Let’s talk today about negotiation \_\_\_\_\_\_\_\_\_. One of the most powerful of all is called \_\_\_\_\_\_\_\_\_\_ by reciprocation. This is based on what is called the law of reciprocity. It’s considered by many to be the most \_\_\_\_\_\_\_\_\_\_ law of human nature. And what is says is this:

*“If you do something nice for me I’ll do something nice for you. I feel obligated to reciprocate.”*

For example, if we go out to lunch and I say ‘I’ll pick up the lunch’, you almost always say that ‘I will pay for it next time’. And next time you \_\_\_\_\_\_\_\_\_ on paying for the lunch. Now, there are several different \_\_\_\_\_\_\_\_ of reciprocation. There’s of course emotional reciprocation: you make people feel good. You say:

*“Thank you, it’s a pleasure to meet you, I know how \_\_\_\_\_\_\_\_\_\_ you are.”*

*“Thank you very much for your time.”*

*“This is a beautiful company or it’s a great opportunity for me to speak to you.”*

Whenever you say anything that causes people to feel better about themselves, they have a deep ­­­­­­­­\_\_\_\_\_\_\_\_\_need to reciprocate. There is­­­­\_\_\_\_\_\_\_\_\_\_ type of reciprocation which is called material or financial reciprocation. When you do something physical for someone. For example you help someone load their car, they want to help you load your car. You lend people money or your lawnmower, they want to pay you back by reciprocating in some way. We always like to do things for others because we have, ­­­\_\_\_\_\_\_\_\_\_\_ to psychologists, this deep need to be even. So if you do something for me, the only way that I can get even is by doing something for you. By the way, the \_\_\_\_\_\_\_\_\_ is also true in that, if you do something that \_\_\_\_\_\_\_\_\_ me, then I feel a deep need to get even as well, so be careful.

So the starting point of reciprocation is to look for \_\_\_\_\_\_\_\_\_\_\_\_to do things for others. Something as simple bringing a cut out from a newspaper that may be of interest to a prospect, something as simple as giving a personal book or something like that, something as simple as opening the door or getting a cup of coffee is a very powerful technique to cause people to like you and to \_\_\_\_\_\_\_\_\_\_ obligated to you.

**Exploring the Impact of Study Abroad on Students’ Intercultural Communication Skills**

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International travel and research have long been a part of the liberal arts education tradition. However, there are little researches on the effect of studying abroad on students intercultural communication skills. Without concrete evidence of values and outcomes, study abroad experiences will lack the credence afforded other educational programs. More importantly, measuring outcomes of study abroad should be conducted in light of the skills that are needed for success in today’s world. Today, college students need an education that provides them with skills—such as communication skills—that will allow them to compete in a global market with an increasingly educated population. The question raised then is whether a study abroad experience helps students acquire such skills. Do study abroad experiences help students develop communication skills needed to work in a global community?

**State of the art**

In reviewing the research on intercultural communication skills and competency, several key elements recur. Flexibility and open-mindedness is one notable trait that many theorists include in their lists. A second trait identified by many researchers is cultural empathy and nonjudgmental perceptiveness. Cleveland, Mangone, and Adams (as cited in Dignes, 1983) identified cultural empathy as imperative to intercultural effectiveness.

In reviewing the instruments designed to measure intercultural communication skills, the Cross-Cultural Adaptability Inventory (CCAI) and the Global Competency and Intercultural Sensitivity Index (ISI) were selected as the most relevant. The CCAI is a training instrument designed to provide information to an individual about his or her potential for cross-cultural effectiveness (Kelley & Meyers, 1995, p. 1). The second instrument, the ISI, was designed by Olson and Kroeger (2001) to measure the global competencies and intercultural sensitivity of individuals and their relationship on individuals’ effectiveness and experience abroad.

**Methodology**

The change or development in this study is assessed by asking students to complete a pretest at the beginning of the semester, before going abroad, and a posttest at the end of their semester abroad and then measuring the change, if any, between the two tests. To determine if the measured change was indeed due to the study abroad experience and not to the natural maturation and the exposure to new people and ideas that occur during a typical college semester, a control group of students who stayed on campus also needed to be measured at the beginning and end of the semester. As such, two groups of students were compiled, an abroad group and a campus group, and it was determined that both should be given the same survey at the beginning and the end of the fall 2002 semester.

The pretest survey was a total of 15 multiple-choice questions (some requiring explanation), the 50 questions of CCAI on a 6-point Likert scale, and the 30 questions of ISI, also on a 6-point Likert scale. The posttest survey was exactly the same as the pretest survey except that the demographic questions were omitted and the additional questions inquired about exposure to different cultures during the previous semester only.

**Results**

The results showed that as predicted, the students who studied abroad generally showed a greater increase in intercultural communication skills than the students who did not study abroad, and students who chose to study abroad had a higher level of intercultural communication skills at the beginning and at the end of the semester than students who did not choose to study abroad.

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