

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

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

**Eligible to Respond:** Total # of Respondents: 47 ?      **Response rate:** 47% ?      **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
<a href="#">Curhan, Jared R.</a> , Lecturer (LEC)		7.0 (47)	7.0 (47)	7.0 (46)	7.0 (47)
<a href="#">Labuzova, Tatiana</a> , Teaching Assistant (LEC)		6.9 (26)	7.0 (23)	6.9 (30)	6.9 (30)

Sloan Faculty Questions		<i>1=Strongly Disagree, 2=Disagree, 3=Mixed, 4=Agree, 5=Strongly Agree (5 is best)</i>	
NAME		Recommend Professor	
<a href="#">Curhan, Jared R.</a> , Lecturer (LEC)		5.0 (47)	

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
<a href="#">Stimulated interest</a>	7.0								47	7.0	0.15
<a href="#">Displayed thorough knowledge of subject material</a>	7.0								47	7.0	0.15
<a href="#">Helped me learn</a>	7.0								46	7.0	0.21

*Rating Scale: 1=Very Poor, 7=Excellent, N/A=Not Applicable (7*

*is best)*

	<b>AVG</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>RESPONSES</b>	<b>MEDIAN</b>	<b>STDEV</b>
<b>Overall rating</b>	<b>7.0</b>								47	7.0	0.2

**Comments on teaching (strengths, areas for improvement)**

[Student 200](#) - I like how he took the time to answer questions and provided specific examples of using concepts.

[Student 1752](#) - He is a great lecturer and structures the materials extremely well. I particularly appreciated that he reduced what he said instead of trying to speak faster when time was tight. I am a bit torn on the slides, however. On one hand, having only the key ideas on the slides helped understanding from a communications perspective, but I also found all the examples and anecdotes he gave during the lectures extremely valuable for putting the concepts into practice. It would be great if there was a longer handout/book to accompany the slides that included the examples.

[Student 3149](#) - He himself showed a good example of an eloquent speaker and have a very experienced skills in negotiation. That itself simulated my interest in this subject and makes me want to learnt to be like him in the future.

[Student 3474](#) - Awesome!

[Student 3511](#) - Jared is super thoughtful, considerate, and creative as an educator and it was wonderful to spend the week learning from him!

[Student 3560](#) - Professor Curhan was the best educator that I've learned from at MIT. He was compelling, clear, and knowledgeable, and offered a great balance of relevant theory, anecdotes, and exercises throughout the course.

[Student 4589](#) - Thank you so much for this class! Your class was phenomenally well put together — you've clearly been very thoughtful in thinking about pedagogy. The material was interesting, clear, and accessible and there was a helpful degree of repetition.

[Student 5375](#) - Keep doing exactly what you're doing!

[Student 5551](#) - Excellent course, very well organized and very effective. All negotiations should have some type of prize announced in advance Matrix point values (New Recruit) should not be negative, especially unhelpful when trying to guess values of someone else, no need to have sign differences, unless everything is balanced on 0. Proving concepts with live data is excellent. The large class is a plus for this.

[Student 5553](#) - Impressingly captivating, organized, and well-paced presenting. I would suggest being more direct in the stereotype vs norm conversation.

[Student 5558](#) - Professor Curhan has been one of the best teachers in my life. Thank you for sharing your passion and knowledge.

[Student 5560](#) - Incredibly engaging and dynamic. Also, very good course design, from the topics to be covered to the balance of lecture vs experiential style teaching. The one thing I would add would be potentially updating certain social aspects of the course. By this I mean, integrating a more fluid notion of gender (i.e abandoning the gender binary) into the portion regarding gender norms. For someone that does not identify as male or female, but still feels like certain norms or stereotypes apply to them (odd, overly liberal, potential hostility or confusion regarding which traditional gender norm to apply to them), this portion of the class could feel isolating, and in fact reinforce existing norms that their self-identified gender doesn't exist, and that there are only men and women and nothing in between. Additionally, during the HarborCo simulation, it felt difficult ethically, and potentially unrealistic, for me as the union rep to not care at all about the environment. In an age where issues of global warming, continent engulfing fires, and impending global disaster are salient in the minds of many, it feels unrealistic for an organization as prominent as a union to have no opinion on the environment. For instance, I personally would factor in a union's position on climate change and environmental sustainability before joining. To further demonstrate my point, check out the following article <https://cleantechnica.com/2020/01/29/tci-fund-management-is-demanding-better-sustainability-metrics/> detailing how even hedge funds are starting to use aggressive tactics to steer companies in line. It is also worth noting that the majority of individuals who this union presumably represents (blue collar workers) could live in potentially vulnerable areas, and not necessarily have the financial luxury to get up and move if it comes down to it. I acknowledge that this could just be the liberal student in me angered by a world indifferent to the problems that my generation are going to have to fix, but I feel as older generations leave the work force, it will become increasingly more difficult for organizations to have no stance on the way the environment should be treated

[Student 5565](#) - Genuinely excited about the subject and teaching the subject and skills to all students involved.

[Student 5938](#) - Thank you very much for smiling a lot first thing in the morning when we all came in. This set the tone for the whole day. I also liked how your eye contact roved the class, settling on students at random. I forgot to bring it up, but I would have really appreciated it if you could have answered one student's difficult question about an example of stereotyping that was not related to culture. Briefly mentioning it at the start of the third day would have emphasized your consideration of these tricky questions and openness to solving them with us.

[Student 6557](#) - Jared you're REALLY awesome! I like a lot how you continuously smile and rephrase the questions and comments that we make. You're very well prepared and manage to make this extremely long lectures very enjoyable. The path of your speech and your non-verbal communication is excellent. One of the best teachers I've ever had, congratulations!

[Student 8579](#) - Excellent course. It was a pleasure to be enrolled in Prof. Curhan's course. I learned and practice negotiation.

[Student 8581](#) - This seminar was awesome! very well prepared and great content

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

	<b>AVG</b>	<b>1 2 3 4 5</b>	<b>RESPONSES</b>	<b>MEDIAN</b>	<b>STDEV</b>
<a href="#">Recommend Professor</a>	<b>5.0</b>		47	5.0	0.2

## SUBJECT

### SUBJECT

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

	<b>AVG</b>	<b>1 2 3 4 5 6 7</b>	<b>RESPONSES</b>	<b>MEDIAN</b>	<b>STDEV</b>
<a href="#">Subject expectations were clearly defined</a>	<b>6.8</b>		46	7.0	0.54
<a href="#">Subject's learning objectives were met</a>	<b>6.9</b>		46	7.0	0.31
<a href="#">Assignments contributed to my learning</a>	<b>7.0</b>		45	7.0	0.15
<a href="#">Grading thus far has been fair</a>	<b>7.0</b>		34	7.0	0.17

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

	<b>AVG</b>	<b>1 2 3 4 5 6 7</b>	<b>RESPONSES</b>	<b>MEDIAN</b>	<b>STDEV</b>
<a href="#">The pace of the class (content and assignments) was:</a>	<b>4.5</b>		46	4.0	1.0

	<b>AVG</b>	<b>RESPONSES</b>	<b>MEDIAN</b>	<b>STDEV</b>
Average hours you spent per week on this subject in the classroom	<b>20.2</b>	39	24.0	7.33
Average hours you spent per week on this subject outside of the classroom	<b>3.7</b>	38	4.0	2.1

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

	<b>AVG</b>	<b>1 2 3 4 5 6 7</b>	<b>RESPONSES</b>	<b>MEDIAN</b>	<b>STDEV</b>
<a href="#">Overall rating of the subject</a>	<b>6.9</b>		44	7.0	0.36

### Comments on the subject (strengths, areas for improvement)

[Student 200](#) - I like how the class was laid out with breaks and a mix of lecture and exercises; it kept it from feeling too long or overwhelming.

[Student 1752](#) - The logistics for this class was handled amazingly well. I'm very impressed the teaching team even brought loaner laptops so technical problems wouldn't hinder a student's learning.

[Student 3149](#) - For a 'crash' course I think this is overall an excellent class in teaching us effectively. I love how the simulations/exercises are distributed throughout the class which allowed me to learn effectively. Also, the breaks very timed strategically to allow us to focus well.

[Student 3474](#) - Everyone should do this course.

[Student 3511](#) - some of the content on gender norms/biases felt a little 90s, would be interested in a more progressive framing

[Student 5375](#) - Jared is a negotiation magician. Like a magic show, in his course, you can expect to be captivated throughout, and for your suspense and fear to be transformed into delight and excitement. there is also no lack of technical wizardry, and this course is the best example of classroom technological integration I've ever seen.

[Student 5551](#) - Excellent course, very well organized and very effective. All negotiations should have some type of prize announced in advance Matrix point values (New Recruit) should not be negative, especially unhelpful when trying to guess values of someone else, no need to have sign differences, unless everything is balanced on 0. Proving concepts with live data is excellent. The large class is a plus for this.

[Student 5560](#) - Said in previous comment

[Student 5565](#) - Crazy fast paced class condensed into one week, but it's perfect that way. So many learning opportunities and support from

the professor and TA to make it all run smoothly.

[Student 5938](#) - I wish the feedback we received from our negotiation partners was more constructive. I think if we had specific things to look for in the interactions it could have guided us to see these in ourselves. Ultimately, I do not know what I could have done better to be a better partner to people, and I regret that I didn't get the chance to learn this even broadly.

[Student 6557](#) - I'm myself a TA and I can tell how much work there is behind this course. I was skeptical that a 3-day course could actually be useful, but you blew up my expectations. This course was incredible and I'm planning on reading further material and start using some of the lessons you guys showed us. The practice cases were a very nice opportunity to apply the concepts we were being taught. Congratulations for putting together such an amazing learning experience!

## SLOAN SUBJECT QUESTIONS

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

	<b>AVG</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>RESPONSES</b>	<b>MEDIAN</b>	<b>STDEV</b>
<a href="#">Recommend Subject</a>	<b>5.0</b>						46	5.0	0.21

## SLOAN FEEDBACK QUESTION

### **Feedback**

[Student 3560](#) - This was a highly relevant field of study - I learned aspects of negotiation that I will be using in my daily life.

[Student 5551](#) - All negotiations should have some type of prize announced in advance Matrix point values (New Recruit) should not be negative, especially unhelpful when trying to guess values of someone else, no need to have sign differences, unless everything is balanced on 0. Framing practice could include a specific case that both counterparts are fully aware of, but one counterpart is either given an idea for reframing or comes up with one. this could be a mini exercise like the barriers exercise

[Student 5560](#) - Outlined in previous comment

[Student 5565](#) - Don't change anything haha.

[Student 6557](#) - I feel one thing this course could improve is the real life examples of some of these techniques and concepts. I really liked when you made two students apply difficult tactics to each other in front of the class. Your comments and seeing it live action was really useful. It's obviously hard to make this happening more often throughout the course, but seeing examples/scripts of successful negotiations, influences and defenses would be a great way to better understand the material.

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