

The Effects of International Study Tours in the Decision of Students to Go to Work Abroad – The Example of the GGS' IST to Turkey and Russia

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Until now, much of the research on International Study Tours has focused on the learning opportunities and intercultural advantages of participating in such mobility programmes. However, there has been limited literature on the relationship between joining these study trips and the motivation that students might get to start working abroad. This new research promises many advantages for our globalized world as more and more companies struggle to get the right people at the right place – sometimes without success. The possibility of participating in such a study programme could not only contribute to preparing a future world manager, but it could also prompt him to accept a top position in a country other than his own.

Keywords: International Study Tours, motivation, students, work, education.

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Wpływ międzynarodowych wizyt studyjnych na decyzje studentów o podjęciu pracy za granicą na przykładzie wizyty uczestników z Niemieckiej Wyższej Szkoły Zarządzania i Prawa w Turcji i Rosji

Większość dotychczasowych badań dotyczących międzynarodowych wizyt studyjnych koncentruje się na możliwościach kształcenia i międzykulturowych aspektach uczestnictwa w tego rodzaju programach mobilności. Zasób literatury traktującej o związku między udziałem w nich a ewentualną motywacją studentów do podjęcia pracy za granicą nie jest jednak obszerny. Przedstawione w artykule badania dowodzą, że w warunkach globalizacji z takich wyjazdów może wynikać wiele korzyści, gdyż coraz więcej przedsiębiorstw usiłuje, czasem bez powodzenia, pozyskać odpowiednich pracowników na odpowiednie stanowiska. Uczestnictwo w programie studyjnym może nie tylko pomóc w przygotowaniu przyszłego globalnego menedżera, lecz również skłonić go do przyjęcia wysokiego stanowiska za granicą.

Słowa kluczowe: międzynarodowe wizyty studyjne, motywacja, studenci, praca, edukacja.

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1. Introduction

Mobility programmes have become a conventional practice in management education (Varela & Gatlin-Watts, 2014). One of these mobility options is represented by Global Study Tours, a strategic tool that can provide students with that mobility (Cooper, 2009). Moreover, student exchanges not only improve the curricula, but can also bring a personal gain and a professional benefit (Messer and Wolter, 2005). International Study Tours prove to be a proper learning tool (Tang and Rose, 2014) by offering students the opportunity to take an intensive course of study in another country and gain cultural understanding (Cooper, 2009).

However, until now much of the research has focused on the learning opportunities and intercultural advantages of participating in such programmes (Harrison, 2006; Cooper, 2009; Williams and Best, 2014) and a new study approach is needed to find out the connection between taking part in International Study Tour programmes and the effects on the careers of the participants.

A leading example of these International Study Tour programmes is provided by the German Graduate School of Management and Law in Heilbronn, Southern Germany. This University offers a yearly study trip to the BRICS (Brazil, Russia, India, China and South Africa) and MINT (Malaysia, Indonesia, Nigeria and Turkey) countries, in order to visit local and multinational companies and universities as well as experts and diplomats – with the aim to discover these countries from all PESTEL perspectives: political, economic, social, technological, ecological and legal aspects of each nation.

The participants of the GGS International Study Tour are MBA, MSc, LL.M, MA students and members of the Alumni Association – and they were the object of the present study, focused on the IST to Turkey in 2014 and Russia in 2015. The author of this piece of work is deeply involved in the research context, not only as a scientist but also as an assistant to the organisers of the IST and as a classmate of some of the participants. The purpose of this study is to fill a gap in the literature on IST and study the influence of participating in such a programme on the motivation of participants to work abroad.

2. Research question and objectives

The research question of this study is formulated in the following way: ‘How can an International Study Tour influence the motivation of its participants to work abroad?’

With this research question as a guideline, this study has the target of finding out whether an IST can contribute to an increase in the motivation of students to decide to work abroad, and if so, which are the specific activities of the programme which could lead to such increase. The study has established the following objectives:

- 1) Review the literature on IST and search for theories about motivation.
- 2) Identify positive effects of participating in an IST other than intercultural benefits in order to contribute to the literature with new findings.
- 3) Collect evaluation data from the participants of the last IST at the German Graduate School of Management and Law.
- 4) Make useful recommendations to both businesses and universities which could be especially interested in the results of the study.

The research question of this study poses further queries:

- 1) Are students previously motivated to go to work abroad?
- 2) What drives participants of an IST to take part in such a programme?
- 3) Why do students prefer certain activities rather than others?
- 4) How can universities respond to the results of this study?

3. Literature review

Two databases have been used as the sources in this study. Due to their reliability and effectiveness, Google Scholar and GGS’s E-library database are the main search engines for literature regarding, but not limited to, the terms “International Study Tours” and “motivation”.

As for the main sources to work with, this research looked at local newspapers which informed about both IST (El Correo de Andalucía) as well as top-ranked authors and papers shown in the databases mentioned before. The starting point is Loveland (1987), as he is regarded as one of the first to examine the concept of

International Study Tours and their effects on the internationalisation of business curricula. The author then looks at previous studies which have focused on the relationship between IST and motivation, even if he only refers to the motivation to take part in such programmes (Williams and Best, 2014) or to select the destination (Nyaupane et al., 2011). It is considered interesting that both Kitsantas (2004) and Weirs-Jensen (2003) grouped the motivations of students to take part in an IST into four main groups: cross-cultural experience, academic reasons, future careers and family heritage. It is also very useful to discover that Tang and Rose (2014) researched the learning experience and its relationship with IST programmes.

Meanwhile, other papers analysed central aspects of an IST such as the best practices of manufacturers in certain countries which were the object of Study Tours (Sohal and Ritter, 1995). Both Koester (1985) and Koernig (2007) tried to find out the level of global awareness acquired through IST programmes according to their duration. The research was more exhaustive in the field of intercultural issues, but it still supported the literature used in this project. In 2006, Harrison investigated the effectiveness of IST in cultural connectivity (Harrison, 2006), and found out that IST programmes facilitated this connectivity and enhanced the professional development of the student. Cooper (2009) discussed the potentialities of Global Study Tours to improve intercultural skills and interaction of students, and she used the example of a university tour from Australia as this is a distant country where local and international students might face more problems to communicate with each others. Cooper even warned of a lack of research on the influence of IST on the facilitation of cultural interaction and understanding among students. There are other researchers who used Australia as a starting point of their research, which already shows the need for and popularity of this kind of mobility programmes in such an isolated country. Williams and Best (2014) studied the changes in cultural awareness and interpersonal attitudes of students from Australia who had participated in an IST in France. They also pointed to a personal reflection which could possibly lead to further self-development, and still noted that there

was little research on the benefits of IST programmes.

Science has also shed light on other interesting aspects of IST, namely whether short study tours affect American students' diversity attitudes. This was researched on the basis of the Experiential Learning Theory and the Developmental Model of Intercultural Sensitivity (Wang et al., 2009), helping the construction of the theory of this study. The question was solved by Williams and Best (2014) when they stated that those who undertook IST programmes might change in terms of cultural awareness and attitudes towards cultural diversity. Also in 2014, Wood and St. Peters showed that motivational cultural intelligence increased after participating in an IST (Wood and St. Peters, 2014). They reported that cultural intelligence facilitated cultural judgement and decision-making, as well as well-being and task performance. Their interesting results showed that the ability to perform contributed to the stamina necessary to complete international assignments successfully. They established a relationship between cultural intelligence and cross-cultural training methods, one of which is the IST. These are very well appreciated results for our research, especially for the recommendations following our own results. When it comes to motivation, this study has adopted the Hierarchical Model of Intrinsic and Extrinsic Motivation (Vallerand, 1997), as it not only proves to be the most frequently quoted when looking for theories on motivation but also provides an interesting frame for this research.

After having analysed the main stream of research on IST and motivation, which is primarily related to the positive cultural competence and learning opportunities derived from such mobility programmes, this paper will focus on the possible impact of IST programmes on the motivation of students to go to work abroad. Williams and Best (2014) support the possibility of this impact as one of the students they interviewed in their research stated that they did not feel like going to work abroad before their participation in the IST, whereas they did have a clear desire to work in a foreign country after coming back from the programme.

However, this paper does not only aim to investigate whether an IST may encour-

age students to go to work abroad but also tries to find out what are the exact activities within an IST programme which might be the main trigger for this wish to start a career in a different country. This aim is based on the notion that the learning experience is most effective when certain activities are incorporated (Tang and Rose, 2014).

4. Research methods

This research aims to be a comparative study between the results of two different inquiries (the IST to Turkey in 2014 and the IST to Russia in 2015) in order to find a common pattern or patterns. Each of the studies is done on an exploratory basis, because there is a need to firstly understand the context and the background of the topic (Saunders et al., 2012). Because the study seeks to understand and explore, it is based on qualitative research and it has an inductive approach. The reason is that theory will not guide the research, but it will rather be the outcome of it (Bryman and Bell, 2015) and the inferences drawn will come out of observations.

Furthermore, the study follows an interpretative, ideographic approach, as it tries to understand people's behaviour (how the participants of an International Study Tour could be influenced by such a programme, and what might be the consequences), and it gets close to the concept of phenomenology – how individuals make sense of their world (Bryman and Bell, 2015). Due to the inductive nature of the research, the aim of the project is to start with the collection of data, including previous literature on the subject. In order to provide the study with data to understand the topic, the choice of methods was made according to an inductive, subjective perspective: semi-structured interviews, observation, secondary observation (focus groups) and secondary data from surveys (Saunders et al., 2012).

The author aims to deliver an epistemologically consistent study by selecting methods which match the needs of the epistemological position known as interpretivism (qualitative data). The goal is that the research question is properly addressed and the study can generate results which show acceptable knowledge.

Given that the study has been described as qualitative with an inductive approach,

the nature of the research is exploratory and the authors had to look for methods which provide an understanding of the behaviour of individuals (Saunders et al., 2012). Based on the idea that there are three phases in an International Study Tour (Jones, Burden, Layne & Stein, 1992; Porth, 1997), consisting of the pre-departure, on-site and return phases, this research adopted different methods (semi-structured interviews, observation, secondary observation through focus groups and secondary data from surveys) which were assigned to each of the phases (Saunders et al., 2012).

The aim is to understand the evolution of the participants of the study regarding their opinions about the IST before travelling, their impressions during the programme and their opinions after having come back from the trip. The level of motivation to go to work abroad is also tracked through interviews before and after the tour; however, the previous level is only surveyed for the IST to Russia (2015) – there were no previous interviews for the IST to Turkey (2014). Indeed, the methods employed for the IST to Turkey and those for Russia are slightly different, as there were some improvements introduced for the second trip. For instance, for the IST to Russia, the researcher also asked non-participants about their reasons not to travel.

Here is a detailed description of the methods applied for both trips:

Participants and methods for Turkey

Secondary data was the key instrument for the first part of the research on Turkey (pre-departure), as all students of the GGS were asked to fill out a questionnaire regarding the future organization of an International Study Tour in 2015. It was filled by 24 students. Data was collected by the GGS and handed over to the researchers. For the second part (on-site phase), three focus groups were formed out of 11 participants of the IST during a wrap-up session which was organized one day before the end of the programme in Turkey. In this secondary observation, which involved the observer's interpretations (Saunders et al., 2012), the 11 participants replied to questions posed by the researchers on a flip-chart. However, the most significant part of this research is concentrated on semi-structured interviews that were used for

the third and last phase (return). All participants of the Turkish tour were invited to participate; unfortunately, three students did not want to. As for the eight valid interviews, seven of them were recorded – one by telephone, and one was not recorded at all because the participant did not give her consent to it. These interviews consisted in choosing a definition of the concept of IST by the students in the first part and 20 open questions (with additional ones in some cases) in the second part. The recorded interviews had a length of between 10 and 30 minutes.

Participants and methods for Russia

For the first part of the research on Russia (pre-departure), five participants were invited to voice their opinions and expectations of the IST they had registered for. The semi-structured interviews of 15 questions (with additional ones in certain cases) lasted between 10 and 20 minutes, and four of them were held by phone. Given the high number of students and alumni who travelled to Russia in comparison to Turkey (40 joined the trip to Moscow and St. Petersburg, whereas only 11 had done so for Turkey), up to eight groups were formed during the second part (on-site phase), so that each team had no more than five members. The wrap-up session was also organised one day before the end of the programme. The 40 participants answered questions posed by the researchers on a flipchart. Again the key part of this research is focused on semi-structured interviews that were used for the third and last phase (return). The same five participants who had done the interviews before the IST accepted to answer the same questions with little differences in order to provide the researchers with some evidence about changes in their interests and opinions. These interviews also gave the interviewees the possibility to choose from among three definitions of IST.

Data collection during the interviews is non-standardised, so that questions and procedures may change during the process (Saunders et al., 2012). Thus, if the answers of a participant are not clear or invite the researcher to pose another question, then further queries are added to the survey. Interviews are analysed using Mayring's (2000) qualitative content analysis theory.

5. Findings

Turkey

Pre-tour findings

For this questionnaire, students were asked about the importance of certain criteria for an International Study Tour. A similar analysis was made by Williams and Best (2014) when they studied the motivations of students before the celebration of the IST. They were asked to assign a percentage to each of the elements: attractiveness of the destination country (93%), local company visits (79%), German company visits (77%), interdisciplinarity in the student group (66%), free time during the tour (64%), academic contents (56%), university visits in the destination country (40%), the validity of ECTS credit points (29%) and the obtention of ECTS credit points itself (19%). While the selection of the destination country was a key factor for the participation, the students showed that the second most important factor to take part in an IST was visiting local (Turkish) companies during the programme. Secondly, they were asked about the probability of taking part in the IST to Russia in 2015. While 18% said it was very probable, 19% answered it was probable, 22% were neutral, 26% said it was not probable and 15% excluded this option from their plans.

On-tour findings

There was a division of the 11 participants (10 students and an alumnus) into three focus groups. On the ninth day of the tour, they were spontaneously asked to rate their experiences and state how their perceptions of the country had changed. Here are some of the results:

- Group I: On the opinion about the country, they said they considered Turkey to be another eastern country with the old stereotypes of the seventies, with a passive and modern image though. After the tour, they conceded that the positive image had been confirmed, through innovation and technology and more similarities to than differences from Germany. They also regarded the nation as modern, clean and friendly. As for the question of what they had learned, they pointed to history, political aspects, the polarization of the country,

personal know-each-other, geography, group feeling, guest friendship, variety of possibilities, openness and business possibilities. When they were asked about any remarkable stories to tell, they quoted encounters with expats, companies and the landscapes of Cappadocia.

- Group II: On the opinion about the country, they said they had prejudices, little connection to it, it seemed to them to be a rather holiday destination, not modern or professional, and economically strong. After the tour, they thought the prejudices had disappeared, they appreciated the role of Atatürk as strong, they saw it as a tolerant country, with guest friendliness, modernity, professionalism, knowledge and a polarized society. Regarding the learning outcomes, they stated the positive image they had from Germany, the law system, politics, guest friendliness and the religion. Considering what was especially good, they quoted the contact with students, invitations from companies and the EU integration debate at one of the universities.
- Group III: On the opinion about the country, they argued it was conservative, very religious, constant, with a need for improvement, and undeveloped. After the tour, they saw it colourful, open, friendly, modern, progressive and self-confident. About the best parts, they replied that these were networking, the invitation to a family business, the Bosphorus tour, the church and the Grand Bazaar in Istanbul.

Return-phase findings

Before starting to answer the interview questions, the students were asked to pick a definition of an International Study Tour. Out of eight interviewees, six chose the definition by Gmelch (1997): "A short study tour abroad provides an opportunity for students to investigate preconceived ideas of another culture, or cultures, and may also provide an opportunity to modify, possibly even transform, existing cultural perspectives". The other two interviewees selected the definition by the International Association of Universities (2002): "Global Study Tours provide students with the opportunity to acquire new knowledge, skills, attitudes and behaviours, and an

opportunity to internationalise the curricula".

As for the open questions in each interview, this study followed the procedures of inductive category development by Mayring (2000). The categories, understood as aspects of interpretation, were developed. The main categories created on the basis of transcript records of the interviews conducted were derived from the main opinions expressed by the interviewees and took into account the resolution of the research question. They are the following:

■ Most interesting programme point

Out of the eight respondents, five mentioned a specific programme point as the most interesting in the IST programme: the visit to the CEO of a petrol station company at his place. The five respondents also mentioned the word 'home' or 'family' in their answers as they wished to make this point an important one. This statement is supported by group observation (Cooper, 2009) at the place where students approached the CEO and sat by his side to have dinner and start a conversation. One interviewee told the researchers he found the meeting with a certain businessman very interesting, but he could not be more precise. The other two respondents refused to say if there was something better than other things, but it was rather a combination of activities.

■ Working abroad

Regarding the wish to work abroad, there was a mix of feelings. One student did not feel at all the wish to work in another country other than Germany. Two other students stated they had already had this goal before the IST, and their motivation had not changed. Another one answered he was as curious as before, but with new ideas. Two other students assured the researchers that the IST had strengthened their desire to work in the international market. As one of them put it: "Yes, definitely, I felt that motivation before. But Turkey has strengthened that wish to work abroad, also for a longer time. We visited the AHK [Foreign Chamber of Commerce], that would be a very concrete job position, I could imagine working there". One student stated that she was 'absolutely' more willing to go abroad, and finally the alumnus said that he was

already working abroad; however, the IST did influence his perspectives for the future.

Russia

Pre-tour findings

For this part, researchers used the same data collected for Turkey, as the results were considered valid because of the short time difference.

Regarding the four non-participants of the IST, they were also given three definitions of an International Study Tour. Two of them chose the definition by Gmelch (1997): "A short study tour abroad provides an opportunity for students to investigate preconceived ideas of another culture, or cultures, and may also provide an opportunity to modify, possibly even transform, existing cultural perspectives". The other two chose the description by Sohal and Ritter (1995): "An International Study Tour provides the participants with the opportunity to observe and study the operations and practices of selected internationally competitive manufacturing companies allowing a comparison between the practices of the foreign companies and those of local manufacturing companies". Two students justified their non-participation by saying that they could not afford the IST either for monetary reasons or lack of holidays. Another one said that he had already been there for a semester in the past, and the last one stated that she had been out of time to apply for it because she had been waiting for her employer to pay for it. They all showed a high interest in working abroad (one of them even was already working in a foreign country), but one said that family issues kept him from going away.

As for the five students who conceded to be surveyed before departing to Russia, two of them picked the definition by Gmelch (1997), two chose the definition "Global Study Tours provide students with the opportunity to acquire new knowledge, skills, attitudes and behaviours, and an opportunity to internationalise the curricula" (International Association of Universities, 2002), and one selected the description by Sohal and Ritter (1995) previously mentioned. For this study, it was interesting to ask the five students about their willingness both to go to work abroad

(on a scale from 0 to 10) and to work in Russia. Four students, when asked before participating in the IST to Russia, showed a certain interest to go to work abroad, but a lower interest in working in Russia. One student showed similar results for both his wish to work abroad in general and in Russia in particular. The results were the following:

Student 1: Working abroad (4), working in Russia (2).

Student 2: Working abroad (10), working in Russia (4).

Student 3: Working abroad (10), working in Russia (5).

Student 4: Working abroad (4), working in Russia (0).

Student 5: Working abroad (3), working in Russia (3 or 4).

On-tour findings

There was a division of 40 students and alumni into eight focus groups. On the seventh day of the tour, they were asked to rate their experiences and state how their perceptions of the country had changed. Table 1 shows the results.

When analysing the data relevant to this study, it is important to note that five out of eight groups pointed to the personal encounter with Mr Wolfgang Dik, a representative of the German embassy in Moscow, as the most important in their tour. Moreover, that meeting with Mr Dik took place late at night on the first day of the tour, and many students showed signs of tiredness. The sixth group justified their selection by saying that Mr Dik provided a unique overview of the historical past. The seventh group described him as an interesting, open-minded person. The second favourite encounter was with the journalist Bernd Hones from the Germany Trade & Invest institution, given that up to four groups selected him under their top three. The sixth group justified their decision by saying that Mr Hones had given information about the media and a better understanding of the local mentality.

As for the most important events, seven out of eight groups pointed to the visit to the Kirov factory – an old factory in St. Petersburg which astonished many students as it was a very obsolete one, which made them believe those were the typical features of a Russian factory. Up to four

Table 1. Results from the wrap-up session during the on-site phase (Jones, Burden, Layne & Stein, 1992; Porth, 1997).

Group	Three most important encounters	Three most important events	Picture of Russia before	Picture of Russia afterwards	Not expected	Things learned / What to tell at home	Wishes for the future
1	<ol style="list-style-type: none"> 1. Journalist Bernd Hones. 2. Mr Wolfgang Dik from the embassy. 3. Students from AEGEE. 	<ol style="list-style-type: none"> 1. Russian Vodka Room n°1 2. Skolkovo Business School 3. Kirov factory (because of obsolescence and the potential in Russian companies, and need to modernize) 	<p>Cold, unfriendly, loud, obsolescence, pride, drunk</p>	<p>Warmly open, helpful, interested, western-oriented, contrasts (heritage infrastructures)</p>	<p>They don't speak of themselves as Europeans. Openness towards Germans. German skills.</p>	<p>Language, adaptation, sanctions work only to an extent. Networking. Enormous potential, prejudices are not always confirmed.</p>	<p>More culture, more free time.</p>
2	<ol style="list-style-type: none"> 1. Journalist Bernd Hones. 2. Mr Berghorn (DAAD representative). 3. Embassy representative. 	<ol style="list-style-type: none"> 1. Conference about airport in St. Petersburg (real case, awareness of real problems). 2. Kirov factory (real case of Russian industry, clear picture of industrial countries). 3. Skolkovo (superlative educative institution, money is not all). 	<p>International city (where English is spoken), potential (if Russian is spoken), contrasts.</p>	<p>Language barriers.</p>			<p>More time.</p>
3	<ol style="list-style-type: none"> 1. Professor Fedorovic. 2. Professor Nikitina. 3. Wolfgang Dik from the embassy. 	<ol style="list-style-type: none"> 1. Gazprom Export (Russian perspective). 2. Lomonosov (most important university in Russia). 3. Kirov factory (contrast Germany-Russia). 	<p>Impossible to get close to, far away, heroic and patriotic country.</p>	<p>It is possible to get close to Russia, it is not that far away, but it is still a heroic and patriotic country.</p>	<p>Many guests, snow, Soviet symbols everywhere.</p>	<p>Short nights, complete programme, great people, open-minded and curious, cleanliness in comparison with other BRIC countries</p>	<p>Fewer conferences, but longer discussions, not extensive meals, time management/ punctual start time.</p>
4	<ol style="list-style-type: none"> 1. Mr Knaul 2. Mr. Miller 3. Dr. Berghorn 	<ol style="list-style-type: none"> 1. Kirov factory (because of the introduction to the Russian production). 2. Universities in Moscow (introduction to the Russian education system). 3. Sightseeing (Russian history + culture + legal system). 			<p>Unfriendliness, non-compliance, architecture, open communication.</p>	<p>Unity of the Russians, ability to cope with suffering, existence of several layers, potential. Cultural diversity, contradictions.</p>	<p>Conversations over meals, relieve the programme.</p>

5	<ol style="list-style-type: none"> Students in the restaurant. Dr Berghorn (DAAD representative) Foreign chamber of commerce. 	<ol style="list-style-type: none"> Kirov factory. Moving around by underground system (alone). The centre Moscow. 	Complicated, big eastern empire, distanced, people are cold and not present	Contradictory opinions, collaboration vs. distance, open and interested.	Bad education system after the Perestroika, hedgehogs and coconuts, tax paradise, sympathetic about Germans.	Russia is economically interesting, Moscow is not a touristic destination, St. Petersburg in summer.	More time, smaller groups, more contact with real Russia.
6	<ol style="list-style-type: none"> Journalist Bernd Hones, because of information in the media, and better understanding of mentality of Russians. Wolfgang Dik, because of unique overview of the historical past. Representatives from Gazprom, because of sincere description of expat life, and cultural knowledge. 	<ol style="list-style-type: none"> Kremlin/Red Square, as historical background of Russia and emotional perception of Russia. Arrival in Moscow. Arrival in St. Petersburg (contrast between both cities, colourful against gray. They show the internal contrast in Russia). 	Vodka drinkers, against Jews, very religious/old architecture.	Vodka drinkers confirmed, not against Jews, very modern buildings/ skyscrapers.	Bad education system after the Perestroika, hedgehogs and coconuts, tax paradise, sympathetic about Germans.	Russia is economically interesting, Moscow is not a touristic destination, St. Petersburg in summer.	More politics and history, more contact with students, interaction with guests, better tour leader, more time, structured plan.
7	<ol style="list-style-type: none"> Wolfgang Dik (interesting, open-minded person). Gazprom export (knowledge of the other side). Russian students (intercultural exchange). 	<ol style="list-style-type: none"> Kirov factory (process optimization). Clubs/night life (intercultural exchange). Skolkovo business school. 	Image determined by media, sanctions damage Russia and Germany. Many differences	Own judgement, sanctions don't damage as it was thought, many similarities.	So many German-speaking people, German-Russian friendships.	Differences not so big, St. Petersburg is worth traveling to, more European than thought, big economic chances.	Clear programme, plan time for discussions, more time for local exchange/life.
8	<ol style="list-style-type: none"> Students at dinner. Journalist Bernd Hones. CEO from Kirov factory. 	<ol style="list-style-type: none"> Kirov factory (introduction to Russian production & differences from Germany). Red Square/Kremlin (history). Contrast between Moscow and St. Petersburg. 	Bad picture of Russians in Germany, bad picture of Putin in the media.	Friendly people, strong emphasis of Russians in Russian media, honour to USSR, St. Petersburg and Moscow are beautiful cities.	Sanctions are not effective.	Big market with potential, Russian is essential (alphabet), Russia is worth traveling to.	More free time for cultural discoveries, alternatives to speeches & visits, forum for exchanges with guests, more contact with locals and companies.

groups mentioned the visits to universities in Moscow and four other groups talked about sightseeing, especially around the Kremlin and the Red Square in the Russian capital.

Finally, it is also relevant to look at the wishes of the students for future International Study Tours. Six out of the eight groups would like to have more free time, which shows that the programme was very intensive. Both the fifth and the seventh groups wished that extra time could be spent on “the real Russia” and “local exchanges”, respectively.

Return-phase findings

Considering the eight students who filled our surveys after coming back from Russia (five had been interviewed before and three only after the programme), five picked the definitions of IST that were mentioned above, while out of the other three, two students selected Gmelch (1997) and one chose Sohal and Ritter (1995).

As for the open questions in each interview, this study followed the procedures of inductive category development by Mayring (2000). The necessary categories, understood as aspects of interpretation, were developed. The main categories created on the basis of transcript records of the interviews conducted were derived from the main opinions expressed by the interviewees and took into account the resolution of the research question. For this paper, two main categories were taken into consideration: the willingness to work abroad and the most interesting point in the programme. Firstly, we will focus on the five students who were asked before the start of the trip:

Student 1: Working abroad (8), working in Russia (2).

Student 2: Working abroad (10), working in Russia (3).

Student 3: Working abroad (10), working in Russia (5).

Student 4: Working abroad (8), working in Russia (4).

Student 5: Working abroad (10), working in Russia (0).

These are the results concerning the willingness shown by the students to work abroad after returning from Russia. As for the second category, namely the most interesting point in the programme, the results are as follows:

Student 1: This student found the visit to the Kirov tractor factory the most interesting.

Student 2: This student considered meeting the people involved, especially in Kirov tractor factory, as the most interesting moment on the trip.

Student 3: This student found the dinner meetings with managers and guests the most remarkable activity, because they offered him a chance to interact.

Student 4: This student thought that meeting local students at a restaurant was the most interesting activity, although this was “partly fulfilled in the programme”.

Student 5: This student was mostly interested in the law firms visited and the contact with companies in general.

Regarding the other three students who were only interviewed after the return from Russia, there were also two categories (willingness to work abroad and their favourite activities during the programme) developed out of their statements. As for their willingness to go and work abroad, the first student indicated 10 on a global scale and 7 for Russia. The second student gave 2 on a global scale and 0 for Russia for family reasons. And finally the third one expressed a high willingness (10) for global assignments as well as for a job in Russia (10). When it comes to the category of the favourite visit, all three students mentioned the visit to the Kirov tractor factory as the best one. Quoting one of them, this visit was the “most Russian experience of all”. Another one said it was “different from what you normally see”.

6. Discussion

As mentioned before, this study has focused on two different International Study Tours – each with a different number of participants, contrasting number of interviewees and different methodologies due to the improvements suggested by the supervisors. Nevertheless, the research question is valid for both and the goal is to compare and look for common findings.

This study proposed the following research question: ‘How can an International Study Tour influence the motivation

of its participants to work abroad?’ In order to answer this question, it will be necessary not only to analyse the results of the study but also define the concept of motivation. For this, the researchers have taken into account the Hierarchical Model of Intrinsic and Extrinsic Motivation (Vallerand, 1997).

Vallerand talked of three kinds of motivation: intrinsic, extrinsic and amotivation. Intrinsic motivation is the one that someone has when participating in an action for pleasure or interest. Extrinsic motivation is given when someone takes an action as a tool to get something positive (Kowal and Fortier, 2000). Both extrinsic motivation and amotivation are interesting for this research, as Vallerand divides extrinsic motivation into self-determined and non-self-determined motivation. Self-determined motivation is characterized by choice, whereas non-self-determined motivations are not typified by choice. Thus, the possibility of a positive increase in motivation to work abroad after participation in an IST would be related to self-determined motivation, because the students choose it themselves, while non-self-determined motivation would be typical of expats who travel abroad to work because they have been sent by their companies.

Considering the analysis of the research results, it is appealing to see certain outcomes. Firstly, when evaluating the pre-tour findings based on the questionnaire, it is easy to see that the GGS students have the tendency to rate the company visits as one of the top reasons for participating in an IST. Nevertheless, when being individually interviewed after the Turkish tour, few students pointed to the company visits as an essential part of their expectations. Still, when asked about the best experience in the IST, five out of eight doubtlessly spoke about the visit to the CEO of a petrol station at his home. Secondly, when comparing the students’ opinions during the on-tour wrap-up session and those in the interviews after the IST, it is astonishing to see that none of the three focus groups mentioned the visit to the CEO, whereas the post-tour interviews let the researchers know that five of eight students regarded that home visit as the top activity in the IST, with four of these five being increasingly interested in working abroad. The reason for this difference between the declarations during and after the tour might lie in

Williams and Best’s statement (2014) that when interviews are conducted months later, it allows for reflection on the Study Tour. This might enable them to see an evolution of impression as to advantages and disadvantages (Tucker and Weaver, 2013). Given these results, there is a perceptible link between the visit to the CEO and the motivation to go abroad. If the independent variable of participating in an International Study Tour or even visiting a CEO at their home has an influence on the dependent variable, that is the increase in the motivation to work abroad, then it is legitimate to say that there is not only a correlation, but a casual relationship (Messer and Wolter, 2005).

When it comes to the Russian results, it is appealing to see certain outcomes. When previously and individually asked about their willingness to go abroad, it is interesting to notice that their intention to go to Russia is almost always lower than their general motivation to go to any global destination. Still, when asked after their return, it is compelling to see that, even if their motivation to go to Russia to work is still lower than their general willingness to go to work abroad, their eagerness to accept a global assignment increases considerably. This should be related to the responses about the best experience in the IST. When asked about this, those five students clearly point either to the visit to the Kirov tractor factory in St. Petersburg (an obsolete factory in the city centre) or to meetings with locals during dinner time.

Secondly, when comparing the students’ opinions during the on-tour wrap-up session and those in the interviews after the IST (including the three students who were not surveyed before the start of the programme), it is astonishing to see that the general preference for Kirov in the interviews is also seen in the wrap-up session, when this factory was mentioned by seven out of eight groups. Given these results, there is a perceptible link between the visit to the Kirov tractor factory in St. Petersburg and the increase in motivation to go abroad.

When comparing the results between the IST to Turkey (2014) and the IST to Russia (2015), it is interesting to see that there is a clear preference for activity in both programmes. For Turkey, most of the participants asked selected the meeting with the

gas entrepreneur at his home, whereas for Russia, most of the interviewed students expressed opinions during the wrap-up session that they were especially interested in the visit to the Kirov's tractor factory in St. Petersburg, which they described as obsolete, typically Russian and different. In their evaluation, they even stressed that they had not got enough "local" and Russian visits. There seems to be a relationship between both programmes. Apparently, students are more interested when the programme includes activities which are connected with the local ambience. And we can establish that such activities reinforce the willingness to work abroad.

Some important limitations must be mentioned in this work. Firstly, the study is based on students' own perceptions. Furthermore, the Turkish study was conducted with a very small sample size, given the small cohort of only 10 students and one alumnus (Tucker and Weaver, 2013). Considering the IST to Russia, it must be said that the wrap-up session during the on-tour stage was celebrated one day before leaving Russia, so the visit to the Russian Standard vodka factory was not considered for this evaluation. However, it is also interesting to see that none of the eight students interviewed after the trip mentioned such a visit in the survey. Nevertheless, it must also be considered that eight students out of a total of 40 participants could be estimated as a low proportion (Tucker and Weaver, 2013). But even though only a small group could be investigated (Cooper, 2009), the results can suggest that the IST and certain activities in its programme can lead to an improved motivation to work abroad.

In addition, there are other limitations to this research concerning the bias. Besides being an observer, the researcher also had other roles during the study: a classmate of some of the participants and an organizer of the IST. This means that the distance, integrity, respect, privacy and other ethical elements (Saunders et al., 2012) that would need to be taken into consideration by the researcher would have to be especially granted.

7. Conclusion

If International Study Tours improve the motivation to work abroad, then universities should respond by promoting these

tours more often, in addition to academics who could also foster this motivation in class (Cooper, 2009). We can conclude that students meeting local CEOs or visiting local, genuine factories and companies acquire more self-determined motivation to accept a work assignment abroad than if they had not engaged in these activities or if they had not taken part in an IST at all (Messer and Wolter, 2005). In the wake of this conclusion, the recommendation is that universities support IST programmes (Cooper, 2009), because passive methods of learning, such as memorization of facts and viewing films, may only prove effective among highly (previously) motivated employees (Lewis, 2005). This leads the researchers to meditate and recommend that further research must include questioning what is the previous motivation of students to work abroad, and then compare the data with post-tour interview results. In fact, students may have a special personality, be open to new experiences (Williams and Best, 2014), already have an existing motivation (Messer and Wolter, 2005) or simply a previous willingness to engage with the unfamiliar, but in any case IST programmes could indeed reinforce this impulse (Wood and St. Peters, 2014). Further research could also concentrate on whether the initial interest in companies means greater interest to work abroad or just a simple interest in know-how of operations in other countries (Cooper, 2009).

The results of this study also invite for further research in another direction: productivity. Indeed, there are several studies that show a relationship between motivation and performance (Wood and St. Peters, 2014), and others demonstrate that a motivated person can achieve much better performance (Correo de Andalucía, 2015). Previous international experience assumes that experience will enhance adjustment and performance (Wood and St. Peters, 2014).

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