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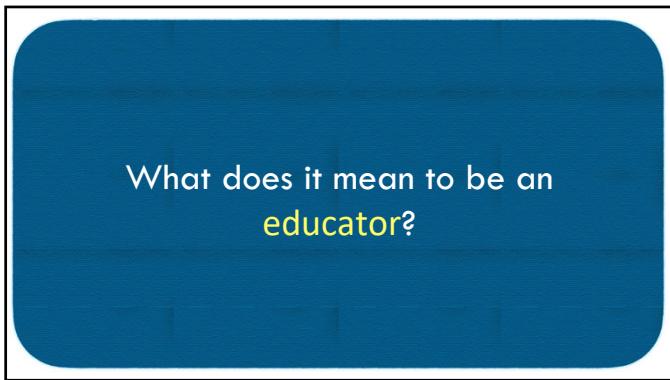
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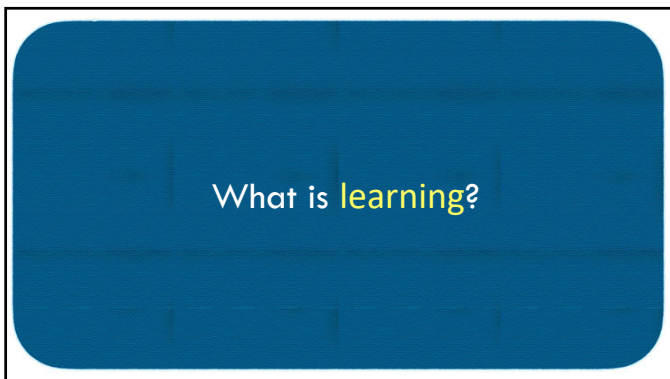
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learning (Def):

*“Expanding the ability to produce the results we truly want”*

- Senge, *The Fifth Discipline*

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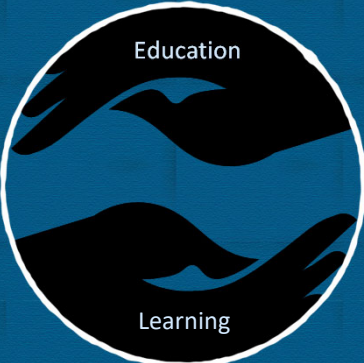
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Education

Learning

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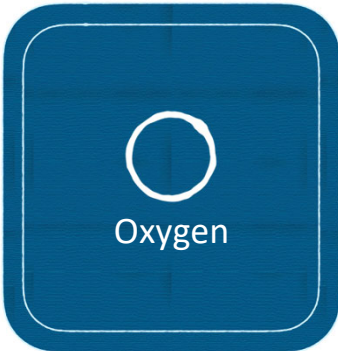
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Oxygen

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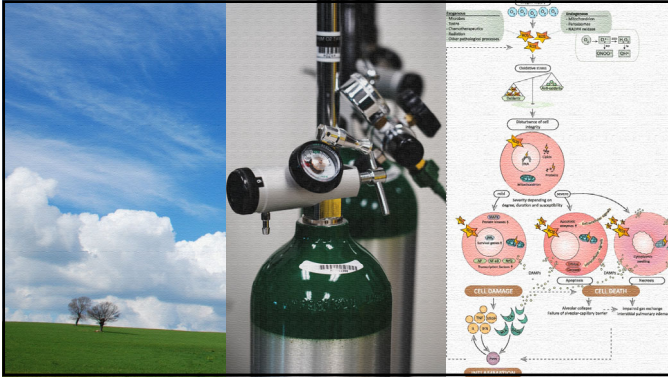
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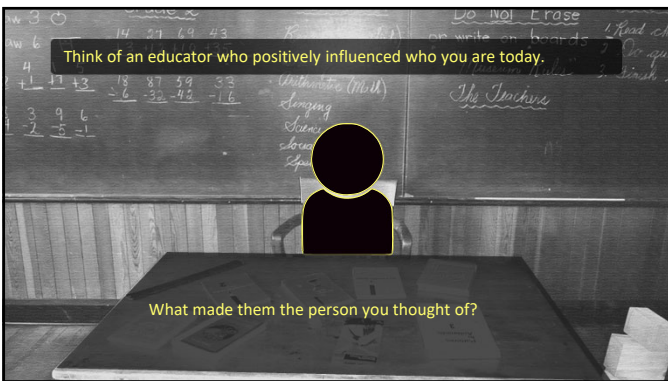
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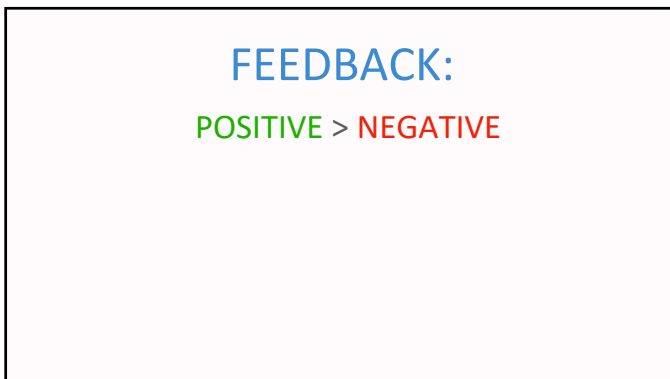
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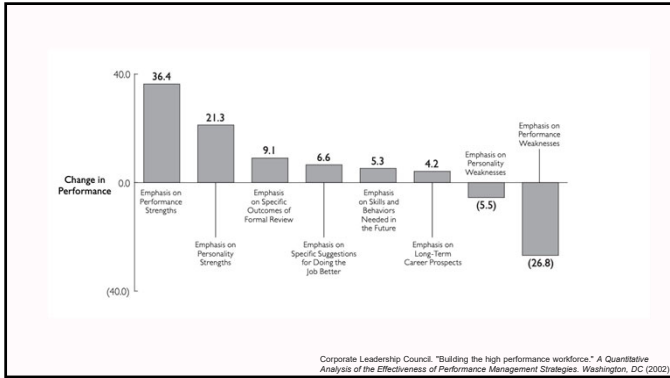
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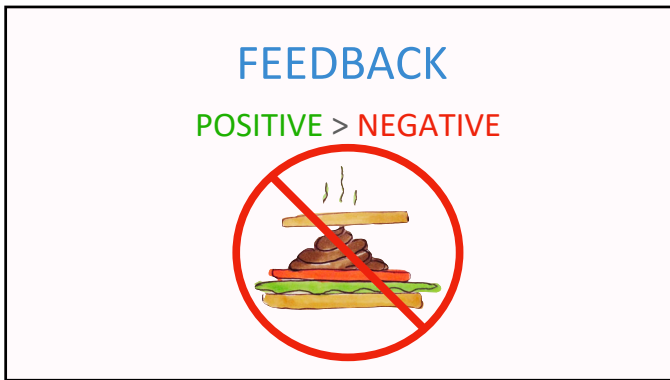
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**FEEDBACK:**  
**POSITIVE > NEGATIVE**  
**SPECIFIC**

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**CONSTRUCTIVE FEEDBACK**

<b>POSITIVE</b>	<b>NEGATIVE</b>
<ul style="list-style-type: none"><li>• Information-specific, based on observation</li><li>• Not about "right" or "wrong" so that it encourages discussion</li><li>• About an EFFORT well done.</li></ul>	<ul style="list-style-type: none"><li>• Information-specific, based on observation</li><li>• Not accusing - focused on outcomes</li><li>• About an EFFORT that needs improvement</li></ul>

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The most important effort to praise is the effort to learn from failure.

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PSYCHOLOGICAL SAFETY



FAILURE=OPPORTUNITY

Edmondson, A. C. (2018). The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth. John Wiley & Sons.

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FEEDBACK:

POSITIVE > NEGATIVE

SPECIFIC

← BIDIRECTIONAL →

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BIDIRECTIONAL

SHARED PURPOSE

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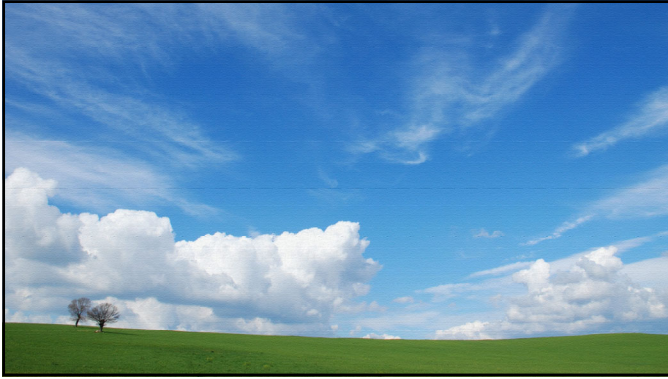
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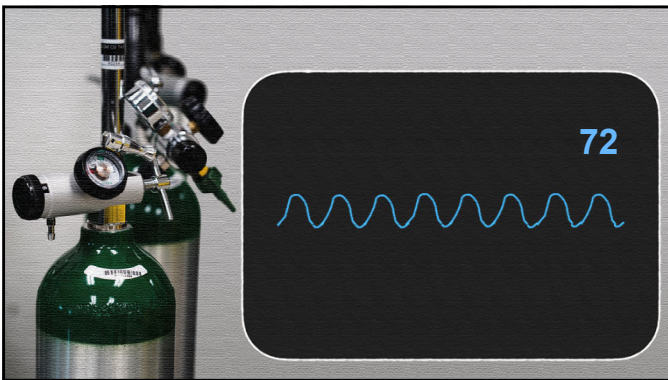
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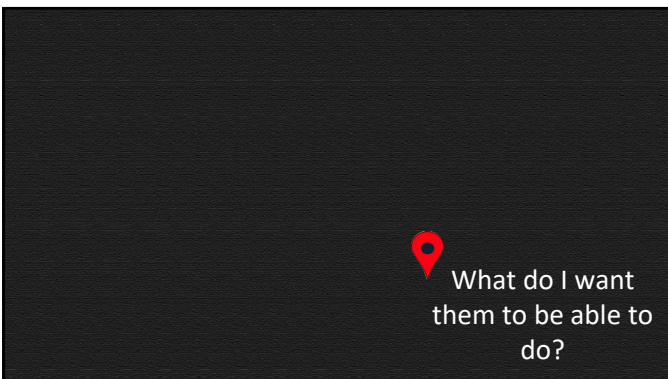
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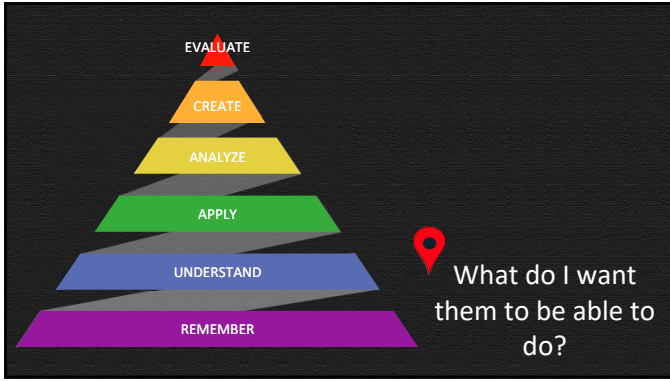
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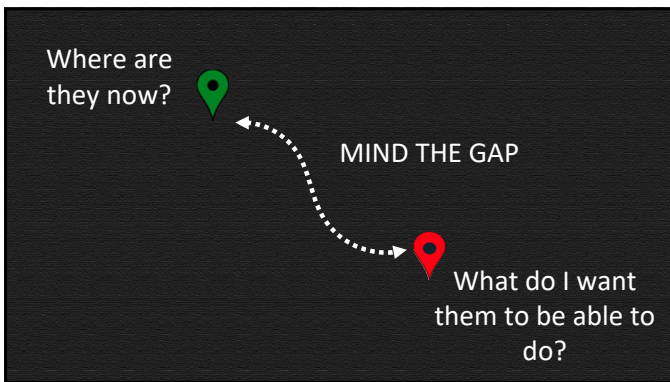
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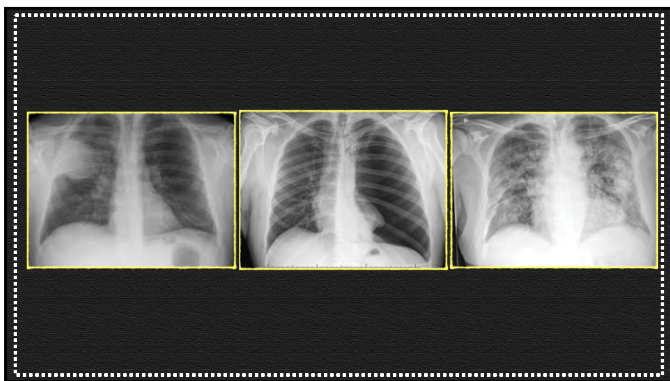
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**KNOWLEDGE**

What information do they need to be successful?



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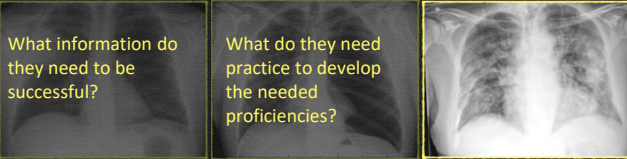
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**KNOWLEDGE**      **SKILLS**

What information do they need to be successful?

What do they need practice to develop the needed proficiencies?



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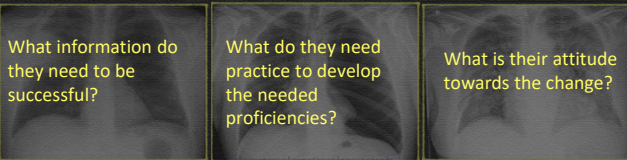
32

**KNOWLEDGE**      **SKILLS**      **MOTIVATION**

What information do they need to be successful?

What do they need practice to develop the needed proficiencies?

What is their attitude towards the change?



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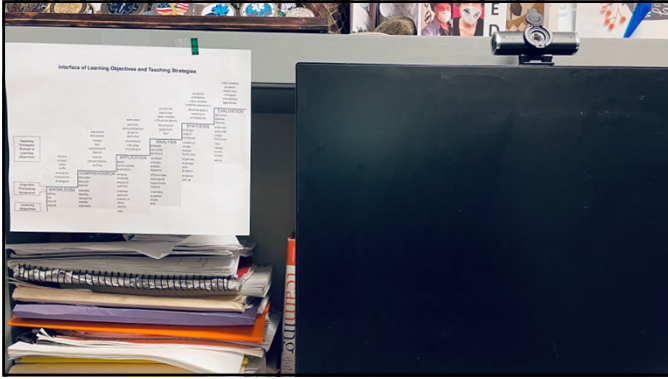
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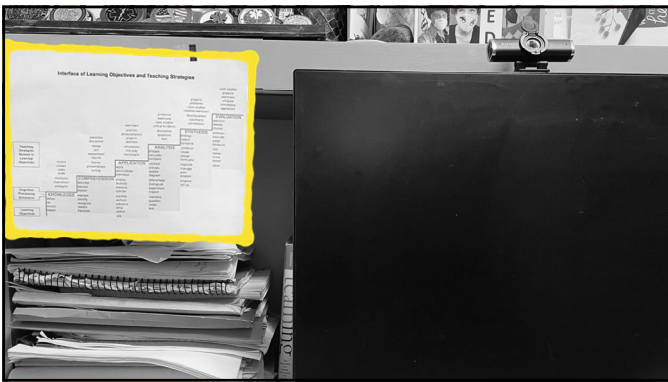
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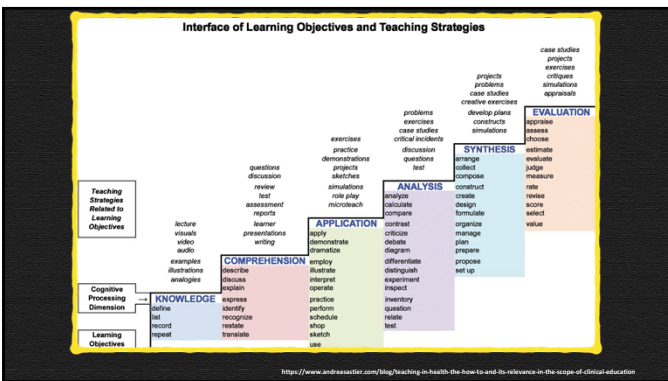
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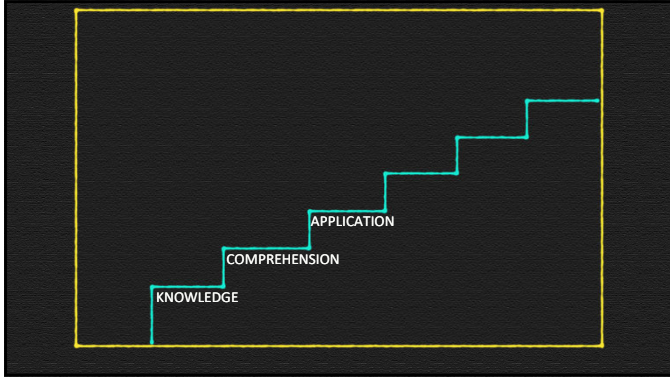
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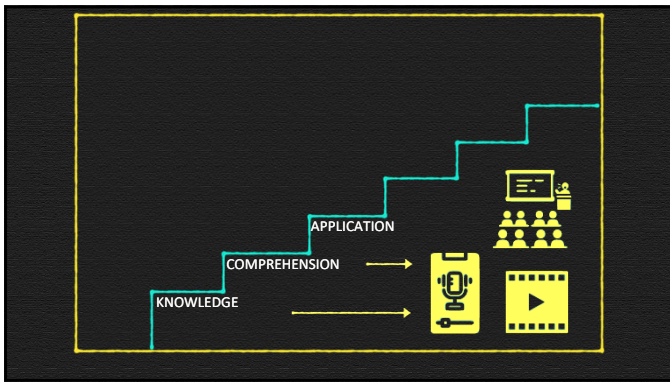
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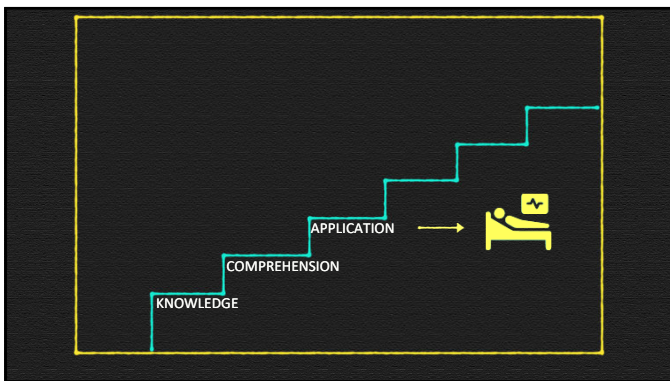
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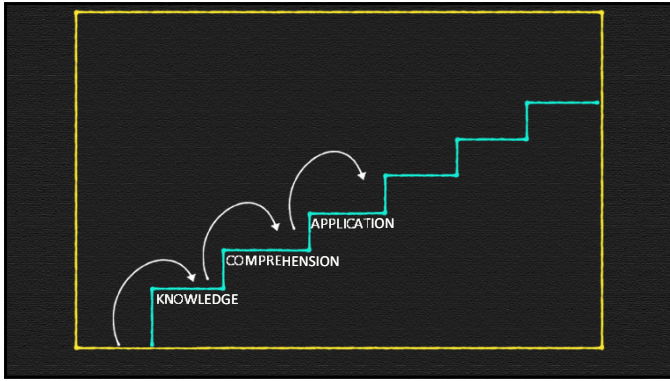
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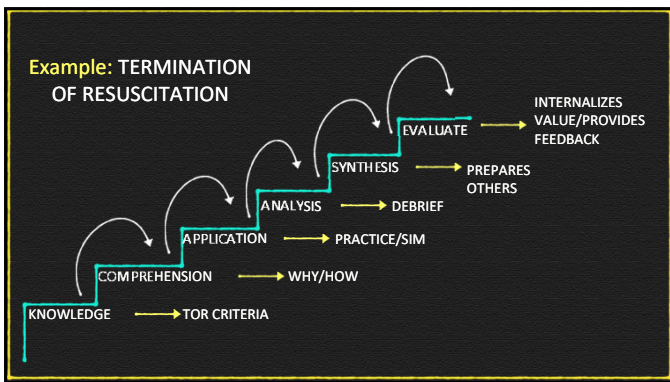
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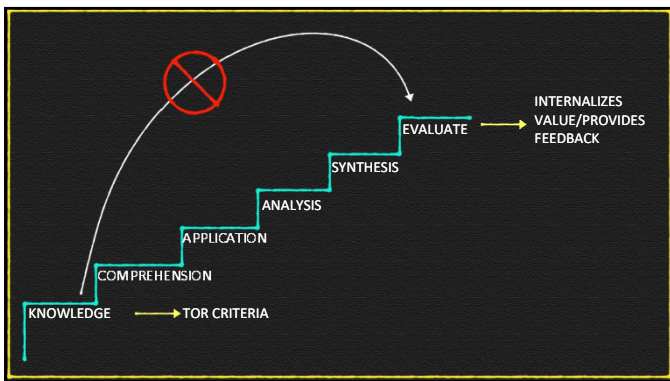
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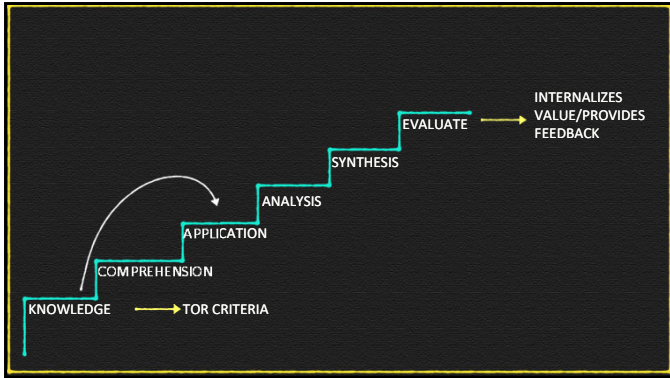
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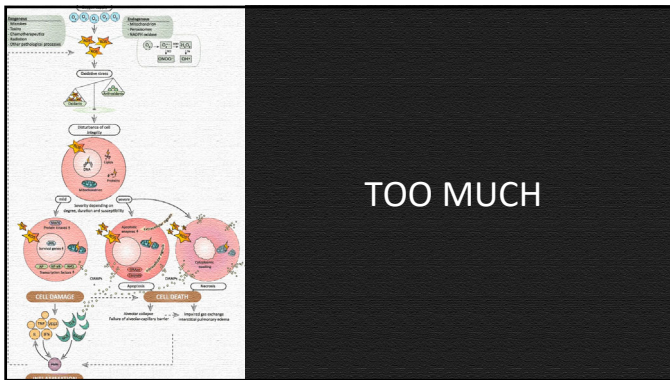
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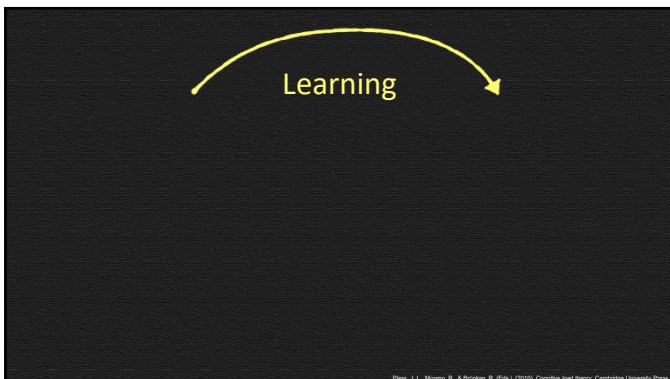
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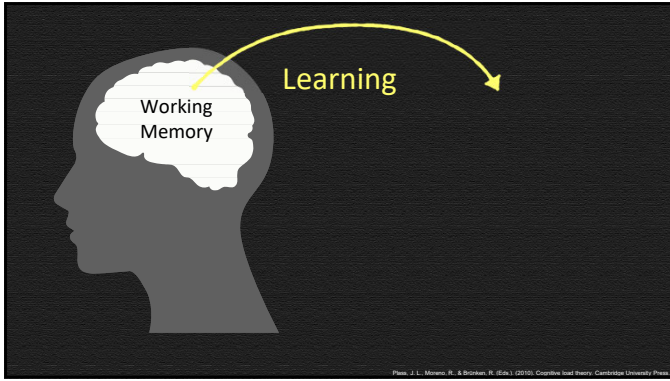
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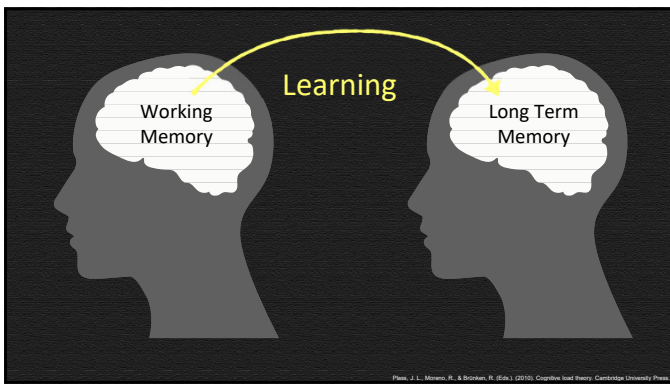
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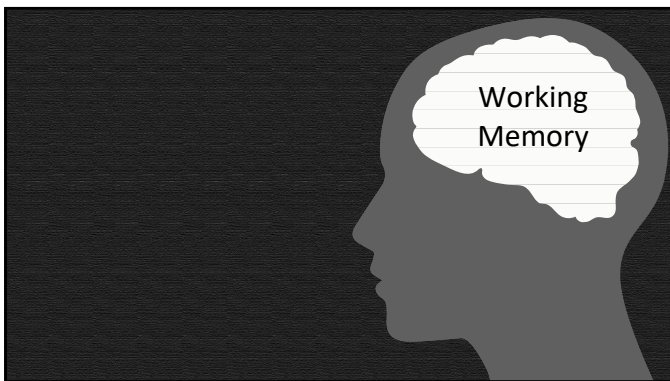
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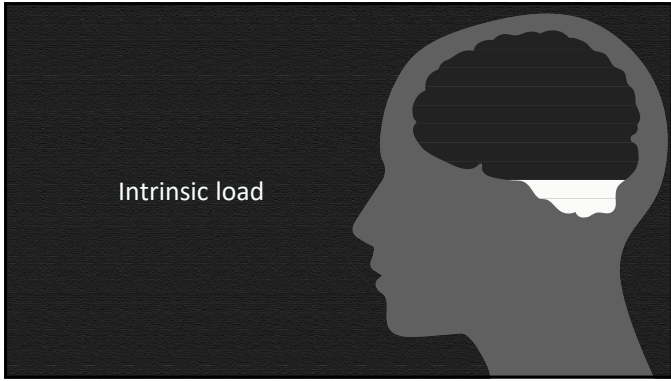
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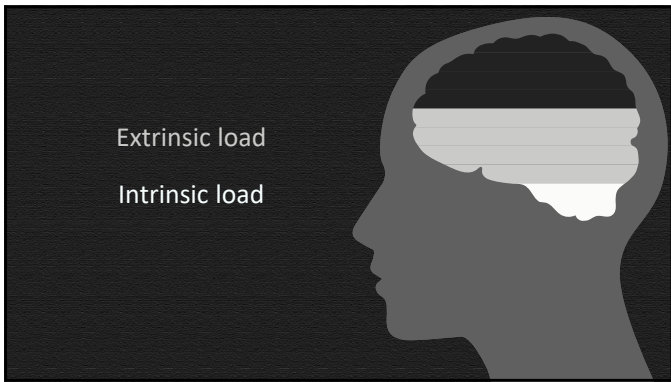
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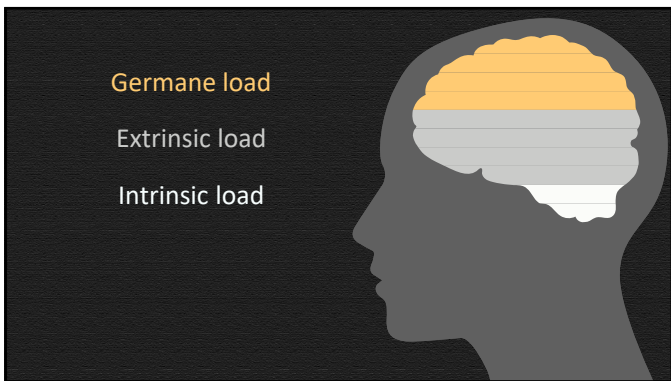
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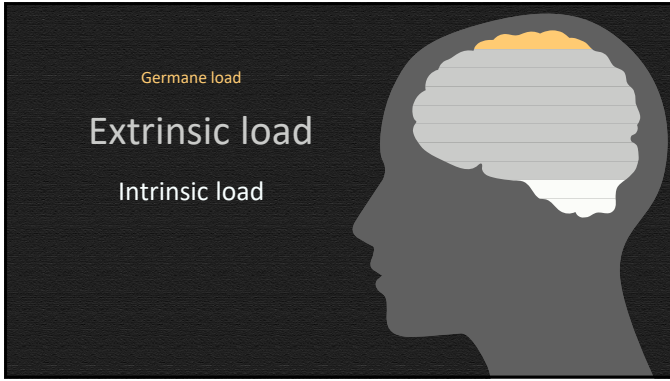
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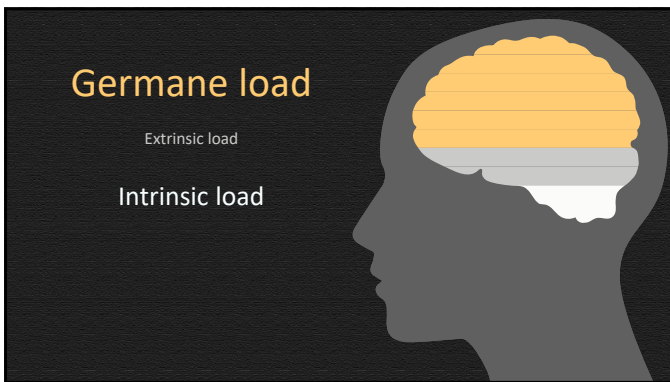
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Do not try to teach too much at once. Do not try to teach too much at once. Do not try to teach too much at once. **Do not try to teach too much at once.** *Do not try to teach too much at once.* Do not try to teach too much at once. Do not try to teach too much at once. **Do not try to teach too much at once.** Do not try to teach too much at once. **Do not try to teach too much at once.** Do not try to teach too much at once. Do not try to teach too much at once. Do not try to teach too much at once.

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*try to teach too much at once.*

*Do not*

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*try to teach too much at once.*

*Pick what is most important... 3 is best.*

*Do not*

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*try to teach too much at once.*

*Pick what is most important... 3 is best.*

*Use metaphor and analogy*

*Do not*

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Ελληνικά	English
οικείος	familiar

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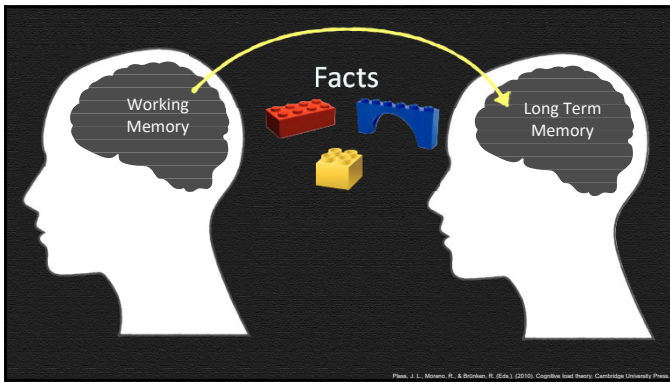
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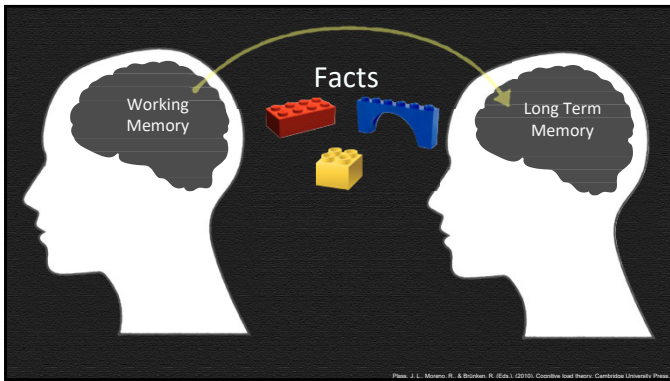
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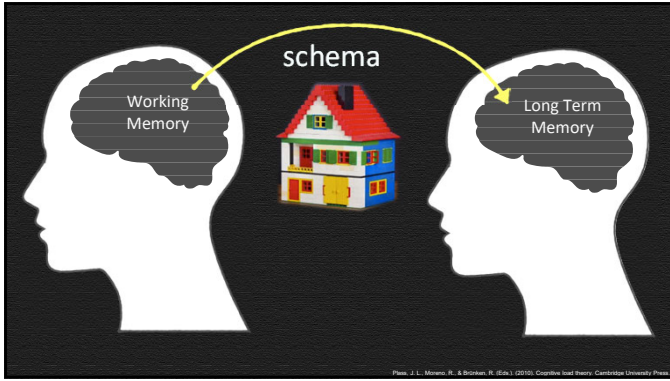
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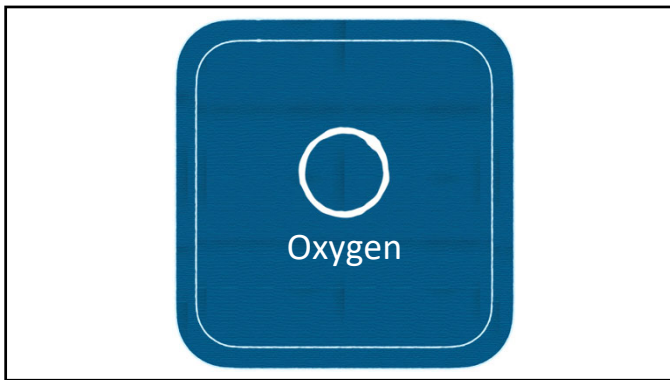
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A collage of three images. On the left is a landscape with a green field, a few trees, and a blue sky with white clouds. In the center is a close-up of a green gas cylinder with a microscope-like apparatus attached. On the right is a complex biological diagram showing a cell cycle or metabolic pathway with various stages and labels like 'CELL DAMAGE' and 'CELL DEATH'.

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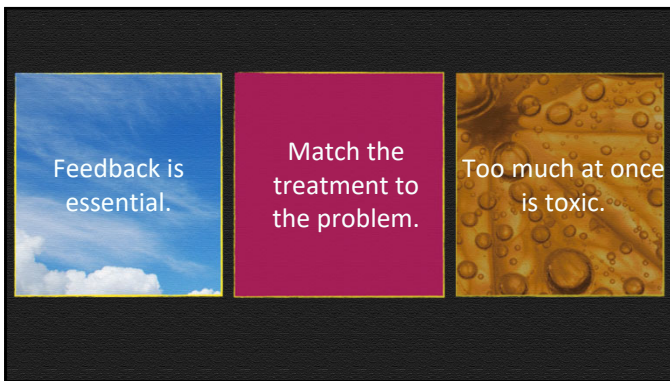
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learning (Def):

*“Expanding the ability to produce the results we truly want”*

- Senge, *The Fifth Discipline*

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MEDICAL DIRECTOR = EDUCATOR

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Reading list:

 Dweck, C. S. (2008). *Mindset: The new psychology of success.*  
 Murch, G. (2016). *Fixing Feedback.*  
 Edmondson, A. C. (2018). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth*

 Dirksen, J. (2016). *Design for How People Learn.*  
 Ericsson, A., & Pool, R. (2016). *Peak: Secrets from the new science of expertise.*  
 Duarte, N. (2013). *Resonate: Present visual stories that transform audiences.*

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