

# Effective counter terrorist tactics and police integrity: to shoot or not to shoot: is this the question?

## Global Trends in Law Enforcement Training and Education

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# Warrior or Guardian or Both?



New equipment

Technology



New recruitment  
standards

Quality



$IQ + EQ + SQ + CQ$

Performance

# Policing is Hard on Democracy

- The public demands the same results but with different means and processes.
- While there is no call for the abandonment of the idea of law enforcement, the call for results achieved through transparency and full accountability cannot be ignored or silenced.



# Or – Democracy is Hard on Policing

- How do we then reconcile the demands of the public with the strategic and operational field responses that achieve the required results yet through the use of different means and considerations?
- At what point police officers need to abandon their concern of offending the larger public they are sworn to serve and protect in favor of actually saving those lives?
- At which point they will need to ignore their own departmental rules and regulations to save lives?

# Crazy, Crusader or Criminal?

## Crazy

1. Motives and goals clear only to the perp.
2. Willingness to negotiate limited
3. Expectation of survival strong but not realistic

## Crusader

1. Motives and goals driven by a "higher cause"
2. Rarely willing to negotiate
3. No substantial expectation of survival

## Criminal

1. Motivated by personal gain and profit
2. Willing to negotiate
3. Strong expectations of survival

What if the Crazy, Crusader or Criminal is.....A

1. Child
2. Pregnant woman
3. Disabled person



# The Terror Attack in Nice, France – 2016

## Some questions to ponder:

1. What are the short term, immediate, training needs from the tactical aspect to ensure the most effective containment of the terrorist attack while minimizing the number of casualties?
2. What are the mid and long term educational needs that will emphasize the necessity to develop new training modules on ethics, to ensure that officers authorized to use deadly force, prior to actual crime being committed, but based on the totality of circumstances, will not abuse the rights of their office but use this discretion with the ultimate caution and ethical considerations and will be ready to report forms of misconduct while witnessing such?

## SL = High IQ+ High EQ + High SQ +High C

- In the second half of the 20<sup>th</sup> century human intelligence received a totally new and different orientation and understanding as social scientists began looking at intelligence as a social rather than physical phenomenon. New levels of intelligence were identified, dividing this quality into four, separate categories:
  1. Intellectual intelligence = IQ
  2. Emotional intelligence = EQ
  3. Social intelligence = SQ
  4. Change intelligence = CQ



# In Search of the New Leader

- **Intellectual intelligence (IQ)** the only one identified as a genetic trait, is revealed in curiosity, honed by discipline and supported by a range of experiences.
- **Emotional Intelligence (EQ)** depends upon the level and ability to recognize your own emotions, the ability to handle them and the level of control one exercises over those emotions.
- **Social intelligence (SQ)** is the ability to recognize emotions in others, the ability to listen and care about others' emotional state and the ability to help others to gain control and manage their own emotions.
- **Change intelligence (CQ)** calls for the ability to recognize the need for change, the ability to understand the change process and a level of comfort in managing it (Clawson, 2003).

# SL = Successful Leader

- This is not to say that anybody who does not fit the SL formula cannot be a good leader or a successful one but, the degree to which one is deficient in one of the variables will significantly affect his/her overall leadership success thus:

**SL = High IQ+ High EQ + High SQ +High CQ**

**Five Step Approach  
to  
Integrity Management utilizing  
the SL Formula**



## Question 1:

Do officers in this agency know the rules?

## Action Response:

If they do, fine. Where they don't, teach them.

## Question 2:

How strongly do they support those rules?

## Action Response:

If they support them, fine. Where they don't, teach them why they should.

### Question 3:

Do they know what disciplinary threat this agency makes for violation of those rules?

### Action Response:

If they do, fine. Where they don't, teach them.



## Question 4:

Do they think the discipline is fair?

## Action Response:

If they do, fine. Where they don't, adjust discipline or correct their perceptions.

## Question 5:

How willing are they to report misconduct?

## Action Response:

If they are willing, fine. Where they are not, find ways of getting them to do so.

# Back to Nice

- 1. Was the EQ of the first responders at the appropriate level?
- 2. Was the SQ of the first responders at the appropriate level?
- 3. Was the CQ of the first responders at the appropriate level?



Thank you

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