Students often arrive in business calculus courses unprepared for what they will face. This unpreparedness includes deficiencies in their algebraic background, but more importantly it includes deficiencies in students’ ability to problem solve, to search for answers, and to critically analyze their mistakes. Metacognitive techniques have been shown to help students overcome these “soft skill” deficiencies in many situations. In this presentation we will detail the implementation of some of these techniques in a business calculus class at a large, public, teaching university. We will also present some preliminary results. (Received September 17, 2019)