

An Innovative Approach to Teaching Cultural Intelligence in Personal Selling

David S. Baker and Duleep Delpechitre

Purpose of the study: This teaching method provides a systematic framework and self-assessment that can be used to integrate cultural intelligence into the sales teaching process. The importance of cultural intelligence in the selling process has become increasingly evident as cultural diversity within national borders continues to increase and many multinational firms also implement global account management strategies in sales management.

Method/Design and Sample: Data were collected from 79 students sales role-play performance over a period of four semesters before and after a special training on cultural intelligence. Students role-play scores were compared using paired sample t-tests.

Results: Results showed that student scores on each dimension of cultural intelligence (cognitive, meta-cognitive, behavioral, and motivational) and sales role play performance significantly increased after the proposed training method.

Value to Marketing Educators: The proposed cultural training method provides an innovative approach that educators can utilize to systematically build cultural intelligence in students within traditional sales education pedagogy.

Keywords: Cross-cultural selling, Cultural intelligence, Sales training, Personal selling

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Globalization is quickly becoming a permanent state of today's business affairs. With these changes, organizations and individuals are faced with a tremendous task of developing relationships and interacting with a culturally diverse customer base whose behaviors, attitudes, and values are embedded in their own cultural heritage. Salespeople that are either unwilling or unable to understand and recognize these challenges and adapt their selling behaviors accordingly to fit cross-cultural interactions will struggle to perform at a higher level in cross-cultural selling (Sebenius, 2002; Wade, 2004). The American Marketing Association Faculty Consortium on Professional Selling and Sales Management conducted a study using approximately one hundred sales educators, researchers, and practitioners to identify key teaching areas in selling and sales management and identified cross-cultural selling and diversity in the sales force as one of the key teaching developments for the future (Marshall & Michaels, 2001).

Why should salespeople be aware of cross-cultural selling?

Regardless of the selling environment, cross-cultural selling has become increasingly important as the United States has witnessed a large increase in immigration in the last three decades (U.S. Census Bureau, 2008). First generation immigrant population

in the U.S. increased from five percent in 1970 to thirteen percent in 2012 (Duncan & Trejo, 2015). Since 1980, approximately sixty percent of U.S. population growth has been attributed to new immigrants (Passel & Cohn, 2008). It is projected that new immigrants will account for more than eighty percent of population growth from 2005 to 2050, and almost twenty percent of the U.S. population will be first generation immigrants by mid-century (Passel & Cohn, 2008). This projection clearly exemplifies that immigrants are an integral part of the socio-economical build of the U.S. society.

With a rapid increase in global immigration and many large multinational firms continuing to build global account management programs, it is of great importance that salespeople and sales managers have skills in managing transactions and relationships in a cross-cultural context. White, Abshire, and Huggins (2011) have suggested that hardiness (the capability to withstand difficult situations) and cultural distance (recognizing differences in cultural values and beliefs) have a direct effect on a sales manager's ability to adapt to a new cultural environment. Developing cross-cultural adaptability thus requires cultural intelligence to supplement traditionally taught adaptive selling skills as a necessary component of the cross-cultural selling success. The objective and contribution of the method described in this manuscript is therefore to introduce a systematic active learning framework

that can be used to integrate cultural intelligence into sales training pedagogy.

The Importance of Incorporating Cross-Cultural Selling into Sales Course Pedagogy

The rapid increase in sales education over the past decade has been a direct result of the strong demand for qualified and trained sales students that are able to contribute to organizations (Cummins, Peltier, Erffmeyer, & Whalen, 2013; Fogel, Hoffmeister, Rocco, & Strunk, 2012). However, it is evident that there is a lack of sales pedagogy research that provides systematic frameworks and guidance for sales and marketing educators to utilize in a classroom setting, particularly in the development of active learning soft skills related to relationship management (Black & Wingfield, 2008; Cummins et al., 2013; Inks & Avila, 2008; McIntyre & Tanner, 2004; Wheeler, 2008). This is even more evident in the limited area of academic research that focuses on understanding why some salespeople are more effective than others in a cross-cultural selling context. Furthermore, literature in sales and marketing that provides pedagogical frameworks to actively build and apply cultural knowledge is even scarcer (Baker & Delpechitre, 2013; Baldauf & Lee, 2011; Carter, 2009; Deeter-Schmelz, & Kennedy, 2011; Hansen, Singh, Weilbaker, & Guesalaga, 2011; Taylor, 2006).

THE INNOVATION: TEACHING CULTURAL INTELLIGENCE IN SELLING

This section presents information on a) the skills that students should possess and the foundational knowledge they require to adapt to the proposed teaching method, b) time and resource commitments of the instructor, and c) what students should know after the teaching process.

Teaching Cultural Intelligence in Personal Selling

When utilized within a holistic personal selling course pedagogy, this model of teaching cultural intelligence (CIQ) provides a structured platform to build cross-cultural awareness and abilities within the field selling context. First, it builds on individual awareness through the CIQ self-assessment, then proceeds to build foundational cognitive cultural knowledge and meta-cognitive cultural knowledge, and ultimately develops motivational and behavioral cultural skills that can be developed and enhanced after course completion.

To implement the proposed teaching method effectively and efficiently, it is beneficial for students to have fundamental knowledge of marketing principles and personal selling. Therefore, it is recommended that students complete an introduction to marketing and a personal selling course. It is assumed that an introductory marketing course should introduce students to the vocabulary, theories, and practices of the business functional area of marketing. The introduction to personal selling course should introduce students to the role of personal selling in the business process and different aspects of the sales

task including how salespeople are able to accomplish these tasks effectively and efficiently. Students should also be exposed to active role-play presentations.

Time and Resource Commitments of the Instructor

The process is highly adaptable to multiple levels of teaching and time formats including undergraduate, MBA, executive MBA, and even professional corporate training formats. Time and resource commitments from the instructor will be relative to the level and structure of the course. Full implementation of the method requires multiple individual role-play simulations to implement an active and adaptive learning environment. However, in abbreviated course formats, conceptual and theoretical discussion combined with video and case study analysis will provide foundational cognitive CIQ, meta-cognitive CIQ, and motivational CIQ within the personal selling framework, but not course assessed behavioral CIQ.

How Students Will Be Transformed after the Teaching Process:

Communicating effectively and relating to customers that are from a diverse cultural background are two of the greatest challenges salespeople encounter, mainly because cultural factors operate under conscious awareness and on an individual level and are difficult to identify and comprehend (Ricks, 2009; Kale and Barnes 1992). After completing the cultural training, sales students will be more aware of how to identify cultural norms, how to create a deeper level of cross-cultural awareness, how to develop abilities to reserve their own judgment of different cultures, and how to adapt behaviors to fit customers from different cultures. As a result, when interacting with prospective customers from diverse ethnic and cultural backgrounds, sales students will be more comfortable and capable of creating a stronger social bond between the buyer and seller (Berry, 1995). Students who are able to develop stronger bonds with prospective customers in a cross-cultural setting are able to understand and uncover customer needs better, overcome objections, and move through the sales process effectively.

WHAT IS CULTURAL INTELLIGENCE?

This study defines cultural intelligence as a person's ability to function and effectively manage relationships in a culturally diverse setting (Earley, 2002; Earley & Ang, 2003; Earley & Mosakowski, 2004; Ng & Earley, 2006). In other words, a salesperson who is high in cultural intelligence has the ability to be effective in intercultural selling, as he/she is better able to adapt to the different cultural backgrounds from which customers are influenced. CIQ is a multi-dimensional form of interactional intelligence that can be learned and developed at the individual level (Earley & Ang, 2003). The effects of CIQ on individual judgments and organizational behavior are foundationally established in interactive intelligence theory (Sternberg, 1988). CIQ consists of four dimensions which include

cognitive cultural intelligence, meta-cognitive cultural intelligence, motivational cultural intelligence, and behavioral cultural intelligence.

Hansen, Singh, Weilbaker, & Guesalaga (2011) provide a detailed conceptual framework linking CIQ to personal selling and sales management. They suggested a three pronged approach to training selling cultural intelligence involving knowledge, strategy, and behavior. The teaching method in this study incorporates and builds on these suggestions. Below are definitions of each of the dimensions of cultural intelligence.

Cognitive Cultural Intelligence: Cognitive cultural intelligence is defined as “specific knowledge that people are able to gain and comprehend about a new culture based on various types of cues provided” (Earley & Ang, 2003, p. 91).

Meta-Cognitive Cultural Intelligence: Meta-Cognitive CIQ is defined as “a higher order mental capability to think about personal thought processes, anticipate cultural preferences of others, and adjust mental models during and after intercultural experiences” (Ang et al., 2007, p. 341). It is therefore differentiated from Cognitive CIQ in that it is interactional in nature.

Motivational Cultural Intelligence: Motivational cultural intelligence is defined as the level of attention and energy a person directs toward learning about and functioning in culturally different complex situations (Earley & Ang, 2003).

Behavioral Cultural Intelligence: Behavioral cultural intelligence is defined as a person’s ability to exhibit appropriate verbal and non-verbal actions and cues that pertain to the cross-cultural context (Earley & Ang, 2003).

TEACHING CULTURAL INTELLIGENCE IN SALES

This section presents a process to teach cultural intelligence in an advanced sales course. A pre-assessment, teaching tips for each dimension of cultural intelligence, and a post assessment is discussed.

Step 1: CIQ Pre-assessment

The goal of the pre-assessment is to create self-awareness related to the identified dimensions of the training pedagogy. The student and instructor are able to identify specific areas of strength and weakness at the individual level that can be targeted throughout the course of the training. The self-assessment has been adapted from a previously validated multi-dimensional instrument for the measurement of CIQ established by Ang et al. (2007) using established scale development procedures. It measures four dimensions of cultural intelligence and consists of twenty items. The CIQ self-assessment instrument is provided in Appendix A. Prior to administering the assessment, the instructor discussed the instrument in class and was available to address any questions or clarifications needed regarding the items.

Step 2: Developing each dimension of CIQ within a sales training program

Cognitive Cultural Intelligence: When individuals have high levels of cognitive cultural intelligence, they have a strong understanding of norms and practices of different cultures through their abilities, education, and experiences (Earley & Ang, 2003). Cognitive CIQ is a form of declarative knowledge (Hansen et al. 2011). High Cognitive CIQ individuals are able to provide categorization schemes through which they can recognize similarities and differences across cultures (Brislin, Worthley, & Macnab, 2006). Therefore, when salespeople have a high cognitive cultural intelligence, they are able to recognize and understand culturally diverse customers through an established mental categorization of knowledge about differences between cultures.

Teaching Tips: Cognitive Cultural Intelligence is a foundational dimension of CIQ to this teaching process and is developed through traditional lectures, short-cases, and video cases that specifically provide the trainee with core knowledge and comprehension of differences in national cultural dimensions, individual cultural dimensions, and the cultural dimensions of leadership (i.e. House, Dorfman, Javidan, Hanges, & de Luque, 2013) at play in the organizational and selling environment. It is recommended that emphasis should be on a) using an established and parsimonious conceptualization of differences in national culture such as Hofstede’s national dimensions of culture (Hofstede, 1980) and b) highlighting the differences in leadership across cultures by discussing the GLOBE study by House et al. (2013). The parsimony of such a model allows students to quickly grasp and understand fundamental differences across cultures before moving on to more complex models of cultural differences. However, other models of cultural differences such as that of Schwartz (1994) can be effectively utilized in this regard depending on the preference of the instructor.

Meta-Cognitive Cultural Intelligence: Meta-Cognitive CIQ requires a basic foundation of cognitive cultural intelligence related to the mental categorization of cross-cultural differences. The overall purpose of both cognitive and meta-cognitive CIQ training is to create active cultural awareness (Earley & Ang, 2003). Meta-Cognition is a form of mental procedural knowledge that relates to an individual’s ability to be consciously aware of a counterpart’s cultural differences or preferences before, during, and after an interaction (Hansen et al., 2011). It represents an ability to consciously apply an adaptive mental process through which cultural knowledge can be learned or applied in cross-cultural interaction. A salesperson high in Meta-Cognitive CIQ will thus better adapt to an ambiguous cross-cultural selling interaction by using his or her foundational Cognitive CIQ.

Teaching Tips: Meta-Cognitive CIQ represents an active ability to apply cultural knowledge (as opposed to passive Cognitive CIQ), thus cross-cultural role-play exercises and experiential video cases are excellent

ways to highlight the utilization of meta-cognitive CIQ. Most sales textbooks include at least one or two international oriented case videos that can also be used to highlight the application of Meta-cognitive CIQ. Initially it is recommended to utilize case videos provided by sales text book publishers, and then use active learning through culturally ambiguous role-play in simulated cross-cultural buyer-seller interactions. This highlights the complexity of actively adapting one's cross-cultural behavior.

Motivational Cultural Intelligence: Motivational CIQ requires people to have social awareness when interacting and maintaining relationships with others from another culture, abilities to privately reserve judgment of other cultures different from one's own, enjoyment in the challenges of learning about other cultures, and ultimately abilities to adapt one's work habits and visible behavior to business conditions within a cross-cultural context (Earley & Ang, 2003). Nevertheless, motivational cultural intelligence does not pre-suppose that one must agree with another person's cultural values, but the individual should be sincerely willing to learn and adapt to these values within the business environment when required.

Teaching Tips: Motivational CIQ is ultimately a product of effectively building Cognitive and Meta-Cognitive CIQ. This includes interactive cross-cultural focused video case analysis, discussion related to cultural values, body language, facial expressions, different concepts of relationship management, and gift giving within cross-cultural contexts. Within the proposed training process, Motivational CIQ is internalized via effectively building Cognitive and Meta-Cognitive CIQ.

Behavioral Cultural Intelligence. A salesperson should be able to accurately receive (decode) and project (code) verbal and non-verbal cues when interacting with a customer in a cross-cultural setting. Individuals who have a greater behavioral cultural intelligence are able to effectively adapt to their customer in a cross-cultural context, as they have a broad range of communication capabilities and non-verbal skills (Gudykunst, Ting-Toomey, & Chua, 1988). *Teaching Tips: Behavioral selling cultural intelligence is built not only on passive Cognitive CIQ but also on active Meta-Cognitive CIQ. Therefore, active learning application exercises should be utilized to build applied selling and cultural motivational intelligence in the student. Ideally, this includes advanced international buyer-seller situational role-play exercises that are video recorded to identify verbal and non-verbal behavior in the student and others, actively using an instructor's critique of effective cross-cultural listening and conversational skills, and actively adapting one's own non-verbal behavior as the situation warrants. It is recommended to utilize advanced situational cases with cross-cultural orientation and instructor authored buyer-seller international interactions to identify CIQ achievements and failures in role-play with instructors or trained buyers.*

Step 3: Post Assessment

The same self-assessment is utilized for a post assessment (see Appendix A). These two assessments are compared and then verbally discussed within the classroom environment to critically analyze, compare, and contrast different outcomes and potential explanations. Taking the post-assessment is most useful to create engaging discussion among the students and instructor about learning outcomes from the process. As a "closing the loop" exercise, it is beneficial for students to write a reflective personal learning outcome assessment that is graded to accompany their post assessment questionnaire.

ASSESSMENT OF THE PROPOSED TEACHING METHOD

To validate the effectiveness of the proposed teaching method, this study conducted a statistical analysis examining participants' pre and post training scores on the dimensions of cultural intelligence and sales role-play performance. The following section provides information on the sample, statistical analysis, and findings.

Sample

Data were collected from 79 students over a period of four semesters before and after the training within the context of a larger study. The sample was collected from a public university that has a student enrollment close to 19,000 students located in the southern region of the U.S. The university offers a professional sales certification where students are required to complete 15 hours of defined sales and marketing courses. All students were registered in an advanced professional selling course. Students were required to complete pre-requisite personal selling and marketing principles courses prior to registering for the class. The average age of the students was 22 years with a range of 18 years to 31 years. Eighty-nine percent of the students were seniors and eleven percent were juniors. On average each student completed at least 8 role-plays during an introduction to personal selling course. Hence, students were assumed to have a fundamental knowledge of the sales process. Out of 79 students, 64 students were enrolled in the professional sales certificate program. The average GPA of the sample was 3.01/4.0.

Analysis

The scores of the pre-assessments and post assessments and sales students' role-play performances in both pre and post assessment stages were compared using paired sample t-tests. The pre and post CIQ assessment (Appendix A) consisted of twenty questions and four CIQ dimensions. Student role-play performance in a cross-cultural selling situation was graded on a rubric that was developed and used at the National Collegiate Sales Competition, organized and hosted by Kennesaw State University. The role-play grading rubric is presented in Appendix B. The context of the sales role-plays were oriented

toward cross-cultural selling where the salesperson had to engage with a first generation immigrant prospect. Students were required to develop rapport, understand the prospect and his/her business, identify needs, provide an appropriate product solution focused toward customer needs, overcome buyer resistance successfully, and seek a purchase commitment. All students were required to complete two sales role-plays (before the training and after the training) that focused on selling a product in a cross-cultural environment. Each role-play was evaluated and graded by two sales professors, and both scores were averaged as the sales role-play performance score. All role-plays were videotaped.

Findings

Overall change was achieved in the expected direction for both sales role-play performance and improvement in CIQ. Table 1 presents the results of the analysis. Paired sample t-testing indicated that cognitive CIQ ($\mu_{\text{post}} - \mu_{\text{pre}} = 17.09$; $p < 0.001$), meta-cognitive CIQ ($\mu_{\text{post}} - \mu_{\text{pre}} = 14.05$; $p < 0.001$), motivational CIQ

($\mu_{\text{post}} - \mu_{\text{pre}} = 12.75$; $p < 0.001$), behavioral CIQ ($\mu_{\text{post}} - \mu_{\text{pre}} = 10.89$; $p < 0.001$), and role-play performance score ($\mu_{\text{post}} - \mu_{\text{pre}} = 21$; $p < 0.001$) all improved significantly from pre-assessment stage to the post assessment stage with self-reported improvements ranging from 31-49% in the four dimensions of CIQ.

The results showed that students' role-play performance increased by 8.4 percent (21/250) following the CIQ training process, highlighting the importance of cross cultural intelligence in selling. This increase in the role-play performances outcome should be considered within the context of the sample population. Student participants for this study were all enrolled in the Advanced Professional Selling course, which had a pre-requisite that required students to complete the Fundamentals of Personal Selling course that involved a significant number of role-plays. As a result, students were equipped with sufficient knowledge to perform well in a buyer-seller encounter. However, the CIQ training still ultimately helped students improve their role-play performance.

Table 1: Results of the comparison analysis

	Pre (μ, σ)	Post (μ, σ)	Post(μ)- Pre(μ)	% Increase. Pre-Post	T-value	Sig.
Cognitive Cultural Intelligence	$\mu=12.22, \sigma= 3.35$	$\mu=29.31, \sigma=3.88$	17.09	48.8%	16.555	.000
Meta-Cognitive Cultural Intelligence	$\mu=11.77, \sigma= 3.32$	$\mu=25.82, \sigma=3.76$	14.05	40%	19.323	.000
Motivational Cultural Intelligence	$\mu=11.62, \sigma= 4.10$	$\mu=24.37, \sigma=3.69$	12.75	36.4%	15.748	.000
Behavioral Cultural Intelligence	$\mu=12.71, \sigma= 4.82$	$\mu=23.60, \sigma=4.45$	10.89	31.1%	10.889	.000
Role Play Performance	$\mu=199, \sigma=9.85$	$\mu=220, \sigma=12.13$	21	8.4%	6.304	.000

CHALLENGES AND CONCERNS

A main challenge an instructor might face is limitations in accessing a culturally diverse group of buyers to perform the task of a buyer in the role-play situation. One of the ways an instructor can overcome this issue is by networking with the local community cultural groups and requesting their assistance. This is also an effective way to create a mutually beneficial engagement with the professional sales community, which is increasingly emphasized by the Association to Advance Collegiate Schools of Business (AACSB). Another unique method is to use technology, such as Skype or GoToMeeting, to connect with business buyers across the globe. Many companies are adopting web based technologies to communicate with customers to minimize costs and to increase effectiveness and convenience.

As previously noted, this process was tested in an advanced professional selling course in which students were previously trained on principles of personal selling and applied sales concepts in multiple role-plays. Application of this process at lower levels

requires a systematic integration of CIQ into an instructor's fundamental selling process pedagogical plan. For example, instructors training students in the principles of SPIN or ADAPT selling methods will need to integrate appropriately abbreviated cognitive, meta-cognitive, and behavioral cultural selling exercises into the course syllabus to achieve a fundamental foundation of CIQ that can be further developed in more advanced courses.

CONCLUSION

This teaching process provides a method to incorporate Cultural Intelligence (CIQ) into a traditional sales instruction pedagogy. However, active CIQ development is a perpetually building process that requires application of motivational and behavioral cultural selling skills that continue to develop at an individual level after course completion. Ultimately, effective utilization of this process fills an important need in sales education. It helps build sales professionals with applied cross-cultural skills that

enhance the ability to manage customer relationships

in multiple international selling contexts.

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Appendix A: The Self-assessment Instrument

Self Assessment Exercise

(Adapted from VandDyne, Ang, and Koh 2008)

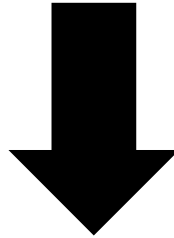
Please answer each of the following questions **AS YOU REALLY ARE** using a range from 1 to 7 where 1=Strongly Disagree and 7=Strongly Agree
Mark your answer in the unshaded box on the right corresponding to each question.

		I	II	III	IV
1	I am conscious of the cultural knowledge I use when interacting with people from different cultural backgrounds.				
2	I am familiar with the differences in legal and economic systems of other cultures from my own.				
3	I feel socially comfortable and enjoy interacting with people from other cultures.				
4	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.				
5	I am confident I can develop a professional relationship with those who may not share my own cultural values.				
6	I am familiar with the different religious beliefs of other cultures from my own.				
7	I often think of my own cultural perspective when interacting with people from different cultural backgrounds.				
8	I consciously work to identify changes in the verbal and non verbal behavior of others when an interaction requires it.				
9	I am confident in my abilities to privately reserve judgment of cultural values that are unfamiliar to me.				
10	I am the familiar with differences in the marriage systems of other cultures from my own.				
11	I use pause, silence, and conversational eye contact differently to suit different situations.				
12	I enjoy the challenges of learning about cultures that are unfamiliar to me.				
13	I am familiar with the differences in cultural values of other cultures from my own.				
14	I consciously change the rate of my speaking when a situation requires it.				
15	I check the accuracy of my cultural knowledge as I interact with people from different cultures.				
16	I actively adapt my nonverbal behavior when a situation requires it.				
17	I know the rules for expressing non-verbal behaviors in other cultures different from my own.				
18	I consciously control my facial experssions when I interact with others.				
19	I am confident I can adapt my work habits and visible behavior to business conditions in another culture.				
20	I am very conscious of differences in contextual understanding when I interact with people from different cultures.				

TOTALS (Sum of each column)

I	II	III	IV

Turn over Page only after you have completed this side



1. Copy and sum the column totals from other side.

I	<input type="text"/>	=	Meta-Cognitive Cultural
II	<input type="text"/>	=	Cognitive Cultural
III	<input type="text"/>	=	Motivational Cultural
IV	<input type="text"/>	=	Behavioral Cultural
Total	<input type="text"/>		

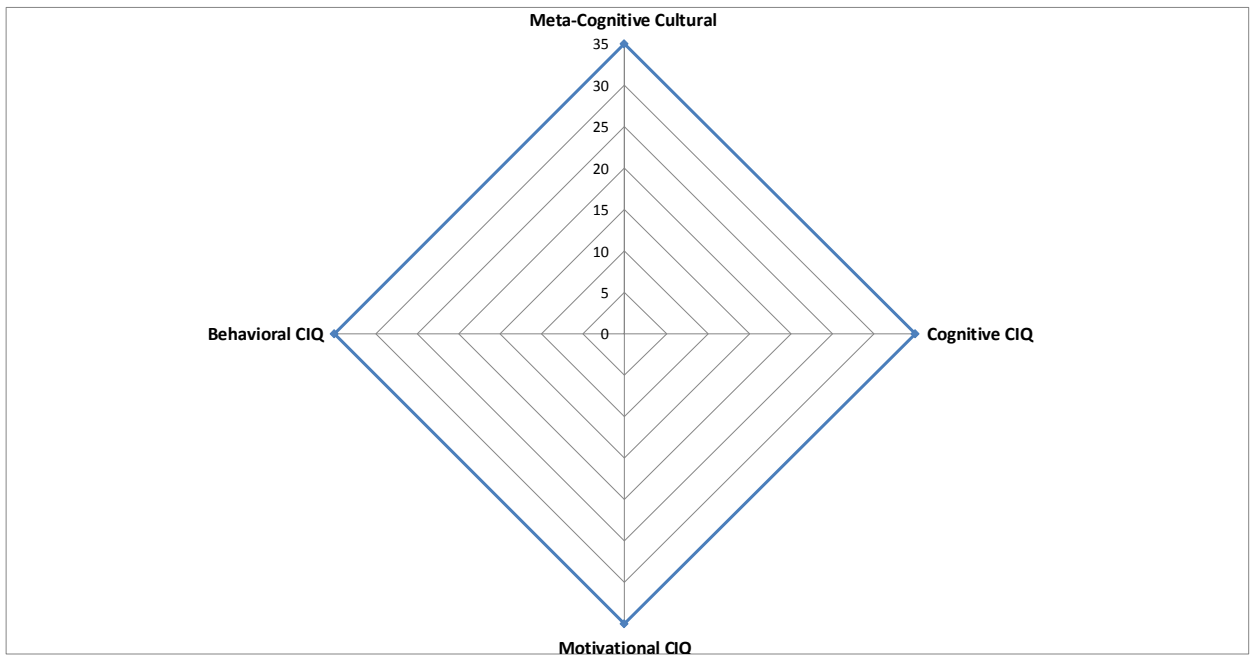
2. Evaluate your Total CIQ Score in relation to the general composite scale below.

120 and above Above Average to High CIQ. Actively look for opportunities to build more!
91-119 Actively developing CIQ. Keep Working at it!
90 and below CIQ Needs improvement.

Your Composite CIQ Self Evaluation:

3. Mark your number score as a data point for each dimension on the corresponding axis.

4. Connect the data points to create a composite radar diagram of your dimension scores.



Appendix B: Role-play Grading Rubric

	Points
<u>Approach</u> <i>(Effectively gains attention and build rapport)</i>	
Professional introduction: Full Name and Company	5
Effectively builds rapport	5
Set up an agenda	5
<u>Needs Identification</u> <i>(Objective: Obtain a clear understanding of customer's situation in order to prepare a customized presentation)</i>	
SQ: Effectively determined relevant facts about company and/or buyer	15
PQ: Effectively uncovered needs of the buyer: Restate Problems and Hidden Concerns	20
IQ: Asked effective questions that brought to the buyers' attention what happens to company or the buyer when problems continue (helped convert implied needs to explicit needs)	20
NPO: Gained pre-commitment to consider the product/service and smooth transition to presentation	15
<u>Product/Service Presentation</u> <i>(Objective: Persuasively match your product's benefits to meet needs of the buyer)</i>	
Did you build sufficient credibility	10
Presented benefits based upon needs of buyer instead of only features	20
Used appropriate/professional visual aids	10
Effectively involves the buyer in the demonstration	10
Effective use of trial closes (follow-up questions to determine where buyer is in decision process)	20
<u>Overcoming Objections</u> <i>(Objective: Eliminate concerns or questions to customer's satisfaction)</i>	
Initially gains better understanding of objection	20
Sufficient probing	10
Effectively answers the objection	20
Confirms that the objection is no longer a concern of the buyer	10
<u>Close</u> <i>(Objective: Take initiative to understand where you stand with buyer now and for the future)</i>	
Persuasive in presenting a reason to buy	15
Appropriate commitment from the buyer, given the nature of this particular sales call	10
Did the salesperson address buyer's remorse?	10
<u>COMMUNICATION SKILLS</u>	
Effective verbal communication skills	
Total Points	250