

**Spring 2026**

**6.9260 Multi-Stakeholder Negotiation for Technical Experts**

**Tuesdays 12:00-2:00 p.m.**

**Room 32-044\* (Online over Zoom and Slack as announced)**

Posted Syllabus - Version dated January 20<sup>th</sup> 2026\*

*(\*may be updated during the semester as circumstances may require)*

**Instructor**

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**Course Assistants**

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Office Hours or Zoom Hours - to be coordinated using slack or email as per the instructions on Canvas - [Will be updated at start of semester]

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**Overview**

Engineering requires negotiating with many stakeholders: internally and externally. All technical innovators, leaders, and members of diverse teams, need to align efforts and overcome differences. Learn experientially the strategies and proven techniques that improve communications, relationships, and decision-making in groups - using simulations, role-plays, case studies, video analysis and AI powered tools. Students who took the 6.9270 negotiation course in the Fall term will enhance their toolkit of intra and inter personal reflection and negotiation skills; expanding their knowledge to applications of multi-stakeholder negotiation. However, no prior experience in negotiation is required.

Technical experts don't just negotiate one-on-one. Engineering team members and leaders are required to deal with their own team, other stakeholders within their organizations and many external parties. This is true of academic lab settings, and also of commercial technology development environments, government projects, certification and regulation. When the number of stakeholders increases, so do the complexities associated with communications, relationships, cultural differences and power dynamics. Effective professionals need to be able to map a multi-stakeholder situation and decide when and how to negotiate, facilitate, build winning coalitions, resolve conflicts and strive for consensus.

## *Multi-Stakeholder Negotiation for Technical Experts*

The course is designed primarily for graduate students in engineering and joint engineering-business programs (such as SDM and LGO) with no (or some) prior education or experience in the fields of negotiation, and is open (with instructor permission) to all graduate students. This course is offered through the Daniel J. Riccio Graduate Engineering Leadership Program, in affiliation with the Gordon-MIT Engineering Leadership Program.

Permission of instructor required (no prior experience in negotiation is required). Request Permission using the following link: <https://tinyurl.com/3vzt2bv7>. Enrollment is limited to 36 students.

Students will be provided with a repertoire of proven negotiation strategies, practice-based approaches, and analytical frameworks that will enable them to develop their skills experientially and reflectively through simulations, role plays, case studies and video analysis. Students will also be introduced to AI powered tools to facilitate preparations and learning. The course was first offered in 2020, and every spring semester since, and received very high student evaluation feedback, with students successfully learning both in-person and on-line negotiation skills. Students will be required to be available in person (or in case the class is held remote, on-line over video camera) and agree to be video recorded for analysis and learning purposes.

Some of the most important work in the field of multi-party negotiation and dispute resolution is being done at the inter-university Program on Negotiation at Harvard Law School (PON), which MIT is a part of. This course builds on the research at PON, where Dinnar has been an instructor and course developer for many years

**Course Units:** 6 credits, 2-0-4

### **Readings**

1. Susskind, Lawrence. 2014. *Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation*. New York, NY: Public Affairs.
2. Additional reading materials provided by date via the Canvas Course Site.

### **Learning Objectives**

Students completing this class will become more confident and capable in:

- Be able to describe the theory underlying multi-party negotiation situations
- Understanding dynamics of multi-stakeholder decision making and negotiation
- Helping to facilitate better group discussions and team meetings
- Supporting group leadership: when to follow, lead, postpone, or leverage an external facilitator
- Building skills for creating alignment of interests of multiple stakeholders and resolving conflict
- Developing a reflective model of their own personal theory of practice for multi-party relationship management
- Gain the ability to critically evaluate the outputs of AI-generated insights to improve human-human negotiation skills in multi-party interactions.

### **Course Format**

Our class meets for thirteen 2-hours sessions over the spring term of 2026. The first sessions will include in-class exercises and class discussions about the exercise. The majority of later exercises will consist of two-session modules (part 1 and part 2). In Part 1, students participate in an **experiential, complex, major multiparty role play simulation** that requires the full time of the class (therefore on-time attendance is key); In Part 2 we will review the Part 1 simulation's critical moments (as selected by negotiators/observers), including an instructor-led discussion of the class's experiences, and presentation of additional material. Additional material will include shorter exercises, related case studies from current events, and linked aspects of multiparty negotiations. Examples of major learning activities include:

**Negotiation Exercises:** The course is built around a series of experiential negotiation simulations, exercises, and case studies. We will practice negotiating in groups during class sessions. The readings and discussions led by the instructors will provide additional knowledge to maximize your personal style and learning from these negotiation simulations. In these exercises, you should approach the role through the perspective of the designated person, even if the role feels at odds with your own inclinations. After negotiation exercises, students will complete a reflection paper.

**Role Play Preparations:** The use of experiential learning exercises rests fully on students being prepared for each negotiation simulation, and on being fully present during the negotiation. For some exercises, you will be required to submit a negotiation planning document in class. In every situation, you will need to prepare in advance of the exercise.

**Negotiation Debriefs and Reflections:** These activities will follow each exercise in order to enhance your learning from the experiences. As part of the learning experience, the teaching team will engage with you via feedback on reflection papers you submit after certain negotiation simulations. Over the course, students will have the opportunity to provide and receive feedback from their colleagues on their reflections. Students will also take turns acting as videographers of negotiation exercises. Videographers will record, review, and edit footage of their group's negotiation process, enabling them to capture critical moments in very brief **video analysis** assignments which will be shared with the class during debrief sessions. Students will be required to be available on-line over video and agree to be video recorded for analysis and learning purposes. In certain exercises (later in the course), students will have access to AI-powered negotiation coaches to help deepen their preparations and debriefs of human interactions and the underlying negotiation concepts.

**Personal Learning:** There is no "best way" to negotiate or exercise influence over group dynamics. This course aims to provide you with the tools, experience, and space to discover what works for you as an individual in various situations. This requires experimenting with new behaviors, expanding out of your comfort zone, and, occasionally, failing. The teaching team will

do everything in their power to ensure the class environment lends itself to exploration and personal development and asks that you contribute to an environment of discovery and creativity. Be mindful of your personal strengths and weaknesses and try to monitor your opportunities for personal development, both in and out of class.

### **Major Course Activities and Grading**

*More details about the assignments and grading will be included in a specific document **6.9260 Details about Assignments and Grades** that will be shared during the first day of class.*

<b>20%</b>	Class Participation	(13 sessions)
<b>20%</b>	Applying Concepts to Life	(5 per semester, Concepts from Assigned Readings)
<b>24%</b>	Post-Negotiation Reflections	(6 per semester)
<b>8%</b>	Post Negotiation Video Analysis	(3 edited clips per semester along reflection (extra optional))
<b>8%</b>	Providing Peers Feedback	(on specific assignments)
<b>20%</b>	Personal Theory of Practice	(Pre-course, 1 draft, 1 final paper (+1 pre-cap extra-credit))

You will need to be fully prepared for each day to ensure you are able to capitalize on the time we share. **Your participation is critical for the learning experience of your peers.** We trust that, as a member of the class, you are committed to come to class prepared to provide your negotiation partners with the best possible learning opportunity.

### **General Course Expectations**

- **Preparation** - Come to class with assigned materials reviewed and ready to contribute to class discussions.
- **Proactivity** - Be proactive in both planning and working. If you are experiencing - or anticipate experiencing - any problems, difficulties, or uncertainties, let the teaching team know as soon as possible, our goal is to promote your and your peers' learning experience.
- **Punctuality** - Plan to start class and complete all assignments on time.
- **Personal Responsibility** - We expect all students to take responsibility for their learning and all course obligations, especially those aligned with MIT's Academic Integrity. If you have questions about MIT's Academic Policy visit <https://integrity.mit.edu/>. In addition, this course thrives on debate and discussion, which requires respect and civility for your peers and the teaching team.
- **Confidentiality** - This course hinges on experiential learning which requires trust and experimentation with your personal boundaries - this can lead to emotional conversations about your experiences in and out of the classroom. Participants are expected to respect and care for the feelings of their peers - content of the simulations, personal reflections, videos and discussions of the class should remain private to the class. To help with future iterations of the class please do not share any of the materials, exercises, or video footage with folks outside of the class.

- **Students with Disabilities** - If you need disability-related accommodations, please let us know early in the semester. If you have not yet been approved for accommodations, contact the Student Disability Services at [sds-all@mit.edu](mailto:sds-all@mit.edu) for more information. We look forward to working with you to assist with approved accommodations.
- **Inclusive Learning** - MIT and GEL values an inclusive learning environment. We aim to create a sense of community in our class; a place where everyone will be treated with respect and where everyone feels safe to share their ideas and perspectives. We welcome individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations – and other visible and nonvisible differences. Participants are expected to contribute to an open and inclusive environment for every other participant. If you feel this standard is violated or moving in this negative direction, please let us know (adapted from guidelines recommended by the MIT Teaching and Learning Lab at <http://tll.mit.edu/>).
- **Other resources:**
  - <https://oge.mit.edu/development/gradsupport/>
  - <https://studentlife.mit.edu/s3>

## **Spring 2026 Schedule, Topics, and Activities\***

*\*Syllabus may change to accommodate unplanned opportunities or circumstances*

*Check Canvas for most updated assignments and schedules*

*Registration week is Monday Jan 26<sup>th</sup> – Friday Jan 30<sup>th</sup>;*

*Contact faculty for pre-course introduction survey & Registration Approval; Registration deadline Feb 6<sup>th</sup>*

*First day of MIT classes is Monday Feb 2<sup>nd</sup>, 2026; Canvas will be available*

*Last day of MIT classes is Tuesday, May 12<sup>th</sup> 2026*

*Semester is divided into three main segments:*

- *Exposition (sessions 1-3),*
- *Development sessions (4-8) and*
- *Capstone Implementation (sessions 9-13)*

## **Exposition Segment of the Course – Sessions 1 to 3**

### **February 3 - Introduction to Negotiation of Two and More Stakeholders - Session 1**

#### **Exercise: Introduction to Negotiation Skills for Future Technical Experts and Leaders**

Readings for class

- Susskind, Lawrence. 2014. "CODA" (197-208). *Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation*. New York, NY: Public Affairs.
  - Wheeler, Michael. 2002. "Negotiation Analysis: An Introduction." Harvard Business School Note #9-801-156 (June): 1-14.
  - [Optional:] Dinnar, Samuel and Lawrence Susskind. 2019. "When Entrepreneurs Negotiate." (Chapter 3: 41-60). *Entrepreneurial Negotiation: Understanding and Managing the Relationships that Determine Your Entrepreneurial Success*. New York, NY: Palgrave Macmillan.
  - [Optional:] Wheeler, Michael. 2013. "Prospecting" (Chapter 3: 36-56). *The Art of Negotiation: How to Improvise Agreement in a Chaotic World*. New York, NY: Simon & Schuster.
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### **February 10 - Multi-stakeholder Decision Making - Session 2**

#### **Exercise: Introduction to Multi Party Negotiation**

Readings for class

- Susskind, Lawrence. 2014. "Write Their Victory Speech: Build Both Offensive and Defensive Coalitions" (Chapter 4: 115-1244). *Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation*. New York, NY: Public Affairs.
  - Malhotra, Deepak, and Max Bazerman. 2008. "Negotiating from a Position of Weakness" (Chapter 11: 236-256). *Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table*. New York, NY: Harvard Business School – Bantam Books.
  - [Optional:] Lax, David and James Sebenius. 2006. "Craft a 3-D Strategy to Overcome the Barriers" (Chapter 3: 35-50). *3-D Negotiations: Powerful Tools to Change the Game in Your Most Important Deals*. Boston, MA: Harvard Business School Press.
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(no session Feb 17 due to MIT Monday Class Schedule)

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### **Feb 24 - Multiparty Negotiations - Session 3**

#### **Exercise: Internal Stakeholders**

Readings for class

- Susskind, Lawrence. 2014. “When a Majority Isn’t Enough” (Chapter 2: 76-85). *Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation*. New York, NY: Public Affairs.
  - Cialdini, Robert. 2016. “What’s Focal is Causal” (Chapter 4: 51-66). *Pre-Suasion: A Revolutionary Way to Influence and Persuade*. New York, NY: Simon and Schuster.
  - [Optional:] Susskind, Lawrence and Jeffrey Cruikshank. 2006. “Why Break Robert’s Rules?” (Chapter 1: 3- 17). *Breaking Robert’s Rules: The New Way to Run Your Meeting, Build Consensus, and Get Results*. New York, NY: Oxford University Press.
  - [Optional:] Gino, Francesca. 2013. “What Gets Us Off Track?” (Introduction: 1-16). *Sidetracked: Why Our Decisions Get Derailed, and How We Can Stick to the Plan*. Boston, MA. Harvard Business Press.
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## **Development Segment of the Course – Sessions 4 to 8**

### **Mar 3 - Multiparty Negotiations - Session 4**

#### **Exercise: Backtables and Internal Stakeholders (Part 1)**

Readings for class

- Susskind, Lawrence. 2014. “Negotiating Strategic Alliances” (Chapter 2: 52-67). *Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation*. New York, NY: Public Affairs.
  - Lax, David and James Sebenius. 2006. “Get All the Parties Right” (Chapter 4: 53-68). *3-D Negotiations: Powerful Tools to Change the Game in Your Most Important Deals*. Boston, MA: Harvard Business School Press.
  - [Optional:] Movius, Hallam and Susskind, Larry. 2009. Introduction and Negotiation is an Organizational Capability (Chapters 1 and 2: 1-24). *Built to Win: Creating a World-Class Negotiating Organization*. Boston, MA: Harvard Business Press.
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### **Mar 10 - Multiparty Negotiations - Session 5**

#### **Exercise: Backtables and Internal Stakeholders (Part 2)**

Readings for class

- Susskind, Lawrence. 2014. “Write Their Victory Speech - Help the Other Side Sell Your Best Deal to Their Back Table.” (Chapter 4: 115-132). *Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation*. New York, NY: Public Affairs.
- Shapiro, Daniel. 2016. “The Dual Nature of Identity” & “A Way Forward” (Chapters 2, 3: 11-28) *Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged Conflicts*. New York, NY: Viking Press.
- [Optional:] Kahneman, Daniel. 2011. “Frames and Realty” (Chapter 34:363-374). *Thinking, Fast and Slow*. New York, NY. Farrar, Strauss and Giroux.

**Mar 17 - Multiparty Negotiations - Session 6**

**Exercise: Multiparty Negotiation (Part 1)**

Readings for class

- Susskind, Lawrence and Jeffrey Cruikshank. 2006. "The Importance of Facilitation" (Chapter 5: 81- 113). *Breaking Robert's Rules: The New Way to Run Your Meeting, Build Consensus, and Get Results*. New York, NY: Oxford University Press.
  - [Optional:] Dixit, Avinash and Nalebuff Barry. 1993. "Voting Strategically" (Chapter 10). *Thinking Strategically: The Competitive Edge in Business, Politics, and Everyday Life*. Norton & Company.
  - [Optional:] Subramanian, Guhan. 2010. An Introduction to Negotiauctions (Chapter 7: 123-136). *Negotiauctions: New Dealmaking Strategies for a Competitive Marketplace*. New York, NY. W. W. Norton & Company.
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(no session Mar 24 due to MIT Spring Break)

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**Mar 31 - Stakeholder Conflicts - Session 7**

**Exercise: Multiparty Negotiation (Part 2)**

Readings for class

- Susskind, Lawrence. 2014. "Protect Yourself" (Chapter 5: 137-151). *Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation*. New York, NY: Public Affairs.
  - Susskind, Lawrence and Jeffrey Cruikshank. 1987. "Mediation and Other Forms of Assisted Negotiation" (Chapter 5: 136-185). *Breaking the Impasse: Consensual Approaches to Resolving Public Disputes*. New York, NY: Basic Books.
  - [Optional:] Bowling, Daniel and Hoffman, David. 2003. "Bringing Peace into the Room" (Chapter 1). *Bringing Peace into the Room: How the Personal Qualities of the Mediator Impact the Process of Conflict Resolution*. New York, NY: John Wiley & Sons
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**Apr 7 - Multiparty Negotiations - Session 8**

**Exercise: Facilitated Negotiation and Dispute Resolution**

Readings for class

- Susskind, Lawrence. 2014. "When You Shouldn't Go It Alone" (Chapter 2: 67-76). *Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation*. New York, NY: Public Affairs.
- [Optional:] Mnookin, Robert Peppt, Scott and Tulumello, Andrew. 2000. "The Tensions Between Principals and Agents" (Chapter 3: 69-92) and "Organizations and Multiple Parties" (Chapter

12:295-314). *Beyond Winning: Negotiating to Create Value in Deals and Disputes*. Cambridge, MA: Belknap Harvard.

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## **Capstone Segment of the Course – Sessions 9 to 13**

### **Apr 14 - Multiparty Negotiations - Session 9**

#### **Capstone Exercise: Multi-stakeholder Consensus and Risks (Part 1)**

Readings for class

- Susskind, Lawrence and Jeffrey Cruikshank. 2006. “What Is Consensus?” (Chapter 2: 18- 40). *Breaking Robert’s Rules: The New Way to Run Your Meeting, Build Consensus, and Get Results*. New York, NY: Oxford University Press.
  - [Optional:] Malhotra, Deepak, and Max Bazerman. 2008. “When Negotiations Get Ugly: Dealing with Irrationality, Distrust, Anger, Threats, and Ego” (Chapter 12: 257-279). *Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table*. New York, NY: Bantam Books.
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### **Apr 21 - Building Consensus - Session 10**

#### **Capstone Exercise: Multi-stakeholder Consensus and Risks (Part 2)**

Readings for class

- Susskind, Lawrence. 2014. “Expect the Unexpected” (Chapter 3: 87-114). *Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation*. New York, NY: Public Affairs.
  - Kolb, Deborah, Williams, Judith, and Frohlinger, Carol. 2010 Updated edition. “Introduction” (Pages 1-17). *Her Place at the Table: A Woman’s Guide to Negotiating Five Key Challenges to Leadership Success*. New York, NY: Jossey-Bass.
  - [Optional:] Malhotra, Deepak, and Max Bazerman. 2008. “Confronting Lies and Deception” (Chapter 9: 196-218). *Negotiation Genius: How to Overcome Obstacles and Achieve Brilliant Results at the Bargaining Table*. New York, NY: Bantam Books.
  - [Optional:] Rule, Colin. 2002. Overview and How Does ADR Work (Chapters 1 and 2: 11-60). *Online Dispute Resolution for Business*. New York, NY: Jossey-Bass.
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### **April 28 - Stakeholder Conflicts - Session 11**

#### **Capstone Exercise: Multiparty Facilitated Negotiation, Dispute Resolution and Mediation (Part 1)**

Readings for class

- Susskind, Lawrence. 2014. “Mediation as Problem Solving” (Chapter 4: 132-136). *Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation*. New York, NY: Public Affairs.
  - Friedman, Gary and Himmelstein, Jack. 2008. “Radix and Argyle: The Choice to Work Through Conflict Together” (Chapter 2: 17-40). *Challenging Conflict: Mediation Through Understanding*. Chicago, Il: American Bar Association Publishing.
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### **May 5 - Stakeholder Conflicts - Session 12**

#### ***Capstone Exercise: Multiparty Facilitated Negotiation, Dispute Resolution and Mediation (Part 2)***

Readings for class

- Hoffman, David and Triantafillou, Katherine. 2013. Cultural and Diversity Issues in Mediation (Chapter 8: 8-1 to 8-37) *Mediation: A Practical Guide for Mediators, Lawyers and Other Professionals*. Massachusetts Continuing Legal Education, Inc.
  - Podziba, Susan. 2012. Conducting the Mediator’s Assessment (Chapter 6:99-121). *Civic Fusion: Mediating Polarized Public Disputes*. Chicago, Il: American Bar Association Publishing.
  - (Optional) Verdini, Bruno. 2018. “Steps to Effective Transboundary Negotiations” (Chapter 12: 183-190). *Winning Together: The Natural Resource Negotiation Playbook*. Cambridge, MA: MIT Press.
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### **May 12 - Stakeholder Collaborations and Conflicts and Course Summary - Session 13**

#### ***Exercise: Case Study***

Readings for class:

- Case specific material, to be provided
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