

SATISFIED STUDENTS IN THE INTERNATIONAL CLASSROOMS: IS THERE A UNIQUE RECIPE FOR MARKETING FACULTY MEMBERS? THE CASE OF FRENCH, AMERICAN AND CANADIAN STUDENTS

Frank Pons, Faculté des Sciences de l'Administration, Laval University, 2425 de la Terrasse, Québec, Québec, Canada, G1V 0A6, 418-656-2131, frank.pons@fsa.ulaval.ca

Caroline Girard, Faculté des Sciences de l'Administration, Laval University, 2425 de la Terrasse, Québec, Québec, Canada, G1V 0A6, 418-656-2131, caroline.girard@ful.ulaval.ca

ABSTRACT

Instructors often contemplate using tactics and strategies to increase student satisfaction. While personal characteristics of the instructor and class variables have been shown to influence student satisfaction, there has been limited discussion of influence tactics that instructors may use to enhance satisfaction.

This study tackles this issue. The objective of this research is twofold. First, it empirically investigates the influence tactics used by instructors and their impact on student satisfaction. Second, as management faculty and students increasingly become global actors, it is our intent to examine potential discrepancies in the way these influence tactics are perceived and implemented in different cultures.

Data was collected in French, Canadian and American marketing classes. Using this international perspective, we found evidence of the same initial power bases existing in each student group with minor discrepancies in higher order conceptualizations. We also found a strong moderating effect of culture on the relationship between influence tactics and satisfaction. These results offer great insights on how to manage classrooms in different international contexts. Results are presented and potential implications are discussed.

Keywords: International, Class Management, Power influence.

References available upon request from Frank Pons, frank.pons@fsa.ulaval.ca