQ Part I

PRQ PART I FOR (TRUE NAME)

SECTION I - GENERAL PERSONAL AND PHYSICAL DATA

1. NAME: (PARENTHE SIZE NAME TO BE INDEXED; INCLUDE TELECODES IF APPROPRIATE)
2. OTHER NAMES BY WHICH KNOWN: (INCLUDE VARIANT SPELLINGS, ALIAS IDENTITIES USED, NICKNAMES, NAMES BY FORMER MARRIAGE, ETC., AND SO IDENTIFY)
3. DATE OF BIRTH: (DAY/MONTH/YEAR)
4. PLACE OF BIRTH (NOTE TRIBE, IF APPROPRIATE):
5. PHYSICAL DESCRIPTION:
 - A. SEX:
 - B. HEIGHT: (IN INCHES AND/OR CM)
 - C. WEIGHT: (IN POUNDS AND/OR KG)
 - D. HAIR COLOR:
 - E. EYE COLOR:
 - F. DEXTERITY: (RIGHT, LEFT OR AMBIDEXTROUS?)
 - G. DISTINGUISHING FEATURES: (FOR EXAMPLE, COMPLEXION, SHAPE OF FACE, BUILD AND/OR POSTURE, SCARS/MARKS.)
 - H. PHOTOGRAPH: (IF AVAILABLE, PLEASE FORWARD DATED PHOTOGRAPH AND PROVIDE TM NUMBER/DATE HERE.)

SECTION II -

6.

7.

8.

9.

10. CURRENT ADDRESS AND TELEPHONE NUMBER:

b7E

CL BY 0185403
CL Reason: 1.5(c)
DECL OADR
DRV HUM 4-82

~~SECRET~~

FEDERAL BUREAU OF INVESTIGATION

DRAFT

Precedence: ROUTINE

Date: 02/XX/2004

To: All Divisions

Attn: EADs

ADs

SACs

Legats

Investigative Program Managers

FBIHQ, Manuals Desk

ALL INFORMATION CONTAINED

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DATE 11-01-2011 BY 65179/DMH/BAW/STP/bls

From: Inspection

Office of the Assistant Director

Contact: [REDACTED]

Approved By: [REDACTED]

b6
b7C

Drafted By: Grant Robert D [REDACTED]

Case ID #: 66-HQ-1452745
66F-HQ-C1384970

Title: IMPLEMENTATION OF [REDACTED]
[REDACTED]

b7E

Synopsis: To advise all offices of the establishment of [REDACTED]
[REDACTED]

Enclosures: Enclosed with this EC is a copy of the [REDACTED]
[REDACTED] and an EC entitled: [REDACTED]
[REDACTED]

Details: The Inspection Division (INSD) [REDACTED]
[REDACTED] has established [REDACTED]

b7E

To: All Divisions From: Inspection
Re: 66-HQ-, 02/XX/2004

LEAD(s):

Set Lead 1: (Action)

ALL RECEIVING OFFICES

b7E

1. All receiving offices will implement the process
 to be utilized in the
semi-annual program review process.

CC:

1 -
1 -
1 -
1 -
1 -
1 -
1 -
1 - Mr. Grant

b6
b7C

♦♦

FEDERAL BUREAU OF INVESTIGATION

Precedence: ROUTINE

Date: 12/01/2003

To: Any Division

Attn: ASAC _____
CIP Coordinator
Intelligence Group Supv.

From: Any Division
Squad/Program Coordinator
Contact: _____

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED
DATE 11-01-2011 BY 65179/DMH/BAW/STP/bls

Approved By: ASAC
SSA

Drafted By: SSA _____

Case ID #: DIVISION CONTROL FILE - SUB SQUAD/PROGRAM (Pending)

Title: _____
SQUAD/PROGRAM _____
ANY DIVISION _____

b7E

Synopsis: To provide an assessment of _____ base
assigned to Squad/Program _____ for the _____ quarter of
FY _____.

Enclosures: Attached to this communication are routing
slips/ticklers to correct administrative deficiencies identified
during this file review.

Details: On ____/____/____ an _____ was conducted on _____
_____ assigned to Squad _____. The review was conducted of _____
_____ assigned. Squad _____/The _____
Program had _____ assigned.
The Squad/Program _____ during
the review period.

Squad _____ operated the following _____ during the
period and were rated:

b7E

To: Any Division From: Any Division
Re: DIVISION CONTROL FILE - SUB SQUAD/PROGRAM, 12/01/2003

LEADS:

Any Division

AT ANY DIVISION

1. Squad ___ will correct the administrative deficiencies identified in the attached routing slips/ticklers.

2. This EC will be used as part of a division wide

b7E

DATE: 01-17-2012
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(See Pgs. 2-4 and 7 of CHS Validation Manual)

(S) Guidelines for [REDACTED]

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[REDACTED] Validation Process

(S) (S) The following are guidelines to use [REDACTED]

[REDACTED] Validation Program. They are
not in order of priority and you are not required to
include a sentence or two on each item in your review

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~~CL BY: 2017827~~
~~REASON: 1.5(c)~~
~~DECL: X1~~
~~DRV: HUM 3-82~~

~~SECRET~~

DATE: 11-01-2011
CLASSIFIED BY 65179/DMH/BAW/STP/bls
REASON: 1.4 (c)
DECLASSIFY ON: 11-01-2036

~~SECRET~~

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PRODUCTION REVIEW

suggested template

NAME/CRYPTONYM:

FILE NO.:

OPS APPROVAL:

STATION:

ACTION COMPONENT:

REVIEWING OFFICER:

REVIEW DATE:

TIME PERIOD COVERED:

FILE REVIEW -- Review the

[Redacted]

b7E

- Basis for

[Redacted]

-

[Redacted]

- Changes in

[Redacted]

[Redacted]

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[Redacted]

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(S)

(S)

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CONCLUSIONS/RECOMMENDATIONS: Conclude the production review with an overall assessment of the quality and usefulness of

(S)

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~~SECRET~~

DATE: 11-01-2011
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REASON: 1.4 (c)
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U.S. Department of Justice
Federal Bureau of Investigation

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~~Classified by 9954~~
~~Declassify on: OADR~~

~~SECRET~~

(S)

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(S)

meeting in New York City

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(S)

Through analysis of the questions asked, fourteen categories of information were identified. Each category is represented in the enclosed plan.

(S)

It is hoped that this plan can assist field divisions in conducting operations.

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FBIHQ is considering preparing similar limited-scope reports

Any questions or

**comments on this report or the desirability of receiving other similar reports
should be directed to the Intelligence Division**

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(S)

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BIOGRAPHIC

- date of birth
- place of birth
-
- family economic situation
- social background
- education at all levels, including teachers, fellow students, and graduation dates

b7E

b1
b7E

(S)

b1
b7E

(S)

~~SECRET~~



b7E

ADMINISTRATIVE

Date:



b7E

GENERAL BIOGRAPHIC

Subject's Name:

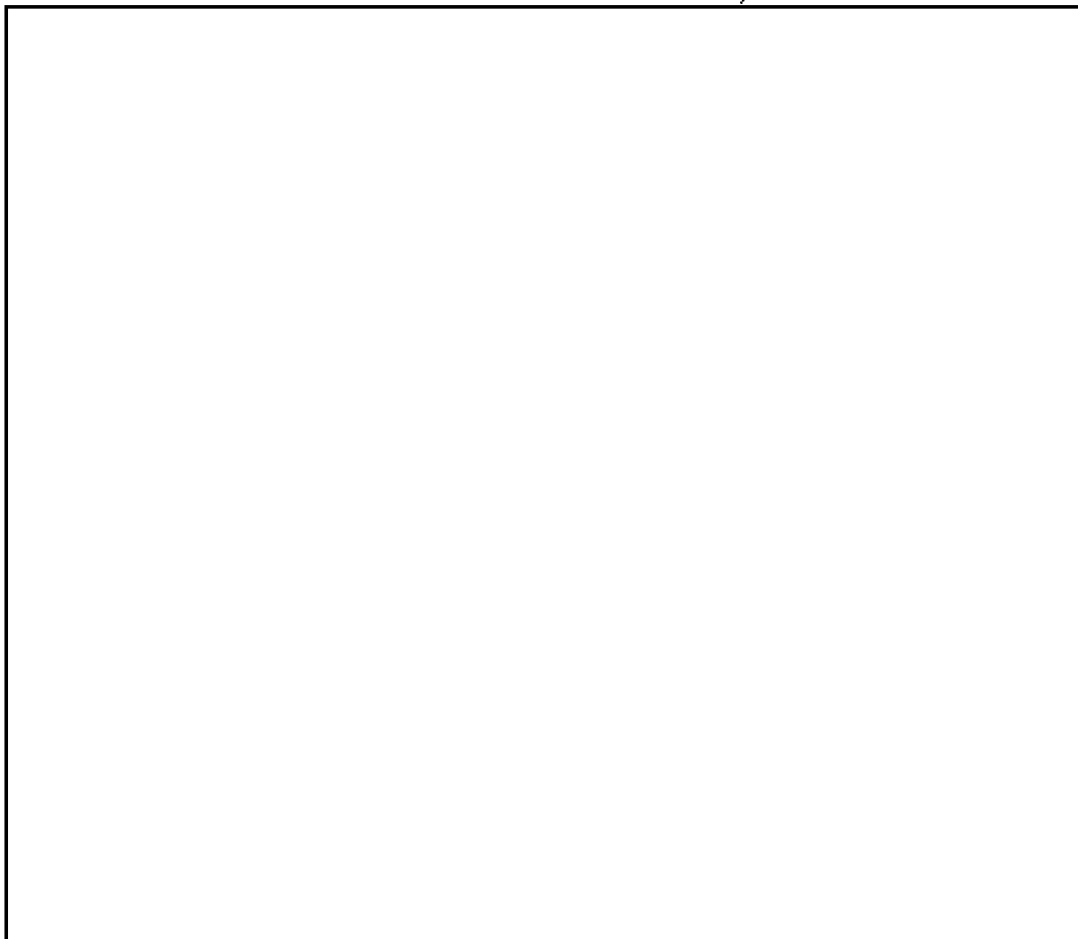
Date and Place of Birth:

Race, Sex, Ethnicity (if relevant, e.g. Irish-American):

Approximate Height and Weight:



b7E



b7E

A Four-Domain Model for Detecting Deception: An Alternative Paradigm for Interviewing

By Joe Navarro, M.A.

September 24, 2002 (9:14AM)

Special Agent Navarro is assigned to the FBI's Tampa office and also serves in the FBI's National Security Division's Behavioral Analysis Program.

For 30 years, the literature on interviewing has emphasized the use of both verbal and nonverbal cues in detecting deception during the interview process.¹ Much of that emphasis paralleled the immense amount of research during that same time period in the area of psychology and the study of nonverbal behavior. Unfortunately, many people still misinterpret a significant amount of nonverbal behavior as indicative of deception when, in fact, it just may be nervousness or such behavior as face touching that also can indicate honesty.²

Repeated studies show that traditional methods of detecting deception during interviews succeed only 50 percent of the time, even for experienced law enforcement officers.³ In spite of this, investigators still need the ability to test the veracity of those they interview. To do so, investigators require a model that incorporates research with empirical experience to differentiate honesty from deception. They can use an alternative paradigm for detecting deception based on four critical domains: comfort/discomfort, emphasis, synchrony, and perception management.

Comfort/Discomfort

Comfort is readily apparent in conversations with family members and friends. People sense when others have a good time and when they feel comfortable in their presence.

¹ Fred E. Inbau and et. al., *Criminal Interrogation and Confessions*, 4th ed. (Gaithersburg, MD: Aspen Publishers, Inc., 2001), ix.

² Charles V. Ford, *Lies! Lies! Lies!: The Psychology of Deceit* (Washington, DC: American Psychiatric Press, Inc., 1996), 200.

³ *Ibid.*, 217.

Experiencing comfort in the presence of strangers becomes more difficult, especially in stressful situations, such as during an interview. A person's level of comfort or discomfort is one of the most important clues interviewers should focus on when trying to establish veracity. Tension and distress most often manifest upon guilty people who must carry the knowledge of their crimes with them. Attempting to disguise their guilt places a distressing cognitive load on them as they struggle to fabricate answers to what would otherwise be simple questions.⁴

When comfortable, an individual's nonverbal behavior tends to mirror the person they are with.⁵ For example, if one person leans forward, the other tends to do so as well. Or, if one leans to the side with hands in pockets and feet crossed, the other person may do the same. Subconsciously, people demonstrate their comfort with whom they are talking. When touched, people may touch back to emphasize a point. Some may display their comfort more openly, such as showing more of their torso and the insides of their arms and legs. People who speak the truth more often display comfort because they have no stress to conceal nor do they have guilty knowledge to make them feel uncomfortable.⁶

While seated at a table, people comfortable with each other will move objects aside so that nothing blocks their view. Over time, they may draw closer so that they do not have to talk as loud, and their breathing rhythm, tone of speech, pitch, and general demeanor will become

⁴ B. M. DePaulo, J. I. Stone, and G. D. Lassiter, *Deceiving and Detecting Deceit*, in *The Self and Social Life*, edited by B. R. Schlender, (New York, NY: McGraw-Hill, 1985), 323-370.

⁵ Mark L. Knapp and Judith A. Hall, *Nonverbal Communication in Human Interaction*, 3d ed. (Orlando, FL: Harcourt Brace Jovanovich, 1997), 277.

⁶ Paul Ekman, *Telling Lies: Clues to Deceit in the Marketplace, Politics, and Marriages* (New York, NY: W. W. Norton & Co., 1985), 185.

similar.

Subtleties of comfort contrast with discomfort. People show discomfort when they do not like what is happening to them, what they are seeing or hearing, or when others compel them to talk about things that they would prefer to keep hidden. People first display discomfort physiologically—heart rates quicken, hairs stand up, perspiration increases, and breathing becomes faster. Beyond the physiological responses, which are autonomic and require very little thinking, people primarily manifest discomfort nonverbally instead of vocally. They tend to move their bodies by rearranging themselves, jiggling their feet, fidgeting, or drumming their fingers when scared, nervous, or significantly uncomfortable.⁷

If, while the interviewer remains relaxed and poised, the interviewee continually looks at the clock, sits tensely, or does not move ("flash frozen"), the interviewer may discern a lack of comfort even though everything may appear normal to the untrained eye.⁸ Interviewees show discomfort when they repeatedly talk about finalizing the interview or when disruptions appeal to them.

People tend to distance themselves from those with whom they feel uncomfortable. Even while sitting side by side, people will lean away from those with whom they feel uncomfortable, often moving either their torsos or their feet away or toward an exit, which nonverbally exhibits displeasure.⁹ These actions can occur in interviews due to the subject matter discussed. Likewise, people create artificial barriers with either their shoulders and arms or with inanimate

⁷ Gavin De Becker, *The Gift of Fear* (New York, NY: Dell Publishing, 1997), 133.

⁸ Supra note 5, 321.

⁹ Supra note 5, 320.

objects in front of them. For example, by the end of one interview, a very uncomfortable and dishonest interviewee had built a little barrier in front of himself using soda cans, pencil holders, and various documents, ultimately planting a backpack on the table between himself and the interviewer. At the time, the interviewer did not recognize the subject's obvious intent of creating a barrier.

Other clear signs of discomfort include rubbing the forehead near the temple region, squeezing the face, rubbing the neck, or stroking the back of the head with the hand.¹⁰ Interviewees often will show their displeasure by rolling their eyes out of disrespect; picking lint off themselves (preening); talking down to the interviewer; giving short answers; becoming resistant, hostile, or sarcastic; or displaying "micro gestures" with indecent connotations, such as "giving the finger."¹¹

Eyes also serve as formidable communicators of discomfort, yet investigators often ignore them during interviews. People use their eyes as a blocking mechanism similar to folding their arms across their chest or turning away from those with whom they disagree. In a similar response, when people do not like something they hear, they usually close their eyes as if to block out what they just heard. They do this subconsciously and so often that others do not pay attention to it in day-to-day affairs. People may close their eyes before touching or rubbing them as if to further block or relieve themselves of what they just heard. Interviewers can capitalize on this behavior by noting when interviewees block with their eyes. This may point to questions

¹⁰ David G. Givens, *The Nonverbal Dictionary of Gestures, Signs & Body Language Cues* (Spokane, WA: Center for Nonverbal Studies, 1998-2002); <http://members.aol.com/nonverbal2/diction1.htm>

¹¹ Supra note 6, 101-103.

that trouble the subject or to issues with which they are struggling. In most cases, eye blocking proves extremely accurate in highlighting issues problematic to the interviewee. Additionally, when people feel troubled or frustrated or they have a subdued temper tantrum, their eyelids may close or flutter rapidly as an expression of their sentiment.¹² Research also shows that when people are nervous or troubled their blink rate increases, a phenomenon often seen with liars under stress.¹³ In one case where investigators closely videotaped the interviewee, observers in another room catalogued the subject's blink rate increase from 27 times per minute to 84 times a minute during stressful questions. Investigators should consider all of the eye manifestations that fall under the comfort/discomfort domain as powerful clues to how subjects register information or what questions prove problematic.

When interpreting eye contact, however, many misconceptions still exist. Little or no eye contact is perceived erroneously by some as a classic sign of deception, especially during questioning, while the truthful should "lock eyes." This may be accurate for some but not for all. For instance, research shows that Machiavellian¹⁴ people actually will increase eye contact during deception.¹⁵ This may occur because they know that many interviewers look for this feature.

¹² Joe Navarro and John R. Schafer, "Detecting Deception," *FBI Law Enforcement Bulletin*, July 2001, 10.

¹³ Supra note 5, 467.

¹⁴ "Suggesting the principles of conduct laid down by Machiavelli; specifically marked by cunning, duplicity, or bad faith," *Merriam Webster's Collegiate Dictionary*, 10th ed., s.v. "Machiavellian."

¹⁵ R. E. Exline, J Thibaut, C. B. Hickey, and P. Gumpert, *Visual Interaction in Relation to Machiavellianism and an Unethical Act*, in R. Christie and F. L. Geis (eds.), *Studies in Machiavellianism* (New York, NY: Academic Press, 1970).

Also, some people learned to look down or away from parental authority as a form of respect when questioned or scolded. Investigators should remain aware of changes in eye contact and eye behavior during interviews. They should establish the interviewee's default pattern of eye behavior during benign questioning then look for changes or indicators of discomfort as the interview progresses, which often gives clues to deception.

Emphasis

When people speak, they naturally incorporate various parts of their body, such as the eyebrows, head, hands, arms, torso, legs, and feet, to emphasize a point for which they feel deeply or emotionally. This movement proves important to investigators because, as a rule, people emphasize when genuine. Liars, for the most part, do not emphasize with nonverbals.¹⁶ They will think of what to say and how to deceive, but rarely do they think about the presentation of the lie. When compelled to lie, most people do not realize how much emphasis or accentuation enters into everyday conversations. For the interviewer, emphasis accurately reflects reality or the truth.¹⁷ When liars attempt to fabricate an answer, their emphasis looks unnatural or is delayed; they rarely emphasize where appropriate, or they choose to do so only on unimportant matters.

People accentuate both verbally and nonverbally in their interactions. They emphasize verbally through voice, pitch, tone, or repetition. On the other hand, they emphasize nonverbally, which can prove even more accurate and useful to investigators. People who typically use their

¹⁶ David J. Lieberman, *Never Be Lied to Again* (New York, NY: St. Martin's Press, 1998), 37.

¹⁷ Supra note 6, 107.

hands while speaking punctuate their remarks with hand gestures that emphatically illustrate or exclaim. They also may thrust forward, point, or pound the desk as they emphasize. Others accentuate with the tips of their fingers, either touching things or gesturing with them. Hand behaviors compliment speech, thoughts, and true sentiments.¹⁸ Raising eyebrows (eyebrow flash) or widening eyes also emphasizes a point.¹⁹

When interested, people lean their torsos forward and, often, employ gravity-defying gestures, such as raising up on the balls of their feet as they make a significant or emotionally charged point. While sitting down, some emphasize by raising the knee to highlight important points. Occasionally, people will add emphasis by slapping their knee as it comes up, indicative of emotional exuberance. Gravity-defying gestures symbolize emphasis and true sentiment, both of which liars rarely possess.

In contrast, people de-emphasize or show lack of commitment by speaking behind their hands or showing limited facial expression as if to control their countenance because they are not committed to what they are saying.²⁰ Deceptive people often show deliberative, pensive displays, such as touching fingers to their chin or stroking their cheeks, as though they still are thinking about something, rather than emphasizing the point they are making. They are evaluating what they said and how it is being received, which is inconsistent with honest behavior.

Synchrony

¹⁸ Supra note 5, 277-284.

¹⁹ Desmond Morris, *Body Watching* (New York, NY: Crown Publishers, 1985), 61 and supra note 5, 68 .

²⁰ Supra notes 5, 320, and 15, 37.

In interviewing and detecting deception, synchrony plays an important role. Ideally, synchrony (e.g., harmony, congruence, and concordance) should occur between the interviewer and the interviewee; between what is said vocally and nonverbally; between the circumstances of the moment and what the subject is saying; and between events and emotions, including synchrony of time and space.

In an interview setting, the tone of both parties should mirror each other over time if synchrony exists.²¹ A certain amount of harmony occurs in speech patterns, sitting styles, touching frequency, and general expressions. An interviewer and subject "out of sync" become subtly palpable because each will sit differently, talk in a manner or tone dissimilar from the other, and possibly have expressions at odds, if not totally disparate, with each other. These circumstances prohibit effective communication, an element pertinent to successful interviewing.

When interviewed, people who answer in the affirmative should have congruent head movement supporting what they say. Lack of synchrony often occurs when people say, "I did not do it," while nodding their heads up and down as if to say, "yes, I did." Or, when asked, "Would you lie about this?" their heads again bob up and down. Upon catching themselves in this *faux pas*, they then reverse their head movement. When observed, these instances are almost comical and amateurish. More often, a mendacious statement, such as "I did not do it," precedes a noticeably delayed and less emphatic negative head movement. These behaviors are not synchronous and, therefore, more likely to be equated with a lie.

Synchrony should occur between what is being said and the events of the moment.

²¹ Robert B. Cialdini, *Influence: The Psychology of Persuasion* (New York, NY: William Morrow and Company, Inc., 1993), 167-207.

During a street interview, if the subject interjects with superfluous information or facts totally irrelevant, the officer should note the disharmony. The information and facts should remain pertinent to the issue at hand, the circumstances, and the questions. When the answers are asynchronous with the event and questions, officers may assume that something likely is wrong or the person is stalling for time to fabricate a story.

For instance, when parents report the alleged kidnapping of their infant, synchrony should occur between the event (kidnapping) and their emotions. The complainant should be clamoring for law enforcement assistance, emphasizing every detail, feeling the depth of despair, showing an eagerness to help, and willing to retell the story, even at personal risk. When placid individuals make such reports, they appear more concerned with furnishing one particular version of the story, lacking consistent emotional displays or seem more concerned about their well-being and how they are perceived *vis-a-vis* the egregious event (alleged kidnapping of a loved one). These examples do not exhibit synchrony with circumstances and prove inconsistent with honesty.

Last, synchrony should exist between events, time, and space. A person who delays reporting a significant event, such as the drowning of a fellow passenger, or one who travels to another jurisdiction to report the event rightfully should come under suspicion. Additionally, interviewers should remain cognizant of subjects who report events that would have been impossible for them to observe from the vantage point from which they tell the story. People who lie do not think of how synchrony fits into the equation; yet, it plays a major role during interviews and the reporting of crimes.

Perception Management

Perception management occurs both verbally and nonverbally. During interviews, liars often use perception management, a concept with which psychopaths are well acquainted, to influence their intended targets of deception.²² For instance, nonverbally, subjects will yawn excessively as if to show that they feel bored. If the person is sitting, they may slouch or splay out on a couch, stretch their arms, and cover more territory as if to demonstrate their comfort.

Verbally, liars will try to vocalize their honesty, integrity, and the implausibility of their involvement in committing a crime. They will try to "look good" to the interviewer. They may use perception management statements, such as "I could never hurt someone," "Lying is below me," "I have never lied," "I would never lie," or "I would never do such a thing," all of which should alert investigators to the possibility of deception. Other statements, such as "to be perfectly frank," "to be honest," "to be perfectly truthful," or "I was always taught to tell the truth," are solely intended to influence the perception of the interviewer.²³

Other forms of perception-management include attending the interview with someone of prominence in the community or a retinue of so-called close friends. Further, subjects may self-medicate through the use of alcohol or prescription drugs to appear placid and content. They may change their clothing or hair styles to appear more genuine or more socially conventional.

In all of these examples, subjects attempt to manage the perception of the interviewer. People practice perception management every day, such as getting dressed for a date. However, when it manifests itself in an interview setting, investigators should recognize such efforts and

²² J. Reid Meloy, *The Psychopathic Mind: Origins, Dynamics, and Treatment* (Northvale, NJ: Jason Aronson, Inc., 1998), 139.

²³ Supra note 16, 46.

question the intent.

Conclusion

The detection of deception remains a difficult task. Interviewers can enhance their ability to detect deception by focusing on four domains—comfort/discomfort, emphasis, synchrony, and perception management—rather than merely trying to detect traditional signs of deception, which, in some cases, may be misleading.²⁴ The research in this area over the last 20 years is unequivocal. Nonverbal behaviors, in and of themselves, do not clearly indicate deception.²⁵ However, when interviewers notice a display of discomfort and a lack of comfort, emphasis, synchrony, and perception management, a greater certitude for assessing deception exists.

Investigators can expect subjects to react poorly in one or two areas. But, to do so in all four domains indicates communication problems, which may originate from the interviewee's antipathy toward the interviewer or law enforcement or result from culpability, guilty knowledge, or dishonesty. Regardless, in these cases, information likely did not flow freely from the interviewee, which rendered an interview of limited value or, worse, a complete fabrication.

²⁴ Supra note 6, 162-189.

²⁵ Supra notes 6, 98, and 2, 217.

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IN THE BROADER CONTEXT...

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WHERE WE ARE NOW?

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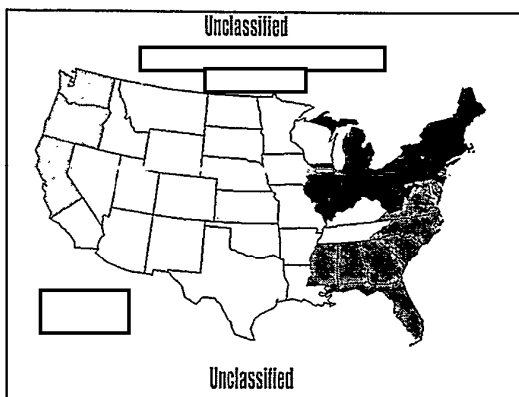
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-Should eventually ease burden on field
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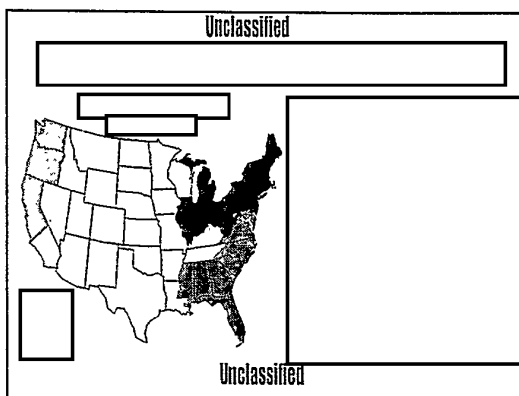
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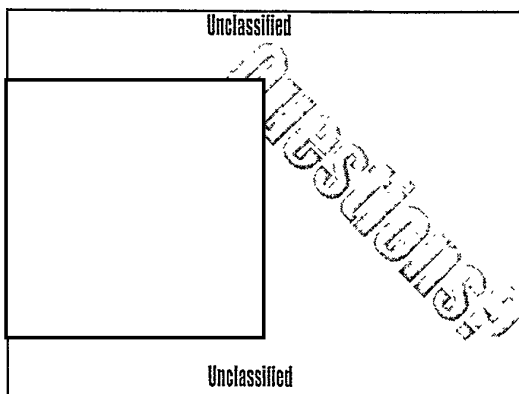
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	Counterintelligence Division
	Acting Unit Chief

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	Overview
	♦ Counterintelligence Division's

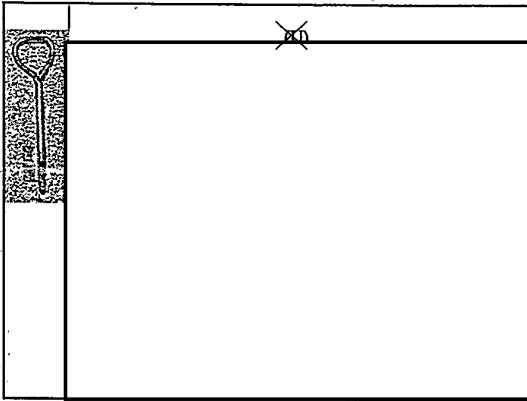
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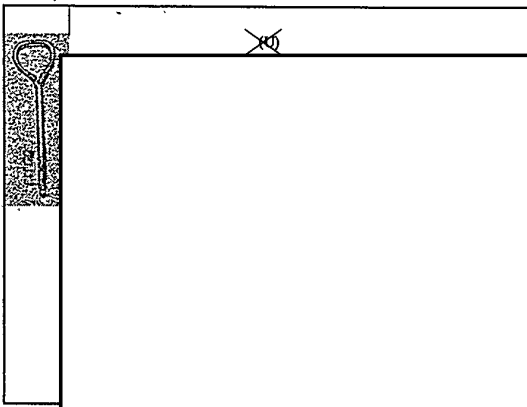


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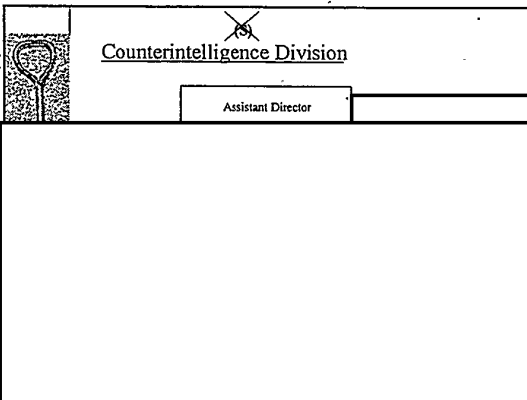
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Counterintelligence Division

Assistant Director




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	(S) Field Office Responsibilities	
	♦ Establish and maintain communication with FBIHQ and other FO's	
	♦ SSA's and Relief Supervisors to assist with FBIHQ	

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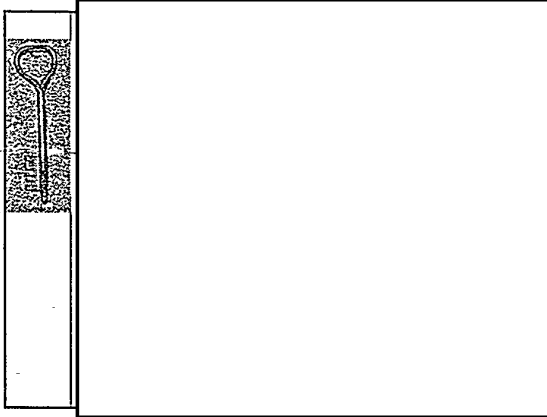
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	♦ Educate the field

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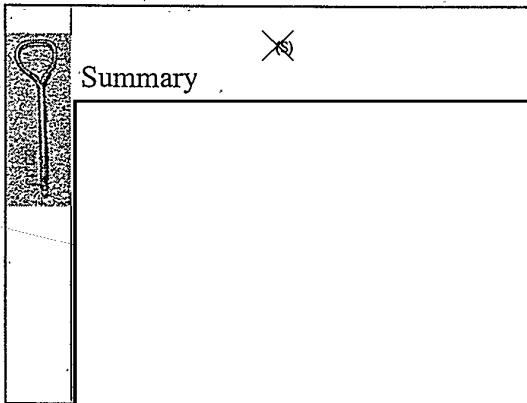
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Counterintelligence Training Center

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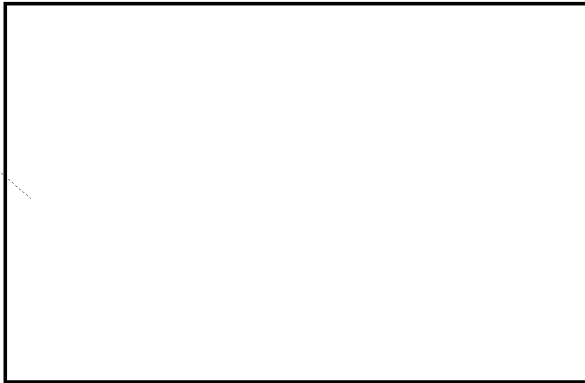
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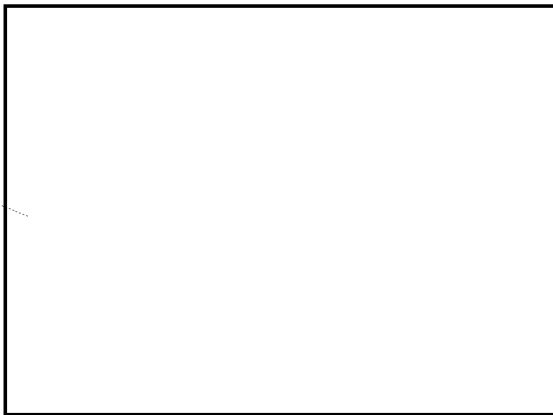
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Sub B - criminal information

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Advise the appropriate field office(s)
Request concurrence of respective SAC
Consider providing contact / number

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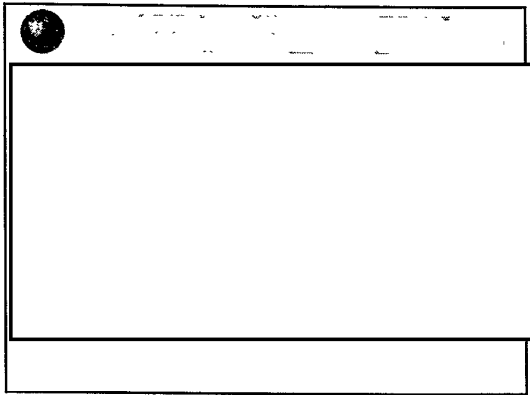
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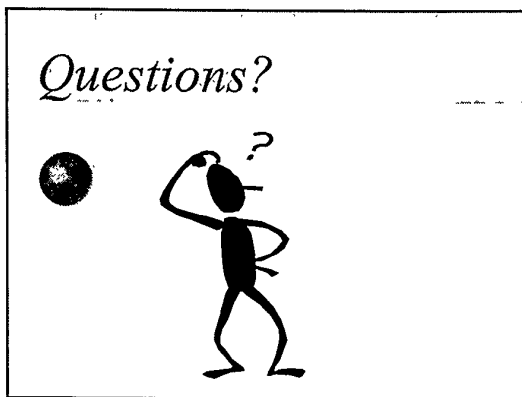
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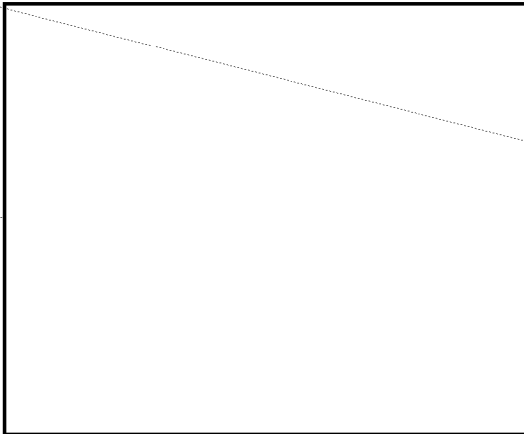
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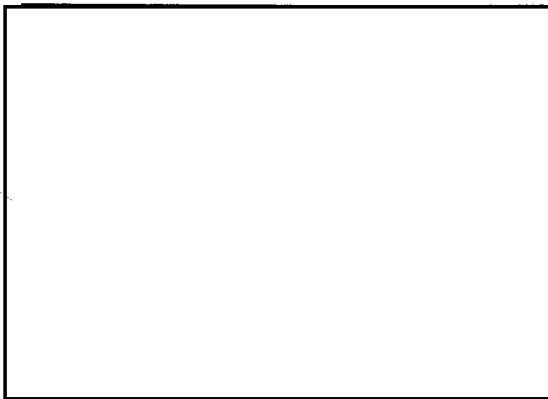
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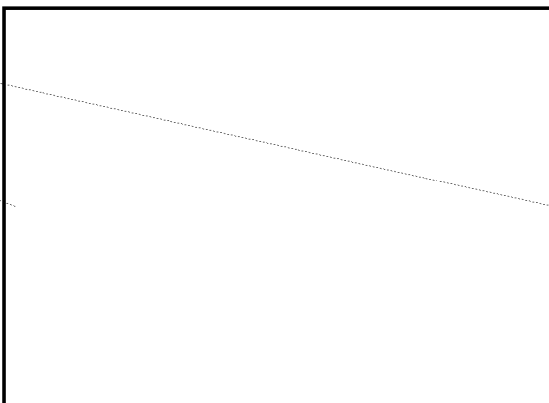


HAVE TO BE SELECTIVE, CAN'T DO IT
ON EVERYONE
REMEMBER - LIMITED RESOURCES!

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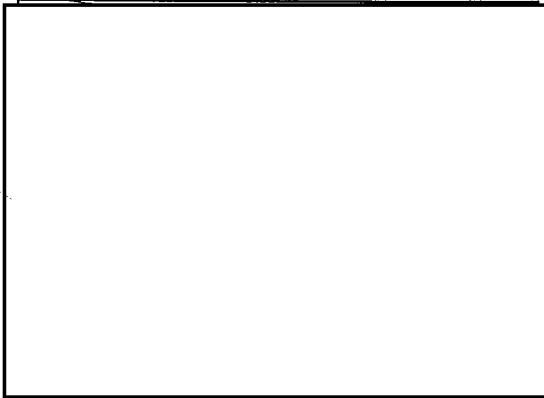


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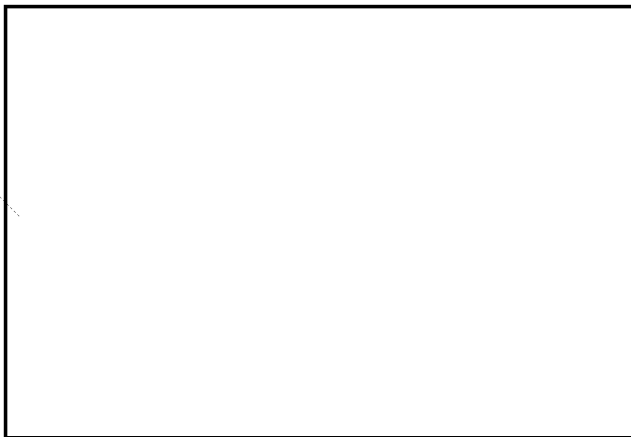
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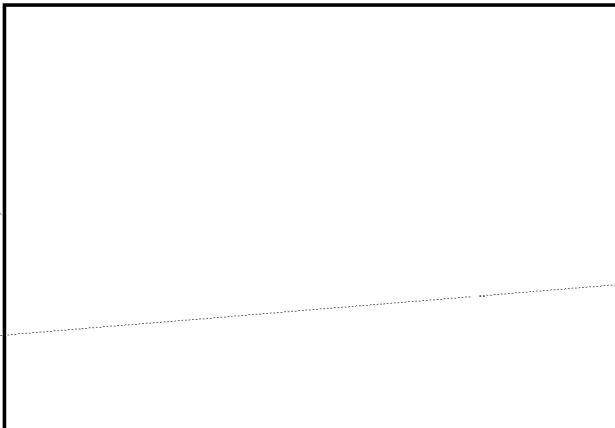
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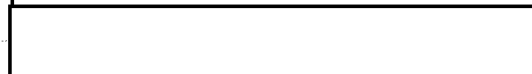
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PREFERRED IF YOU CAN ARRANGE FOR IT.

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RARELY SUCCESSFUL, MAY BE DONE FOR
OTHER PURPOSES



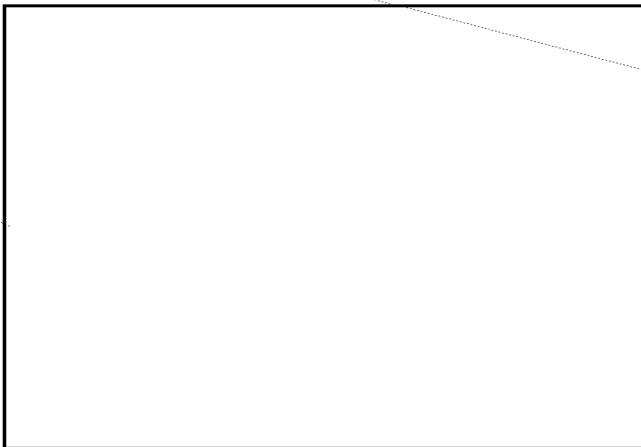
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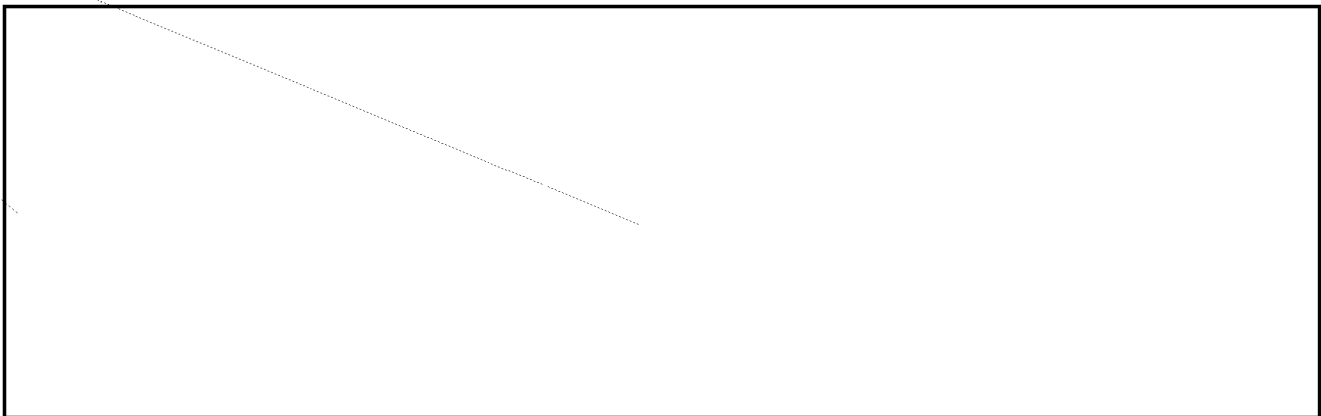


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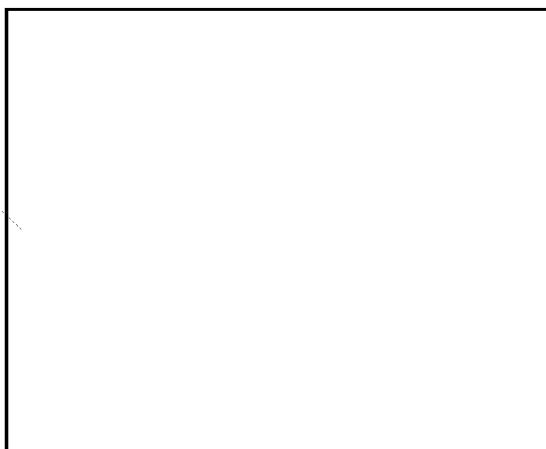
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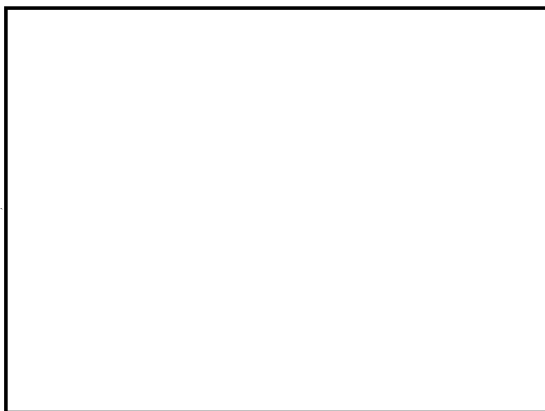
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LOTS OF GOOD POTENTIAL INFO HERE

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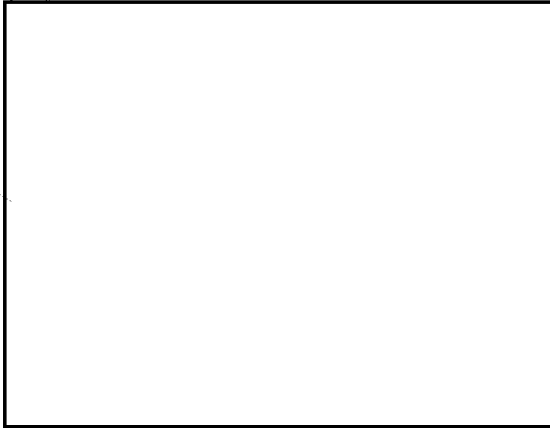
TRY ANALYTICAL OVERLAYS

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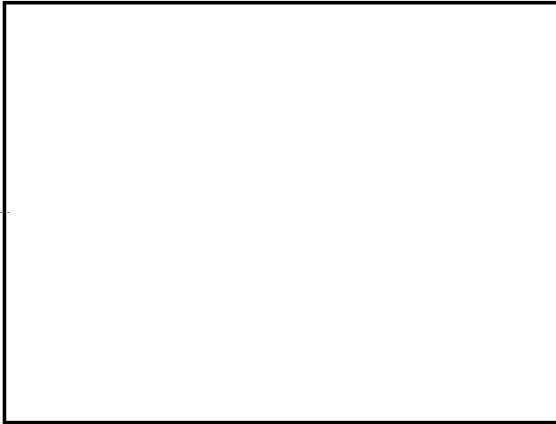
IS IT WORTH IT?
REPRESSIONS?

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"NO" MAY ONLY BE "NO" FOR NOW

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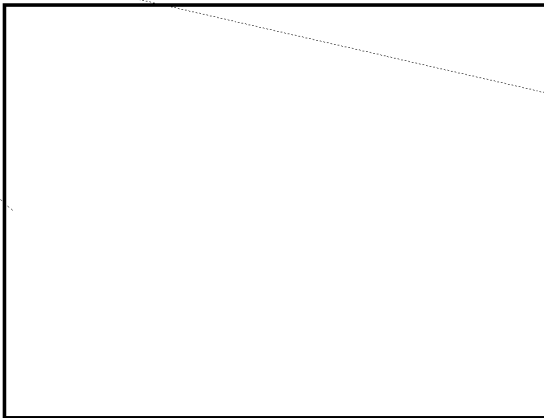
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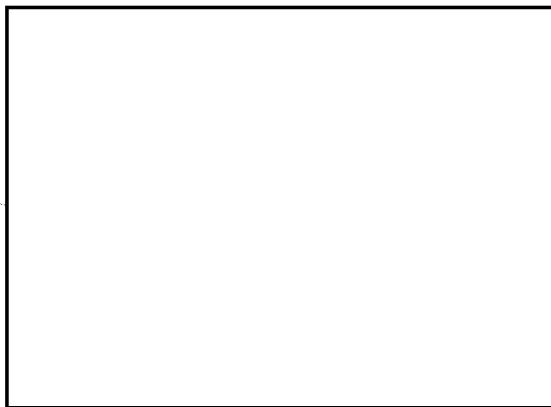
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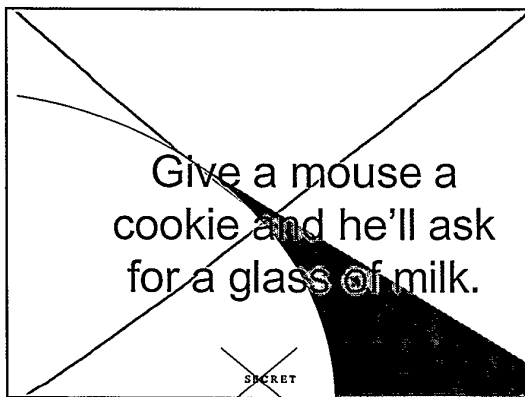


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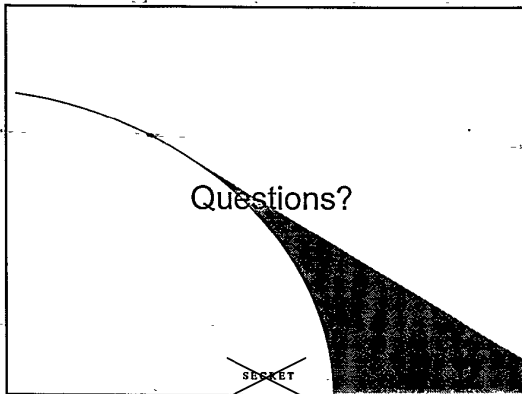


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SUMMARY OF EVALUATIONS

Week 1

(04/13/2004 - 04/16/2004)

b7E

(Note: Copies of individual course evaluations can be obtained by contacting CD/CITC IOS)

[REDACTED]

b6
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Overall Average of Scores (based on 1-5 scale, with 5 being the highest rating): 4.44

Overview:

[REDACTED] was very good. Attendee indicated that this course provided more handout and ponies. The course contained good mix of policy and the exchange of information between student and instructors was a great benefit. b7E

CITC Comment: Overall, a good initial presentation of this course. It is anticipated the [REDACTED] course addressing [REDACTED] issues will result in the deletion of several of the introductory blocks of instruction thus freeing up more class time for practical problem instruction. Refinements and modifications to the course will be cited in subsequent CITC comments. b7E

Review of Attendee Feedback: (Each Feedback entry is followed by related student comments.)

[REDACTED]

The segment, [REDACTED] was excellent. Attendee indicated the information was very good to open the course. Handouts would be great.

"Would like to hear more about your experiences and less about the Acedemy stuff. Put this info in a handout. Great speaker."

b1
b7E

"This is a great overview of the course. Good quick stories and handouts."

"Great analogy with the Hookers and Pimps! Good review."

(S)

"Very good speaker/some excellent insight - very unique because of [REDACTED] FBI experiences."

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FDPS page 343

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"Great opener to the course."

"Very good start!! Puts subject matter in proper perspective."

"Excellent speaker. Good intro to material."

"Great presentation. Set a great framework for the course ahead "

"Do you have the video from []? Maybe play it for the class."

"Great explanation of why important."

b7E

CITC Comment: Well received by the students and a good way to start the course. Will most likely be covered via [] in future editions.

[]

- The segment entitled [] was very good. Attendees indicated that the presentation was very good and more time should be spend on admin issues.

b7E

"Nice presentation."

"I thought reporting requirements, etc. should be common knowledge for Agents working CI for years."

"Nice down to earth presentation."

"Good presentation of the []"

b7E

"Update Bu technology and phrases on slides."

"More time should be spent on Admin issues."

"Great review! Appropriate amount of time spent on this topic."

"Good format, hit important points and provided info on how to obtain greater detail."

"Good quick overview of the paperflow, referencing the manuals. Manuals supplied - awesome!"

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"Good overview of types and admin requirements."

"Put description and requirements together for [redacted] Could also use more reference [redacted]"

b7E

CITC Comment: Another good segment which will be covered [redacted] in the future.

[redacted]

The segment, [redacted] was very well organized. Attendees indicated the presentation focused on key points. Too many slides shown for one hour period.

b7E

"Had in previous course. Great review. Good job of mixing in real life examples and past experiences."

"Information was well organized, and focused on key points."

"Case study was presented in Basic Course. If possible, present other case studies, successful and unsuccessful."

"Very good"

"Tough to cover in one period, many slides"

"Good info, could have been delivered in a shorter presentation."

"More focus on case studies, less focus on stories."

CITC Comment: This important segment is covered in other CITC courses thus explaining some of the critique comments. [redacted] will also address this block of instruction in the future.

b7E

[redacted]

The segment entitled [redacted] was very well received. Attendees indicated more examples and/or case studies would be helpful.

b7E

"A list of more pretext interview scenarios would be useful rather than getting 1 or 2 form the

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audience."

"In the 1:00 p.m. hour, any negative comments are more likely the result of my desire for slumber rather than the effectiveness/ineptness of the speaker."

"Tough time slot (1:00 p.m.)."

"Presentation dragged somewhat. A more concrete examples and/or case studies would be helpful or a presentation by someone who has a particularly good scenario [redacted] which would be relevant."

"Take a roll call of the class on where each SA has [redacted]"

"Presenter is great, interesting speaker and keeps audience awake."

b7E

"Nice presentation."

CITC Comment: More class interaction regarding their experiences [redacted] should be stressed in future segments. Actual examples of interview pretexts were provided to a subsequent shortened version of this course conducted in the Phoenix Division on 05/04-05/2004. Further examples [redacted] [redacted] would also be beneficial.

[redacted]

The segment, [redacted] was excellent. Attendees indicated the presentation was very good and had interesting viewpoints.

"Good overall brief or story, but it seemed a little like it was off the wall and not well thought out. Critique for presentation only. Content was good!"

"Very good presentation on [redacted] Very good lesson on personal relationships."

b7E

"Excellent - the highlight of the day (so far). It is particularly useful to hear [redacted]"

[redacted]

"Interesting viewpoint, makes for a very interesting presentation."

"I highly recommend this story to follow on courses. I truly enjoyed his experiences. This stress on timely [redacted] - enlightening."

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"Very good description of [redacted]"

"Great insight into [redacted] Very useful and
informative."

"The speaker was an [redacted] would it be possible to learn from a
speaker that presented [redacted]"

b7E

"He's an excellent presenter and had great information."

CITC Comment: A good presentation which gave the students insight into [redacted] mindset.
CITC will continue to work with the presenter to improve on this concept which was very well received
by the students.

[redacted]

The segment, [redacted] was very good and informative. Attendee indicated that
practical example would be great.

"Good content. Good speaker with experience to illustrate important points."

"Good presentation. Practical exercise would be helpful here. Staged meet?"

"Great examples!"

b7E

"Borderline too long, Personal examples from the class/instructors would be good."

"Great verbal skills!!"

"Obvious experience with [redacted] Good presentation style. Encourage
participation."

"Good exchange of information between class and staff."

"Very informative. Good explanations of do's and don'ts."

CITC Comment: Incorporate more examples [redacted] as well as a practical problem [redacted]
may replace the lecture portion of this segment thus freeing up more time for the implementation of a

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practical problem.

[REDACTED]

b7E

The segment [REDACTED] was excellent. Attendees indicated this segment was very informative and useful to field work.

"Great presentation. Very informative and useful for field work."

"Great instructor. More sharing of experiences from class members. I do understand the time limitation faced by [REDACTED] but this would be important."

"Excellent block! The interactive structure was beneficial."

"Some of info begin to seem repetitive."

"Good examples."

b7E

"Presenter you has us interacting!! Excellent way of bringing work experience into the classroom."

"Good instruction, good use of P.E. 's and examples. Did seem to slow up getting off on tangents."

"Great personal examples/class examples of [REDACTED] success stories and pitfalls!"

CITC Comment: Good class interaction. Effective use of time by the instructor.

[REDACTED]

The segment [REDACTED] was good. Attendee indicated this segment should be an entire day. The subject was very tough to present.

"Too Long and somewhat splattered everywhere. I need to know what I need to do now to be an efficient time-optimizing agent. Hearing about "groovy out-there, here's what we project for 15 years from now" does not help me today. I realize somebody needs to be fixing the things that are broken, but in this [REDACTED] course, this lecture did not really have a place."

b7E

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"Decide who presenter is and stick to it. UC should lead in or follow-up not constantly interact."

"A little repetition."

"Nice presentation."

"Good speaker, knows subject matter."

"Very tough subject. I know you have a job to do and our questions were not directed toward you. So please don't be offended by the questions. Thanks! Good job."

"Excellent!! Outstanding!! The field agents must understand the HQ process [redacted] and how we access info and report to them as well as interact with them. This topic deserve an entire day with a more expansion presentation."

b7E

(S)

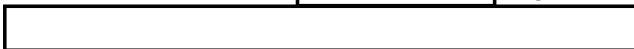


b1
b7E

CITC Comment: It is important to continue to present this segment to each session as the information is continually being revised and updated. Because this process is in a state of flux, it can be difficult to present.

Deception Detection

The segment entitled, *Deception Detection* was excellent . Attendees noted that the segment gave more emphasis on [redacted] Segment could be geared toward specific [redacted]



b7E

"More emphasis on [redacted] but exceptional presentation."

"Great presentation; great visual aids; definite info that can be utilized immediately. Something -I'm aware of - but always second guessing myself. This helps reduce the guessing."

"Fantastic speaker. Holds attentions. Could be a stand alone class for a week."

"Fantastic presentation. However, a list of titles and supported readings would be great."

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"Informative and helpful"

"Excellent presentation. Great tools for future interviewing."

"Could be longer. This guy was great. Very practical."

"Very good/excellent refresher on interviewing skills. Could be improved by gearing presentation to specific [redacted] That said, still an excellent presentation."

"He said most reports about this stuff are b.s. so why do we have 4 hours of it? I thought this time could be better spent talking about cultural issues [redacted]"

b7E

"Excellent speaker, but could have covered topic in 1 hour."

"Entertaining and informative, but it strayed away from [redacted] Also, among the reasons to be uncomfortable [redacted]"

(S)

b1
b7E

CITC Comment: Presentation may need to be centered more on [redacted] but overall was well received and effective.

(S)

[redacted]

(S) The segment [redacted] was excellent and very informative. Attendees indicated a case study would be nice to include. Too much information given for this block of instruction for just the morning. Attendees also indicated the best usable information was given in this course.

(S)

"Outstanding presentation. Great insight and tools [redacted]"

"A case study would be nice to include"

(S)

"Good speakers, great material that I've never heard before. I think more material about [redacted] would be beneficial."

b1
b7E

"Take some breaks so class can stay focused."

"Some repetition. Great instructor. Keeps attention."

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"This guy comes across as a hard-ass. Try the soft approach... You come across confrontational and I don't like your attitude during the presentation. We are professionals here and don't talk down tours. We get it! You know your material, however, to cocky."

(S) *"Matrix was good - it is useful in presentations to ASAC as to [redacted]
Presenter, good blend of Bu [redacted] stories."*

(S) *"Good use of examples; i.e. experience - stories. Created a good picture [redacted]
[redacted]"*

b1
b7E

"Excellent subject matter. Expertise on a very important subject. However, too much information was fit into a morning block. Especially given a presentation was/is scheduled to follow. If this much is still to be presented, take up a whole morning instead of having another presentation to follow."

"Excellent presentation. Some of the best, more useable information of this course."

"Excellent presentation - a roadmap to success."

CITC Comment: A case study would probably be beneficial for this segment. There is a lot of information to be covered in this block so it may need an increased time allotment.

[redacted] Issues and Examples

The segment, [redacted] *Issues and Examples*, was good. The attendee suggested more time on the topic.

*"Very helpful to hear from [redacted] who knows her stuff, not only as [redacted]
[redacted] but as an agent who has obviously worked significant CI cases. Most [redacted]
[redacted] it seems are former criminal case agents and many have no real understanding of
the significant differences [redacted]"*

b1
b7E

"Additional info from HQ might help, when some firm policy changes have been decided."

(S) *"Good presentation but pressed for time because of the presentation [redacted] that came before.
Good Q&A session, but went on way into lunch. Not Cool."*

"More time on this topic."

"I don't know if this was more helpful, or more frustrating! "

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(S) *"Maybe focus on more basis issues, vice advanced topics relating to things that many of us don't deal with us such a [redacted]"*

"Presenter knows her subject matter. Very good job!"

"Would have liked more time to discuss compliance issues and requirements. She was great. Very knowledgeable."

b1
b7E

"Need more on paperwork associated w [redacted] There were lots of questions and it seemed rushed. It would also help to talk us through the initial stages of paperwork."

CITC Comment: Good segment, could possibly have used more time.

Case Study

The segment, *Case Study*, was very informative and good. The attendee indicated topic was very interesting with real-world examples.

"Petty long. Good presentation."

"Too short could have talked more, it seemed, had there been more time. (Road show) Some overlap with the espionage course, but not entirely repetitious. His delivery is engaging, so I didn't care."

"Nice presentation."

"Fantastic case summary. Maybe a slide show."

"Great presentation. "

"Good story teller."

(S) *"Very informative [redacted] [redacted] This 'How to' info is extremely beneficial."*

b1
b7E

"Could have told entire story in about half the time."

"Great insight into a 'real world' scenario."

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"Excellent asset specific presentation. Very applicable to this course. If able, bring actual agent who [redacted]"

b7E

"Great. Very interesting real-world example."

CITC Comment: A helpful presentation which tied in nicely with the subject matter

(S) [redacted]

b1
b7E

The segment [redacted] was good. The attendee indicated that the information was repetitive and went through it very quickly.

"Nothing really earthshattering in this one. I had a similar presentation (same PowerPoint) not too long ago in the field, and had the same reaction."

"Presenter whipped through it pretty quick, but a lot of it ran parallel to our system, just a difference of semantics."

"Good info in minimal time!"

"Kinda repetitive."

(S) *"Might have slides or more than handouts."* [redacted]

(S) *"The information was a repeat of the previous info received, would have been more useful to present on"* [redacted]
[redacted]

b1
b7E

(S) *"More examples"* [redacted]

"Redundant material, Speaker too busy, fast, and nervous."

(S) *"Good overview of how"* [redacted]

CITC Comment: Reduce this segment to one hour or an hour and a half from the two it was given for this session. This is still a necessary segment.

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Practical Exercise

The segment, *Practical Exercise*, was good. The attendee suggested more practical exercises. Need some strategies for approaching people and need more time spent on this topic.

"Good exercise to strengthen agents' ability to interact with people without the crutch of the creds."

*"More practical exercises. Possible video and critique by SSA's. It is a lot easier to build a relationship without scaring the crap out of someone with your badge. This an intro-to-
[redacted] skills, and more time should be spent on it."*

b7E

"Instructor has fantastic knowledge base. Do not read the slide to the class."

"Need some strategies for approaching people cold. Practice around academy before public."

"Feedback would be useful. Have us talk to actors/FBI employees at a mall, then debrief them."

*"Maybe give a [redacted] Then see how the team did getting info
[redacted] (6 yrs in Bu)."*

b7E

"Personally, I don't believe I had a difficulty in accomplishing the objective of this exercise. I'm fairly comfortable with it. However, there is a distinction/criminal vs intelligence contacts, interviews. Recognition of these differences are apparent I have completed the 4 week basic. During the interviewing/contact practicals, it was apparent some of the student were extremely uncomfortable in just "role playing: situation. No doubt many of newer agents are going to eventually become exceptional interviewers. However, my thought is that more emphasis should be given to interviewing skills."

"Good exercise. I didn't find it difficulty, because the people basically came to me and began conversations. (8 yrs exp.)."

"It's okay, but I've done this for 12 years. So this was easy."

"Only negative was not having the freedom to leave base on my own terms to go out and do this, Since I was relying on a somebody who had been drafted to do the driving, it really was not appropriate to be demanding. I would have picked a different location leading to better personal results. But hey, gotta be a team player!!"

CITC Comment: Due to transportation limitations, students are requested to team up when driving to

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the practical problem location. Although some of the students may have conducted similar practical problems in CITC's four-week Basic Ops course, this particular practical retains its usefulness in providing interview opportunities for the students, some of whom have limited experience in this area. Even the more experienced SAs benefit from practicing their interview techniques.

OPR - Disciplinary Issues

The segment, *OPR - Disciplinary Issues*, was very informative. The attendee indicated they would like more examples of [] issues.

"More focus on []

"Very good."

"Very informative. Great insight into the OPR process."

"More examples of [] issues."

b7E

"Great perspective. Could use more comments on []

"Appropriate length of time, but I think the subject matter should be tailored differently. Could it be tailored more to [] We get the OPR shtik at the academy, this is an

[]

"Want to know more about [] in OPR and less about gov car, credit cards, etc. Need more time for questions."

"Target more toward CI work."

"More emphasis on issues that arise related to CI specific problems would have been useful. Too general."

"Make it more CI problem focused."

"Informative, but only 9 min []

"Could be [] specific. Other case examples are entertaining, but better left to new agent training and training in the field office."

b7E

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CITC Comment: The next presentation needs to be more focused on specific and examples.

b7E

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STATISTICAL COURSE EVALUATION FOR CD/OTU INSTRUCTION								
b1 b6 b7C b7E								
Week1	4/13/2004 - 4/16/2004							
Block of Instruction:	Instructor's Name:	5	4	3	2	1	0	Total
<div style="border: 1px solid black; height: 150px; width: 100%;"></div>		14	3	3	0	0	0	4.55
		11	8	1	0	0	0	4.50
		10	9	0	0	0	0	4.53
		8	11	0	0	0	0	4.42
		11	8	0	0	0	0	4.58
		13	5	0	1	0	0	4.58
		10	5	0	0	0	0	4.67
		6	8	4	1	0	0	4.00

(S)

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(S)

	14	2	0	0	0	0	4.88	
	13	3	2	0	0	0	4.61	
	7	10	0	0	0	0	4.41	
	14	4	1	0	0	0	4.68	
	5	8	5	1	0	0	3.89	
	8	5	4	0	0	0	4.24	
	7	9	3	0	0	0	4.21	
Totals/Overall Average:		137	95	20	3	0	0	4.44

b1
b6
b7C
b7E

~~SECRET~~

Counterintelligence Division

April 13-16, 2004

Agenda

b7E

Time	Tuesday	Wednesday	Thursday	Friday
8:00				
9:00				
10:00				1st Bus Leaves

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b7E

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11:00				
12:00	Lunch	Lunch	Lunch	2nd Bus Leaves
1:00				
2:00				
3:00				
4:00				

b1
b7E

(S)

Evening Practical Problem

04/06/04

~~SECRET~~

Class Roster

LastName	FirstName	MiddleName	FO

b6
b7C

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FEDERAL BUREAU OF INVESTIGATION
FOIPA
DELETED PAGE INFORMATION SHEET

Serial Description ~ Unrecorded Serial

Serial	Description	Unrecorded Serial
1	Deleted	Page(s) ~ 177
2	Deleted	b7C, b7E
3	Deleted	b7C, b7E
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