

# **MONSTER TEST – ANSWER KEY**

## **Basic Handbook of Police Supervision A Practical Guide for Law Enforcement Supervisors Second Edition Gerald W. Garner**

### **Chapter 1: How to Master Your Role**

1. B – Page 3: The text clearly states that new supervisors "gave up the questionable privilege of griping" about leadership, highlighting that open complaints about command staff are no longer appropriate once promoted.
2. C – Page 3: The passage notes that "change for the better is still change" and that such transitions can result in emotional fallout, even when the change is positive.
3. B – Page 3: The text explicitly says new supervisors "surrendered the option of damning the chief or the captain" in front of subordinates. Public criticism of command staff undermines leadership ethics.
4. C – Page 3: The passage acknowledges that even positive changes can bring "psychological upset" and "emotional fallout." This validates Chen's reaction as normal.
5. D – Page 4: The text directly lists "Supervising friends" as one of the challenges new supervisors faces.
6. D – Page 4: The text notes "knowing that you are always on display," which applies directly to her situation. She must understand that all team members—friends and senior employees alike.
7. C – Page 4: The text explicitly lists "realizing it is no longer your job to do the work" as a key adjustment. Graham is failing to shift from doer to supervisor.
8. A – Page 4: The text clearly states that "former peers are at least a little uneasy" when interacting with someone who is now their boss.
9. A – Page 4: The passage notes that you "do not have to stop associating" with old work pals, but you must "handle yourself just a little differently."

10. D – Page 4: The text emphasizes that although you can still socialize, “you have to handle yourself just a little differently.” Participating in unprofessional behavior like teasing violates that expectation.
11. A – Page 4: The text advises that you can “still have a beer with them or take in the big game,” but must carry yourself differently.
12. B – Page 5: The passage emphasizes that supervisors must now “see the need for sharing resources agency-wide” and take in the “bigger picture” beyond just their assignment.
13. C – Page 5-6: The text stresses that tolerating or joining in negative talk about fellow supervisors is destructive and unethical. Rowe should model leadership by stopping it.
14. B – Page 5-6: The passage explains that supervisors must sometimes give up resources they “dearly would like to have... for yourself” in support of broader agency needs.
15. D – Page 7: The text emphasizes that “the personnel you help guide and train today will be the department’s future.”
16. C – Page 8: The passage notes that supervisors can “provide invaluable connections between the top and bottom layers,” stressing the importance of *accuracy* in communication.
17. B – Page 7: The text specifically lists coaching, mentoring, and role modeling as vital leadership roles. Santiago’s actions align directly with that.
18. C – Page 8: The text clearly encourages leaders to “further your education” and to “share what you learn with others.” Lawson is following this guidance exactly.
19. D – Page 9: The text warns that sharing your ill feelings about other supervisors with your subordinates “undermines the unity of purpose.”
20. C – Page 9: The text says a leader can’t display a “bad attitude” in front of their team. Even if frustrated, supervisors must protect their subordinates from their funk.
21. B – Page 10: The passage explicitly warns against joining intradepartmental fights and politics, saying “you can’t be bitten by the shark if you stay out of the water.”
22. B – Page 10: The passage clearly states “bad means never justify good ends” and warns against cheating, corner-cutting, or excuse-making.
23. A – Page 8: The text says you *can* air grievances, but only in private and only with realistic solutions.

24. D – Page 9: Ruiz is undermining a fellow supervisor in front of subordinates, which the passage says is unethical and damaging to unity.
25. D - Page 11: The passage states, “It is their respect that you are seeking.” While affection is nice, respect is the foundation for long-term success as a leader.
26. D – Page 11: The passage emphasizes the need to “carefully and clearly spell out what it is you expect,” ask questions, and verify understanding. D is correct.
27. C – Page 12: The text states that supervisors should “respond on some calls... but stay out of the way” unless assistance is clearly needed.
28. B – Page 11: The text stresses that respect—not affection—is the goal, and that all employees must be treated fairly, even those who don’t like the supervisor.
29. C – Page 13: The passage emphasizes that small gestures—like acknowledging personal milestones—are remembered and appreciated.
30. C – Explanation: Page 12: The text encourages informal “checking” that doesn’t feel like an inspection, which is exactly what Reilly is doing.
31. B – Page 13: The passage states that officers “need to be able to count on finding you in their corner” when they act according to proper safety practices.

## **Chapter 2: How to Grasp Your Job’s Demands**

32. C – Page 15: The passage states, “Most of all, he *LEADS*.” Leadership is described as the foundation upon which all other supervisory tasks depend.
33. B – Page 15: The passage emphasizes that leadership “demands loyalty... to an organization, a profession, an ideal.”
34. C – Page 15: The text clearly states that supervisors must lead both those “who like and respect you and those who do neither.”
35. B – Page 15: While the response includes several duties, the central concept emphasized in the text is *leadership*.
36. C – Page 16: The text lists: loyalty, open communication, integrity, and giving your best as the four core expectations.
37. C – Page 16: The text states that loyalty means “supporting your boss’s decisions in public” but “telling him in private when he is clearly headed down the wrong path.”

38. B – Explanation: Page 16: The text warns that a supervisor should never be caught off guard by something their subordinate knew about first. Keeping your boss informed avoids this.
39. C – Page 16: The text states clearly that “telling the truth, even though it may feel more comfortable at the time to tell something else” is necessary for good communication.
40. D – Page 16: The passage says loyalty includes sharing “intelligence... including the current products of the rumor mill.” Rivera’s action aligns with this.
41. D – Page 17  
The passage emphasizes that your supervisor “has the right to expect the same [support] from you” as you expect from them. This includes full engagement.
42. C – Explanation: Page 17: The section begins with and emphasizes that the department is owed “your best.” This includes total effort and commitment to the mission.
43. A – Page 18: The passage clearly states that even just being a good, law-abiding citizen supports the department’s image.
44. B – Page 18: The section encourages officers to “share what you know and do well” for the benefit of the department. Grant’s refusal to share undermines this obligation.
45. C – Page 19: The text says, “All good leaders set good examples,” and emphasizes doing so on- and off-duty.
46. C – Page 19: The section states clearly that favoritism “breeds contempt” and can even lead to a supervisor’s downfall.
47. D – Page 21: The passage emphasizes that correction should be “direct but also in proportion to the error.”
48. D – Page 20: The passage warns against filtering or guessing and says you must clarify and accurately relay leadership’s directions.
49. B – Page 20: The section uses the phrase “praise in public, criticize in private” and warns against praise that isn’t sincere.
50. B – Page 20: The passage supports public praise when it is sincere and merited. Cruz is doing exactly that.

51. D - Page 20: The text identifies favoritism as a damaging leadership flaw. Diaz's actions reflect this directly.
52. C – Page 20: The section emphasizes that correction should happen privately and respectfully. Patel's choice to criticize publicly violates this.
53. D – Page 22: Subordinates expect their leaders to “demonstrate empathy and understanding” and “actually care.”
54. B – Page 22: “Praise and correct, as appropriate” is one of the expectations listed.
55. C – Page 22: The text explicitly states that supervisors can help the profession by teaching, writing, and sharing knowledge internally and externally.
56. A – Page 23: The text notes that avoiding unethical behavior helps prevent harm to the profession's image, avoiding “fresh bruises.”
57. A – Page 23: Participation in professional associations at any level is encouraged in the text as a way to support the profession.
58. B – Page 23: The passage specifically highlights the need for writing contributions like training bulletins to help the profession evolve.
59. D – Page 22: Teaching at the academy or college level is cited as a valuable way to contribute to the profession. Hill is passing up that chance.
60. C – Page 23: The text emphasizes that both on- and off-duty actions contribute to or harm the public's perception of the profession.
61. A – Page 23: The text explicitly uses the oxygen mask analogy to emphasize that supervisors must first care for themselves to effectively support others.
62. C – Page 24: The passage states clearly that there is no more reason to hesitate seeing a mental health professional than visiting a doctor for a broken leg.
63. C – Page 24: The section encourages continued education, both formally and informally, as part of career development.
64. C – Page 24: The text urges seeking out a trusted person or professional to talk to, emphasizing that doing so is healthy and not shameful.
65. B – Page 25: The final paragraph highlights that strong role modeling by a supervisor can counteract media stereotypes and negative public perception.

### **Chapter 3: How to Balance Your Many Tasks**

66. C – Page 28: The passage clearly states: “nothing is more important to your success as a leader than serving as a positive role model.”
67. A – Page 28: The passage lists “complete integrity” as “an absolute necessity” for good leadership.
68. C – Page 28: The text states that good supervisors use authority sparingly but must bring it forward “in the presence of a crisis.”
69. C – Page 28: The text says that if given the opportunity, a leader should help establish “the organization’s mission, vision and values.”
70. C – Page 28: The passage stresses that a good leader should suppress rumors rather than spread them and lead by example through truth and responsibility.
71. D – Page 29: The passage states: “It is their responsibility to learn. But it is yours to help make the learning opportunity available.”
72. B – Page 29: The passage advises supervisors to “ask them in a nonthreatening, noncritical manner” to identify needs.
73. B – Page 30: The text emphasizes that supervisors should not hesitate to “call on others for help.”
74. D – Page 30: The text notes that “further effort will be required if the new knowledge failed to take hold.”
75. C – Page 30: The text stresses that while you can assist, “the solution of their problems remains their ultimate responsibility, not yours.”
76. B – Page 31-32: “Evidence (such as empty containers) of alcohol or drug abuse” is explicitly listed in the 17 warning signs mentioned in the passage.
77. C – Page 33: These are considered emotional trigger words the text explicitly says to avoid.
78. C – Page 32-33: “Constantly turning down social gathering invitations” is not listed as a problem symptom; the rest are.
79. C – Page 34: The passage recommends agreeing to follow up later after allowing time to think.

80. A – Page 34-35: The passage advises avoiding “trigger words” and overly authoritative behavior.
81. C – Page 34: The passage suggests keeping calm and “be prepared to call an intermission.”
82. D – Page 34: The final guideline notes that “an employee's failure to respond... is not your fault.”
83. A – Page 34: The passage warns against massive shows of authority like “I’m the boss!”
84. B – Page 33-34: The passage promotes follow-up and listening; it cautions against interrupting and endless repetition, reserving enough time for the meeting.
85. B – Page 35: The passage uses this exact example to illustrate short-term planning.
86. C – Page 35: The text says it shows management you're capable of handling new responsibilities.
87. A – Page 36: This step is not included in the outlined planning process.
88. D – Page 36: This would be the next step after “Identifying the need or problem”
89. B: Page 36: The planning process encourages evaluate, reflect, modify and learn—in that order
90. B –Page 37: The text emphasizes that officers want their supervisor to “back them up” and avoid being just another “naive spectator.”

#### **Chapter 4: How to be a Great Role Model for Your Troops**

91. B – Page 39: The passage emphasizes that “demonstration is one of the most effective modes of instruction.”
92. B – Page 40: The passage emphasizes that officers learn how to act and what kind of cop to be by observing their supervisors.
93. B – Page 41: The passage highlights the role of a supervisor in demonstrating strong human relations skills.
94. A – Page 42: The passage encourages being human, not perfect, and focusing on positive traits.

95. D – Page 42: The passage stresses the importance of continuously striving to improve and lead by example.
96. C – Page 44: The passage stresses avoiding surprises for the chain of command while still doing the right thing ethically.
97. C – Page 43-46: The text does list “Empathetic” not “Sympathetic” as a trait
98. C – Page 43-46: Favoritism is explicitly warned against; the others are positively discussed traits.
99. B – Page 43: The passage emphasizes being technically competent and using questions as teaching opportunities.
100. B – Page 44-45: The text notes that a healthy, appropriate sense of humor builds rapport and reduces tension, and warns against being “badge heavy.”
101. C – Page 46: The text clearly states that setting a poor example damages a supervisor’s moral authority to expect proper behavior from others.
102. B – Page 46-47: The text advises supervisors to live as if they were “eternally on camera and your loved ones were watching the show.”
103. D – Page 46-47: The passage recommends avoiding environments where “poor judgment and mischief” are likely to occur.
104. A – Page 47: The passage notes it's far more comfortable not to have to explain why you were at a questionable event.

### **Chapter 5: How to Succeed (of Fail) as a Leader**

105. B – Page 52: The text identifies this as one of the common myths about leadership.
106. B – Page 52: This addresses two of the myths listed: that leaders are born and must dominate others to succeed.
107. D – Page 52: The text defines command presence as a calm, take-charge demeanor—not fear, timidity, or arrogance.
108. C – Page 52: Vision is about foresight—seeing where decisions are taking the agency before arrival.

109. D – Page 52: The passage gives a direct example of using vision to foresee reputational risks tied to lowered standards.
110. D – Page 53: The text defines credibility as having a reputation for truthfulness, even when it's uncomfortable or unpopular.
111. A – Page 53: The passage defines reliability as keeping your word and following through on time.
112. C – Page 53: The passage emphasizes that reliability includes meeting your commitments on time—and owning delays if they happen.
113. B – Page 54: Integrity is about consistent ethical behavior, particularly when there's no audience or reward.
114. C – Page 54: The passage says courage includes standing by your decisions, especially when they are difficult or unpopular.
115. C – Page 54: The scenario reflects the definition of administrative courage: making a decision that is likely to be unpopular with peers or superiors but doing so anyway out of duty and principle.
116. A – Page 54: The text explains common sense as the informal intelligence that helps avoid danger and poor decisions.
117. B – Page 54: The text emphasizes listening to the “little voice” that signals when something might not be wise—even if technically allowed.
118. D – Page 55: The passage makes clear that officers don't expect perfection but do expect competence and engagement.
119. D – Page 55: The text directly advises praising in public and correcting in private, avoiding inflammatory language.
120. B – Page 56: The passage emphasizes empathy as a leadership trait that helps guide decisions without compromising standards.
121. C – Page 56: The passage clearly states that even the best supervisors will fail if they cannot communicate their thoughts clearly.
122. A – Page 56: The passage promotes ongoing improvement in both written and oral communication—ensuring clarity and comprehension.
123. C – Page 57: Harsh criticism is explicitly discouraged; the list promotes constructive criticism instead.

124. D – Page 57: Being a self-starter is important but is more about drive than interpersonal connection.
125. C – Page 57-58: Fairness requires avoiding personal relationships as a factor in supervisory decisions.
126. D – Page 58: Losing control publicly makes a leader appear unstable and undermines respect.
127. C – Page 58: The passage advises correcting in private while staying emotionally composed.
128. C – Page 58: Even minor exaggerations risk eroding trust if discovered. Leaders must stick to the truth, even when it feels less inspiring.
129. C – Page 59: Supervisors must lead by example to maintain credibility and inspire proper conduct.
130. A – Page 59: A bad example undermines expectations and damages leadership integrity.
131. D – Page 59: Loyalty includes looking out for officers' interests while remaining ethical and fair.
132. B – Page 59: The passage emphasizes standing up for your people when they are treated unfairly.
133. B – Page 59: The passage stresses that past grievances should never affect present fairness.
134. C – Page 60: Fair and consistent discipline is a mark of effective leadership, not ineffective. The others are all listed mistakes.
135. A – Page 60: Providing harsh criticism, amazingly enough, is not on the list.
136. C – Page 60-61: The passage encourages absorbing leadership knowledge while also evaluating it critically and applying what suits your own style.
137. C – Page 61: The text emphasizes not taking any advice as gospel and instead sorting through material critically.
138. A – Page 60-61: The passage encourages learning from both good and poor leadership behaviors, sometimes found in the same person.

## Chapter 6: How to Communicate Effectively

139. C – Page 63: The passage states that employees who are informed and included are more likely to feel a part of the organization and report greater job satisfaction.
140. B – Page 64: Bias causes a listener to interpret the message through a personal lens, often distorting the intent.
141. C – Page 64: Disliking or mistrusting a person can lead you to reject their input without fair evaluation.
142. B – Page 64: Physical distractions are external and tangible, such as background noise.
143. A – Page 64: Mental distractions include thinking about what to say next instead of processing what's being said.
144. C – Page 65: Intense emotions, whether positive or negative, often sidetrack communication.
145. C – Page 65: Poor word choice, tone, or jargon can create resistance and confusion.
146. C – Page 65: Poorly matched language, whether too technical or inappropriate in tone, undermines communication.
147. C – Page 65-66: When someone doesn't care about what's being communicated, messages often fail.
148. B – Page 65-66: Leaders must rise above their own emotions to ensure effective message delivery.
149. A – Page 66: This is a positive practice, not a barrier to communication.
150. D – Page 67: Two-way exchanges give all parties a chance to understand and clarify messages.
151. C – Page 67: This scenario reflects the open, back-and-forth communication style described.
152. B – Page 67: Injecting negative emotions can cloud the message and reduce effectiveness.

153. C – Page 67: The description reflects the key traits emphasized under “good communication habits.”
154. B – Page 67: This nonverbal cue supports the speaker and reflects attentive listening.
155. C – Page 67: Interrupting or disagreeing before the speaker finishes contradicts good listening behavior.
156. A – Page 68: Simplicity improves understanding, and the KISS principle is emphasized in the text.
157. D – Page 68: Remaining visibly calm helps set the tone and enhances effective communication.
158. C – Page 69: Written communication serves as documentation for recognition, discipline, and informing superiors.
159. D – Page 69: Letting a draft sit helps you see errors or unclear parts more clearly during later reviews.
160. B – Page 69: Poorly written documents lack impact and can undermine their intended purpose.
161. C – Page 69: Feedback from strong writers can help refine clarity and effectiveness.
162. C – Page – 70: The passage emphasizes that face-to-face communication lets speakers pick up on facial expressions and body language, making real-time adjustments possible.
163. C – Page 71: The text mentions clearer communication leading to fewer misunderstandings, better morale, and fewer disagreements, but it does not suggest reducing written documentation as a result.
164. A – Page 70-71: The passage emphasizes that while speaking regularly is important, feedback and coursework further refine communication abilities.
165. D – Page 71: The text emphasizes a calm, unemotional approach as key to improved communication, not emotionally persuasive speech.
166. C – Page 71: The passage mentions repetition, a calm approach, and keeping an open mind. Encouraging emotional expression is not included—in fact, the opposite is advised.

167. D – Page 64: Effective communication requires full attention. Physical distractions like noise or side conversations should be minimized to ensure the message is clearly received.
168. C – Page 67/70: Body language and facial expressions can contradict spoken words, causing confusion and misunderstanding if not aligned.
169. D – Page 67: Effective communication requires a back-and-forth flow. When a leader does not allow feedback or clarification, messages are often misunderstood.
170. C – Page 65: Strong emotions and poor word choice can derail effective communication, especially during high-stress situations.
171. A – Page 69: Supervisors must ensure that their writing is concise, specific, and backed by concrete facts. Overuse of generalizations or abstract language weakens the clarity and effectiveness of official communication.

### **Chapter 7: How to Evaluate Employee Performance: The Good, the Bad, and the Very Ugly**

172. C – Page 73: The passage emphasizes that the performance evaluation is essential not only for the employee's development but also for the long-term strength of the agency.
173. B – Page 74: The passage stresses that the process is important and beneficial for both parties.
174. D – 74: The text explains that employees, even if they don't admit it, want to know how they're doing in their supervisor's eyes.
175. A – Page 74: The text emphasizes that appraisals can show employees how to reach bonuses, step increases, or promotions.
176. B – Page 74-75: Documentation from reviews can serve as support for future personnel decisions, whether positive or corrective.
177. A – Page 75: The text mentions that performance reviews highlight top candidates for promotion and those needing coaching.
178. B – Page 75: Helping the department improve means better service to the community.
179. C – Page 75: The text explicitly says that while formats vary, the key is content and thoroughness.

180. D – Page 76: Disregard for evidence procedures is a failure to follow agency rules and should be documented accordingly.
181. B – Page 76: This example demonstrates both a safety lapse and proactive correction, relevant to officer survival and risk management.
182. C – Page 76-77: This reflects self-awareness, coachability, and proactive behavior—hallmarks of an employee who values communication as a core competency.
183. B – Page 77: Lack of orientation and familiarity with the jurisdiction is a key concern here.
184. C – Page 77: Displays of irritability and isolation reflect poor workplace relationships.
185. C – Page 77-78: Reflects inappropriate resistance to reasonable commands.
186. B – Page 78: These are hallmark behaviors of a solid team player.
187. C – 79: A rushed review undermines fairness, clarity, and long-term value.
188. A – Page 79: Taking time helps refine unclear statements and improve tone or accuracy.
189. A – Page 79: Especially useful for supervisors who find writing difficult or tedious.
190. B – Page 79: Surprises should be avoided through regular, constructive communication.
191. D – Page 79: Specific evidence reinforces accuracy and credibility.
192. D – Page 80: Referred to as a recency bias in evaluations.
193. B – Page 80: Most employees are neither perfect nor completely deficient.
194. B – Page – 78-80 Ending on a positive, future-focused note is encouraged when appropriate.
195. C – Page 80: The list in the text references bias and personal prejudices, the “halo effect,” and “central tendency” as evaluation errors.

196. A – Page 79: This technique can help simplify and organize the review process.
197. D – Page 80: Supervisors should not apologize for accurately describing shortcomings.
198. C – Page 80-81: Balanced feedback is more useful and meaningful.
199. A – Page 81: The text advises supervisors to remain composed, friendly, and responsive to signs of distress to defuse tension.
200. D – Page 81: Allowing venting without argument shows control and facilitates resolution.
201. A – Page 82: The text warns against apologizing for truthful, fact-based evaluations.
202. B – Page 82 The supervisor must not back down or omit important points due to resistance.
203. B – Page 82-83: Keeping one’s superior informed ensures institutional awareness and continuity.
204. A – Page 82: True leadership means standing by fact-based evaluations, even when difficult.
205. C – Page 82: The strategy is to defuse and re-center the conversation, not escalate.
206. D – Page 82 The break serves to de-escalate while giving the employee a way to save face.
207. C – Page 81: Rescheduling isn’t recommended unless absolutely necessary; managing in the moment is key.
208. A – Page 83: Ensures continuity when expectations are handed off to a new reviewer.
209. C – Page 84: The text emphasizes the value of collaboration and buy-in to ensure successful goal setting.
210. B – Page 84: Goals must be taken seriously, and failure to meet them should be addressed appropriately.

211. D – Page 83: The text states that even a single, complex goal may be sufficient depending on workload.

### **Chapter 8: How to Handle Complaints (When Things Go Wrong)**

212. C – Page 88: The text emphasizes the importance of openness and impartiality, even toward disagreeable complainants.
213. D – Page 89: Supervisors must maintain neutrality to seek the truth, even if the complainant seems unreliable.
214. C – Page 89: The IA sergeant learned not to make assumptions about the impossibility of claims.
215. B – Page 89: Effective complaint processing requires withholding judgment until all facts are reviewed.
216. C – Page 89-90: These screenings help prevent problem hires and minimize future misconduct.
217. A – Page 91: These are often best resolved quickly and informally at the supervisor level.
218. C – Page 90: The text lists protecting officers from false claims, identifying and fixing flawed procedures, and preserving agency reputation as key reasons for complaint investigations. Lawsuit reduction is not specifically mentioned.
219. D – Page 92: Garrity ensures statements made under threat of discipline aren't used against employees in court.
220. C – Pages 93-94: The passage clearly advises that if Garrity may be required, the wisest course of action is to seek guidance from a supervisor, legal advisor, or internal affairs before moving forward. This ensures the rights of the employee are protected and the process is handled properly.  
Answer choice A is incorrect as the passage explicitly says that Garrity is not something you will have to deal with on a frequent basis. Most complaints are routine ("plain vanilla") and don't require Garrity protections.  
Answer choice B is incorrect because this contradicts the passage's guidance. The text says it's better to delay than to do it incorrectly—there is usually no rush. It encourages proactively seeking advice before taking action, not waiting to be told to stop.  
Answer choice D is incorrect because the passage does not suggest urgency is required for minor complaints. Instead, it emphasizes being prepared for serious

complaints so you're better equipped to handle minor ones. Urgency is not the message—correctness and balance are.

221. B – Page 94: “Sustained” means the misconduct happened and was confirmed by investigation.
222. D – Page 94: This applies when the original allegation was incorrect, but other misconduct was discovered.
223. A – Page 95: Notification should be respectful and informative, not argumentative.
224. C – Page 94: Exonerated means the action occurred but was appropriate.
225. B – Page 96: Proper documentation prevents speculation and supports transparency.
226. B – Page 94: Faulty policy must be addressed, but the officer isn’t at fault.
227. B – Pages 95–96: Proper closure includes communication, apology (if appropriate), and documentation.
228. D – Page 97: Some changes are undone when no one is watching, requiring follow-up.
229. D – Page 89: Leaders must approach every complaint—no matter the source—with an open mind. Prejudging complainants, even if they are intoxicated or disagreeable, can derail a fair inquiry and harm the agency’s integrity.
230. B – Page 92: The text emphasizes that leaders must balance accountability with systemic evaluation. If misconduct surfaces, even unintentionally, the supervisor must assess individual error and broader policy failures.
231. B – Page 92: The chapter recommends using investigative tools—such as body cams and witness interviews—to validate or disprove allegations, especially in serious complaints.
232. C – Page 94: The category “misconduct not based on complaint sustained” is used when a review reveals a separate violation not directly related to the complaint but still requiring correction.

## Chapter 9: How to Fix Broken Behavior

233. C – Page 99: The text emphasizes self-discipline as internally motivated, not based on fear or reward.
234. C – Page 99: Genuine self-discipline requires consistent ethical behavior, not behavior based on observation alone.
235. D – Page 100: Ignoring poor performance undermines morale and respect from those doing their job right.
236. B – Page 101: Early discipline can redirect the employee before the behavior escalates.
237. B – Page 101: These are “honest” or unintentional errors due to confusion or inexperience.
238. A – Page 101: This is intentional misconduct and shows disregard for integrity.
239. C – Page 102: Discipline helps correct behavior, but there’s no guarantee it will succeed.
240. D – Page 102: This makes for more fair and tailored discipline decisions.
241. A – Page 102-103: The supervisor’s familiarity and leadership role are emphasized; objectivity is important, but not the main reason given.
242. D – Page 103: Comparative discipline helps guarantee that employees with similar violations and histories receive similar treatment.
243. A – Page 103: Progressive discipline starts with lighter measures and increases in severity if the behavior persists.
244. A – Page 105: Without a record, a pattern of behavior may go unrecognized and uncorrected.
245. B – Page 104: Past cases provide a guide for appropriate, fair discipline.
246. B – Page 105: Letting employees express emotion (within reason) can de-escalate tension and foster understanding.
247. D – Page 107: This is listed as a specific red flag for a potentially troubled employee.
248. A – Page 108: These documents may contain context for current issues without breaching trust or confidentiality.
249. D – Page 109: Supervisors can offer support but must recognize their limitations and defer to professionals for deeper issues.

- 250. B – Page 109: The supervisor’s role is to guide, not fix; ownership of the issue remains with the employee.
- 251. D – Page 110: The list specifies “Do not go instantly into problem-solving mode”
- 252. C – Page 110-111: Delayed discipline harms accountability by disrupting the learning process.
- 253. B – Page 111: Delays add emotional strain and uncertainty, which may feel punitive in itself.

### **Chapter 10: How to Keep Your People Safe**

- 254. C – Page 113: The text stresses developing a culture where officers are as safety-aware as their leader.
- 255. D – Page 113: Emotional survival requires acknowledging that responsibility is shared with trained subordinates.
- 256. B – Page 114: The text notes that survival requires hands-on, high-intensity training.
- 257. B – Page 114: The passage explicitly mentions the risks of poorly led survival training.
- 258. A – Page 114: The text highlights old firearms and energy devices as threats if they malfunction.
- 259. A – Page 115: The list states “risky assumptions” as one of the deadly errors.
- 260. B – Page 114-115: The leader is ethically bound to act, not just observe.
- 261. C – Page 116: This phrase is directly stated as a leadership principle for ensuring compliance with safety practice.
- 262. A – Page 116-119: The first two are explicitly included in the list of proven safety guidelines. III is incorrect, it should be “Keep watching your subject’s hands,” IV is incorrect; the text cautions against making dangerous assumptions, like assuming suspects are unarmed.
- 263. B – Page 117: The text emphasizes that officers who mentally prepare for threats are more likely to prevail when faced with real danger.
- 264. B – Page 117: Officers are encouraged to use downtime to mentally prepare for specific threat situations as a form of contingency planning.

265. C – Page 120: The text states that you must show your subordinates how you want the job done through your own actions.
266. D – Page 121: The leader is expected to fix safety-related problems right away, not defer responsibility or delay.
267. C – Page 121: The text emphasizes that leaders need to be in the field to properly inspect operations and behavior.
268. C – Page 120-122: IV is incorrect—the supervisor should be involved in field inspections.
269. C – Page 123: The text emphasizes that leaders must support their officers when they’ve acted in accordance with their training.
270. B – Page 124: The first obligation is to model safety practices in the field through your own example.
271. D – Page 124: Admitting and learning from mistakes openly reinforces leadership credibility and learning.
272. D – Page 126: All are explicitly mentioned as leadership responsibilities.

### **Chapter 11: How to Feed the Newshounds without Getting Bitten**

273. C – Page 130: The passage explains that police often have information the media needs, while police benefit from the media’s ability to reach the public.
274. B – Page 130: The passage emphasizes that common sense and adherence to guidelines help police leaders work well with the media while preventing problems.
275. C – Page 131: This is not one of the core rules listed. The others (A, B, and D) are all directly mentioned in the second paragraph.
276. C – Page 131: The passage clearly states this is the “first step” for supervisors.
277. C – Page 132: The list of considerations includes this exact question as an essential evaluation before acting.
278. A – Page 132: Questions I and II are from the list of legitimate considerations; question III is not mentioned in the provided criteria.
279. D – Page 132: The passage suggests this as a common and effective resolution to minor incidents.

280. B – Page 132: The passage emphasizes this clearly in the last paragraph.
281. C – Page 133: Supervisors are expected to know and follow their agency’s policies, be truthful with the media, and be familiar with laws governing information release. Dodging media interviews is discouraged; supervisors should be prepared and professional when asked to participate.
282. C – Page 133: The text emphasizes this as the single best guidepost for interview success.
283. A – Page 133-134: The supervisor often becomes the default spokesperson.
284. A – Page 134: A professional journalist won’t object and may prefer it for better results.
285. D – Page 134: This maintains professionalism while avoiding misinformation.
286. C – Page 134: Accuracy must be ensured before speaking publicly.
287. B – Page 134: Even quick mental rehearsals help boost confidence and delivery.
288. D – Page 135: This projects confident authority without appearing stiff or arrogant.
289. C – Page 135: Distractions dilute the clarity and focus of what’s being communicated.
290. B – Page 135: Concise answers are more likely to be aired.
291. B – Page 136: A courteous request may be granted if warranted.
292. C – Page 137: This can damage relationships with other journalists.
293. C – Page 137: This mindset prevents accidental statements from becoming public.
294. C – Page 137: Keeping composure protects the agency’s credibility and the leader’s image.
295. A – Page 138: An authoritative, commanding tone is not recommended. The guideline advises a normal, conversational voice.
296. D – Page 139: Major new programs involving the agency are among the newsworthy events listed in the text.
297. B – Page 140: This ensures even time-limited readers get the key points immediately.

298. C – Page 140: Releases should not mimic police reports. They should be clear, brief, and accessible to the general public.
299. B – Page 140: Overusing news releases for trivial updates weakens media trust and cooperation.
300. B – Page 140: News releases must stick strictly to verifiable facts; bias or opinion is inappropriate.
301. C – Page 141: Writing “Officer Jones arrested the suspect” is clearer and more direct than passive constructions.
302. A – Page 140: Civilian time format is easier for the public and media to understand than military time.
303. B – Page 141: Non-publication isn’t always reflective of the release’s quality.
304. A – Page 141: Accurate follow-up strengthens public communication and avoids confusion.
305. B – Page 141: This structure is direct and clear (passive voice).
306. C – Page 140: Retaining a copy ensures documentation and provides consistency for follow-ups.
307. A – Page 140: While the media may rewrite it, a clear title helps frame the release’s contents.
308. C – Page 141: This enhances readability and makes the release easier to digest.
309. A – Page 140: The release must remain factual and professional.
310. B – Page 141: A release represents the agency—errors reflect poorly on professionalism.
311. B – Page 140: News releases must be accessible to the general public, not just law enforcement.
312. D – Page 133: Be aware of relevant information release laws and court decisions. Professionalism and responsiveness strengthen credibility while protecting sensitive details.
313. C – Page 142: The correct choices reflect best practices for professional and effective law enforcement news releases, excluding personal opinions and editorializing.

## Chapter 12: How to Work for Someone

314. C – Page 148: Your boss expects unfiltered and complete truth to make informed decisions, not a polished version.
315. D – Pages 148–149: Owning what you don't know—and promptly resolving it—is a key mark of competence and professionalism.
316. B – Page 149: You must inform leadership of key developments below them using facts—not gossip.
317. A – Page 149: Your boss expects your best effort every time—not just when it's convenient.
318. C – Page 149: Management expects supervisors to stay calm under pressure, develop their employees, and exercise supervisory authority.
319. C – Page 150: Once the boss discovers dishonesty, trust may never be fully restored.
320. C – Page 150: Pandering includes making empty promises to earn favor with subordinates.
321. D – Page 150: Blaming the boss undermines leadership; taking ownership earns respect.
322. D – Page 151: The passage cautions against trying to outshine your boss in shared accomplishments.
323. A – Page 151: Organizational intrigue is explicitly discouraged as unethical and unproductive.
324. B – Page 151: The text recommends projecting certainty even if it requires acting.
325. C – Page 148: The passage encourages supervisors to provide sincere, helpful support when their boss struggles.
326. B – Page 152: Engaging with your boss helps you understand what matters most to them, including worries and hot buttons.
327. B – Pages 152–153: The text encourages offering help with tasks your boss dislikes or struggles with, like writing or math.
328. C – Page 152: Volunteering earns favor with leadership and builds experience for future leadership roles.
329. A – Page 153: The passage encourages transparency and seeking mentorship from your boss.

330. D – Page 154: Begin with private, respectful dialogue to open the door for behavioral change.
331. D – Page 155: Gossip can increase conflict if it reaches the boss, creating more trouble.
332. B – Page 155: Escalating is only advised when serious violations like harassment or illegal actions occur.
333. C – Pages 153–155: Gossip and back-channel complaints can backfire and magnify problems.
334. B – Pages 154: A non-confrontational expression of feelings is emphasized as a tactful, effective way to prompt change.
335. C – Page 148: Omitting relevant facts from a report to your supervisor is still considered lying by omission. The chapter emphasizes that integrity means telling the whole truth, even if it may cause discomfort.
336. C – Page 150: Mason is violating a core expectation by blaming his superior for an unpopular decision. The chapter clearly warns that deflecting blame onto your boss erodes trust and is a “career death” mistake.
337. A – Page 148-149: The chapter stresses tactfully correcting a superior’s errors and doing so in a way that protects their credibility. Private, respectful communication is the best way to educate a boss without embarrassment.
338. A – Page 158–159: The chapter outlines how expressing personal feelings in a non-confrontational way (“It makes me feel...”) can open the door to change without escalating tension or appearing accusatory.
339. C – Page 157: The chapter encourages subordinates to voluntarily take on extra responsibilities—especially those typically handled by a boss—as a way to both support the leader and build their own leadership experience. This behavior is seen as proactive, not overreaching, as long as it's ethical and supportive.

### **Chapter 13: How to Survive Your Organization**

340. C – Page 157: The text draws a distinction between street survival and organizational survival, noting that internal stress, politics, and agency turmoil are often what cut careers short.
341. B – Page 158-159: The section emphasizes the impact of negative coworkers and recommends seeking out more uplifting company.

342. D – Page 158-161: The text explains that true self-confidence earns trust, whereas arrogance can alienate others.
343. D – Page 159-160: Leaders who must “win” all the time may be viewed as self-serving, not team-oriented.
344. B – Page 160: The example of a delayed career path that still ended in success supports this answer.
345. C – Page 160-161: The section discusses how events often seem worse early in the week but diminish in impact later.
346. C – Page 159: The section emphasizes that admitting mistakes is a sign of maturity and trustworthiness, not weakness.
347. D – Page 161-163: The text warns that these individuals can drag others into unethical behavior, often leading to serious consequences.
348. A – Page 161: The text clearly advises staying away from plots and poisonous cliques to protect your integrity and career.
349. B – Page 161-163: The passage alludes to the fact that job obsession can lead to burnout, health issues, and personal damage.
350. D – Page 162-163: Cheating includes dishonest, lazy, or unethical practices that violate the employer’s expectations.
351. B – Page 162-163: The text encourages leaders to act when others are breaking rules, reinforcing accountability.
352. A – Page 161-163: The section emphasizes that organizational games are destructive and best avoided.
353. D – Page 163: This example combines dishonesty, shirking duty, and disappointing your boss—each cited in the text as fireable offenses.
354. C – Page 164: The passage emphasizes the reputational damage of well-publicized misconduct.
355. A – Page 163-165: The passage shows that workplace discrimination is taken very seriously; dismissing it without engagement is unwise.
356. C – Page 164-165: The text discusses those three as direct termination risks; frequent complaints are discouraged but not specifically cited as fireable.

357. B – Page 165: The final paragraph warns against “consistent stupidity” tied to laziness or arrogance, and how it is incompatible with supervisory roles.
358. B – Page 166: The passage notes that relationships with loved ones often outweigh the rewards of job success.
359. D – Page 166: The section encourages expanding your circle to maintain a mentally healthy perspective.
360. D – Page 166: The reading stresses the importance of having trusted people to talk to, especially under stress.
361. C – Page 166-167: The passage emphasizes it’s healthy and necessary to acknowledge your emotions, not suppress them.
362. C – Page 166-167: The passage recommends continued learning, personal hobbies, and retirement planning; it does not suggest avoiding all job-related reading.
363. B – Page 167: The section recommends managing sadness by maintaining a positive perspective.
364. A – Page 165-168: The text highlights that staying current helps leaders handle future problems effectively.
365. D – Page 167-168: The reading stresses that those with retirement plans live more fulfilling lives after leaving the job.
366. C – Page 168: The text encourages selecting a good mentor, following the Golden Rule, and avoiding internal politics.

### **Chapter 14: How to Lead During Challenging Times**

367. C – Page 172: The passage states this is the quickest way to lose credibility because the public knows better.
368. C – Page 172: The text discusses how real misconduct by a few leads to broad, unfair assumptions about all officers.
369. B – Page 174: The text emphasizes projecting optimism and visible strength during times of criticism.
370. D – Page 175: The passage strongly encourages leaders to use one-on-one and group interactions to clarify police work and reassure the public.

371. B – Page 174: The text makes clear that officers look to their leaders for stability during turbulent times.
372. C – Page 174: Maintaining morale while modeling calm leadership is key.
373. D – Page 175: The passage clearly advises against participating in online arguments or debates.
374. C – Page 176: The passage stresses the importance of transparency while reinforcing trust in well-trained officers.
375. C – Page 176: The passage advises reminding the public that your officers are unique individuals serving their own communities.
376. B – Pages 175–177: The passage warns about social media missteps and stresses courteous, respectful dialogue even when provoked.

### **Chapter 15: How to Put It All Together**

377. B – 180-181: The text emphasizes gaining knowledge without personally suffering the fallout from poor decisions.
378. C – 180-181: The section stresses learning from peers' missteps and making internal vows to avoid repeating them.
379. D – 180-181: The passage urges leaders to actively use others' poor choices as a guide for what not to do.
380. D – 181-182: Failing a firearm qualification once is not mentioned as a fatal leadership error. Insubordination, immoral conduct, and criminal acts are explicitly listed.
381. C – 182: The text lists rationalization, desire for popularity (linked to avoiding unpopular decisions), and selfishness as common ethical pitfalls. Over-reliance on policy manuals is not mentioned.
382. A – 183: The text emphasizes that a leader's reputation is built incident by incident through their actions and decision-making in real workplace situations.
383. C – 183: The text specifically notes that observers want to know the leader “still can do the job of a cop if called upon.”
384. D – 184: The passage clearly states that leaders are ethically and morally bound to help prepare law enforcement's future leaders.

385. C – 185: While mentors can be supervisors, the passage specifically lists advisor, coach, counselor, and guide, but not supervisor as a role descriptor of a mentor.
386. C – 185: The text encourages senior leaders to approach promising young officers first, without needing to label it as mentorship.
387. B – 185: The passage explains that although informal mentoring has existed for a long time, formal programs are growing as leadership acknowledges their importance.
388. D – 185: The passage warns that leaders must be sincere and consistent in offering support, or risk discouraging junior officers from seeking guidance.
389. A – 186: The final paragraph states that the mentor's goal is to help the junior officer grow and ultimately become the kind of leader the mentor is today.
390. D – 186: The text specifically names these as ways to improve the profession and give back meaningfully.
391. C – 187: The passage outlines that the complete package includes technical competence, fairness, risk management, and the drive for continual growth.
392. C – 187: The passage clearly states that leaders owe their loved ones loyalty and support, not just professional success.

### **Chapter 16: How to Figure Out What's Next**

393. B – 191: A, C, and D are not mentioned in the text. Further, the officer must be comfortable with the reasons.
394. C – 190-191: The core lesson is that excellence in your current assignment builds the foundation for advancement to new roles.
395. C – 192: Accepting a role for the good of the organization, even reluctantly, can demonstrate leadership and dedication, which often leads to future advancement.
396. C – 193: The text emphasizes the importance of not overextending oneself. Taking on promotion efforts without having other priorities managed can lead to burnout and failure.
397. C – 194: The passage notes changes in social dynamics and the need to align with the organization's decisions, even when personal agreement is lacking.
398. A – 195: The text encourages learning from setbacks, requesting input from those who tested you, and preparing more effectively for the future.

399. D – 195: The text advises ambition with realism—overreaching is acceptable, but it must be grounded in available time, credentials, and achievable expectations.
400. D – 196: The passage stresses the importance of staying active after retirement, not relying on "consultant" roles, and being mentally and physically prepared for the transition.
401. C – 196 The text lists these as core self-development obligations: staying updated with literature, addressing personal flaws, and exemplifying lifelong learning. Sole reliance on experience alone is not encouraged.