

**Module:** Ethics

**Teacher:** Benchikh lehocine .S

**Lesson:** Constructive criticism

*“Learn to see the difference between constructive and destructive criticism. Appreciate the constructive, and ignore the destructive”*

### **Definition of Constructive criticism**

It is the process of offering valid and well-reasoned opinions about the work of others, usually involving both positive and negative comments in a friendly manner rather than an oppositional one. This type of criticism shows the purpose of something in a very respectful way: it is often considered as a tip of improvement. That is, how could things be better and be done well in a more accepted way

### **The difference between constructive criticism and destructive criticism**

Constructive criticism aims to improve a person’s behavior without personal attacks. Their self-esteem remains intact and encourages positive changes. Whereas, destructive criticism aims to destroy the target of criticism, by making the destructive criticism (e.g. . “You should shut up and follow the program. The aim is to show that the point of view of someone else has no validity at all, or lacks any merit. In some contexts, destructive criticism is regarded as an undesirable nuisance, a threat, or as completely unjustifiable, especially if it involves personal attacks. Destructive has a destructive effect, instead of a positive effect (this may also just be an accusation or allegation, if there is no proof that the effect actually is destructive).

## **Helpful Tips to provide constructive criticism**

- Communicate a sincere interest in seeing the learner improve her/ his professional performance.
- Be in an appropriate setting: the location should be sufficiently private so that the learner feels relaxed and comfortable to express him or herself openly and honestly without embarrassment.
- Offer feedback periodically throughout a course /rotation. The learner should understand that this feedback is intended to promote their progress rather than establishing their grade.
- Requests for feedback can be initiated by the learner as well as by the teacher. The learner should actively solicit feedback.
- Learners might not recognize the information they receive during an ongoing feedback. The teachers could explicitly identify the encounter as feedback. For example “let’s take a few minutes so that a can give you some feedback”
- Highlight effective skills a learner has used occasionally, and then suggests ways for using such skills more often. For example , “when you summarized the patient’s symptoms you clearly showed the patient you were listening What do you think have happened if you had done that when you moved on to discuss management ”
- Feedback should focus in more details is the learner give a general description.
- Avoid hear say and feeling rushed while giving feedback.
- Check with the learner whether or not he or she has understood the feedback correctly.
- A good question for the teacher to ask at the end of the day is, “have I given my trainees any feedback today”.

## **The aims of constructive criticism**

Constructive criticism aims to show that an intent or purpose of something is better served by an alternative approach. In this case, making the criticism is not necessarily deemed wrong, and its purpose is respected. Rather, it is claimed that the same goal could be achieved via a different route.

Constructive criticism are often suggestions for improvement how thing could be done better or more acceptably. They draw attention to how an identified problem could be solved or how it could be solved better. Constructive criticism is more likely accepted if the criticism is timely, clear, specific, detailed and actionable.

Both negative and constructive criticism that their appropriate use, but often it is considered a requirement of criticism that they are combined . Thus, it is often considered that those who find fault with something should also offer an option for putting it right. More generally, any rule for behavior of any kind usually implies both “do’s” and “don’ts”. Doing something usually also implies not doing something else, and not doing something, often implies doing something else. There is therefore a conscious choice “to do this, or do that”, but not both at the same time. So, to orient behavior, student need to know both what is “ruled in” and what

is “ruled out”. If the criticism concerns only one aspect, but not the other, it may supply only incomplete information, which is not really adequate to orient behavior or guide action. One of the most elementary reasons why a rule is ignored, flouted or subverted is, because either the positive or the negative aspect of what it means is unspecified.

### **Conclusion**

The art of giving critical feedback encourages a person to grow and to not feel bad . Constructive criticism improves a person’s behavior and avoids blaming and personal attacks. It has a positive tone and focuses on clear and achievable objectives.