

Unit: 47

Buddy a Colleague to Develop their Skills

Unit reference number: K/616/7384

Level: 2

Unit type: Optional

Credit value: 3

Guided learning hours: 19

Unit summary

'Buddying' plays an important part in the development of skills and knowledge that are needed to carry out a role in an organisation. This unit explores how buddying gives you the opportunity to work with a new member of staff and to introduce them to their new work colleagues and surroundings. The buddying system allows you to demonstrate how you pass on what you have learned in your workplace and you will show your new colleague how to solve day-to-day problems. As well as helping to give your buddy confidence, the buddying system helps you to develop your leadership and people skills.

In this unit, you will get the opportunity to pass on your experience and give your buddy critical advice and guidance. You will learn how to give positive and constructive criticism to a colleague you are buddying. You will build a relationship with your buddy using skills you will be able to use in later life in different situations. Being a buddy means being organised – you will set dates to monitor and check on your colleague's progress and create action plans to follow.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand how to buddy a colleague	1.1 Describe what is expected of a buddy 1.2 Explain techniques to give positive feedback and constructive criticism 1.3 Explain techniques to establish rapport with a buddy
2 Be able to plan to buddy a colleague	2.1 Agree which aspects of a colleague's work may benefit from buddying 2.2 Confirm organisational requirements for standards of behaviour, presentation, communication and performance to a buddy colleague 2.3 Agree a schedule of meetings that minimise disruption to business in line with agreed ways of working 2.4 Agree specific, measurable, achievable, realistic and time-bound (SMART) buddying objectives
3 Be able to support a buddy colleague carrying out work activities	3.1 Remain unobtrusive while a buddy colleague carries out their work activities 3.2 Provide examples of how to carry out tasks in line with agreed ways of working 3.3 Identify instances of good practice and areas for improvement through observation 3.4 Praise a buddy colleague on well completed tasks 3.5 Give constructive feedback on ways in which a buddy could improve performance 3.6 Offer a buddy hints and tips based on personal experience

Content

What needs to be learned

Learning outcome 1: Understand how to buddy a colleague

Expectations of a buddy

- Information provision.
- Introductions.
- Support, advice and guidance.
- Point of contact.
- Progress meetings
- Responding to queries confidentially.

Giving positive feedback and constructive criticism

- Arranged.
- Measured.
- Structured.
- Specific.

Establishing rapport with a buddy

- Friendly and approachable.
- Be available.
- Respond to queries.
- Listen.

Learning outcome 2: Be able to plan to buddy a colleague

Aspects of a colleague's work may benefit from buddying

- Identified tasks.
- Knowledge of roles and responsibilities.
- Designated tasks.
- Colleague's ability.
- Learning needs.

Organisational requirements for standards of behaviour, presentation, communication and performance

- Legislative requirements.
- Codes of conduct.
- Policy.
- Agreed ways of working.

Agreeing a schedule of meetings that minimise disruption to business

- Agreed time and place of meeting.
- Scheduled on a regular basis, according to need.
- Awareness of demands of the business.

Agreeing SMART buddying objectives

- Involvement of colleague.
- Agreement of objectives.
- Links to organisational requirements.

What needs to be learned

Learning outcome 3: Be able to support a buddy colleague carrying out work activities

Remaining unobtrusive

- Observation.
- Monitoring.
- Constructive feedback.
- Action planning.

Providing examples of how to carry out tasks correctly

- Following agreed ways of working.
- Duty of care.
- Safety and security.
- Adherence to policy and practice.

Identifying instances of good practice and areas for improvement

- Positive feedback.
- Constructive support.
- Identification of training and development needs.
- Agreed plan of action.

Praising a buddy colleague on well completed tasks

- Specific examples.
- Constructive feedback.
- Reflection on what went well.

Giving constructive feedback on ways in which a buddy could improve performance

- Identification of areas for development.
- Explanation of why performance needs to improve.
- Identification of areas of good practice.
- Links to organisational practice.

Offering a buddy hints and tips based on personal experience

- Areas for development.
- Approaches to training and development.
- Own perspective on job and remit.

Information for tutors

Suggested resources

Books

Harvard Business Review – *Giving Effective Feedback (20-Minute Manager Series)*
(Harvard Business Review Press, 2014) ISBN 9781625275424

Lois J and Zachary L J – *The Mentee's Guide: Making Mentoring Work for You*
(Jossey-Bass, 2009) ISBN 9780470343586

Websites

eoleadership.hee.nhs.uk/mentoring

Mentoring information.

www.mindtools.com

Mind tools website, gives processes and techniques to make the most of careers, including mentoring skills.

www.mrc.ac.uk

Medical Research Council, guidance for mentors.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2 and 3 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2 and 3.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.