

CRITIQUING PROGRESS

Adapted from Direct Skills Teaching- Coaching the Client, Cohen M., Danley, K., Nemec, P.

Critiquing progress is leading a learner (student, patient, supervisee, or colleague) through an assessment of his/her performance and future learning needs. It provides an excellent format to involve the learner in self-reflection and learning. It empowers the learner by encouraging him/her to actively participate in the learning process.

It can be done whenever a new skill or activity is taught or attempted. It is a useful learning process in any relationships where learning takes place: supervisor/supervisee, teacher/student, therapist/patient, mentor/mentee, etc.

Critiquing is best done interactively with both the coach and learner assessing performance and suggesting future learning needs. This process involves asking questions, listening, and giving constructive feedback. It focuses on three points:

Assessing strengths and weaknesses in performance

Determining reasons for them

Planning future learning activities

The procedure begins with a brief, general, overall assessment of the learner's performance, which encourages him/her to openly share his/her feelings about how s/he did. The learner's overall self-assessment alerts the coach to the learner's "degree of self-awareness" about how well s/he performed.

The procedure invites the learner to be the first to assess. The coach then presents his/her perspective to add to the learner's critique. In essence, the coach leads the learner through a self-critique and then only shares his/her perspective if or when needed.

Sometimes it is necessary for the coach

- 1. SHARE IMMEDIATE OVERALL REACTIONS**
 - a. Ask the LEARNER:** Ask the learner to give an overall (general) self-assessment of his/her own performance, including the positive or negative emotions.
Example: Overall, how do you feel you did _____ (the activity, exercise, assignment)?
 - b. COACH:** Describe your overall (general) assessment and feeling about the learner's performance if positive or generally consistent with the learner's assessment.

a. **Ask the LEARNER:** Ask the learner to describe the strengths and deficiencies in his/her performance.
Example: What specifically do you think you did well? What do you think you didn't do as well?

b. **COACH:** Describe the specific strengths and deficiencies in the learner's performance. Begin with those that are similar to the learner's perspectives and, if needed, conclude with those perspectives that differ with reference to the reference.