

15.672 Negotiation Analysis
 15.673 Negotiation Analysis
 15.6721 Negotiation Analysis
 15.6731 Negotiation Analysis

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Report Includes Data for:

Students: For credit

Subjects: 15.672 Negotiation Analysis - Lecture L01

15.673 Negotiation Analysis - Lecture L01

15.6721 Negotiation Analysis - Lecture L01

15.6731 Negotiation Analysis - Lecture L01

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Eligible to Respond: 88  **Total # of Respondents:** 48  **Response rate:** 55%  **Overall rating of subject:** out of

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INSTRUCTORS

Subject Evaluation for Partially Remote Term *1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)*

NAME	Instructor stimulated my interest in the subject	Instructor displayed thorough knowledge of subject material	Instructor supported my learning
Curhan, Jared R. , Lecturer (LEC)	6.9 (48)	7.0 (48)	6.9 (48)
Labuzova, Tatiana , Teaching Assistant (LEC)	6.7 (30)	6.8 (31)	7.0 (36)

Sloan Faculty Questions *1=Strongly Disagree, 2=Disagree, 3=Mixed, 4=Agree, 5=Strongly Agree (5 is best)*

NAME	Recommend Professor
Curhan, Jared R. , Lecturer (LEC)	4.9 (48)

Curhan, Jared R., Lecturer in Lecture L01 - Overall rating:

Rating Scale: 1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)

Subject Evaluation for Partially Remote Term	AVG	1	2	3	4	5	6	7	RESPONSES	MEDIAN	STDEV
Instructor stimulated my interest in the subject	6.9								48	7.0	0.37
Instructor displayed thorough knowledge of subject material	7.0								48	7.0	0.2
Instructor supported my learning	6.9								48	7.0	0.32

Please provide comments on teaching (strengths, responsiveness to concerns, areas for improvement)

[Student 7711](#) - Dr. Curhan is incredibly well-spoken. I was entirely engaged whenever he was speaking, because he never stumbled, organized his thoughts very well, and sprinkled in relatable anecdotes and examples.

[Student 7713](#) - Professor Curhan's class is one of the best taught classes I have been in at MIT. This was an extremely engaging and intense class with a high number of activities.

[Student 7716](#) - Guy is a legend. I honestly have no idea how he managed to hold my attention for eight hours straight on 3 consecutive days. Incredibly interesting class, very affable and knowledgeable instructor.

[Student 7728](#) - Thank you so much for the class I walked away with a new sense of confidence that no negotiation book could have taught

[Student 7729](#) - This class was amazing. It increased my understanding of the psychological dimensions of negotiations, stoked my interest in negotiation theory, and provided plenty of feedback and space for roleplaying/practicing the concepts I learned about in lecture. It was the best Zoom class experience I've had.

[Student 7736](#) - Incredible clarity and organization. Balancing interaction and content on an 8-hour zoom session is no easy feat, but this was fantastic! There were occasional moments of longer lecture that could have benefit from more "yes/no" or chat types of interaction (to spur engagement without sacrificing time), but this is a very picky point. I do appreciate your focus on using names and getting them right.

[Student 7746](#) - Great :) Always encouraging and gave evidence for all his claims

[Student 7747](#) - Honestly, it was perfect

[Student 7750](#) - Amazing teacher and wonderful facilitator for constructive negotiation settings!

[Student 7766](#) - What a fantastic course! Professor Curhan's ability to engage with students is unmatched. I can't wait to put some of his lessons into practice.

[Student 7776](#) - This is the first class I ever take about negotiation and it opened my eyes to (1) how complex it is and (2) how to learn to be better at it. Jared is a great lecturer, has a good grasp on pace.

[Student 7782](#) - Prof was amazing, really great stage presence clear and engaging. Would recommend adding office hours somewhere in this class maybe thurs for those interested since class time is limited when it comes to questions

[Student 7789](#) - Amazing Lecturer, super engaging even on zoom and had a great schedule to maximize class time and give students breaks

[Student 7791](#) - He is an amazing lecturer! Super helpful advice and very engaging lectures.

[Student 8296](#) - Despite the virtual nature of the course, Professor Curhan's engaging delivery, creative use of online platform (iDecisionGames and breakout room), and emphasis on experiential learning made the class feel as amazing as it would be in person.

[Student 9637](#) - This is bar none one of the best classes I have ever taken (at MIT and beyond). I had heard great things about Jared as a teacher in basically every venue, but it is an entirely different thing to experience his teaching. Not only did he break down complex concepts in digestible chunks in an engaging way, but I cannot get over the fact that I was on Zoom starting at 5:30 am for 7 hours and I was engaged for every single minute. I would take this class again (for a whole semester, completely remotely) in a heartbeat.

[Student 9639](#) - Incredibly engaging! However, I wish that the instructor and TA kept track of how many times people spoke so as to guarantee the same opportunity for others to speak (rather than just go in order of who raised their hand first). It felt like the same 5 people spoke over and over again.

Sloan Faculty Questions

Rating Scale: 1=Strongly Disagree, 2=Disagree, 3=Mixed, 4=Agree, 5=Strongly Agree (5 is best)

	AVG	1	2	3	4	5	RESPONSES	MEDIAN	STDEV
Recommend Professor	4.9						48	5.0	0.24

SUBJECT

SUBJECT EVALUATION FOR PARTIALLY REMOTE TERM *Rating Scale: 1=Strongly Disagree, 7=Strongly Agree, N/A=Not Applicable (7 is best)*

	AVG	1	2	3	4	5	6	7	RESPONSES	MEDIAN	STDEV
The expectations for the subject were clearly defined	6.9								48	7.0	0.44
The learning objectives for the subject were met	6.9								48	7.0	0.36
The subject's assignments contributed to my learning	7.0								48	7.0	0.2
The subject's grading thus far has been fair	6.9								42	7.0	0.48
I was satisfied with my overall learning experience in	6.9								46	7.0	0.45

[this subject.](#)

	AVG	RESPONSES	MEDIAN	STDEV
How much time (in hours) did you spend per week on this subject?	26.0	32	27.5	8.72

Rating Scale: 1=Too Slow, 4=Just Right, 7=Too Fast, N/A=Not Applicable (4 is best)

	AVG	1	2	3	4	5	6	7	RESPONSES	MEDIAN	STDEV
The pace of the class (content and assignments) was:	4.5								48	4.0	0.8

Comments on the subject (strengths, areas for improvement)

[Student 7711](#) - I really appreciated that this class included a discussion on stereotypes and gender/cultural biases in negotiation.

[Student 7713](#) - For the section on negotiating across cultures, I strongly suggest removing any mention of what behaviour corresponds to what culture (to avoid offence) and instead alert the class to the existence of certain norms and behaviours without tying them to a specific culture. In the section about gender norms, I think it should be stated clearly at the outset that the stereotypes are false and not allow any stereotypes to be said out loud in front of the class.

[Student 7714](#) - I enrolled in this class because I know that negotiation is an important skill in life, but one that makes me deeply uncomfortable. In other words, I enrolled because I knew it would be good for me, not because I thought I would like it. I did greatly enjoy the lecture material, but found the practice negotiations quite stressful. That said, I was able to perform reasonably well in them and found them fair and helpful in going over course concepts. The activity I found the most anxiety-inducing was actually the "difficult topics" where we had to practice being uncooperative/insulting/etc. Coming up with realistic "difficult" arguments on the spot was really hard and I don't think I was able to help my partner much. Some examples to fall back on would have been much appreciated. Overall, I think this class was good for me, but it did not make me eager to take another related class.

[Student 7736](#) - The days were pretty long for zoom, but the content was superb. Content was at its best when linked to practice exercises, whether full negotiations or the small breakout rooms. Occasionally the lecture material couldn't be applied as directly (like with norms and stereotypes) and was different over zoom, but the organization and dedication to screenshot resources helped reinforce the key points.

[Student 7750](#) - Very short intensive class that feels fast at certain points, but has many breaks to catch your breath.

[Student 7760](#) - I loved the cases -- they are incredibly fun! I was surprised by how much I learned in just three days and I could see this being useful to me for the rest of my life. I did zone out occasionally during large chunks of lecturing and feel like I could use more practice on applying things we talked about concretely during a negotiation.

[Student 7791](#) - Amazing subject; I highly recommend for everyone!

[Student 8296](#) - The course is very well designed and prepared. During the 3 days there are a lot of material that we learn, so perhaps it would be better that the 'screenshot slides' to incorporate more details for students' future resources.

Rating Scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Disagree Nor Agree, 4=Agree, 5=Strongly Agree, N/A=Not Applicable (5 is best)

	AVG	1	2	3	4	5	RESPONSES	MEDIAN	STDEV
I was able to easily locate necessary class materials.	4.9						47	5.0	0.34
Expectations for participation were clearly stated.	4.9						47	5.0	0.28
Instructions for graded assignments were clearly stated	4.8						43	5.0	0.53
An appropriate orientation to all technology required for the subject was provided.	4.9						47	5.0	0.25
I received feedback that improved my learning.	4.7						45	5.0	0.74

Please provide detail on any item for which you strongly disagree or strongly agree. Please be as specific as possible.

[Student 7711](#) - Everything was very well organized and messages were sent promptly about where to locate any materials. Considering the amount of tech that was involved in the activities and zoom in general, it was impressively smooth.

[Student 7713](#) - I suggest that in the debrief after the activities, even less emphasis is placed on those who got the biggest chunk of the pie

and more emphasis is placed on those who were close to the Peroto line / did unique things. For me, I came into the class with informal experience in traditional negotiation but was hoping to learn more about value creation and cooperation. If the debriefs reflected the learning outcomes more, it would perhaps encourage a different atmosphere in the breakout rooms.

[Student 7714](#) - The use of google drive/IDG/zoom chat was extremely well done to quickly (often seamlessly) access files and participate in activities. I was really impressed with how well the virtual format worked.

[Student 7736](#) - IDecisionGames platform was ultra-smooth, learning/grading ground rules were clear at the beginning, zoom logistics and breakout room instructions were clear, peer feedback from early negotiations (+ the surveys) was helpful.

[Student 7750](#) - Amazing quantitative and qualitative feedback on each negotiation thanks to extensive surveying and metrics.

[Student 8296](#) - Technology played a great aspect in ensuring individual participation. This class benefits from a very capable TA!

Rating Scale: 1=To No Extent, 2=To a Small Extent, 3=To a Moderate Extent, 4=To a Great Extent, N/A=Not Applicable (4 is best)

	AVG	1	2	3	4	RESPONSES	MEDIAN	STDEV
Live (synchronous) lectures/class periods	4.0					43	4.0	0.0
Synchronous class discussions	3.8					41	4.0	0.59
Asynchronous learning activities (e.g., previously recorded presentation of course material, pre-class reading, answering pre-class questions, etc.)	3.7					32	4.0	0.64
Recitations	3.5					6	4.0	1.22
Office hours	2.5					2	2.5	2.12
Collaborative/Team Project-based work	3.8					28	4.0	0.44
Labs	4.0					6	4.0	0.0
Working on problem sets with others	3.8					8	4.0	0.46
Completing written assignments	3.4					18	4.0	0.92
Presentation & performance-related activities	3.7					32	4.0	0.78
Discussion forum (e.g., Piazza, Discord, Canvas, Stellar)	3.0					4	3.5	1.41

Were there other components that contributed to your learning in this subject?

[Student 7711](#) - Of course practicing negotiation in these simulations was the best aid to my learning.

[Student 7713](#) - Learning from my class mates

[Student 7750](#) - Surveys were amazing!

[Student 7776](#) - I actually read the recommended book a couple of weeks ahead of the course and it helped me to hit the ground running. It made the material more comprehensible and gave me the confidence to experiment during the role-play sessions.

Please feel free to offer suggestions for changes to this subject for future offerings (e.g., topics covered, format, delivery, assignments) and/or to leave other constructive comments below.

[Student 7713](#) - I suggest dedicating less than one day to two-party, one-issue negotiations and focussing more on the complicated topics like multi-party and multi-issue negotiation which foster a unique environment of cooperation!

[Student 7727](#) - There were a couple things I felt could be changed to improve the course. I felt like I could have benefitted from more instruction on how to actually arrived at my own BATNA through more practice. I also felt like it would have been useful for us to analyze case study examples of negotiations in the real world as a class or through homework. Lastly, it would have been great if more of the simulations focused on anti-capitalist negotiations. I felt like there was a specific pro-developer bent to the conversations which made me feel a little uneasy.

[Student 7736](#) - Could've used a discussion forum beyond the LinkedIn, maybe? sounds like some people are trying to start a Slack.

[Student 7748](#) - In the Bakra Beverage case, I was a little uncomfortable talking about the Middle East, a real place, with words that tried to sound Arabic or oriental, but were not.

[Student 7756](#) - There are a lot of people who already know many scenarios in this class (for example, the games that were taught on Day 1). It would be interesting instead to simply teach what the outcomes are instead of trying to replicate that with students who already know the intended results.

[Student 7774](#) - Perhaps one type of exercise that could be offered would be to provide scripts for negotiations and point out the good/bad parts and then act them out

[Student 8296](#) - Perhaps the reading materials that inspired Prof. Curhan's teaching material could be distributed through Canvas. If it's impossible to upload a whole book, I think even just the relevant chapters of each book that were used as a reference should be sufficient.

SLOAN SUBJECT QUESTIONS

Rating Scale: 1=Strongly Disagree, 2=Disagree, 3=Mixed, 4=Agree, 5=Strongly Agree (5 is best)

	AVG	1	2	3	4	5	RESPONSES	MEDIAN	STDEV
Recommend Subject	4.8						46	5.0	0.42

SLOAN FEEDBACK QUESTION

Feedback

[Student 7711](#) - The same ~7 people answered questions and spoke in class over and over and over again. That really frustrated me. More shy people did not even have a chance to speak if they raised their hand a second too slowly, and weren't pushed to raise their hand at all since others would always want to speak. I want to hear from those people too, not just the extroverts. I think we would all benefit if the professor would simply say up front, we want to give as many people a chance to speak up as possible, so please raise your hand if you haven't spoken yet and you have some thoughts to share. And then when people do raise their hand, don't just go first come first serve, if a hand is raised by someone who hasn't spoken before, choose them! We are all enriched by hearing from a wider set of perspectives.

[Student 7736](#) - Negotiation time felt more constrained over zoom because virtual conversations naturally take longer...but hopefully we won't have to deal with that as much in the future!

[Student 7748](#) - Help out the introverts! Maybe some introvert-specific negotiation tips for those of us who may remain quieter in group negotiations.

[Student 7760](#) - Perhaps offer more structure to the planning process before a negotiation (especially to echo things discussed in class -- e.g. "how do you plan to build rapport in the first few minutes?", "what focal points might be disadvantageous to you, and how do you plan to respond?" so I'm forced to think about them beforehand instead of slacking off and having to improvise on the spot, which tends to make me do things I've always done before)

[Student 7774](#) - Thanks so much for a great few days!

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