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Title of Thesis: The effect of being an assigned Mentor on members of An Garda Síochána who become Tutor Gardaí.

Date: 5th May 2020

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JBourke

5th May 2020

**The effect of being an assigned Mentor on
members of An Garda Síochána who become
Tutor Gardaí.**

**(Do these Tutor Gardaí feel they have a
constructive role to play in the professional
development of their Probationer Garda?)**

John Bourke

MA in Human Resource Management

National College of Ireland.

Submitted to the National College of Ireland, May 2020.

The objective is simple. Not easy, but simple. The objective is that An Garda Síochána becomes a beacon of policing and security that can be measured against any police or security service in the world. A magnet employer, attracting, retaining and developing the brightest and best. A powerful factor in shaping an Ireland that is safe to live in, safe to work in, safe to visit, and safe to invest in. An organisation with a positive, respectful attitude to all its members and to all victims of crime. An entity with a confident and open culture.

(Noreen O'Sullivan, Garda Commissioner, 2016)

This dissertation is dedicated to all the men and women of An Garda Síochána who selflessly give of their time and energy to the Tutor Garda program. In doing so they ensure that the next generation of Gardaí have the ability to carry on the tradition of community focused policing that An Garda Síochána prides itself in

Abstract.

The topic of Mentoring is one which has garnered much coverage in academic works over the past number of decades since its inception as a management tool in the 1970's. In this study, the author delves into the workings of a very specific mentoring program, designed specifically for Probationer Gardaí, those members of An Garda Síochána (the police force of the Republic of Ireland) who are in their initial stages of operational policing. The topic was chosen because the author was himself a member of An Garda Síochána for over three decades. Having spent six years as an instructor in the Garda College he saw first-hand how Probationer Gardaí engage with the work. There are ample studies available that examine the benefits of mentoring to the mentee, or to the organisation, but there is little work done on how the mentor is impacted by taking on the role. Specifically, within An Garda Síochána, there is no research available on how the Tutor Garda Program impacts on the Tutor Gardaí themselves. It was with this in mind that the author decided to take on this work through interviewing a number of active Tutor Gardaí, those who are mentoring Probationer Gardaí at the moment or who have in the recent past had such a role. The interviews were semi-structured in nature with certain areas being investigated but also allowing for the free flow of ideas and reflections of the participants.

The transcripts of the interviews were analysed and show a differing of opinion as to what the role means to the participants, how it affected their professional and private lives, and what they experienced during their time in the role.

Declaration of authenticity.

This declaration of authenticity is to indicate that the work contained herein is wholly the work of the author and that all materials consulted and ideas garnered in the process of researching the dissertation have been properly and accurately acknowledged.

Acknowledgements.

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Table of Contents

Abstract.....	i
Declaration.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
List of Appendices.....	v
Chapter 1. Introduction.....	1
Chapter 2. Literature Review.....	5
Chapter 3. Data Collection.....	9
Chapter 4. Methodology.....	12
Chapter 5. Participants.....	18
Chapter 6. Findings.....	20
Chapter 7. Conclusion.....	33
Chapter 8. Recommendations.....	36
References.....	38

List of Appendices.

Appendix:	Title	Page
Appendix A	Participant Consent Form.....	40
Appendix B	Participant Information Sheet.....	42
Appendix C	Garda College Tutor Garda Course Descriptor.....	44

Chapter 1. Introduction.

The effect of being an assigned Mentor on members of An Garda Síochána who become Tutor Gardaí.

- **Do Tutor Gardaí feel they have a constructive role to play in the professional development of their Probationer Garda?**

1.1 Introductory overview. There are many varied and broad definitions of the term ‘Mentoring’ when used as a developmental tool. CIPD (2019) defines it as “a relationship in which a more experienced colleague shares their greater knowledge to support the development of an inexperienced member of staff.” This document examines the role of mentoring as a developmental tool and will specifically focus in on the mentor-mentee relationship between the ‘Tutor’ Garda and his/her ‘Probationer’ Garda. As numbers of new entrants to An Garda Síochána soar to the highest ever in the history of the organisation, there is an ever growing demand for experienced members to become ‘Tutor Gardaí’ in order to fulfil the criterion of the Garda Colleges Student Probationer School guidelines on probation (Appendix C).

In keeping with An Garda Síochána Renewal and Modernisation Plan 2016-2021 there is a “new approach to training student Gardaí introduced in September 2014. Student Gardaí now undertake a BA in Applied Policing, which is accredited by the University of Limerick. The programme focuses on developing the student’s problem-solving and analytical skills. On successful completion of phase one of their training, the students are attested as Probationer Gardaí and are assigned to a training station where they are accompanied by a fully trained tutor Garda and where there is a supervising Sergeant.” (Garda Síochána Press Office 2016)

This means that all graduating Gardaí, having completed 32 weeks of studies (Phase One mentioned above) at the Garda College, Templemore, Co. Tipperary are allocated to a location within the Republic of Ireland. They are, at this location, be allocated a ‘Tutor’

Garda for the next 34 weeks of their training. In order to successfully complete the BA in Applied Policing, each Garda attested must complete Phase Two and their probationary period before being awarded the BA in Applied Policing by University of Limerick.

To fully comprehend the nature of this document, it is important to know, and understand, the structure of the Garda training and to put the numbers of Tutor Gardaí to Probationer Gardaí into context.

Department of Justice figures for show that between 2014 and March 2020 new Garda rank member numbers went from 10,395 to 12,046, an increase of 1,651 (Department of Justice and Equality, 2020). This figure is indicative of those members who are in the rank of Garda at the time, it does not account for numbers of members who have been promoted to Sergeant, or retired from the force etc. Figures released by An Garda Síochána show the extent to which the number of those members in Garda rank are effected by retirements, dismissal, deaths etc. as follows: 2019-221, 2018-197, 2017-169 (Garda.ie 2020). When numbers of those leaving the rank of Garda, for whatever reason, are added, the number of new recruits would be close to 3,000 (Dept. of Justice, 2019). Each of these new recruits has, or has had during their probationary period, an allocated Tutor Garda. This demand is met by the training of 40 new Tutor Gardaí to be allocated to each newly attested graduate group. For example, in 2019, graduation ceremonies took place with a total of 400 new Gardaí graduating. Running parallel to these graduations, the Garda College Student Probationer School trained a further 120 experienced members to be Tutors.

For each graduation ceremony of newly appointed Gardaí, 40 new Tutors are required to be trained and in place to supplement those existing Tutor Gardaí. (Appendix C)

1.2 Garda Probationer Training Structure: Week 1 – 32 is spent at The Garda College in Templemore, Co. Tipperary undergoing a variety of job specific training including Legal and Police Studies, Self Defence, and First Aid. At 32 weeks, having successfully passed all assessments to date, the student is ‘Attested’ and becomes a full member of An Garda Síochána. They are then allocated to their first Garda Division where they will spend the next 34 weeks on probation. It is at this new location that they will be allocated a ‘Tutor’

Garda, a more experienced member of the force, who acts as a mentor for the 8 month period that follows their arrival. This period of time is divided into two parts each of 17 weeks, the first (called the 'Assisting' stage) where the Probationer watches the Tutor learning by asking relevant questions and experiencing first hand some of what regular police work is. The second period of 17 weeks is called the 'Assisted' stage. During this period, the Probationer takes on the work with the Tutor monitoring their work, asking them questions and ensuring that the work is performed correctly.

1.3 Paradox of the probationary programme: The relationship between Tutor and Probationer is vital to the success of the program, but policing commitments and resource allocation logistics, coupled with the exigencies of the service, all play a part in the availability of the Tutor to the Probationer. All the while this programme is running, both the Tutor and the Probationer have their full time Garda duties to attend to thereby making it sometimes difficult to realise and implement the 'utopian' version of the Tutor and Probationer relationship that is the foundation of the probationary training period for all Garda entrants.

1.4 Relevance of this study to the author. The motivating force behind this research comes from the authors 31 years' service in An Garda Síochána. During a six year period, from 2006 to 2012, the author worked in the Garda College where he studied, and was awarded a Certificate in Adult Education and Learning from National University of Ireland Galway. As a result of this qualification, he quickly realised the variety of learning styles and teaching approaches needed to cater for diversity of personalities that join An Garda Síochána.

Following retirement in 2014 he has been engaged with several companies delivering training in a variety of settings from Civil Service (all grades), Public Sector (for example Education Training Boards or An Garda Síochána), large multinational private sector companies (for example Pfizer Pharmaceuticals) and smaller Irish companies such as the Lynch Hotel Group. One of the topics the author delivers training on is the Tutor Garda Training course, a three day in house course run by Tiger Consulting. Having spent almost

two decades in first line management within An Garda Síochána, the author has first-hand experience of new Garda probationers taking up full time positions without the benefit of a mentor. This meant that the author, being the line manager became, by default, the mentor of these new recruits.

While finding this role rewarding, it was time consuming and required constant monitoring of the probationers' performance. It was not the ideal situation as, according to Clutterbuck (2014) mentors should "not take on more than one or two relationships or they may not do them justice" (Clutterbuck, 2014, p 37-38). However, on a personal level, the writer did feel a genuine sense of job satisfaction from seeing probationers reap the rewards of the informal mentoring relationship they had with him.

1.5 Research Question. In this document, the writer will examine the recent relevant literature regarding mentoring as a developmental tool, the benefits of mentoring, and the relationship between mentor and mentee. Because on the real-life experiences of the author, the benefits of being a mentor are far outweighed by the negative atmosphere that has developed around the allocation of personnel as mentors (Tutor Gardaí) within An Garda Síochána. Therefore, the topic of this dissertation is

The effect of being an assigned Mentor on members of An Garda Síochána who become Tutor Gardaí.

- **Do Tutor Gardaí feel they have a constructive role to play in the professional development of their Probationer Garda?**

Chapter 2. Literature Review.

2.1 Original literature. There is a myriad of knowledge available in libraries, college websites and on the internet that describes, defines and defends mentoring as a staff development tool, there to be utilised in an informal or formal setting across all sectors. But the majority of the research stems from the work of Boston University's Doctor of Philosophy, Kathy E. Kram. Her 1983 'Academy of Management Journal' has been (as of 5 May 2020) cited on 3,101 occasions; such is its standing in academia.

As discussed in Bozeman and Freeney (2008), Kram argues that mentoring can be described as an intense relationship, where an experienced individual performs twin roles. Firstly, being a guide for career development and progression and secondly, being a support figure, more accurately a support of a psycho-social type to the less experienced partner in the relationship. Kram refers to these individuals as the 'Mentor' and the 'Protégé'.

While many authors and academics have written on the topic of mentoring relative to Kram's first role (i.e. that of an adviser) few have delved into the realm of the role of the mentor as an emotional support figure. In this document, the author will seek out research that concentrates on the supportive aspect of the mentor's function as well as looking into the area of job satisfaction that such a role can bring to the mentor, and finally, seeking out, through the interviews, if the Tutor Gardaí interviewed feel they have had a positive and constructive input into the professional development of the Probationer Garda.

2.2 Police specific literature. "Mentoring first year police constables: police mentors' perspectives" researched the area of mentoring in the Police Force in Australia (Tyler, McKenzie, 2011). The main findings were as follows:

- (a) The majority of mentoring officers believed in the benefits of the process.
- (b) Ironically, the respondents in this research were adamant that the need for formal specialist training as a mentor was not essential for the role.

(c) They regularly found themselves mentoring on an informal basis without any formal structure in place; this they found to be most beneficial.

(d) Once established, the mentoring officers found they seldom needed support or backing from their colleagues or established mentors within their organisation.

It was through the informal, unstructured mentoring engagements that the officers interviewed found most reward. It was the volunteering to help that motivated these officers. They then felt a sense of purpose having guided a junior officer in the right direction. Pink (2011) suggests that 'purpose' is one of the main driving forces of what motivates people in the workplace along with 'mastery' and 'autonomy'. On the topic of 'purpose' Pink explains that people can feel demotivated in the work setting if they do not see the full picture of what it is that they are doing, if they fail to comprehend the role or feel that they do not have an input into it. In a Garda context therefore, it is imperative that members who become Tutors must buy in to the role if they and the function of Tutor is to succeed. According to Pink, those who realise that they are part of a bigger picture and that their work has an effect far beyond themselves, those are the people who are more driven, more engaged and more productive.

Though this research took place in 2011, Tyler and McKenzie referred back to 1985 research by Fagan and Ayres in the United States which strongly argued that an essential element in the completion of Police training was to work the streets with a more experienced colleague. This argument has been echoed throughout the decades of research into mentoring, not only in the Police setting but also, for example, in the nursing profession (Mobley, Gray and Estep 2003).

2.3 CIPD view. The Chartered Institute for Personnel and Development (CIPD) differ in their findings from those of Tyler and McKenzie. While the latter argue that an informal, unstructured and unsupported mentoring method is preferred, CIPD put forward the case that the outcome of mentoring totally depends on selecting the best people for the role coupled with managing the relationship and evaluation of the process (CIPD 2019). This divide in opinion will be a significant factor in the deliberation on the research question in

this work. Within the Tutor Garda process in An Garda Síochána, there is no facility for matching tutor to probationer. Tutors are allocated to the probationer that is, at the time, assigned to their team or unit.

The 'Goodness of Fit' model (Bozeman and Feeney 2008) agree with CIPD on the issue of matching mentor with mentee. Their study sets out the fundamental traits of a mentor-mentee arrangement; the interaction stems from a social connection based on individual preferences, knowledge and personal abilities. Therefore, the process of matching mentor and mentee is vital to the success of the mentoring relationship.

2.4 Mentoring and engagement. Craig *et al* (2013) looks at the link between career and psychosocial mentoring relating to employee engagement and retention. This study found a significant connection between both. The article refers to the 'affective organizational commitment (AOC)' as being of great significance. The common thread running through this research shows that employees who underwent positive mentoring themselves showed greater levels of commitment and engagement resulting in job satisfaction and a reduction in staff turnover. Although An Garda Síochána do not see a high level of turnover, the issue of employee engagement is very relevant in the context of being a mentor. Interestingly, at present, Garda Tutors are selected from a core of junior Gardaí who themselves have undergone the same mentoring process as their mentees will giving them an added advantage as to knowing what works and what does not work in the tutor-probationer relationship. On a negative note regarding this structure, the tutors themselves can be relatively inexperienced in the role as a Garda some with as little as two years' service. Ironically, those Gardaí with experience and expertise many times move on promotion, or to specialist units or detective duties taking them out of the available pool of resources to act as tutors.

2.5 Benefits to the mentor. Clutterbuck (2014) outlines many benefits that the mentor will enjoy as follows:

- The learning they take from the experience, both in having to explain intuitive reasoning and in listening to a different perspective.
- The opportunity to take reflective space in a hectic daily schedule.

- The satisfaction of knowing you have made a difference to someone else.
- The intellectual challenge of working on issues for which you do not have to take personal responsibility and that may take you into unfamiliar territory.
- Increases skill base and reputation. (Clutterbuck, 2014, p.35)

How these benefits relate to the Garda Síochána Probationer Program will be outlined in Chapter 7 Conclusion.

2.6 Benefits to mental health. Research carried out within Police Forces in the United Kingdom in 2018 provide up to date information on how mental health is a serious concern in occupations such as medical professionals, firefighters and police officers and that policing is one of the most stressful occupations. Gill and Roulet found that mentoring officers, though still experiencing work related stress, had lower levels of anxiety than those who did not mentor. The research also identified that mentors found that their role as such gave more meaningfulness to the work they did. The research concluded with the comment; “So if mentoring is to help mentors, organizations need to account for the resources allocated to mentoring and allow flexibility for those mentoring relationships to grow” (Gill and Roulet 2019) echoing other researcher findings including Billet (2003), Bozeman and Feeney (2008) and CIPD (2019), that there is a need for formal processes to be in place to ensure the best results from mentoring.

2.7 Literature Review Conclusion.

From the literature review carried out, the author can see that a formal, well planned processes around mentoring enables learning and is a valuable tool in the development of staff. However, there are gaps in the literature available around how mentoring works within An Garda Síochána and in particular around the Tutor Garda/Probationer Garda relationship. The purpose therefore of this dissertation is to find out from practitioners within An Garda Síochána how the role affects them in their professional and personal lives.

It is important to note that despite requests, no formal Garda documentation was made available to the researcher regarding the organisations policy on the Tutor Garda program, with the exception of Appendix C. However, presence and impact of any policy in this study would be questionable.

Chapter 3. Data Collection.

3.1 Research Methods. In order to answer the question raised, the following research methods are considered most appropriate:

Qualitative; survey, questionnaires, focus groups, one on one interviews.

Of these methods the one to one semi structured interview is the preferred option. This is preferred because it will allow the respondent to express their honest opinions and views. The author intends to concentrate on investigating the subjective data gathered through the interviews and specifically investigating the preceptions of the participants. The outcome will cast good light on these preceptions and therefore give a greater insight into the issue. As this research will be of an inductive nature the initial focus will be clear but there will be a need for flexibility in the questioning of the participants to allow for their preceptions and experiences to emerge and unfold. It is vital to the process that the researcher remembers at all times that the participants are individuals each with their own experience of the role of mentor.

3.2 Pre-Research Requirements.

Research for this work involved identifying and contacting participants who are, or were in the past, Garda Tutors. There was no minimum or maximum length of service as a Tutor applied to the selection process so as to get as wide a selection of candidate as possible. There was no gender balance set as a necessity, again to allow for a broad a representative population as possible. However, in the end, there were two female and three male interviewees.

3.3 Permission to carry out research.

Prior to commencing the research, the author contacted the Garda Research Unit (GRU) at the Garda College and sought permission to carry out the research. The GRU outlined the regulations and requirements necessary before any such research could be undertaken. These regulations were all adhered to in the course of the research.

Over the course of several weeks between December 2019 and February 2020 contact was maintained with the GRU and final permission to carry out the research was granted in February 2020.

Permission was granted subject to the following criterion:

- That the researcher could not directly contact any Garda Tutor for the purpose of requesting their participation.
- That there is a 'Gate Keeper' in place between the researcher and the participants. This meant that the researcher had to request the Garda College Student Probationer School to contact several Garda Divisional Training Sergeants, to supply them with the Participant Information Sheet (Appendix B) and to seek from those Divisional Training Sergeants a list of Tutors under their charge that would be prepared to participate in the interviews.
- That the findings could be delivered, by the researcher, in an academic setting within An Garda Síochána.

3.4 General Data Protection Regulations (GDPR).

In order to comply with GDPR the author was not allowed to make initial direct contact with possible participants. The GRU insisted that there be a 'Gate Keeper' in situ between the researcher and the participants. To manage this dynamic the researcher contacted the Student Probationer School of the Garda College and requested that one of their staff make contact with several Continuous Professional Development offices country wide and inform the member in charge of those offices of the research being carried out by the author. These Sergeants (in CPD offices) were then asked to seek out participants from their pool of Tutor Gardaí within their own Garda Division. The CPD Sergeant was asked to forward to possible participants an explanatory document from the researcher. This document is titled 'Participant Information Sheet' and outlines the nature of the research, the background of the researcher and the process to be followed (i.e. a semi-structured, recorded face to face interview). A copy of this document is attached at Appendix B.

Responses were received from three Garda Divisions; one in the south one in the west and one in Dublin identifying 8 candidates who were willing to participate in the research. All

eight candidates agreed with their Sergeant that the author could contact them directly thereby complying with the guidelines as set out by the GRU at the Garda College, Templemore. Of these responses, 5 candidates replied and interviews were arranged at a mutually suitable time and location. Prior to the interview, each participant was given a copy of the Participant Information Sheet and the Consent Form which they were asked to sign, with the exception of the final interview where the contents of the Consent Form was read over to the participant prior to the interview taking place and their permission was sought and recorded over the phone and included in the transcript of the interview.

3.5 Timing of Interviews.

The interviews were carried out before the implementation of the Covid-19 Government restrictions on movement within the state and all guidelines and advise of the Health Service Executive (the HSE), in place at that time, were followed as regards hand hygiene, hand shaking, coughing etc. The interviews took place on March 5th (two interviews), March 10th (two interviews). These four interviews were held face to face; two in Co. Clare on March 5th, one in Cork city on March 10th and one in Cork county, again on March 10th. Due to more stringent Government restrictions on movement of people, and owing to the nature of the work carried out by Gardaí the final interview was carried out over the phone on March 19th.

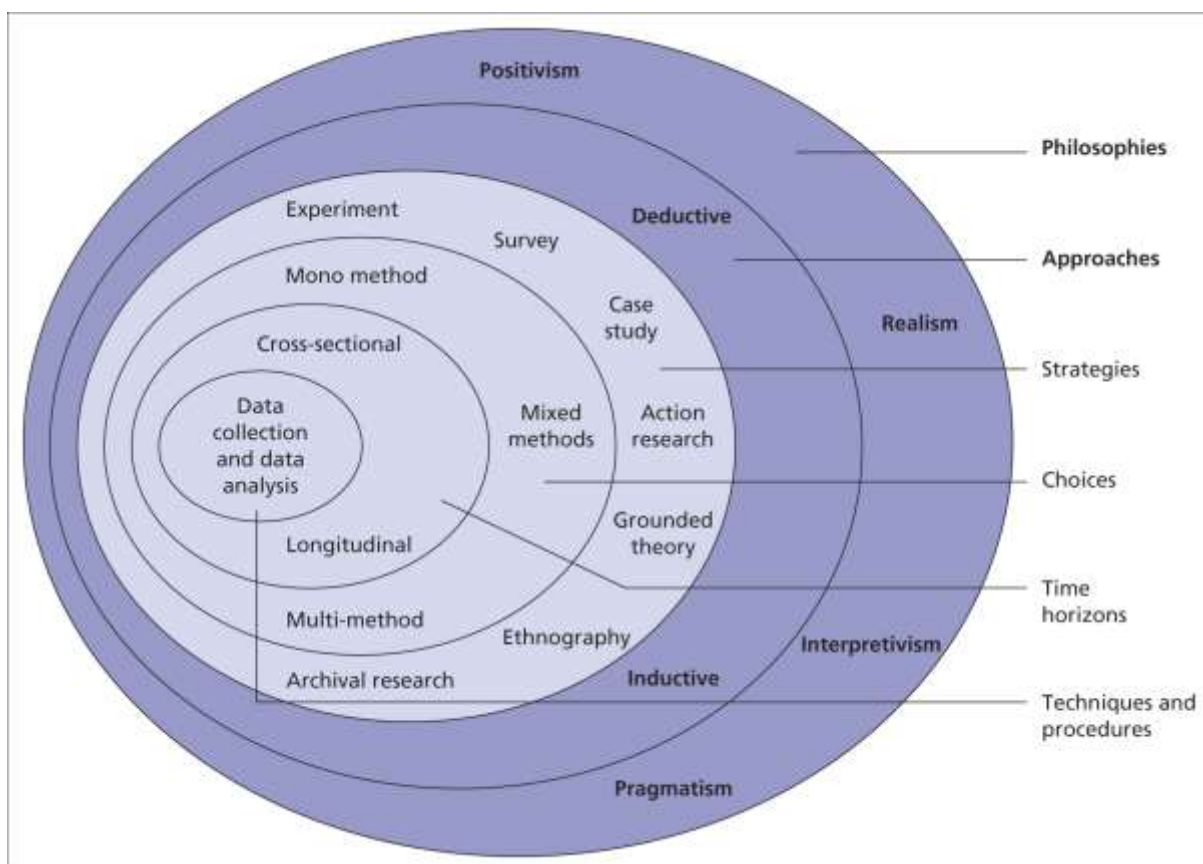
Each interview was carried out in private. Before starting the interview the researcher read through the Consent Form that the participant has earlier received and requested them to sign the document. The structure of the interview was explained in line with the Participant information Sheet that they had already received. All participants were aware that they were partaking on a voluntary basis and that they could decline to answer any question asked of them. They were also aware that they could terminate the interview at any stage and withdraw their consent to be part of the research without consequence.

Having now identified a cohort of Tutor Gardaí willing to be take part in the research, the focus turned to how best to design the research model.

Chapter 4. Methodology.

4.1 Methodology used – Saunders et al, 2012, 'The Research Onion'.

Following Saunders et al theory of research unfolding like the layers of an onion, the researcher moved from one layer to the next deploying the most effective route to extract the most powerful and revealing data from the participants.



Source: Saunders et al 2012.

Starting with the outer layer of Philosophies, the author will work inward towards the centre point of Data Collection as follows:

4.2 Philosophies (Pragmatism v Interpretivism v Realism v Positivism).

The outer layer of the above diagram refers to the Philosophies used during the research. In this case, the philosophy used is one of 'Interpretivism' allowing for the researcher to explore the views and personal values that the participants place on their role as a Tutor Garda. A more 'pragmatic' philosophy would not have garnered such information or have allowed for the eventual findings.

4.3 Approaches (Inductive -v- Deductive)

Based on Saunders et al (2012) Research 'Onion', the data collected analysis will be interpreted for the most part using the inductive approach using a single method of data collection; one to one interviews.

The axiology of the interpretivist approach is strongly base on the researchers own values and views of the subject. In this research, the researcher is both a former member of An Garda Síochána and a professional development trainer who trains newly appointed Tutor Gardaí on the area of being a mentor/Garda Tutor. The researched therefore needs to be open minded to the views and values of each participant, even though these views and values may differ somewhat from his own. For example, in Interview 4, the participant became very flippant towards the end of the interview using expletives more suitable to a street brawl than a research interview. This matched the personality traits that emerged during the interview when this participant stated "I'm a very impersonal person when it comes to that sort of thing" in answer to being asked if there was "any psychological impact that came with the role? or anything personal you would get from the job as a Tutor?". The participant went on to express the idea that a Tutor shouldn't "molly coddle anyone" as they (the probationer Gardaí) need to "get themselves started, get up and running themselves".

With these values as a Tutor, this participant displayed traits that were far from what the researcher would consider suitable or appropriate for such a role but it is imperative that this does not come in the way of analysis of the facts and the interpretation of the feelings and values of the individual participant.

4.4 Strategies utilised.

In this study, the author will use thematic analysis of the semi-structured interviews carried out over the course of the research.

These interviews varied in duration from 12 minutes to 30 minutes, depending on how open the interviewee was to the questions being asked. The thematic analysis employed here is designed to identify any specific themes or patterns that emerged during the interviews.

The semi-structured interview is utilised here with the purpose of extrapolating the deep, individual perceptions that the participants have of the role of the Tutor Garda; what drew them to the role, how they became Tutors, how the role impacts both personally and professionally on their lives and, very importantly how they view the role of the Tutor Garda. The interview started as an explorative process, ascertaining how and when the participant became a Tutor Garda. The interview question then moved direction slightly towards a more deductive study, blending between specific questions about for example, the amount of their working time is taken up with the role (by the nature of the question: explorative) to how their relationship with their peers (those who are not Tutor Gardaí) is affected by the fact that they are a Tutor Garda. The author moved between both questioning styles through the interviews in order to avoid the interviewee losing focus on any particular point being researched.

4.5 Choices.

In order to gain an in depth insight into how Tutor Gardaí look upon the role, it was decided that the best method to use for this would be using the 'Mono Method' and to carry out one on one interviews of an unstructured/semi-structured nature.

4.6 Time horizons.

Due to time constraints (Covid-19 restrictions on travel for non-essential work) and availability of participants (due to GDPR) it was decided to carry out 5 interviews with participants from different parts of the country. However, due to the conditions placed on the research by the Garda Research Unit (i.e. the putting in place of a 'Gate Keeper' between the participants and the researcher) the geographical spread was not as wide as

had been envisaged had the researcher been allowed to approach Tutor Gardaí directly. The five participants interviewed were all from the Munster region. Four of the five interviews were face to face with the fifth being over the phone due to Government advice on preventing the spread of Covid-19. To this end, the fifth interviewee indicated that he would be happier to do the interview over the phone as he wanted to limit the amount of people that he encountered on a daily basis in order to reduce the likelihood of him contracting or spreading the coronavirus.

4.7 Data Collection.

Data was collected by means of five separate interviews carried out over a two week period in the beginning of March 2020. The interviews were all in held in private at a location and time that suited the interviewee. The author was adamant that the interview, though unstructured for the most part needed some formal structure to follow to allow for all the areas of importance to be covered. For example, while placing great importance on how the participants see the function of the Tutor Garda, it was equally important to see how they became a Tutor, i.e. by choice of by other means such as being directed by a superior to attend training and thereby become a Tutor. The route into the role is of importance as it has indicated to what extent the participants engaged with the role. More on this will topic will be outlined later in the document.

4.8 Research Paradigm.

This research follows Bryman's (2016) and begins "The Process of Induction" by initially setting out what the question is:

The effect of being an assigned Mentor on members of An Garda Síochána who become Tutor Gardaí.

- Do Tutor Gardaí feel they have a constructive role to play in the professional development of their Probationer Garda?

The researcher then carried out unstructured interviews, allowing for different themes to emerge throughout each interview, then analysing the interview data and finally drawing conclusions based on that analysis. This method was employed as it allowed the true

feelings of the participants to come out and thereby facilitated a real-time, unplanned picture to emerge of how being a Tutor Garda affected the participants. This method is more suitable than the process of deduction as explained by Bryman (2016) where the researcher begins with the theory and works in reverse order to find the data that matches the theory thereby maintaining a very narrow avenue of research that would not be open to recognising the values and views of the participants. So in order to extract the maximum value from the participant interviews, the author utilised the interpretivist approach for the most part, but not for the entire process.

As stated above, the questioning and the data analysis methods utilised will be both explorative and deductive.

For example, each interview opened with the question: “How did you become a Tutor? Were you nominated or did you apply for the position?”

This question is deductive in its nature, seeking a fact as to how each participant became a Tutor. There are a number of routes that a Garda member can take to become a Tutor. Firstly, by applying through their Unit Sergeant to the Continuous Professional Development (CPD) Sergeant to attend on a course for Tutor Gardaí and once successfully completing the course, being placed on a panel of Tutor Gardaí within their own Garda District. Secondly, being nominated by their immediate superior as being a suitable candidate for the role and thereafter being approached and requested to attend the course. Similarly, in this route, the Garda must successfully complete the Tutor Garda course in order to be placed on a panel of Tutor Gardaí in his/her District.

In Interview 1, the participant, when asked how she became a Tutor stated “Well, I’m based in [station name] for 12 going on 13 years now so I suppose it was it was only a matter of time that I’m a senior guard now.....I was asked would I go for it and I said I would.”

This opening answer gives an insight into not only how this participant became a Tutor (deductive) but also of how she perceived the role, i.e. A Tutor may need to be a senior, experienced (“12 or 13 years”) Garda to be in a position to take on the role (interpretative).

4.9 Emergent themes.

In the initial stages of this research, the author had focused in on the effects of being a Tutor Garda. However, as the interviews progressed what emerged was that each participant saw the role differently; Interview 1 referred it to being like child minding while interview 4 stated that it was “basically just someone’s colleague whilst they are getting introduced to the job.” This emergent theme of how each participant viewed the role became the basis of how they engaged with the role and also how they saw themselves within the organisation regarding the progression of the probationer Garda.

Once all the interviews were completed and transcribed, the author set about finding the themes that emerges over the process. The main themes that emerged are identified as follows:

1. Vision of the role.
2. Benefits of being a Tutor.
3. Experiences during the period of mentoring a Probationer Garda.

These three themes are further split into sub-themes, codes and relevant illustrative quotations as per Chapter 6.4 below.

The themes identified will be further examined and throughout Chapter 6.

Chapter 5. Participants.

5.1 Participant Profile.

The volunteer participants are all Garda members who are presently, or have been in the recent past “Tutor Garda”. An Garda Síochána has stipulated the following guidelines relating to its members who are suitable for selection as Tutors as per Garda College Tutor Garda course descriptor (see Appendix C):

Member of Garda rank who has successfully completed his/her Probationary period, with

- *Broad Policing experience*
- *Crime Investigation experience*
- *Competency in Verbal and Non Verbal Communications*
- *Competency in Report Writing*
- *Good knowledge of The Criminal Law and Garda Síochána Policies, Practices and Procedures*
- *Experience in Court and Court Procedures*

5.2 Participant sourcing.

Initially, it was hoped that these candidate could be selected from many of the Garda regions around the country. This geographical spread would allow the author to get a clear picture of how mentors in busy urban centres cope as well as seeing if there is a difference between city and country mentoring processes and the effects on the mentors. Due to the limitations (see Chapter 3.2 Pre-Research Requirements) placed on the research by the Garda Research Unit, the geographical location of volunteers was outside the control of the researcher. The assistance of the staff at the Garda College Probationer School were utilised as the ‘gate keeper’ between researcher and volunteers. In order to adhere to the pre-research requirements set by the Garda Research Unit, the Garda College, Student Probationer School staff made contact with many of the Divisional Training Sergeants informing them of the research being carried out, the background to the research, the method of data collection proposed and the timeframe of the research. The CPD Sergeants were then to email the researcher with contact details for any potential volunteer participant.

5.3 Limitation of sources.

The uptake from around the Divisions was low but it must be remembered that this was at the beginning of the CoViD-19 crisis in Ireland so it is understandable that volunteers were difficult to source.

Eight Tutor Gardaí were contacted by the researcher, as per Garda Research Unit criterion. Of these eight, two, due to work commitments, were unable to meet with the researcher before the more severe restrictions were placed on travel and non-essential work and therefore these interviews didn't take place. A third volunteer, once contacted expressed reservations about the timing of the research and indicated that he would need to give it time to see how the crisis would unfold before committing to the interview. As the crisis went on for a prolonged period, it was not possible to include this volunteer in the research before the submission date of May 5th.

A total of five Tutor Gardaí were interviewed. A time frame of one hour was allocated for each interview. The opening question(s) will relate to the present, the facts as to their current role as a mentor. Then the questions will relate to the past, for example, what motivated them to become a mentor. The focus will then turn to the present, how they see their professional life being impacted by the fact that they have been a mentor. Participants will also get the opportunity to input their thoughts on the Tutor Garda Program. The interview will close with a question seeking out anything that the participant may feel relevant or feel that was not covered in the interview.

Chapter 6. Findings.

6.1 Interview - Question list.

As previously stated, the interviews were unstructured and free flowing but in order to extract the most data possible, the researcher devised the following list of questions as a guide for each interview.

Q. 1 Can you tell me how you became a Tutor Garda?

Q.2 Did how you became a Tutor have an effect on how you interacted with the role?

Q. 3 Is there any particular background or traits that you think are important to the role of Tutor Garda?

Q. 4 What does being a Tutor mean to you?

Q. 5 What percentage of your time is taken up with being a Tutor?

Q.6 Is there any psychological impact of that commitment?

Q.7 Can you tell me how being a tutor affects your relationship with peers who are not tutors?

Q. 8 How do your management react to you in your role as a tutor?

Q.9 Have you seen any advantages or disadvantages associated with the role of tutor?

Q. 10 Has there been any outstanding moment for you as a tutor?

Q. 11 Is there anything that you see that needs to be changed in the tutor program? For example the selection of tutors, the allocation of probationers, the training provided, the reward or recognition associated with the job.

Q. 12 Is there anything we didn't cover in the interview, anything I didn't ask that you think I should have or anything I did ask that you think I should not have asked?

The only two constants from this list were Question 1 and Question 12, which were asked in all interviews. The topics covered in the other questions may have come up during the answer of another question, for example in Interview 2, when replying to Question 1, the

participant went into detail about how he himself, having a tutor allocated to him while a probationer, admired the fact that someone would be a tutor thereby somewhat answering Question 4. No particular sequence of questions was followed. The information disclosed by the interviewee dictated the next logical question. Therefore, the unstructured nature of the interview was utilised in order to get the maximum amount of data with the question bank as a backup and reminder to the researcher of the areas that needed to be covered. The audio recording and the transcripts of the five interviews clearly show that no question numbers are used allowing for the free flow nature of the interview.

6.2 Overview of findings.

Once transcribed, each interview was analysed and common threads of thought were identified. These threads were further explored and broken down further into sub-themes. The purpose of the interview was to allow for the free flow of thoughts from the participant Tutor Garda so that a broad picture would emerge of:

- the Tutor's vision of the role,
- how it may have impacted on them personally and professionally,
- their own experience of being a Tutor.

These themes were broad enough to capture all the different points of view raised by the five participants. In order to ensure that the specific data forthcoming was guaranteed, the researcher devised a bank of questions to help guide the participant to reveal the more personal ideas and thoughts that they associate with the role. The questions were used by the researcher purely as a tool to ensure that all areas of their role were covered in the interview. Chapter 6.1. refers.

At the end of the analysis, the researcher drew conclusions and put forward recommendations based on those findings and conclusions.

6.3 Themes.

The themes that emerged throughout the interview are to be found in Table 2 below. The table is subdivided into Themes, Sub-Themes, Codes and finally Illustrative Quotations.

6.4 Breakdown of Themes.

Important: This table should be read in conjunction with the analysis that follow in which the quotations used are put into context as per the individual interviews.

Theme	Sub-Theme	Code	Illustrated Quotation (the number in parenthesis after each quote identifies the participant).
Vision of the role	Perception of the role prior to appointment		<p>I had a very good experience with my tutor when I was a probationer so I thought it would be a lovely thing to do for someone. (1)</p> <p>I was always interested in it, always. When I joined and when I came to [Name] station in 2010 and I was assigned a Tutor Guard, I admired that fact, you know. (2)</p> <p>I'd like to be in that position, I'd like to think that I had the experience and knowledge under my belt at this stage that I could pass on to somebody.(2)</p> <p>I'm a bit into management but I'd be friendly as well, I like helping people and have good local knowledge so it would work in my favour. (1)</p>
	Perception of the role after once allocated a Probationer	Perceived as an attractive role.	<p>You're taking someone under your wing and making sure they are looked after. (1)</p> <p>You are there to give them some bit of insight and to guide them. (1)</p> <p>You'd be proud of it, you know, it's nice to know that your Divisional Officer [Chief Superintendent rank], your District Officer [Superintendent rank] and even your immediate supervisor [Sergeant and Inspector rank], that they say well this fella has enough cop on and enough experience and they have trust in you (2).</p> <p>It's a new kind of experience, it would give you energy in the job. (3)</p> <p>The role renews your knowledge (3).</p>

			<p>When I'm working, they are with me full time. You get to bond with them (3).</p> <p>So it keeps the interest alive and it's nice to be able to helpful too. (3)</p> <p>I think I have become a better listener which is something I think we all need to work on (5)</p> <hr/> <p>Perceived as other than attractive role</p> <p>It's a bit like minding my kids at times. (1)</p> <p>They really depend on you as well so I suppose there is a bit of 'parenting' there (1)</p> <p>After that first initial few weeks where they were with me all the time and then it started easing up a bit, you're saying, "I needed that break" because at the end of the day, you're really worried about it and you're much more cautious of what you are going to because you have this person who is very inexperienced, you're responsible for them (1)</p> <p>It is a bit worrying and full on because you're not with your more experienced crew all the time so it can be a bit full on yeah. It can be a bit wearing, you'd be kind of a bit tired (1)</p> <p>Dealing with the personality I'd say, now I have gotten on with the two probationers I've had. Sometimes it can be tricky dealing with the personalities though. (1)</p> <p>You do go home and you're worried did you give the right advice so it's not as if five o'clock came and you go home and it's done, you do think about it. (2)</p> <p>It's not that hard to be a tutor, I suppose I'm lucky, if you had a probationer who was difficult or troublesome then there could a problem but, you know they [Management] could come back to you saying 'what were you doing with them' or you could be half to blame for this. But it's not something everyone would want to do.(3)</p> <p>The only disadvantage I suppose would be if I was</p>
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			<p>paired up with someone I didn't get on with, that might be an issue. (1)</p> <p>So by and large you may just have another body with you but how much use they are to you is a whole different thing. (4)</p>
How the role impacted on the Tutor	Effect on relationship with peers	<p>Positive effect</p> <hr/> <p>Negative effect.</p>	<p>"It's not something I would want" was their attitude but at the same time, they would still be very supportive, you know, everyone was supportive so there was not jealousy or animosity or anything about me getting it over anyone else.(1)</p> <p>I don't know, it's hard to tell, no one has ever passed a comment good nor bad (2)</p> <p>No, there's no bit of rivalry no, nothing at all. Some people would be happy not to be a tutor, some people would be like 'oh thank god I'm not a tutor' while some others would be fine with it. (3)</p> <hr/> <p>He was a bit miffed that he didn't get it at the same time as me, but he got it after wards and he's happy now (1)</p> <p>But it's not something that everyone would want. (3)</p> <p>I was the first and I know one lad was a bit put out, but we chatted about it and he realised that there wasn't any real pecking order if you like, it was just that I had got in early with my application and I was more senior to him too, he got it later that year and there is no problem at all. (5)</p>
How the role impacted on the Tutor (contd.)	Effect on relationship with Management	Positive	<p>I think I am a lot more confident approaching them saying "look, there's this issue with that person or that issue, or that the probationer needs more help, or to ease off a bit because they are struggling a bit", or give them some time to do some work, I'd be a lot more confident in approaching them and saying that. (1)</p> <p>It's nice to know that your Divisional Officer [Chief Superintendent rank], your District Officer [Superintendent rank] and even your immediate supervisor [Sergeant and Inspector rank], that they</p>

			<p>say well this fella has enough cop on and enough experience and they have trust in you (2)</p> <p>It feels as if management see that tutors are there as a helping hand and a guideline perhaps.(2)</p> <p>It feels good that you've been seen as being a bit experienced and so on. I would like to think that it reflects well on your CV. (2)</p> <p>I think him approaching me to do the tutor course was a positive thing, it showed he had confidence in my ability I suppose, he trusts me too I think. (5)</p> <p>It's always nice to get a well done from management. (2)</p> <p>The working relationship with my Inspector and Super, well I think they both are happy with the way I do the job of a tutor, at least I haven't heard anything to the contrary so far so I must be doing something right. (5)</p> <hr/> <p>Negative</p> <p>We're not looked at any differently really. You are just like any other guard, I don't see any rewards or glory really in being a tutor. If they think differently, they definitely don't show it anyway. (3)</p> <p>If you've got a probationer and they f*** up then they are going to be asking questions of you and what the hell you did to stop them f***ing up, you know, so from that perspective you're going to have to answer questions. (4)</p>
Experiences in the role	Personal experience	Rewarding experience	<p>She was very thankful with guiding her through that process because it was her first one going to, she'd remember it and she was thankful for that.(1)</p> <p>I have also gone home and said 'you know, a student came to me today and I was able to say this and that to them,' and so on and so forth, you go home you might be in better spirits you know. (2)</p> <p>I'm there anyway so it keeps the interest alive and</p>

		<p>Difficult experience</p>	<p>it's nice to be able to be helpful too.(3)</p> <p>So that probationers file went up and it came back down and it was complimented on the presentation of the file so it was good to see that that person got the feel good, pat on the back from the Superintendent. While it didn't come to me, she brought it to my attention that she was complimented and she said "well, you showed me how you did it, you gave me the layout, you gave me this structure and thanks for that, this is what the Superintendent said" and of course that felt good.(2)</p> <p>And because you have no backup you are really watching what you are going into, you are experienced but you have a very inexperienced person with you, you really have to be careful of what you're going to. Yeah, it is a bit worrying (1)</p> <p>I've seen here where a probationer would come to me quite upset and broke down in front of me. By no fault of anybody really, that was a male female thing, the probationer was a female and being a typical male I was like 'right, what do we do here now'. (2)</p>
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6.4.1 Vision of the Role.

Each participant was asked the question "What does being a Tutor mean to you?" This open question was designed to get the participant talking about how they saw the role, as well as them reflecting on any experience they had of being a Probationer Garda working with a Tutor under this or previous Student/Probationer program.

Some relevant comments are outlined above with two participants indicating that they had experience of having a Tutor when they were Probationer Gardaí. This past experience of having a Tutor at the onset of their careers manifests itself in the positive attitude that these participants have to the role they carry out on a daily basis. Interviewee 2 states that he "admired" the fact that someone would be a Tutor and it was evident from the tone of his engagement with the interview that he has a pride in the fact that he now is a Tutor. Interviewee 1 stated that as a result of the "good experience" she had with her Tutor she

thought it would be a “lovely thing to do for someone”. This participant also indicated that she liked “helping people and has good local knowledge” so that “would work in her favour.”

6.4.2 Perception of the role once allocated a Probationer to Tutor.

For the most part, the interviewees found it to be an attractive role. What came out from the interviews is that the Tutors like the idea of working with junior members and “taking someone under your wing and making sure they are looked after” (Interview 1).

Interviewee 3 stated that she got “to bond” with her probationer and that the relationship led to her renewing her knowledge of the job.

On a more negative note, 2 of the 5 interviewed specifically described the role as like minding children/parenting. Interviewee 1 found the initial 17 week period somewhat stressful stating that she “needed a break” after it “because at the end of the day you are worried about it and you’re much more cautious of what you are going to”. This participant also found that working with her probationer was “full on” and a bit “wearing” compared to working with her “regular crew” of colleagues.

One common thread through out 4 of the 5 interviews was the personal relationship with the probationer was important. One respondent stated that “it can be tricky dealing with personalities”, another “if I was paired up with someone I didn’t get on with, that might be an issue”.

One participant took a very negative view of the role with comments like “So by and large you may just have another body with you but how much use they are is a whole different thing”.

For one participant, the role of Tutor didn’t end when the shift ended, he felt that “you do go home and you’re worried did you give the right advice so it’s not as if five o’clock came and you go home and it’s done, you do think about it”.

Others (Interviewee 3 and 4) both expressed the worry that if things didn’t go well for the probationer that they the tutor may be the focus of attention of their superiors.

6.4.3 Impact of the role on relationship with peers.

The general view of the participants is that the role of Tutor is not for everyone. While none expressed any negative reactions from their peers to them being a Tutor, two (Interviewee 1 and 5) both indicated the one of their colleagues was “a bit miffed” or “put out” that they had not been selected for the role at the same time. Both disclosed that this was not an ongoing issue as the two aforementioned aggrieved colleagues had subsequently been selected for the training and are now working in the role of a Tutor as well.

6.4.4 Impact of the role on relationship with management.

The predominant response from all participants was that the impact of them being a Tutor on the relationship with their management a positive or neutral one. Interviewee 1 feels more confident in approaching management and speaking up for her probationer Garda if necessary - “I think I am a lot more confident approaching them saying ‘look, there’s this issue with that person or that issue, or that the probationer needs more help, or to ease off a bit because they are struggling a bit’, or give them some time to do some work, I’d be a lot more confident in approaching them and saying that.” Interview 2 recognises that his management “see tutors are there as a helping hand and a guideline perhaps”. This participant also went on to state that “It’s always nice to get a well done from management” indicating that he has experienced this reaction though he does not actually recount any specific example. Interviewee 5 was a little more optimistic in his reading of the situation vis a vie his relationship with his Inspector and Superintendent – “The working relationship with my Inspector and Super? well I think they both are happy with the way I do the job of a tutor, at least I haven’t heard anything to the contrary so far so I must be doing something right.”

Even though all those interviewed some sense of positivity regarding the relationship between them and their respective management, two expressed some negativity. Interviewee 3 stated (with some sense of a lack of confidence in her voice) “if you had a probationer who was difficult or troublesome then there could a problem but, you know they [Management] could come back to you saying ‘what were you doing with them’ or you could be half to blame for this.” Interviewee 4 was much more adamant about the impact of the role on is relationship with his management – “If you’ve got a probationer and they f*** up then they are going to be asking questions of you and what the hell you did to stop

them f***ing up, you know, so from that perspective you're going to have to answer questions." However, this must be taken in the context of the entire interview during which the participant came across as being a little anti-establishment with comments such as "It's like everything else in this job, it's done piece meal. You go to a different station you'll find a different answer so that's it, it depends on the tutor. You want to change the job, change the job, you have got bodies there because they are going to be sent in because they are there or they are interested and everything else in between so it depends on the guard unless you want to change how the organisation does stuff but that ain't going to happen." Incidentally, this interview was the shortest of all lasting less than 12 minutes. There was an air of disgruntlement obvious to the interviewer throughout the entire interview with short one word answers, and an attitude reminiscent of a person unhappy in his job. However, at the end of the interview, when asked was there anything he would like to add, or anything asked that should not have been asked, or anything not asked that should have been, he simply stated – "No, it's the nature of the beast, you're going to find different answers out of everybody."

The experience of this fourth interview left the researcher wondering if the content was suitable for inclusion in the research. The attitude of the interviewee was the polar opposite of that experienced with the other four participants. The idea that a person would volunteer to be part of this research and then take the approach that he did is difficult to understand. Perhaps it is his dissatisfaction with the organisation, or his current role within it, or it could have just been one of those bad days that we all have from time to time. Whatever the reason, the outcome does not change, so the interview became part of the research and is transcribed in its entirety with asterisk in place of some letters forming the expletives used on occasion by the interviewee.

6.4.5 Experiences in the role.

Interviewee 1 recalls a tragic incident that she attended at along with her probationer. The incident was that of a sudden death and the probationer had never been at an incident of this nature before. While the probationer was aware of the statutory requirements of the Gardaí at such an incident (i.e. acting as an agent of the Coroner under the Coroners Act)

she had no concept or knowledge of the personal side of the Garda interaction with a grieving family. Interviewee 1 went on to say how they remained with the family for a few hours and sat with them giving them time. The probationer expresses her gratitude for this new learning as she was not aware of that side of the interaction: “ when going to a sudden death one time, and the probationer that I had with me when I went, she found it really educational to seeing how we were able to relate to the family and how to deal with something so sudden and the grief of the family. She was very thankful with guiding her through that process because it was her first one going to, she’d remember it and she was thankful for that. The way you see it the first time will stay with you and she was very happy the way it all worked out, that we spent the time with the family, we stayed for the best part of two hours I’d say, we sat down, we had the tea and the family came in afterwards and sent in chocolates. So you’d have to put yourself in their shoes, and I was explaining that to the probationer that you had to give them the time because this is something that they are going to remember, you’d just want them to have that positive, I suppose, that positive memory of the guards in a non-positive situation.”

This response from Interviewee 1 clearly outlines the positive and constructive impact mentioned at the end of Chapter 2.1 where the author stated that the research would seek out, through the interviews, if the Tutor Gardaí interviewed feel they have had a positive and constructive input into the professional development of the Probationer Garda.

On a similar note, and with himself in mind, Interviewee 2 explained how helping a probationer with the configuration and submission of an investigation file (to the Superintendent) came back to reward him on a personal level. He explained that he showed the probationer how to put the file together by using an example of a previous file he had submitted, he went on to say “So that probationers file went up and it came back down and it was complimented on the presentation of the file so it was good to see that that person got the feel good, pat on the back from the Superintendent. While it didn’t come to me, she brought it to my attention that she was complimented and she said “well, you showed me how you did it, you gave me the layout, you gave me this structure and thanks for that, this is what the Superintendent said” and of course that felt good.”

Many other positive experiences were expressed throughout the interviews from “I really enjoy it” to “You get to bond with someone” to “It’s nice to be able to help”. These positive

reflections by the tutors far outnumber the negative experiences mentioned. Some of those negative factors are: Interview 1 “And because you have no backup you are really watching what you are going into, you are experienced but you have a very inexperienced person with you, you really have to be careful of what you’re going to. Yeah, it is a bit worrying”. Interviewee 2 outlines how it is not all positive, in fact there are times when the worry comes home with you after you finish your days’ work, describing how he had to deal with a very upset probationer and how it was difficult for him the fact that the probationer was a female - “I’ve seen here where a probationer would come to me quite upset and broke down in front of me. By no fault of anybody really, that was a male female thing, the probationer was a female and being a typical male I was like ‘right, what do we do here now’. We had to have a bit of a chat and that evening, you do go home and you’re worried did you give the right advice so it’s not as if five o’clock came and you go home and it’s done, you do think about it”.

6.5 Other issues of note that came through in the interviews.

Some points of interest arose during the interviews that warrant inclusion. Firstly, there is the area of how the Probationer progresses through the system. The system allows for the probationer to meet certain criterion in order to advance. They must write up a personal learning log that requires them to have experienced certain incidents of Garda work over a specific period (i.e. the first 17 weeks). While the tutor ensured that the probationer did have the required experience, they had no part in the assessment process that takes place between the Probationer, the Continuous Professional Development (CPD) Sergeant and the Inspector/Superintendent. Many of the Tutors interviewed emphasised that they felt that they should be present, in a supportive role, at these progress meetings as they were the ones best placed to comment on the progression of the probationer. While they realise that it is an assessment of the probationers progress and their presence might not be practical, they did feel that they should have more of a say in the process as they spend every working day with the probationer and know them best. One participant said that the probationer may not know the relevance of what they had done and might omit it from the assessment meeting thereby doing themselves an injustice. Example: Interview 2. –“I suppose the sergeants here are involved and they are talking to you but I think it would be beneficial because if there was an issue with a student, you could say it or whatever. Yeah, you would

know better, instead of me telling the sergeant and the sergeant telling the inspector or they say it to the Superintendent, sure it's added to and it could be a totally different story so I think we should be involved more at their progression meetings because we are working with them every day like. They mightn't be able to explain themselves, and it mightn't even be for a negative, it could be something positive that they did, and they mightn't even think that it's good whereas you'd say like that was great work, they don't know the significance of their actions because they're only new." Interviewee 1 had similar thoughts and expresses the following: "there should be more of a link between the unit sergeant, the tutor and the 'in service' [CPD] that we should all be kept in the loop with everything, those three people, because when they go for their meetings during the time that they are on probation, sometimes there is a unit sergeant in when they want and sometimes there's not, should they not be there all the time? I know I can't be in there because I'm the same rank but at the same time, there should be a link there and if they are struggling on something is there a way of addressing it in a positive way and not having a negative impact on the probationer."

The second item of note was the timing of the first interaction with their probationer. Two of those interviewed thought it would be beneficial if there could be some time allocated to allow for the Tutor and Probationer to meet and get to know each other before they start their first day at work. Interviewee 1 thought a social interaction/gathering might be an opportunity to get to know someone, but this may have implications and may not be an option. Interviewee 2 thought that sitting down with the probationer for a chat was important before they go to work in order to put them at their ease and to let them express any concerns they might have of any personal issues that might affect their work, issues that they might not want to share with other colleagues who are not their tutor. This participant stated that she and her Sergeant both sat down with her current probationer for just such a chat before he was detailed to go with her in the patrol car on his first day at work.

Chapter 7. Conclusion.

The one outstanding conclusion that is evident from this research is that Tutors take a great pride in the work they do. They are proud to share their expertise and experiences with the probationers. This is particularly evident from Interview 2 -“You’d be proud of it, it’s nice to know that your Divisional Officer and District Officer have trust in you”. The fact that some saw it as giving them a “new energy in the job” (Interview 3), or that being a Tutor “reflects well on the CV” (Interview 2), or that “I think I have become a better listener which is something I think we all need to work on” (Interview 5) and “It’s nice to be able to be helpful (Interview 3) or “I’d like to think that I had the experience and knowledge under my belt at this stage that I could pass on to somebody” (Interview 2) all point towards one conclusion in answer to the substantive issue of this work (i.e. The effect of being an assigned Mentor on members of An Garda Síochána who become Tutor Gardaí. - Do Tutor Gardaí feel they have a constructive role to play in the professional development of their Probationer Garda?) - it can be confidently said therefore that being a Tutor Garda gives a sense of pride and a real purpose to ones work. It can be concluded that Tutor Gardaí get satisfaction from the role and also that they also feel they have a real input into how the Probationer Garda will develop as a full member of An Garda Síochána.

However, many of those interviewed expressed a concern about personality compatibility between Tutor and probationer. Each stated it would be very difficult if they did not get on with the new recruit. This issue relates to Chapter 2.3 where both Bozeman and Feeney (2008) and CIPD (2019) express the necessity for some form of matching between the mentor and mentee. Interestingly, both also mention selecting the best officers for the role of mentor. As can be seen from Interview 2, 3 and 5, these Tutor Gardaí all indicate that those selected as Tutors need to have several years’ service some mention 8 to 10 years’ experience as a guide. As outlined in the introduction at Chapter 1, the exigencies of the service, coupled with the high demand for new Tutors every year has led to a shortage in the availability of more experienced members for consideration in the section process. The guidelines as outlined on Appendix C state that in order to qualify as a Tutor a member of An Garda Síochána needs to have completed their probationary period, there is no mention of any specific numbers of years’ service required.

As mentioned in Chapter 2.5, Clutterbuck (2014) outlines many benefits that the mentor will enjoy as follows:

1. The learning they take from the experience, both in having to explain intuitive reasoning and in listening to a different perspective.
2. The opportunity to take reflective space in a hectic daily schedule.
3. The satisfaction of knowing you have made a difference to someone else.
4. The intellectual challenge of working on issues for which you do not have to take personal responsibility and that may take you into unfamiliar territory.
5. Increases skill base and reputation". (Clutterbuck, 2014, p.35)

The findings of the interviews carried out as part of this dissertation show that, in relation to the above 5 points, that the Garda model works on the same plain as Clutterbuck envisaged it should.

From a learning perspective (Point 1 above) Interview 3 stated that the role ". It gives you new energy in the job itself. You get back to learning," This reflection came from the idea that the probationer would be asking questions and the Tutor may need to brush up on her own knowledge thereby giving her renewed interest and energy in her work.

Point 2 is reflected in Interview 2 when the Tutor explains that the role stays with you, even when your day's work is over: "it doesn't just stay at work really... on a positive note, I have also gone home and said 'you know, a student came to me today and I was able to say this and that to them,' and so on and so forth, you go home you might be in better spirits you know."

For example, job satisfaction, point 3 above; interview 5 stated "But personally, on a personal level, I think it was good for my self-confidence to be a tutor, especially when things were going well, there's a great sense of satisfaction from seeing someone progress in the job when you've helped them along."

Point 4 of Clutterbuck's list refers to the challenge of not taking responsibility for the work the mentee (i.e. the probationer) does. This may not be the case according to the interviews conducted with the 5 Tutor Gardaí. For example, Interviewee 4 is adamant in his description of what may be the outcome of the probationer making a mistake: "If you've got

a probationer and they f*** up then they are going to be asking questions of you and what the hell you did to stop them f***ing up, you know, so from that perspective you're going to have to answer questions."

All those interviewed, with the exception of participant number 4 agreed that it did their reputation some good or would be of benefit to them in their long term career movement, agreeing with Clutterbuck at Point 5 above.

Chapter 8. Recommendations.

The views of the five Tutor Gardaí interviewed cannot, due to the small representative number, be seen as indicative of the majority opinion of the many Tutors already trained and working in An Garda Síochána. However, there are two threads of thought that span several of the interviews: Firstly, the input that the Tutor has with the Progress Meeting between the Probationer and the CPD Sergeant. At present, there is no part for the Tutor in this process but those interviewed feel that they should have an input into those meetings as they themselves know the Probationer better than the others attending the meeting and deciding on the progress or not, of the Probationer.

Secondly, the selection of Garda members with a minimum number of years' service as Tutors. Currently, any member who has passed their probation can be selected as a Tutor. The concern raised by the interviewees is genuine and stems from their own belief that they themselves would not have been suitable to mentor someone until they had at least 8 or 9 years; Interview 3; "I think it should be 5 years but here they prefer to have members with 8 or 9 years." and Interview 2 stating: "I know when I had three, possible four or five years I don't think I'd have been as comfortable taking on a tutor role".

The Garda College Student Probationer School may need to look at the concerns of these Tutors regarding both aspects mentioned here and consider the benefits of each. However, it is the case that Garda training is changing all the time. The most recent recruits 'attested' were deployed to stations after approx. 5 weeks training in Templemore Garda College. This cohort of new Gardaí were so deployed in response to the current CoViD-19 pandemic and unlike all previous Attestations, the organisation did not have the time to arrange for the training of forty new Tutor Gardaí. Therefore, it can only be assumed that these new recruits are benefiting from the existing cohort of Tutor Gardaí in locations around the country. At the time of writing, the next cohort of new recruits were due to begin their training in early May 2020 but that start date has been postponed indefinitely. If the organisation is to keep with its own goal of having Tutor Gardaí available for new recruits (Garda Commissioner's statement 2016) then they need to put in place a training program, probably virtual training, in order to select and allocate new Tutor Gardaí, thereby ensuring that An Garda Síochána becomes "A magnet employer, attracting, retaining and developing

the brightest and best.... An organisation with a positive, respectful attitude to all its members and to all victims of crime” (Noreen O’Sullivan, Garda Commissioner, 2016).

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Appendix A.....Participant Consent Form.

The effect of being an assigned Mentor on members of An Garda Síochána who become Tutor Gardaí.

(Do these Tutor Gardaí feel they have a constructive role to play in the professional development of their Probationer Garda?)

- I..... voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that participation involves one interview of approx. one hour duration at an agreed time and location of my choice.
- I understand that I will not benefit directly from participating in this research.
- I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- I understand that disguised extracts from my interview may be quoted in the dissertation being submitted by the researcher.
- I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
- I understand that signed consent forms and original audio recordings will be retained in digital format on a password protected laptop until the conferring of the academic award in November 2020 and for 2 years thereafter.

- I understand that a transcript of my interview in which all identifying information has been removed will be retained in digital format on a password protected laptop until the conferring of the academic award in November 2020.
- I understand that under freedom of information legalisation I am entitled to access the information I have provided at any time while it is in storage as specified above for the period mentioned above.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of research participant ----- Date:-----

I believe the participant is giving informed consent to participate in this study

Signature of researcher ----- Date:-----

Appendix B Participant Information Sheet

Participant Information Sheet.

Title of Dissertation: The effect of being an assigned Mentor on members of An Garda Síochána who become Tutor Gardaí. (Do these Tutor Gardaí feel they have a constructive role to play in the professional development of their Probationer Garda?)

I would like to invite you to take part in a research study. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or if you would like more information. Take time to decide whether or not to take part.

WHO I AM AND WHAT THIS STUDY IS ABOUT

My own background is in An Garda Síochána, I joined in 1983 and after serving in Dublin as Garda and Detective Garda, Wexford and Dublin as a uniform Sergeant/SHO, Tipperary as uniform and Detective Sergeant and the Garda College, I retired in 2014. Presently, I am self-employed in the training and development area. One company I work for is Tiger Consulting. As part of that contract, one of the courses I deliver for them is the training of newly appointed Tutor Gardaí.

The Dissertation is the final module of my studies at the National College of Ireland where I am doing a Master's Degree in Human Resource Management.

WHAT WILL TAKING PART INVOLVE?

Participation in this research will involve one interview of approx. 40 minutes duration. The interview will be unstructured and will be recorded digitally so that I can transcribe it later. The interview will take place at a location and at a time that suits your schedule.

WHY HAVE YOU BEEN INVITED TO TAKE PART?

You have been selected to take part in this research because of your role as a Tutor Garda.

DO YOU HAVE TO TAKE PART?

Participation in this research is completely voluntary; you have the right to refuse to answer any question, or to withdraw at any time without any consequences whatsoever.

WHAT ARE THE POSSIBLE RISKS AND BENEFITS OF TAKING PART?

The primary purpose of this research is to identify if there are any benefits to the Tutor from that role. However, there may also be less than positive outcomes from being a Tutor Garda and these will form part of the findings as will any benefits identified.

WILL TAKING PART BE CONFIDENTIAL?

All interviews will be recorded digitally and will be securely retained by the researcher.

Names of participants will not appear anywhere in the completed dissertation and nothing will appear by which you can be identified.

HOW WILL INFORMATION YOU PROVIDE BE RECORDED, STORED AND PROTECTED?

Signed consent forms and original audio recordings will be retained by me on a password protected file on a password protected laptop until after my degree has been conferred. A transcript of interviews in which all identifying information has been removed will be retained for a further two years after this. Under freedom of information legislation you are entitled to access the information you have provided at any time.

WHAT WILL HAPPEN TO THE RESULTS OF THE STUDY?

The sole purpose of this research is to complete and submit my Dissertation. I have agreed with the Garda Research Unit that I would, if required, present my findings in an academic setting.

WHO SHOULD YOU CONTACT FOR FURTHER INFORMATION?

My contact details are: Phone 085 8635374, email jvbourke@gmail.com.

My supervisor is Dr. April Hargreaves, she is contactable at the National College of Ireland
Tel: 01 4498500

Thank you.

John Bourke.

Appendix C Tutor Garda Course descriptor.

Tutor Garda Training Course

Prerequisites: Member of Garda rank who has successfully completed his/her Probationary period, with

- Broad Policing experience
- Crime Investigation experience
- Competency in Verbal and Non Verbal Communications
- Competency in Report Writing
- Good knowledge of The Criminal Law and Garda Síochána Policies, Practices and Procedures
- Experience in Court and Court Procedures

Course Duration: 3 Days

Cohort: 40 members per course (8 courses per year)

Programme Overview: To provide Tutor Gardaí with the necessary knowledge and skills to assist them in coaching and supporting the development of newly appointed Gardaí during the initial months of their transition in their new role within the Garda organisation

Learning Outcomes: To enable Tutor Gardaí to:

1. Understand the structure and content of the BA in Applied Policing Programme
2. Understand the role of mentor to Probationer Gardaí
3. Have an understanding of mentoring and awareness of its suitability for use with Probationers
4. Facilitate positive interactions with all relevant stakeholders

5. Examine the skills necessary in any mentoring interaction
6. Demonstrate the necessary related communication and interpersonal skills in their dealings with Probationers
7. Engage with the Probationer as a skilled role model
8. Offer feedback, advice and guidance to probationers