**Module: Ethics**

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**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”

 High light 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 encouragers 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.