



NATHAN F. IANNONE   MARVIN D. IANNONE   JEFF BERNSTEIN

# SUPERVISION OF POLICE PERSONNEL

EIGHTH EDITION

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EIGHTH EDITION

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# Preface

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Welcome to the eighth edition of *Supervision of Police Personnel*. Known as the “Bible of Police Supervision,” this edition has been updated and streamlined. The result has been a good blend of theory and practice.

We know most of you reading this book are either studying for a promotional exam or college class, or have already been promoted and are using this book for guidance and direction. Those of you who are familiar with the book will note that some chapters have been removed or consolidated. This is all based on user feedback. Additionally, pictures have also been added for the first time.

The primary aim of this book is to help you to understand the principles and practices of police supervision. Our goal as authors is to help you become successful and effective supervisors. Today’s work environment places strong demands on the effective police supervisor. Many challenges await. We have found that the best supervisors always show concern for their agency, employees, and the public. They also have excellent interpersonal and communication skills.

If you study the book thoroughly, it will help you to become the best supervisor you can be. The information in it has been tested over time. The original text was written by Professor Nathan Iannone. He is considered by many to be a true visionary in the field of police supervision. The sixth edition of the book was later updated by his brother, Marvin Iannone. Like his brother Nathan, Marvin also rose through the ranks of the Los Angeles Police Department.

Finally, the seventh and eighth editions were updated by Dr. Jeff Bernstein. You should know that he did not start off as Dr. Bernstein. He first worked as a police officer, detective, and police sergeant with the City of Miami Beach. As a Doctor of Psychology, he is considered one of the leading experts in police promotional exam preparation. He has prepared thousands of police officers for promotional exams. Since most of you are reading this text for your promotional exam, we have prepared the following guidance for you.

## Promotional Exams: How to Get Started with Your Preparation

Preparing for promotion is an important career decision. This is particularly true today as the competition for supervisory and command positions in law enforcement agencies is fierce. The challenge for those who are serious about promotion is that they must be more prepared today than ever before. The road to promotion is one of hard work and personal commitment. The key to success will be determined by how well you prepare.



When a promotional exam is announced, just starting your preparation is one of the hardest things to do. We firmly believe the early bird does get the worm. Here are five things you can do to begin your preparation:

### **1. DEVELOP A PLAN**

Start thinking about exactly what you're going to do. Make the commitment: When am I going to study? Where am I going to study? Who am I going to study with? And so on.

Speak with successful supervisors and managers in the workplace. Ask them about their study techniques.

Before you begin studying, make an appointment to have your eyes checked, especially if eye fatigue is occurring more frequently than normal.

### **2. GATHER UP ALL THE MATERIALS**

Keep your study materials updated—for example, law books, guidelines, textbooks, test prep guides. Once you obtain all the materials, put them away. Then, just take out one item at a time to study. This way you won't feel overwhelmed.

### **3. ESTABLISH THE PROPER MIND-SET**

If you're taking a test to become a boss, you have to start thinking like one. This is especially true while you're working. When you hear calls on the radio for a supervisor, think about what you would do with respect to proper supervisory principles. Critical incidents, complaints, performance issues—how would you handle them?

### **4. BE POSITIVE!**

How much time do we spend complaining every day at work? A lot, right? Well, when it's exam time, avoid the whiners and complainers. Complaining is a time waster that distracts you from studying. Stay with the positive people who are focused on studying.

### **5. BEGIN YOUR STUDY**

If you sign up for a study group, it should be in addition to your individual study. Think of the total study time in small increments. Study at least two to three hours per day, five days a week. Choose a quiet place and select a time when your energy level is highest.

Log your study time and chart your readings on a calendar. Set goals and deadlines and follow them. Make adjustments as needed.

Periodically reward yourself and your family for your hard work.

Don't take on major responsibilities or projects while you're studying for the exam.

For more information on preparation for promotional exams, go to [www.bernsteintestprep.com](http://www.bernsteintestprep.com). It's up to you to get your plan into motion. If you don't put the time and effort in, somebody else will. Best of luck in the promotional exam process.

## New to the Eighth Edition

Photographs are utilized throughout the text

### Preface

Valuable Tips for Promotional Exam Preparation

### Chapter 1

Making an Effective Transition from Officer to Supervisor

### Chapter 3

Transformational Leadership and Empowerment  
Ways to Increase Command Presence  
Supervising a Diverse Workforce  
Suggestions for Supervising the Multigenerational Workforce

### Chapter 5

Strategies for Effectively Managing Your Email

### Chapter 8

Suicide Awareness and Prevention Tips

### Chapter 9

Working with Union Representatives

### Chapter 13

New Bomb Threat Stand-Off Guidelines

## Supplements

To access supplementary materials online, instructors need to request an instructor access code. Go to [www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc), where you can register for an instructor access code. Within forty-eight hours after registering, you will receive a confirming email, including an instructor access code. Once you have received your code, go to the site and log on for full instructions on downloading the materials you wish to use.

This text is accompanied by the following supplements:

- *Prentice Hall's Test Prep Guide to Accompany Supervision of Police Personnel*, eighth edition (includes Multiple Choice and True/False Practice Questions)

(This may be ordered at [www.bernsteintestprep.com](http://www.bernsteintestprep.com))

- Online Instructor's Manual with Test Bank
- Online MyTest Testbank
- Online PowerPoint Presentations
- CourseSmart e-Textbook (<http://www.coursesmart.com>)

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## Dedication

Our special thanks to Clara, Patricia, and Edna for their never-ending support and patience.

# 1

## The Supervisor's Role

### Chapter Objectives

This chapter will enable you:

- To become acquainted with the supervisor's role
- To gain an understanding of the basic responsibilities of the supervisor
- To become familiar with the supervisor's objectives

In modern administrative terminology, *management* denotes the process of directing and controlling people and things so that organizational objectives can be accomplished. *Supervision*, as part of the management process, refers to the act of overseeing people. It is an activity that takes place at all levels in the organization except at the work level, although many of the tenets of good supervision apply to the nonsupervisory officer in his daily dealings with the public.

Nowhere is the application of management and supervisory principles more important than at the first level where the productive capacity of the enterprise is directly controlled. The worker's performance and morale are more strongly influenced here by his immediate superior than by any other factor in his environment. This is true not only because the supervisor and employee have a close relationship but also because the superior exercises such a strong influence on the subordinate's physical and social environment. It is for these reasons that the first-level supervisor's job is a key position in any organization. The precepts presented in this text, with few exceptions, are especially directed to these supervisors. These precepts have been tested and proven highly effective, not only in the law enforcement community and closely allied agencies but also at all levels of the hierarchy in any organization where supervisory relationships exist.

In the law enforcement agency, first-level supervisors are of special importance because of the great need for teamwork. On them rests most of the responsibility for providing the cohesive force that welds the workforce into a well-functioning, smoothly operating unit.

Leadership expert John C. Maxwell has said, "if you lead people well and help members of your team to become effective leaders, a successful career path is almost guaranteed."<sup>1</sup>

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<sup>1</sup> John C. Maxwell, *The Five Levels of Leadership* (New York: Hachette Book Group, 2011), p. 5.

## Supervisory Position

People are responsible for production. The supervisor is responsible for people. He accomplishes the objectives of the organization by getting things done through them. He must be an expert in handling them to be a successful leader. To this end, he must develop the art of influencing others, coordinating their efforts, and directing them to proper goals in such a way as to obtain their obedience, confidence, respect, and loyal cooperation.

People like to be led by those whom they respect and in whom they have confidence. The first step in gaining this confidence and respect is taken when the supervisor exemplifies by his personal conduct that which he demands from his subordinates. If he then provides them proper leadership, they will respond with the highest performance, with a minimum of conflict and a maximum of satisfaction.

The supervisory officer must be adept at applying the principles of wholesome human relations with common sense so that he can best integrate the needs of employees with the goals of management. He should allow them to participate in decisions that affect them, but he must avoid crippling himself as a supervisor by carrying democratic leadership so far that his subordinates will expect him to “take a vote” before making every decision. Undoubtedly, when those affected by a nonemergent decision are consulted before it is made, the process will take longer but implementation will be much swifter.

To many supervisors, advancement into a position of authority involves a considerable change in lifestyle from being a follower to being a leader and requires a radical change in philosophy and thought processes, especially in the area of human relations. As the supervisor gains experience, he will increasingly appreciate how his actions affect the economic security, advancement, and emotions of his subordinates. He will appreciate the effects of his activities on their general welfare and morale. He will not become lulled into believing that because his morale is high, the morale of his subordinates is also high; he will recognize symptoms indicating that it is low and take corrective action promptly whenever his position permits. He will realize, as David Lieberman explains, that morale cannot be achieved through incentive or policy.<sup>2</sup> He can influence it, however, if he remembers that people are interested in themselves and in the things that affect them. He should provide them with performance feedback that will give them a sense of their worth within the organization.<sup>3</sup> One of their basic needs is a feeling of stability and security in their work. This should be provided for them insofar as possible because people do not perform well when they are exposed to conditions that cause tension and anxiety.

Any leader must accept the fact that his subordinates are all different. They will react in different ways at different times. They will often resist his efforts to do what they know he has to do to make the organization a better place to work. Now and then, some will become incensed at what they consider a trivial criticism if it is not given with

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<sup>2</sup> David J. Lieberman, Ph.D., *Executive Power: Use the Greatest Collection of Psychological Strategies to Create an Automatic Advantage in Any Business Situation* (Hoboken, N.J.: John Wiley & Sons, Inc., 2009), p. 34.

<sup>3</sup> Paul Levy, *Industrial Organizational Psychology: Understanding the Workplace* (New York: Worth Publishers, 2011), p. 116.

the utmost tact and diplomacy. They will sometimes resist changes in their duties or assignments, and some will quit if they see greener pastures elsewhere. He can expect disloyalty from some and intense loyalty from others in his complex job of managing people.

The supervisor must be able to help his subordinates establish and achieve reasonable goals. He must be able to provide answers to their many job problems and to give them wise counsel and assurance in their personal and professional lives when the need arises, recognizing that they will not all react the same when he tries to help them. At times, they will misinterpret his motives and accuse him of meddling in their affairs, yet their affairs are his when their performance is affected.

The supervisor is selected by management. He derives his official authority from that source, but his real authority stems from the spirit of cooperation, respect, and confidence that he is able to gain from his subordinates. He is expected to represent management's interests to the workers and their interests to management. He is a buffer between workers and higher authority. He absorbs heat from above without passing it along to them. To his subordinates, he is the department. His virtues personify those of the department. If he is fair in his dealings with them, if he is considerate of their welfare, and if he is stimulating, they attribute these characteristics to the organization. If he is unjust, inconsistent, and unfriendly, they are likely to think the organization is also because he reflects, to them, what it is.

In the long run, the interests of management and the worker are identical. The small differences between the two can ordinarily be resolved by the effective supervisor if he avoids prejudice, develops a judicial attitude by basing decisions only on the facts, knows the rules under which he and his subordinates must work and appreciates the intent of such rules, studies his subordinates to gain an understanding of them, leads them in a joint effort instead of driving them, and practices loyalty to his organization and to those with whom he works.

He is responsible for keeping his superiors informed through oral and written reports. This requires that he keep himself informed through records, research, and inspection. He is obliged to keep his subordinates apprised about matters affecting them. In doing so, he must communicate clearly by learning to avoid the barriers that hinder effective communications. He conveys official policy downward and tries to sell it to subordinates even though he sometimes does not agree with it and knows it will be resisted.

The supervisor should avoid filtering intelligence to his subordinates or superiors. He must not tell them only what he thinks will make them happy nor keep from them news he thinks will make them unhappy. He must always keep his superiors informed so that their decisions may be made on unexpurgated information, not on partial data that have been taken out of context. When he is in doubt as to how much detail he should pass on to them, he should resolve the doubt in favor of conveying too much rather than too little. In doing so, however, his discretion must be impeccable lest his motives be misconstrued. He should be aware of the fact that the communication may breed rumors.

The supervisor often finds it difficult to reconcile the goals of management with the goals of the employees and the sentiments of their social group. He is often torn between the loyalties he owes both, but he must realize that the best interests of the organization must prevail.

## Technical and Supervisory Competence

Supervisors need not become highly skilled in every technical aspect of the job they supervise to be effective—to do so would impose an impossible burden on them—but they should have a good working knowledge of the principal aspects of the job for which they are responsible. They must have a basic understanding of the other scientific disciplines that have contributed to the science of leadership. The psychologist has contributed to an understanding of human behavior. The sociologist has attempted to explain ethnic cultures and group relationships. The anthropologist has tried to explain the developmental aspects of society. The physical scientist has given law enforcement a vast source of technical data that have contributed to the advancement of scientific criminal investigation, just as have many other disciplines.

Every supervisor should keep himself abreast of fundamental changes in practices, techniques, and procedures in order to be equipped to carry to his subordinates the information they need to perform their jobs properly. He should prepare himself for this position by gaining a good working knowledge of the principles of organization, administration, and management; he should know and understand the principles of performance evaluation. He should become an expert in directing the efforts of his subordinates into the most productive channels. He should know how to make assignments, through the process of delegation, of many tasks that others below him are capable of performing as well as or better than he can. In delegating routine tasks to subordinates, the expert supervisor will give them sufficient authority to match the responsibility he has imposed on them. He will then hold them accountable for the job, but he will realize that *final* responsibility for the job is his, because he cannot shed his responsibility for a task merely by delegating it to someone else. If he delegates well, he will conserve his time for carrying out his prime duty of supervising rather than performing routine operational activities.

## Organizational Knowledge

The supervisor should prepare himself for his position by gaining knowledge and understanding of the policies, rules, procedures, practices, functions, and objectives of his organization. He should be thoroughly versed in the functions and operations of his local subdivision of government and should have an understanding of its relationships with other units of government. He should be fully acquainted with those agencies that work in conjunction with his own. Their facilities for providing rescue work, ambulance services, welfare activities, or other services should be well known to him. He should be thoroughly familiar with the local political atmosphere, although he should scrupulously avoid political entanglements and alliances that might hinder the accomplishment of his official duties.

The successful supervisor will understand the legal ramifications of his office; his obligations, liabilities, and responsibilities for the acts of his subordinates under the law; and the restrictions under which he operates. He will keep himself informed of the functions, jurisdiction, and authority of persons occupying the diverse positions in his and related organizations so that he can best carry out his coordinating activities. At the same time, a supervisor must understand the importance of the informal organization within the police department. The Volcker Commission emphasized the importance of understanding informal organizations in “The Report of the National Commission on the Public

Service.”<sup>4</sup> Within most police departments, there are groups that operate without official authorization. The effective supervisor should be familiar with these groups as well as their leaders because these groups have influence in the department. A successful supervisor is able to deal effectively with both the formal and the informal organization.

In order that he may provide appropriate guidance and counsel to his subordinates, he must be familiar with the personnel rules, policies, and practices governing such aspects of the job as selection of personnel, promotional systems, assignment policies, termination procedures, sickness benefits, retirement plans, disciplinary procedures, merit ratings, leaves of absence, contractual agreements between employees and management, and vacation policies.

## Basic Supervisory Responsibilities

The common elements of supervision can be grouped under those activities that relate to the direction of people and all it implies (their control and development) and to the multitude of interpersonal relationships between them and their supervisor. In his day-to-day relationships with people, the supervisor is expected to function in the following ways.

### Planner

He must be an expert in planning operational activities and using different methods. He must be capable of inspecting work systems, conducting studies, analyzing data, and developing mature recommendations for constructive changes in organization and operation when necessary. If he is to best perform his duties, he must be able to forecast future needs of his organization as part of his planning activities, anticipate problems, and make decisions ahead of time to solve them. He should familiarize himself with work simplification practices to bring about greater efficiency in his organization through the streamlining of procedures, reduction of paperwork, and effective use of personnel resources.

### Personnel Officer

The supervisory officer should strive to assign his subordinates as scientifically as possible to the positions for which they are best suited and to the places and at the times where they are most needed. He will place “round plugs in round holes” wherever possible because happy workers are usually productive ones.

Studies have revealed that there is a marked relationship between productivity of an individual, his job satisfaction, and the type of supervision he has received. Employee-centered supervisors obtain better results than production-centered ones.<sup>5</sup>

### Trainer

The best supervisors develop their abilities to train their employees to be efficient, effective producers who gain satisfaction from their work. When the supervisor neglects to

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<sup>4</sup> “The Report of the National Commission on the Public Service,” in *Leadership for America: Rebuilding the Public Service* (Lexington, Mass.: Lexington Books, 1990).

<sup>5</sup> Neal M. Ashkanasy, Celeste Wilderom, and Mark F. Peterson, *Handbook of Organizational Culture and Climate* (Thousand Oaks, Calif.: Sage Publications, 2000).



Crime Scene  
Investigation  
(© Loren Rodgers/  
Fotolia)



develop his capacity for the role of teacher, he deprives himself of a means of upgrading the service and ensuring that the standards of performance in the organization are maintained through the training process.

He must carry out his training function in all types of settings. If he is to be an effective teacher, he must gain knowledge and understanding of the learning process, the effects of individual differences on learning, and the psychological factors involved in teaching. He will become proficient in the use of a variety of techniques that will make his training activities most meaningful. He will be able to do some training at the scene of a crime or while making a routine contact with a subordinate much as he does in a formal classroom setting.

### Coach

Coaching is an integral part of the supervisor's responsibilities. The supervisor shares his knowledge and expertise, and lets the employee know how he can improve performance. The skill of coaching refers to the practice of confronting an employee with his or her job performance record with the objective of finding ways to overcome deficiencies and improve job performance. Properly used, it can be an excellent motivational tool that stimulates employees to achieve peak job performance.<sup>6</sup> Through the coaching process, knowledge, skills, and abilities are enhanced. It's a process of providing guidance and direction to officers in a way that allows learning and development to occur. When this happens, performance is improved.

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<sup>6</sup> Jeff Bernstein, *Situational Management for Chicago Police Sergeants* (Davie, Fla.: Bernstein & Associates, 2013).



Coaching Session  
Lieutenant Herb  
Williams coaching  
Sergeant Sharonda  
Morris.

More and Miller state that “Supervisors who work with employees as coaches create a working environment that increases employee competence, provides for greater fulfillment, allows for a greater contribution to the organization, and exposes officers to what can really be meaningful work.” Officers who are coached accept responsibility more readily, are clear about performance expectations, and are committed to the organization. They become oriented to the mission and goals of the department, follow the vision of the organization, and have an opportunity to attain individual goals.<sup>7</sup>

While in the field, supervisors are in a great position to observe skill deficiencies in their employees. One important area in the field is “street survival tactics.” Supervisors should be aware that coaching opportunities present themselves every day. A good coach will take advantage of these situations to help develop his employees.

## Counselor

Supervisory counseling typically involves a meeting between the supervisor and the employee. Counseling relates to the supervisory practice of actively listening and responding to employees' complaints, grievances, and problems. Employees can use these communication practices to express matters of concern to their superiors. The purpose of the counseling session could be any number of things. For counseling to be effective, the supervisor should have a good working relationship with his subordinates. The focus of the meeting may be to help an employee with a work-related concern, or an employee's personal problem. It can take place in the office, or out in the field. If the supervisor gets to know employees as individuals and demonstrates concern for their welfare, the counseling process will be enhanced. A supervisor is required to address work-related performance deficiencies. The counseling goal here is to improve performance.

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<sup>7</sup> Harry W. More and Larry S. Miller, *Effective Police Supervision* (Burlington, Mass.: Anderson Publishing, 2011), p. 297.

Another instance where counseling is appropriate is when the employee requests the supervisor's help with a personal problem. Everyone experiences personal problems in their life. The employee may have just experienced a death in the family. The supervisor can help the subordinate just by listening or providing some assistance. Thus, counseling is an important skill that all supervisors must develop.

## Controller

Every supervisor worthy of the name must learn how to control his subordinates properly. He must make proper follow-ups to determine that rules and regulations have been followed and orders properly executed. When necessary, he must take disciplinary action either positively through the process of training or negatively through punitive action. He must never obstruct corrective action when it is justified merely because of personal motives, but he must do everything proper, honorable, and legal to protect his subordinates from unjust punishment. At the time of recruitment, when facts are in conflict, doubts should be resolved in favor of the organization because questionable persons cannot justifiably be recruited into the police service. However, in disciplinary matters involving an employee, the organization is bound by a policy of fairness and cannot honorably punish an employee on the basis of unfounded or unproved charges, slander, gossip, or malicious innuendos. An employee must never be punished merely because of an unproved outcry by the news media or vocal special-interest groups or individuals.

The supervisor must expect some mistakes from even the most able of his subordinates. Errors are bound to occur, especially with inexperienced employees. When they do, they should be treated as constructively as possible. When mistakes "of the head" are made, often the training value exceeds the harm done; if the mistake is "of the heart," negative corrective action may be indicated to prevent a recurrence. When punishment is necessary, it should be administered promptly, without hostility or anger and never in a spirit of retribution or revenge.

Perfection should not be expected of workers, since demanding this degree of excellence in performance will usually result in wasted time, frayed nerves, and frustration. Seldom will employees be equipped with the physical or mental resources to render the level of performance that even approximates the perfectionist's expectations. This type of person is a wearisome individual; he is seldom satisfied with the performance he receives from others and only causes them anxiety and frustration.

## Decision Maker and Communicator

One of the primary functions of the supervisor is decision making. When he makes decisions, he often helps shape policy for the organization. If a decision is indicated, he must not vacillate. A bad decision is sometimes better than none at all. When it affects others, it should be communicated to them clearly and simply to prevent misunderstandings and resistance. When change results from decisions, those affected will often resist because the change is interpreted as a threat to their security and they are forced to make adjustments. The resistance will usually be reduced if the need for the change is explained. However, the supervisor need not justify all changes and should not apologize for them. To do so might be interpreted as a mark of weakness in carrying out management objectives. Worse, he is likely to be accused of being

disloyal or of trying to escape responsibility for an unpopular change by blaming someone else for it.

Timing of a communication that affects employees and selection of the location where it takes place are important if the change is to have the greatest acceptance. Sometimes the sowing of a seed that a change is about to take place will allow the idea to take root in the minds of employees, with a resultant lessening of their resistance to the change. The manner in which the superior officer communicates with his subordinates has a vital bearing on their interpersonal relations. Subordinates often resent a supervisor's bad manner in giving an order more than the bad order itself.

## Leader

A major responsibility of every supervisor is to provide leadership for the employees under him. To become a good leader, he must possess the traits of honorableness, courageousness, and vitality. He must be reasonably intelligent, must have good common sense, and must be persuasive and flexible. He is not born with these characteristics, but he can develop his leadership ability by adopting the desirable traits he has observed in good leaders or, at least, trying to adapt those traits to his own style.

Every supervisor has an inherent responsibility to motivate his subordinates by giving them positive incentives that will encourage them to achieve and maintain a high level of efficiency. He must provide them an opportunity for personal and professional growth. They need to feel that they are progressing toward achievable goals. He can help them by providing enlightened leadership. He will strive to overcome the inertia and dogma that impede the professionalization of law enforcement. If he is firmly committed to the tenets of his profession, he will give a full measure of effort and careful attention to his duties whether he likes or dislikes his employees and whether his efforts are appreciated or not. He must stand by his convictions in spite of adversity and must adhere to those high moral standards of his profession regardless of a departure from them by others. He should adopt new principles when the need for higher or better ones becomes evident.

## Transition from Officer to Supervisor

Making the transition from line officer to supervisor is a challenging time. As a supervisor, you are now part of the management team. Instead of going from call to call or conducting investigations, you are now the overseer. You are responsible for the actions of those who work for you.

You are expected to counsel, train, and discipline subordinates. You are considered a key player in ensuring the goals of the agency are accomplished. It's a unique position. You represent management's position to your employees, and take employee issues and concerns to management. You need to support your employees when they're right, and discipline them when they're wrong. That may include an officer with whom you recently worked. It could be someone on the same squad, shift, or division. Except now he works for you.

Investigating citizen complaints is another of your supervisory responsibilities. When you get that complaint on one of the officers you used to work with, it must be investigated. Your mind-set is very important. You're not on the squad as an officer