

# Chapter 45

## Teaching and Learning Cultural Metacognition in Marketing and Sales Education

**James E. Phelan**

*Grand Canyon University, USA*

### ABSTRACT

*Thinking about cultural assumptions, referred to as cultural metacognition, can help increase awareness, build trust, and create successful marketing and sales outcomes. The role of cultural metacognition in marketing and sales education helps students build a cultural metacognition knowledge base and promotes appreciation of its importance and effect on business enhancement. The context of this article will help amplify knowledge, ideas, and skills necessary to connect various issues of teaching and learning cultural metacognition. This article will facilitate business educators' teaching practices that foster learning cultural metacognition and its effects on marketing and sales. The ultimate goal is to help elevate teaching, learning, and assessment practices related to the topic of cultural metacognition in marketing and sales education.*

### INTRODUCTION

Metacognition is the knowledge about and regulation of cognition, comprising the processes of monitoring and adjusting thoughts and strategies as one learns new skills (Flavell, 1979; Triandis, 1995). Metacognition is a vital part of the four components that make up Cultural Intelligence (CQ) (*motivational, cognitive, metacognitive, and behavioral CQ*) which is based upon Sternberg's multiple loci of intelligences (Ang, Van Dyne, & Tan, 2011) and can be referred to as *cultural metacognition*. Specifically, cultural metacognition is thinking about cultural assumptions, and helps increase awareness and build trust in cross-cultural relationships. It is an affective skill in reflecting on cultural assumptions, in preparation for, adaptation to, and learning from intercultural interactions (Earley & Ang, 2003; Earley, Ang, & Tan, 2006; Klafehn, Banerjee, & Chiu, 2008; Thomas, 2006).

DOI: 10.4018/978-1-7998-5345-9.ch045

Cultural metacognition is important because people come from many different backgrounds and societal groups, with fundamental differences in worldviews, ethical standards, and social structure. Employees and stakeholders are completely international, and business decision-making becomes more complex as it applies to employees and stakeholders of different cultures. A complete knowledge base of cultural metacognition is essential for business managers to appreciate the importance of different cultures, and to recognize their own cultural uniqueness and the affect it has on business enhancement (Morris, 2012).

According to Morris (2012), gaining awareness of personal assumptions can build trust and take a team beyond cooperating on a task, to true creative collaboration. Cultural metacognition in marketing and sales is a vital element in the 21st century. In terms of educational and practical implications, future business success requires training and harnessing metacognitive habits among students and managers (Mor, Morris & Joh, 2013).

## **BACKGROUND**

In his seminal work, Hart (1965) talked about the “feeling-of-knowing” experience linked to long-term memory, which forged the way for further studies focused on metacognition. Flavell (1976, 1979, 1987) used the term metacognition to present a conceptual model of cognitive monitoring. This encouraged educational researchers to develop interventions that would increase cognitive monitoring, on the premise that cognitive monitoring would lead to better learning. Flavell’s model identified metacognition as one’s self-knowledge about cognition (metacognitive knowledge) and regulation of cognition (metacognitive regulation), or strategies for doing so. Flavell felt that everyone has the ability to monitor, track, evaluate, and change their thinking and learning processes.

Chua, Morris, and Mor (2012) gathered from research that cultural metacognition is a skill that enables individuals to reflect on “cultural assumptions in order to prepare for, adapt to, and learn from intercultural interactions” (p. 116). More than just simply knowing about culture, it includes the skill of understanding and collaborating knowledge. It involves the skills of monitoring, evaluating, and coordinating cognitive processes that help advance business practices.

Intercultural effectiveness requires forging close working relationships with people from various cultural backgrounds (Black, Mendenhall, & Oddou, 1991). Interactions with people from various cultures expose students and colleagues to ideas and angles that add new insights and diversity (Chua, Morris, & Mor, 2012). “The habit and skill of thinking about one’s own and other’s culturally based assumptions presumably enables individuals to communicate better, to put people at ease, and to avoid misunderstandings and tensions” (Chua, Morris, & Mor, 2012, p. 117). Conversely, the failure of managers from various cultures and countries to work effectively with one another can lead to business-structure demise (Hagel & Brown, 2005).

## **MAIN FOCUS OF THE ARTICLE**

The context of this article will help to amplify ideas necessary to connect issues of teaching, learning and assessing students’ cultural metacognition for cross-cultural environments. The ultimate goal for educators is to enable students to move their cognitive knowledge to a higher level of metacognition,

11 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:  
[www.igi-global.com/chapter/teaching-and-learning-cultural-metacognition-in-marketing-and-sales-education/274398](http://www.igi-global.com/chapter/teaching-and-learning-cultural-metacognition-in-marketing-and-sales-education/274398)

## Related Content

---

### The Emerging Corporate University System

Mohammad Ayub Khan (2018). *Business Education and Ethics: Concepts, Methodologies, Tools, and Applications* (pp. 1469-1492).

[www.irma-international.org/chapter/the-emerging-corporate-university-system/186644](http://www.irma-international.org/chapter/the-emerging-corporate-university-system/186644)

### Undergraduate Programs in the U.S: A Contextual and Content-Based Analysis

Steven D. Charlier, Lisa A. Burke-Smalley and Sandra L. Fisher (2018). *Teaching Human Resources and Organizational Behavior at the College Level* (pp. 26-57).

[www.irma-international.org/chapter/undergraduate-programs-in-the-us/187392](http://www.irma-international.org/chapter/undergraduate-programs-in-the-us/187392)

### A Needs Assessment: Critical in Planning and Community Development

Gail C. Farmer and Theodora Papachristou (2009). *Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training* (pp. 534-549).

[www.irma-international.org/chapter/needs-assessment-critical-planning-community/19999](http://www.irma-international.org/chapter/needs-assessment-critical-planning-community/19999)

### Internationalization and Strategic Alliances

Diana Bank (2018). *Business Education and Ethics: Concepts, Methodologies, Tools, and Applications* (pp. 964-979).

[www.irma-international.org/chapter/internationalization-and-strategic-alliances/186616](http://www.irma-international.org/chapter/internationalization-and-strategic-alliances/186616)

### Use of Computer Algebra Systems in Teaching and Learning of Ordinary Differential Equations among Engineering Technology Students

Siti Mistima Maat and Effandi Zakaria (2012). *Outcome-Based Science, Technology, Engineering, and Mathematics Education: Innovative Practices* (pp. 207-220).

[www.irma-international.org/chapter/use-computer-algebra-systems-teaching/70028](http://www.irma-international.org/chapter/use-computer-algebra-systems-teaching/70028)