

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

Survey Window: IAP 2018 | [View Current Catalog Entry](#) | [Print Report](#)

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

[\(filter data\)](#) ?

Eligible to Respond: 94 ? **Total # of Respondents:** 42 ? **Response rate:** 45% **Overall rating of subject:** 6.9 out of 7

Download Set of Individual Student Responses: [PDF](#) [raw data](#)

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INSTRUCTORS

Quality of Teaching	<i>1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)</i>			<i>1=Very Poor, 7=Excellent, N/A=Not Applicable (7 is best)</i>
NAME	Stimulated interest	Displayed thorough knowledge of subject material	Helped me learn	Overall rating
Curhan, Jared R. , Lecturer (LEC)	6.9 (42)	7.0 (42)	6.9 (41)	7.0 (40)
Friis, Simon C. , Teaching Assistant (LEC)	6.7 (27)	6.8 (28)	6.7 (35)	6.6 (29)

Sloan Faculty Questions	<i>1=Strongly Disagree, 2=Disagree, 3=Mixed, 4=Agree, 5=Strongly Agree (5 is best)</i>
NAME	Recommend Professor
Curhan, Jared R. , Lecturer (LEC)	5.0 (42)

Curhan, Jared R., Lecturer in Lecture L01 - Overall rating: 7.0

Quality of Teaching	<i>Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)</i>										
	AVG	1	2	3	4	5	6	7	RESPONSES	MEDIAN	STDEV
Stimulated interest	6.9	■	■	■	■	■	■	■	42	7.0	0.26
Displayed thorough knowledge of subject material	7.0	■	■	■	■	■	■	■	42	7.0	0.15
Helped me learn	6.9	■	■	■	■	■	■	■	41	7.0	0.37

	<i>Rating Scale: 1=Very Poor, 7=Excellent, N/A=Not Applicable (7 is best)</i>										
	AVG	1	2	3	4	5	6	7	RESPONSES	MEDIAN	STDEV
Overall rating	7.0	■	■	■	■	■	■	■	40	7.0	0.16

Comments on teaching (strengths, areas for improvement)

[Student 7281](#) - Professor Curhan has some of the most engaging teaching that I have experienced in my entire educational career. He is knowledgeable about the material, encourages class participation, utilizes slides effectively, and brings in multiple learning techniques.

[Student 7293](#) - He was always smiling, which was really cool. He asked questions and listened to questions. He was humble and knowledgeable. I would like to be like Jared.

[Student 7295](#) - engaged, genuine knowledgeable, exceeded expectations

[Student 7299](#) - Great and very engaging teaching. I am so glad I took this course. The skills I learned will benefit me in many of my daily interactions. Please continue supporting this course MIT and thanks so much Jared for your enthusiasm.

[Student 7310](#) - Jared was consistently engaging despite the fact that classes were 7.5 hours long each day. He displayed a consummate grasp of negotiation practice and theory and clearly kept apace of the scholarship in the field. I appreciate his injection of psychological theory into the classroom; this was a unique dimension to negotiation that other teachers of negotiation (esp. with backgrounds in policy, business, etc.) were not likely to have. He was approachable and friendly and very responsive to questions.

[Student 7317](#) - Engaging; marvelous speaker; to the point; material is extremely well-planned out.

[Student 7319](#) - Prof. Curhan is clearly very passionate about both the topic and teaching this course; he was also an extremely engaging, communicative, and charismatic lecturer. I found that the seminar was well formatted and appropriately dense with material. I thought that the breaks were well-timed, and appreciated. The use of the iDG interface was extremely compelling and interesting; as a teaching tool I found it effective for me to reflect on my own learning and gauge that of my peers as well. As for areas to improve, I think there were occasionally times when I could have enjoyed slightly more lecture attention -- particularly on stereotype threat, stereotype reaction, and cultural norms. Perhaps citing more work or studies in these areas specifically could have better appealed to me. That said, I do think that those topics were appropriately covered.

[Student 7323](#) - Please also cover cases related to job negotiations.

[Student 7327](#) - You were excellent at answering class questions, making students feel heard and appreciated, and conveying material. The only unit which I felt the delivery was unclear and the content confusing was the end of day 1 when we discussed individualism and collectivism as part of the norms of negotiation. It may have been rushed or just the end of a long day, but the data presented was difficult to absorb and take away a lesson from.

[Student 7329](#) - Jared's awesome! He's clear, engaging, and funny. His class is awesome.

[Student 7336](#) - Absolutely spectacular class. You were a great teacher! You were very engaging throughout the class even after several hours of lecturing. The slides had the right amount of detail. You made very good use of class discussion which is particularly difficult in such a large class. The cases were all very relevant and directly applied what we had been leaning.

[Student 7338](#) - Even when I was sleep deprived and exhausted, Prof Curhan managed to keep me engaged through his active lecturing style for 8 hours straight. The personalized feedback and visual analyses of the class's performance were incredible insightful. Overall, a wonderful and tangibly helpful course.

[Student 7342](#) - Nice allocation of time for the long class.

[Student 7362](#) - Very charismatic, good at answering questions and keeping the students involved in discussions.

[Student 7374](#) - You have a really good voice. Made the class go by really quickly! I was always surprised at 4pm because I was enjoying the class so much. You're also really nice and considerate to your students :)

[Student 8859](#) - Excellent instructor! Knows how to adapt to the room. Made sure everyone spoke. Was fair. Shared good stories.

[Student 8863](#) - Some quick intros about what should people be doing when preparing for cases would be very useful, because sometimes it's not clear what is expected from us, while the whole case exercise (where other people are involved as well) depends on this

[Student 8901](#) - great high positive energy! command of material. accessible and willing to explore weird questions.

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	5.0	■■■■■	42	5.0	0.15


SUBJECT

Rating Scale: 1=Strongly Disagree, 4=Neutral, 7=Strongly Agree, N/A=Not Applicable (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Subject expectations were clearly defined	6.9	■■■■■■■	39	7.0	0.35
Subject's learning objectives were met	7.0	■■■■■■■	40	7.0	0.22
Assignments contributed to my learning	7.0	■■■■■■■	40	7.0	0.22
Grading thus far has been fair	7.0	■■■■■■■	36	7.0	0.17


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
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[The pace of the class \(content and assignments\) was:](#) **4.6**  39 4.0 1.2

	AVG	RESPONSES	MEDIAN	STDEV
Average hours you spent per week on this subject in the classroom	18.6	36	22.5	7.29
Average hours you spent per week on this subject outside of the classroom	4.9	36	3.5	4.54

Rating Scale: 1=Very Poor, 7=Excellent (7 is best)

	AVG	1 2 3 4 5 6 7	RESPONSES	MEDIAN	STDEV
Overall rating of the subject	6.9		39	7.0	0.22

Comments on the subject (strengths, areas for improvement)

[Student 6721](#) - I like the exercises, but I would be careful with role playing. For me, I would often make up numbers for prices of things that I didn't actually know, and the other person would believe me because they don't know either. This kind of encourages me to lie, but the effects are probably worse for real world situations.

[Student 7281](#) - This class was exhausting but well worth it. I learned skills that will serve me in both my professional and personal life, and I learned plenty of interesting psychology besides! It was jam-packed, but I never got bored, which isn't something I can say about any other class I've taken at MIT.

[Student 7293](#) - Immersive class. Serious confidence boost and also an interesting insight into a whole different world than I am used to. I think the skills learned here are great for business and life in general. HIGHLY RECOMMEND. Honestly, everyone should take this class. It should be as core as arithmetic.

[Student 7310](#) - Excellent use of experiential exercises to reinforce learning in class. Jared displays consummate expertise and enthusiasm for the subject. A potential area of improvement is the discussion of the role that culture and norms play in negotiation. Compared to other topics, I felt that this topic was vague; it's also harder to build experiential exercises around it, especially since simulation of cultural difference can sometimes be awkward and/or tacky. Perhaps introduce more narratives about cross-cultural or extra-normative negotiation, either from Jared's personal experience or another source.

[Student 7317](#) - Given that I am a final-year PhD student, I have been in school for a long long time. Of all the courses I have ever attended, this one really stands out. It was not only extraordinarily useful, but also a tremendous pleasure to be part of.

[Student 7319](#) - This was an engaging course -- relevant studies were presented, live class data was an integral part of classroom discussion, it was highly interactive and invited discussion, and generally was both a compelling lecture-performance and learning-experience. The mix of activity and lecture was fairly well distributed, with perhaps a few times I actually wished for slightly more lecture. It is clear that this class was intentionally designed with student learning and engagement in mind, and this has paid off (at least for me, as a student, and my personal perception of being able to learn in this class).

[Student 7323](#) - Great course as an introduction to negotiation. Left me wanting to learning more about negotiation.

[Student 7329](#) - This class is excellent. I think everyone should take Prof. Curhan's negotiation class if they can't (or don't want to) take the full-term class. It's phenomenal way to get a grounding in negotiation.

[Student 7336](#) - I had some trouble with the six party negotiation. The main issues were 1) remembering all the different positions people had 2) deciding who should speak when and telling people to stop talking when they were distracting from the main negotiation. Having tips to work around these problems beforehand would be great! Minor issue (this are really not a big deal at all) but I could not see the slides on the small projector properly.

[Student 7362](#) - The best part of the class was to negotiate in the assigned cases. The lectures were also very interactive and helped me understand my own strengths and weaknesses as a negotiator. One thing that has come to my mind is that

[Student 7374](#) - Amazing class, wish it was longer.

[Student 8859](#) - Best class I have taken at MIT. Plenty of opportunities to practice negotiation.

[Student 8901](#) - interactive opportunities to practice negotiation instead of just being lectured about content and not applying the skills to real scenarios. while the use of computers allows us to do interactive quizzes in real time, the computers are very distracting to learning. it's hard to concentrate when students in front of you are online shopping. maybe divide the class in half so one side is for computer note-takers and the other is for notebook note-takers, so each group can do their thing without negatively impacting the other.

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	4.9		39	5.0	0.22

SLOAN FEEDBACK QUESTION

Feedback

[Student 7281](#) - More fruit at lunch time! ;) A little more guidance in how to prepare for the negotiations that we prepare for at home would be good. In several of them I felt like I was just thrown into it and didn't learn how to properly prepare until afterwards. That might be the point of it, to have a "pre-lesson" and "post-lesson" version, but it didn't help reduce my anxiety towards negotiating.

[Student 7293](#) - It was so good I really couldn't tell you. Maybe another day to work on difficult strategies or else a case dedicated to it instead of using one

we all knew very well. We could also be assigned different difficult tactics and run through them in short scenarios for an hour or two. So maybe add a day? I wouldn't compromise the other things though.

[Student 7295](#) - cookies during coffee break!!

[Student 7317](#) - Thanks for the sandwiches!

[Student 7319](#) - There were times when class data was discussed in the framework of "numbers" -- that is, the tail-end of a distribution might be pointed out for instance, and a comment made. However, there were people behind those numbers (whom knew they were those numbers) and some comments, though friendly, perhaps could have rubbed someone the wrong way -- particularly on the personality traits/ethical personal evaluation data when outliers were pointed out. While I believe the language was careful not to make exclusionary or judgmental remarks, it could still be embarrassing for those who are "called out" even anonymously. It may be interesting to experiment with other ways of visualizing data to see if that could be mitigated, or if comments could more holistically applied.

[Student 7323](#) - Thanks Sloan for the food. It would be nice if the menu could be changed each day. Day three I could not eat the same thing.

[Student 7329](#) - I have a love/hate relationship with the fact that this class is three full-days; I think you need that much time to cover the content and do the negotiations, but sitting in class from 8.30am-4pm for three days is painful (especially since I had class from 6-9pm as well).

[Student 7362](#) - It came to my mind that it might be a good idea to focus slightly more on language barriers, due to the very high number of international students in the class. It might not be so obvious to Americans, but they do actually have a strong advantage in negotiation in their native language. Even though I am very fluent in english, negotiation is different than just talking to someone. I therefore felt this was a disadvantage (that I could probably tackle better and use as some kind of advantage instead)

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