

## Unit 49: Buddy a Colleague to Develop their Skills

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<b>Level:</b>	2
<b>Unit type:</b>	Optional (Group B2)
<b>Credit value:</b>	3
<b>Guided learning hours:</b>	19

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### Unit introduction

'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, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required 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

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

## Unit 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

## What needs to be learned

- 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.

## **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.

## What needs to be learned

### **Offering a buddy hints and tips based on personal experience**

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

## Essential information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

## Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

### Textbooks

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](http://eoleadership.hee.nhs.uk/mentoring)

Mentoring information.

[www.mindtools.com](http://www.mindtools.com)

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

[www.mrc.ac.uk](http://www.mrc.ac.uk)

Medical Research Council, guidance for mentors.