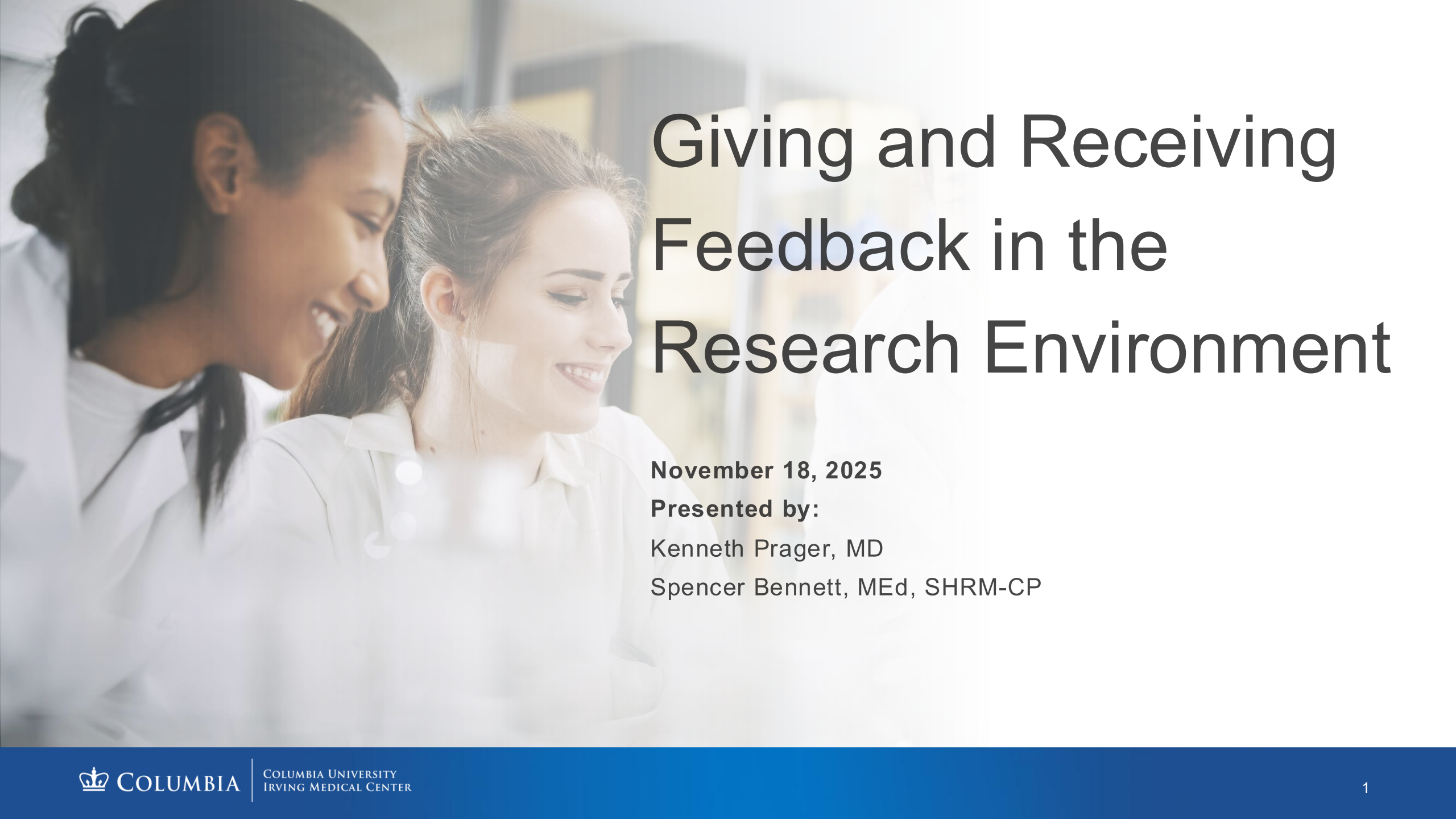


A photograph of two female researchers in white lab coats. They are both smiling and looking down at a device, possibly a tablet or a piece of laboratory equipment. The background is slightly blurred, showing what appears to be a laboratory setting with glass doors and equipment.

Giving and Receiving Feedback in the Research Environment

November 18, 2025

Presented by:

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Welcome



FACILITATORS

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OBJECTIVES

Understanding the Role of Feedback in the
Academic Space

Develop Practical Skills for Giving and Receiving
Feedback Effectively

Feel more Confident in Navigating Feedback
Conversations



OUR REQUESTS

Raise your Hand to Participate

Microphones on Mute

Cameras On

Send Questions to the Chat

How well do you deliver feedback?

I'm great at giving feedback, and I love delivering it!

0%

I'm pretty good at delivering feedback, but I would rather not have to do it.

0%

I'm neither good or bad at delivering feedback.

0%

I could use some work on how I typically deliver feedback.

0%

I'm terrible at it and would rather do anything else.

0%

I've never given formal feedback in the workplace.

0%

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app

The Importance of Feedback

The impact of feedback in academia and research settings

- Helps us identify flaws and areas of improvement in our projects
- Improves communication skills with team and collaborators
- Enhances research validity and reliability
- Broadens perspectives
- Improves communication of findings

The impact of Feedback on Personal and Professional Development

- Fill knowledge gaps
- Boost self-awareness
- Improves decision-making
- Promotes continuous Learning



What does good feedback look like?

Nobody has responded yet.

Hang tight! Responses are coming in.

Effective Feedback Delivery

Good feedback is:

- Specific
- Timely
- Actionable
- Focused on observable behaviors and outcomes

Find the right time and the right place:

- Assess whether feedback in a public setting is appropriate and constructive... **how would you do this?**
- Should the discussion happen in a private setting?

When we lead with positive intent our message is more likely to be heard



Things to Avoid when Giving Feedback

What do you think
we should avoid
doing when giving
feedback?

**Add your thoughts
to the chat**

Effective Feedback Delivery

I'm giving you this feedback because I have very high expectations, and I know that you can reach them.

Looking closer, the phrase contains several distinct signals:

- 1) **You are part of this group.**
- 2) **This group is special; we have higher standards here.**
- 3) **I believe you can reach those standards.**



Feedback Models

Ask, tell, ask (ATA Model – Clinical):

Ask - Ask the learner to self-assess their performance. This can include asking about what they think went well and what could be improved.

Tell - Share your opinion and acknowledge the learner's concerns. Provide specific, non-judgmental feedback that focuses on behaviors that can be modified.

Ask again - Ask the learner to come up with a plan to improve their performance. You can also ask to clarify their understanding of your feedback.

"Set-Go" model:

Focuses on descriptive feedback, encouraging researchers to describe what they observe without judgment.

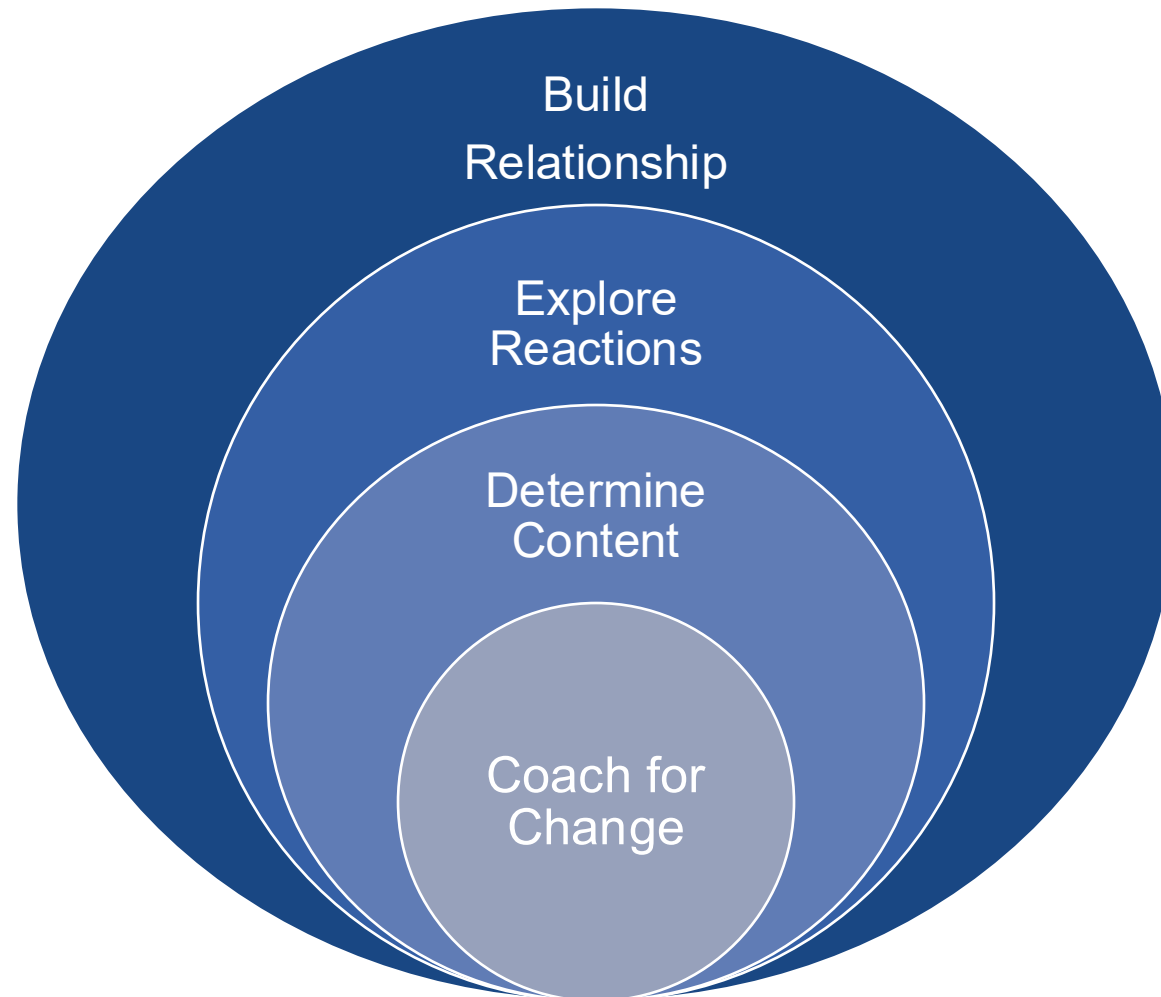
Facilitates collaborative discussion about observations and potential solutions.

Sadler feedback theory:

Utilizes high-quality examples of research work to demonstrate desired standards.

Helps researchers understand what "good" looks like in their field.

Enables self-assessment by comparing their work to exemplars.



Active Listening & Receiving Feedback



Employ active listening techniques:

- Do not interrupt
- Summarize what you are hearing
- Confirm message/understanding

The power of time:

- In most situations we do not need to respond immediately
- "Thank you for your feedback, I want to reflect on this a bit and get back to you to continue this discussion."

Overcoming defensiveness:

- Think of feedback as a gift that can help increase your effectiveness
- Assume positive intent
- Recognize your emotions

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Additional resources:

[Ombuds Office](#)
[Postdoc Affairs](#)

Readings:

- Crucial Conversations for Accountability
- How to Give (and Receive) Critical Feedback by [Patrick Thean](#) – HBR

Learning modules:

- [Giving and Receiving Feedback](#)
- [Nano Tips for Giving and Receiving Feedback](#)