

MASTER THESIS

**In Quest of Tourist Guides' Work Improvements.
Comparative Study between Tourist Guides in Catalonia (Spain) and
Norway.**

By

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Summary

Background and purpose - Despite the multiple and diverse roles that a tourist guide plays and the benefits this can bring to the tourism industry of a destination, the tourist guide profession is an under-addressed topic within the literature. For this thesis, two different contexts of guiding have been compared. On one hand, Catalonia (Spain) where tourist guides are regulated by law, and where the Catalan government is the institution responsible for the official guiding licenses. On the other hand, tourist guides in Norway do not require a license to guide and the guiding profession is not regulated.

In this line, the researcher aimed to identify the degree of influence of the guiding context (including elements of the work environment) on the levels of job satisfaction, job stress and career plans.

Design and methods - Exploratory-descriptive design and quantitative study. The data was collected through a questionnaire-survey sent to 860 tourist guides in Catalonia and 300 guides in Norway.

Results – The guiding country (non-licensed guides in Norway vs. licensed guides in Catalonia) does not explain the variance in the levels of job satisfaction, job stress and career plans. However, elements within the work environment have been found to predict job satisfaction, job stress and career plans.

Key words - tourist guide, job satisfaction, job stress, career plans, work environment, guiding context, licenses, certificates

Foreword

The selection of the topic for my thesis initially emerges from my first hand experience in the field of tour guiding. Further on, mixed feelings of interest and curiosity for the current situation of tourist guides contributed to the development of this thesis.

In the first place, I would like to express my most sincerely gratitude to my supervisor, professor Reidar J. Mykletun, for his inspiring attitude, enthusiasm and invaluable help towards this thesis.

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Table of Contents

Summary	iii
Foreword	iv
List of Figures	10
List of Tables	12
Outline of the paper.....	15
Aim of the Study.....	15
Research Question.....	15
Importance of the Study and Contributions.....	16
Literature Review	17
Theoretical Model.....	17
Predictors.....	17
Outcomes.....	18
Tourism in Catalonia vs. Tourism in Norway.....	19
Tourist Guides: Overview and Characteristics.....	21
Guiding context in Catalonia.....	22
Guiding context in Norway.....	24
Tourist motivations and advantages/disadvantages in a guided tour.....	24
Guiding training.....	25
Guiding licenses and certificates.....	26
The roles of the tourist guide.....	26
Tourist guide competencies.....	29
<i>Intercultural competence</i>	29
<i>Communication competence</i>	30
Customer (tourist group) satisfaction.....	31

Authenticity of the tourist attractions.....	32
Technology and guiding.....	33
Methodology	34
Research Design.....	34
Sample.....	34
Data Collection.....	35
Measurements.....	37
Ethics.....	39
Data Analysis.....	40
Reliability and Validity.....	41
Results	45
Achieved Sample.....	45
Gender, age, nationality and educational level.....	45
Description of the Independent Variables: Work Environment.....	46
Years of guiding experience.....	46
Languages used by tourist guides when guiding.....	46
Guiding training.....	47
Guiding licenses and certificates.....	47
Type of employment.....	48
Working hours and guide services.....	48
Additional jobs.....	50
Professional guiding associations/federations.....	50
Roles of the tourist guide.....	50
Type of tourists.....	52
Demands for authenticity.....	54

Selling/marketing the guide services.....	54
Main employer(s).....	56
Specialized tours.....	56
New technologies and social media.....	62
Feedback.....	64
Continuous education.....	65
Specializations within the guiding profession.....	68
Work optimism.....	68
Job demands.....	68
Quantitative demands.....	69
Decision demands.....	69
Learning demands.....	70
Role expectations.....	71
Role clarity.....	71
Role conflict.....	71
Perceptions of self-efficacy.....	72
Social interactions.....	73
Support from co-workers (other guides).....	73
Support from superior.....	73
Work engagement.....	74
Behaviour of the tourist groups.....	75
Perceptions of how work will develop in relation to the age.....	75
Description of the Dependent Variables.....	76
Job satisfaction.....	76
Job stress.....	78

- Career plans.....80
- Results from the Multiple Regressions.....81
 - Multiple regression to predict job satisfaction.....82
 - Multiple regression to predict job stress.....83
 - Multiple regression to predict career plans.....84
 - Multiple regression 1.....84
 - Multiple regression 2 (including job satisfaction).....86
- Discussion**.....88
 - Introduction.....88
 - Discussion of the main findings.....88
 - Job satisfaction*.....88
 - Job stress*.....89
 - Career plans*.....90
 - Discussion of other relevant findings.....91
 - Age, gender and education*.....91
 - Languages*.....91
 - Working hours, additional jobs and type of employment*.....92
 - Roles of the tourist guide*.....93
 - Professional guide associations/federations*.....93
 - Work optimism*.....94
 - Specialised tours*.....94
 - Feedback*.....94
 - Continuous education*.....95
 - Limitations of the Research.....95
- Conclusion**.....97

Research Contribution and Future Work.....98

References.....99

Appendices (additional compendium).....108

Appendix A – Introduction and Questionnaire Survey (English Version)..... 109

Appendix B – Introduction and Questionnaire Survey (Catalan Version)..... 123

Appendix C – Introduction and Questionnaire Survey (Norwegian Version)..... 138

Appendix D – Reliability of the Scales..... 151

Appendix E – Additional Tables..... 177

List of Figures

Figure 1: Percentages of international tourists who visited Catalonia in 2010.....	20
Figure 2: Top nationalities (non-Norwegian) with the highest number of guest nights in Norway in 2010.....	21
Figure 3: Percentages top languages Catalonia.....	46
Figure 4: Percentages top languages Norway.....	46
Figure 5: Type of guiding training for the Norwegian sample.....	47
Figure 6: Type of employment.....	48
Figure 7: Mean of the working hours per week.....	49
Figure 8: Mean of the number of guide services per month.....	49
Figure 9: Median for the roles of the tourist guide.....	51
Figure 10: Median values for the profile of the tourist groups.....	53
Figure 11: Percentages for the mean(s) used by tourist guides to sell their guide services...	55
Figure 12: Percentages main employer(s) Norway.....	56
Figure 13: Percentages main employer(s) Catalonia.....	56
Figure 14: Median for the profile of tourists in specialised tours.....	58
Figure 15: Percentages top languages in specialised tours Catalonia.....	61
Figure 16: Percentages top languages in specialised tours Norway.....	61
Figure 17: Use of social media as a support for the guiding work.....	62
Figure 18: Median for the use of tools when guiding.....	63
Figure 19: Distribution of the samples for the feedback from the tourist group.....	64
Figure 20: Distribution of the samples for the feedback from other guides.....	65
Figure 21: Percentages for the attendance in continuous education.....	66
Figure 22: Relation of means used by guides in order to keep their job updated (median values).....	67

Figure 23: Percentages for the sample distribution in the work optimism variable..... 68

Figure 24: Sample distribution in the quantitative demands scale..... 69

Figure 25: Sample distribution in the decision demands scale..... 70

Figure 26: Sample distribution in the learning demands scale..... 70

Figure 27: Sample distribution in the role clarity scale..... 71

Figure 28: Sample distribution in the role conflict scale..... 72

Figure 29: Sample distribution in the self-efficacy scale..... 72

Figure 30: Sample distribution in the support from co-workers (other guides)
scale..... 73

Figure 31: Sample distribution in the support from superior scale..... 74

Figure 32: Sample distribution in the work engagement scale..... 74

Figure 33: Sample distribution in the group behaviour scale..... 75

Figure 34: Sample distribution in the work and age scale..... 76

Figure 35: Percentages for the sample distribution in the job satisfaction
variable..... 76

Figure 36: Percentages for the sample distribution in the job stress variable..... 78

Figure 37: Percentages for the sample distribution in the intention to work as a tourist
guide in the future (career plans variable)..... 80

List of Tables

Table 1: Published literature on the roles of the tourist guide.....	28
Table 2: Table of measurements.....	38
Table 3: Ethics in research.....	39
Table 4: Cronbach alpha coefficients for the scales.....	44
Table 5: Percentages of the sample distribution for the roles of the tourist guide with significant differences.....	52
Table 6: Percentages of the sample distribution for the kind of tourists with significant differences.....	54
Table 7: Percentages of the sample distribution for the type of specialised tours with significant differences.....	57
Table 8: Percentages of the sample distribution for the kind of tourists in specialised tours with significant differences.....	59
Table 9: Significant correlations to job satisfaction.....	77
Table 10: Significant correlations to job stress.....	79
Table 11: Significant correlations to career plans.....	81
Table 12: Number of e-mails sent and number of e-mail failures Catalonia.....	96

“...because how to make guests feel welcome and well-attended is an *art* [emphasis added]”

(Huang, 2011, p. 149).

In Quest of Tourist Guides' Work Improvements.

Comparative Study between Tourist Guides in Catalonia (Spain) and Norway.

Tourism is one of the largest industries in the world, it employs more than 250 million people in the whole world and it expects to create more than 20 million new positions in the next decade (World Travel & Tourism Council, n.d.). The future of the tourism industry is subject to “the service quality and professionalism of the personnel in the industry” (Mak, Wong & Chang, 2011, p. 1444.). The present study analyses one of the stakeholder groups involved in the tourism industry, and as mentioned, partly responsible for the future of it: the tourist guide.

A tourist guide has been defined as “a performer and an interpreter, at the centre of the [tourist] experience” (Overend, 2012, p. 53). Calvo (2010) argues about the power of the tourist guide over the image of a country or a destination. Unfortunately, there is a lack of established rules the guiding profession can be based on and that affects the tourist perceptions of a destination (Ap & Wong, 2001). In addition, the authenticity of the information tourist guides provide can also play an important role in the way tourists perceive the destination (Overend, 2012).

Chowdhary and Prakash (2008) state that “the main interaction involved in tour guiding is between the visitor and the guide” (p. 164), thus the importance of the tourist guide in a guided tour cannot be denied. Unfortunately, research shows discontent among tourist guides regarding low salaries and a low professional status (Pereira, Hoffman, Horvati & Mykletun, 2012).

Undertaken research concerning tourist guides has mainly focused on roles (e.g., Cohen, 1985; Pereira & Mykletun, 2012; Randall & Rollins, 2009; Weiler & Davis, 1993) and training (e.g., Black & King, 2002; Chowdhary & Prakash, 2008; Christie & Mason, 2003). Guiding conditions in Asian countries have also received special interest (Ap & Wong, 2001;

Mak et al., 2011; Wong & McKercher, in-press; Zhang & Chow, 2004).

Outline of the Paper

A brief description of the outline of the paper is provided here. The first part of the paper gives information regarding the context of the study, purpose, research question and contributions of the research. The second part of the paper includes a review of the literature available with regards to the tourist guide. The third part includes descriptions of the methodology used in the research. The fourth part of the paper provides detailed information of the results of the study. The fifth part covers the discussion of the findings and describes the limitation of the research. The last part of the paper includes the conclusions of the study, contributions and an overview of the future research needed within the guiding field.

Aim of the Study

The purpose of the study is to collect information concerning the guiding profession in two different contexts (Catalonia and Norway) in order to identify the influence of the context (including the work environment) on the levels of job satisfaction, job stress and career plans. The objectives are: 1. Identify differences and similarities between the work environment in Catalonia and Norway; 2. Identify levels of job satisfaction, job stress and career plans and compare; and 3. Identify the relationship between the predictors (guiding country and work environment) and the outcomes (job satisfaction, job stress and career plans).

Research Question

The context of guiding in Catalonia and Norway are different. On one hand, there is Norway where a license system does not exist and tourists guides are trained locally (Pereira et al., 2012). Other countries with no license systems are United States or New Zealand (Chowdhary & Prakash, 2008). On the other hand, Catalonia where tourist guides are licensed and regulated by the Catalan government (Pereira et al., 2012). France and Great Britain also regulate tourist guides through similar license schemes (Chowdhary & Prakash, 2008).

Detailed information regarding the guiding context in Catalonia and Norway is provided in further sections.

In addition, the work environment is expected to have an influence on job satisfaction, job stress and career plans of the guides, and therefore, the following research question is presented:

To what extent does the guiding context (including work environment) relate to levels of job satisfaction, job stress and career plans?

To the best of my knowledge, there has not been research on levels of job satisfaction, job stress and career plans within the tourist guide profession.

Importance of the Study and Contributions.

Ap and Wong (2001) indicate the lack of research on the present situation of the guiding profession. Therefore, undertaking the study is important as it will contribute to the guiding literature and the tourist guide profession.

The researcher believes that findings are going to bring useful information and deep knowledge of the guiding profession in Catalonia and Norway. The knowledge of the current situation of the tourist guides in the two settings can help managers from the tourism industry improve the work conditions of this collective.

In addition, the study is the first one in the published literature to collect information with regards to the tourist guide profession in Norway and Catalonia, and compare the results. A similar study was conducted by Pereira et al. (2012) but it focuses on the content and future improvements of the guiding training programs among European countries.

Even though the author acknowledge that the study cannot be representative in a global context because it is limited to Catalonia and Norway, it is believed that results have practical implications for managers and tourist guides from Catalonia and Norway, and can enlighten other professionals worldwide to learn from them.

Literature Review

The rather scarce English literature (short list of published material) regarding the tourist guide profession manifests a clear lack of interest in this field. Despite the little research, the following sections aim to provide a clear and solid theoretical background surrounding the tourist guide career.

The first part of the literature review explains the theoretical model presented in this paper. The second part exposes the literature available in the field of guiding and other material relevant for this research.

Theoretical Model

The theoretical model presented in this paper relates in first place the *guiding country*, referring to the context of official licensed guides in Catalonia and unlicensed guides in Norway (further information is provided later on), and secondly, the *work environment* referring to the job context (e.g., type of tourists, amount of working hours, type of employment, feedback from other guides or the tourist group or continuous education), to *job satisfaction*, *job stress* and *career plans*.

Some of the concepts are complex, and therefore, some definitions are provided below.

Predictors.

Job demands are defined by Demerouti, Bakker, Nachreiner and Schaufeli (2001) as the “physical, social, or organizational aspects of the job that require sustained physical or mental effort and are therefore associated with certain physiological and psychological costs (e.g., exhaustion)” (p. 501). Factors such as social support (e.g., from co-workers) can help employees cope with the volume of job demands (Demerouti et al., 2001). Furthermore, findings of the Demerouti et al. (2001) study demonstrate that when employees have to face a work environment with high volumes of job demands and low levels of job resources (such as low social support or low involvement in decisions), low levels of work engagement become

present.

With regards to the role conflict and role clarity, role conflict occurs when the role requirements are incompatible (Rizzo, House & Lirtzman, 1970). Rogers, Clow and Kash (1994) argue that the conflict can also appear when the demands from the customer and the demands received from the management positions differ or are inconsistent. On the other hand, role ambiguity (often referred to as role clarity) results from the degree of “clarity of behavioral requirements” (Rizzo et al, 1970, p. 155-156). Clearly defined job roles can reduce tension in the relationship workers-management positions, workers-customers and between employees themselves (Rogers et al., 1994).

Work engagement is defined as:

A positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption...Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is characterized by being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work. (Schaufeli & Bakker, 2003, p. 4-5)

Employees with high levels of work engagement are confident in being able to cope with the job demands and have a positive attitude towards their work (Schaufeli & Bakker, 2003).

Outcomes.

Job satisfaction and job stress have been extensively addressed in the English literature. A search in Google scholar (www.scholar.google.co.uk) for “job satisfaction” yields more than one and a half million results, and more than two million results related to “job stress”. However, there is a lack of studies related to the guiding profession.

Job satisfaction is “how people feel about their jobs and different aspects of their jobs” (Spector, 1997, p. 2). One is satisfied when one likes her/his job (Spector, 1997). On the other hand, one is dissatisfied when one dislikes her/his job (Spector, 1997).

Satisfied employees can bring positive outcomes at both an individual and organizational level (Bernstein, 2011). Rogers et al. (1994) argue that high levels of job satisfaction among front-line employees lead to high levels of customer satisfaction, repeated business and “positive word-of-mouth communications to potential customers” (p. 23). On the other hand, turnover is linked with dissatisfied employees (Griffeth, Hom & Gaertner, 2000, cited in Bernstein, 2011). In the same line, Jex (2002) states that “the desire to find a more satisfying work is often a driving force behind job changes” (p. 129).

Job stress can be defined as the “state of mental or emotional strain or tension resulting from adverse or demanding circumstances [at work]” (Stress, n.d., para .2). Therefore, a person experiences job stress “when a situation [at work] is perceived as presenting an extra demand on the individual’s capabilities and resources” (Nawe, 1995, p. 30).

Career is defined in the literature as “the series of work-related positions a person occupies throughout his or her life” (Mathis & Jackson, 2002, p. 116). Therefore, career plans is defined here as the intentions for one's career, and more specifically, the intention of the tourist guides to keep working as guides in the upcoming years.

Tourism in Catalonia vs. Tourism in Norway

A total of 52,7 million tourists visited Spain during 2010 (Instituto de Estudios Turísticos, 2010). Within the whole country, Catalonia was the region with the highest number of international tourists with 13,2 million tourists (25 % of the total) (Instituto de Estudios Turísticos, 2010). Following Catalonia were Balearic Islands with 17,4%, Canary Islands with 16,3% and Andalusia with 14,1% (Instituto de Estudios Turísticos, 2010). The main countries of origin of the tourists visiting Catalonia were France, United Kingdom, Italy, and

Germany (see Figure 1; Instituto de Estudios Turísticos, 2010). Barcelona and the “Costa Brava” were the most popular destinations within Catalonia (Idescat, n.d., cited in Direcció General de Turisme, 2010), and June, July and August were the months with the highest number of tourists (Instituto de Estudios Turísticos, 2010).

It is also important to mention that more than 5,8 million tourists from the rest of Spain visited Catalonia in 2009, with Barcelona as their main destination (Idescat & Direcció General de Turisme, n.d., cited in Institut d'Estadística de Catalunya, 2010).

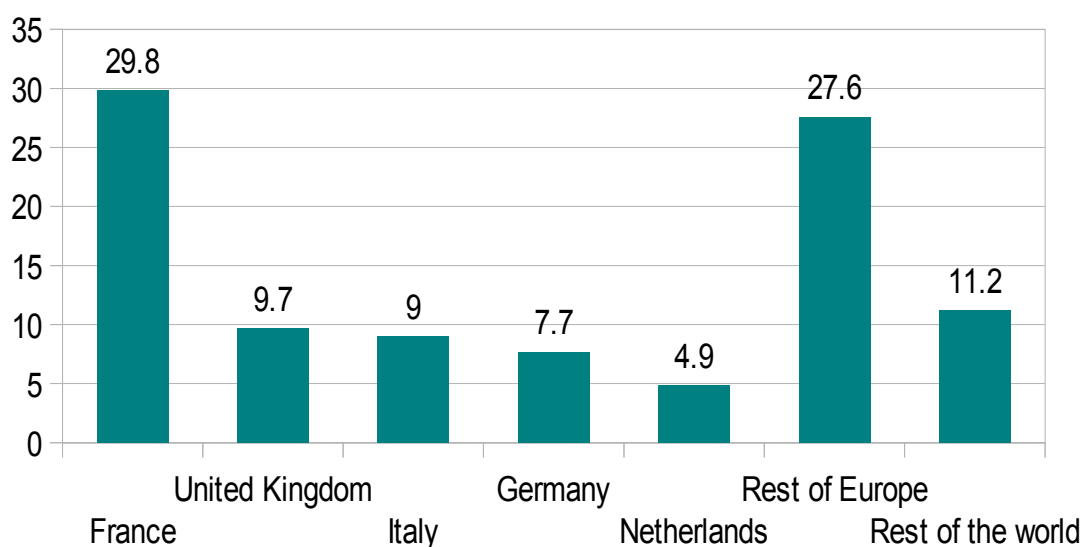


Figure 1. Percentages of international tourists who visited Catalonia in 2010 (*Adapted from* Instituto de Estudios Turísticos, 2010).

On the other hand, Norway received above 6,5 million tourists in 2010 (Farstad, Rideng & Mata, 2010). The top countries of outbound tourists visiting Norway were Germany, Sweden, Denmark and Netherlands (see Figure 2), with the biggest affluence of visitors between June and August (Statistics Norway, 2011a). The most visited counties in Norway were Oslo, followed by Oppland and Hordaland (Statistics Norway 2011a).

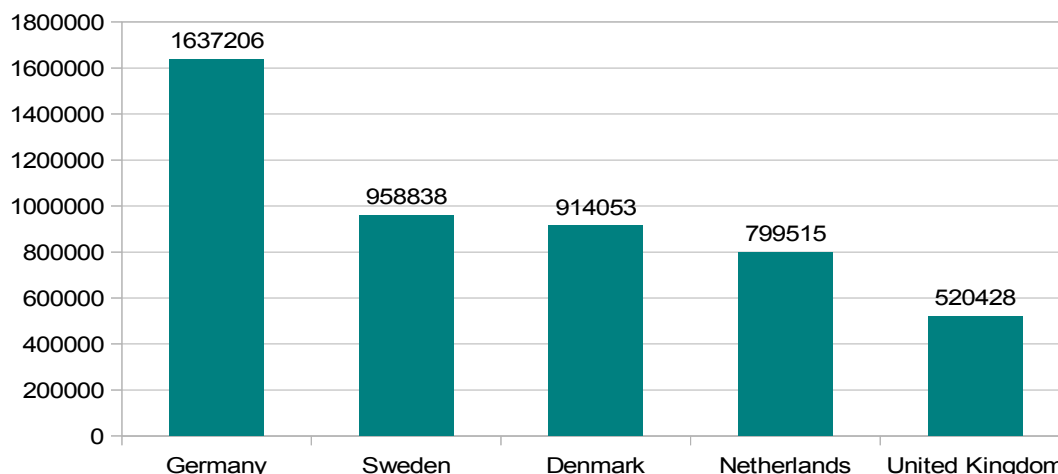


Figure 2. Top nationalities (non-Norwegian) with the highest number of guest nights in Norway in 2010 (Adapted from Statistics Norway, 2011b)

Tourist Guides: Overview and Characteristics

A tourist guide or a tour guide is a “person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area, which person normally possesses an area-specific qualification usually issued and/or recognised by the appropriate authority” (European Federation of Tourist Guides Associations, 2009, para. 1).

Tourist guides have the capability to influence the image portrayed of a destination, provide information to the tourist group and mold tourist attitudes (Calvo, 2010). At the same time, guides are also able to create experiences (Ap & Wong, 2001, abstract).

Tourist guides have to face a great variety of people in their jobs (Calvo, 2010). Therefore, guides are expected to be able to fulfill and accommodate the needs of tourists that might vary in age, cultural background, or education, for which an adequate training is crucial (Calvo, 2010). At the same time, Robinson (1999) states that “cultural diversity of tourists can lead to friction between tourist and tourist” (p. 18) and tourist guides in this sense have to be able to cope with these internal conflicts.

In some cases, such as the case of tourists guide in Indonesia, guides are in charge of the

bond between the tourist and the host community to avoid tourists to see a reality of the destination which is desired to be hidden (Dahles, 2002). This aspect of the guides leads to an authenticity issue concerning the tourist attractions. Authenticity is discussed in more detail later on.

Guiding context in Catalonia.

The tourist guide profession in Catalonia is currently regulated by the decree of 1998 (Generalitat de Catalunya, n.d.). Slight modifications were made in 2000 and 2002 (Generalitat de Catalunya, n.d.). However, the first regulation in Catalonia was made in 1989 (Asociación Profesional de Informadores Turísticos de Barcelona, n.d.).

Official tourist guides in Catalonia are those guides who obtained a license issued by the Government of Catalonia (Generalitat de Catalunya, 1998). The license is mandatory for those tourist guides who wish to work in monuments or historic sites of national interest, or at museums listed at the register of museums from Catalonia (Generalitat de Catalunya, 1998).

In order to obtain the license, tourist guides must pass an examination (Generalitat de Catalunya, 1998). The exam includes an oral and a written part regarding topics such as art or history from Catalonia, or current political issues going on in Catalonia (Generalitat de Catalunya, 1998). The written examination can be answered in Catalan or Spanish, however, it is mandatory to use both languages for the oral part (Generalitat de Catalunya, 1998). There is an oral and written language test for those individuals who wish to obtain the license in another language in addition to Catalan and Spanish (Generalitat de Catalunya, 1998).

It is important to remark that it is mandatory for those individuals who wish to take the examination to have knowledge in Catalan and Spanish (Generalitat de Catalunya, 1998). In relation to the educational level, one has to hold one of the certificates in Level 5 of the Educational Qualifications Framework (EQF) within the tourism field (“Formació professional d'Informació i comercialització turístiques” or “Guies i atenció al visitant”) (J.

Diez, personal communication, March 23, 2012). Individuals with a university degree in Tourism (Level 6 EQF) or a higher university degrees in other fields (Level 6 EQF), are also accepted in the examination (J. Diez, personal communication, March 23, 2012). J. Diez argues that individuals with higher education in fields such as history, art or geography can be of a great help for the tourist guide profession (Personal communication, March 23, 2012).

However, the official license can also be obtained when the individual holds a guiding license that has been issued by another public authority from another region in Spain or another country within the European Union (EU; Generalitat de Catalunya, 2002). In order to apply for the license, one has to choose between a test in Catalan or Spanish regarding knowledge about Catalonia or he/she can make ten guiding services through a travel agency (Generalitat de Catalunya, 2002). The travel agency has to write a report with detailed information regarding each of the services (Generalitat de Catalunya, 2002). Additionally, there is an oral test for the individual to demonstrate his/her language skills in Spanish and in Catalan (Generalitat de Catalunya, 2002).

The Direcció General de Turisme (DG Turisme) is in charge of the examinations since 1984 (A. Postigo, personal communication, May 14, 2012). Before this date, the Ministry of Information and Tourism in the Spanish government was the institution in charge of the examinations and the official licenses (A. Postigo, personal communication, May 14, 2012).

Additionally, before the regulation of 1998, guides with the academic diploma TET (Tècnic d'empreses turístiques) or TEAT (Tècnic d'empreses i activitats turístiques) could obtain the guiding license without having to pass any examination (J. Diez, personal communication, March 23, 2012). However, the examination is mandatory for all applicants since the regulation of 1998 (J. Diez, personal communication, March 23, 2012).

Guiding context in Norway.

The guiding situation in Norway is totally opposite with respect to the case in Catalonia. While in Catalonia there are regulations around the tourist guide profession, in Norway tourist guiding is not regulated by law. Nonetheless, the tourist guide profession in Norway is not unprotected and there exists a national guiding federation since 1984 (Norges Guideforbund, n.d.a). The Norges Guideforbund (NGF) or Norwegian Guide Federation aims to guarantee the quality of the guiding services (Norges Guideforbund, n.d.a), “to protect the interests of all Norwegian tour guides and enhance the status of the tour guiding profession” (Norges Guideforbund, n.d.b, para. 1). In addition, NGF acts as a representative at a national level for local guiding association around Norway (Norges Guideforbund, n.d.a) and it is involved in the training of the Norwegian tourist guides (Norges Guideforbund, n.d.b).

There are approximately 300 active members within the NGF (K. Steinsvik, personal communication, June 12, 2012). In order to apply for the membership, one has to pass an examination organized by the NGF, or show relevant experience within the guiding field (Norges Guideforbund, n.d.b). Guides have to apply through their local association, although individuals can directly apply for membership when there is no local guiding association available (Norges Guideforbund, n.d.b). Fees for the membership of a local guiding association are NOK 200 a year (K. Steinsvik, personal communication, June 12, 2012). For the membership of the NGF, fees are from NOK 400 to NOK 700 a year (K. Steinsvik, personal communication, June 12, 2012).

Tourist motivations and advantages/disadvantages in a guided tour.

Guided tours have been pointed out as to make choices for the tourist group (Overend, 2012). Therefore, tourists enrolled in this type of tourism enjoy fewer degrees of freedom (Overend, 2012). However, Jonasson and Scherle (2012) argue that tourists agree to exchange their freedom for the experience provided in a guided tour. And in addition, guided tours give

tourists access to those zones normally barred to them (MacCannell, 1976).

As pointed by Huang and Wang (2007), the language barriers of Chinese tourists make them rely on the figure of a tourist guide. Hence, one could argue that international tourists with little notions or no knowledge at all of the language of the host destination are more likely to take part on a guided tour. In the same line, Laws (2005, cited in Huang & Wang, 2007) indicates the will to gain “new and rewarding intercultural experiences” (p.129) and “to avoid interaction difficulties” (p.129) in the unknown destination as the main reasons for tourists enrolling in guided tours.

Guiding training.

The study from Pereira et al. (2012) among eight European regions from Belgium, Hungary, Italy, Malta, France, Norway and Spain, reflects the differences in type and content of the training programs. Chowdhary and Prakash (2008) argue that differences found between training programs might be due to uncertainty about the characteristics and competencies that a tourist guide should hold.

Black and Weiler (2005) indicate that “the level of training, the area of specialisation...and the reason for training” (p. 30) shape the kind of training. Additionally, Chowdhary and Prakash (2008) suggest to have in mind the needs from the different stakeholders involved in a guided tour when planning training courses. It is believed that stakeholders related to a guided tour include the tourist itself and the tour guide, and can go further and involve tour operators, local shops, restaurants, transport companies, authorities and accommodation suppliers, among others.

The study from Huang (2011) argues that Chinese tourist guides are unsatisfied with the theory received through training as in many cases it is perceived as not applicable or unuseful once guides face the real world. This problem indicates that the quality on the material and content of some training programmes still must be improved.

Another study regarding tourist guides indicates the importance given by Costa Rica in providing a high quality training for the tourist guides (Calvo, 2010). The training programme for tourist guides in Costa Rica covers a wide variety of subjects such as history, geography, art, ethics, first aid or guiding methods, among many other subjects (Calvo, 2010). Qualified staff are expected to be able to provide customer satisfaction and as a consequence, a positive word-of-mouth about Costa Rica (Calvo, 2010).

Guiding licenses and certificates.

Professional certification is defined as “generally voluntary and...a process in which individuals are tested and evaluated to determine if they have the skills and knowledge required by their profession” (Black & Weiler, 2005, p. 31). On the other hand, guiding licenses tend to be a requirement established by the government (Issaverdis, 1998, 2001, cited in Black & Weiler, 2005).

The study of tourist guides in Hong Kong and Macau indicates that licenses and certificates are seen as a guarantee of service quality standards among professionals in the field of tour guiding (Mak et al., 2011). Mak et al. (2011) compare the case of Hong Kong, where there exists a guiding certificate for the tourist guide profession, and Macau, where tourist guides work under guiding licenses regulated by the government. Results indicate that the license system under the Macau government is perceived as being more efficient in order to control the intrusion of unauthorized tourist guides (Mak et al., 2011). However, the authors acknowledge that results cannot be generalised as they are limited to the two regions being researched, Macau and Hong Kong (Mak et al., 2011). As it has been pointed out by Pereira et al. (2012), better regulation is still needed in the area of tourist guiding.

The roles of the tourist guide.

Black and Weiler (2005) study a set of tools that can help to fulfill the roles of the tourist guides: codes of conduct, professional guide associations, training, award of excellence and,

licenses and certificates. According to the authors (Black & Weiler, 2005), the roles that are expected from a tourist guide are subject to different circumstances such as the tour context or the kind of tourist group. Therefore, they can vary between guided tours and among tourist guides (Black & Weiler, 2005).

Cohen (1985) set the basis for further studies on the roles of the tourist guide. The author (Cohen, 1985) distinguishes four guiding roles: instrumental role, social role, interactional role and communicative role.

The instrumental role of the tourist guide relates to the tasks of giving direction, providing access and having the control of the group (Cohen, 1985). The tasks of the tourist guide in the social role are to manage tension, be “responsible for the social integration of his group” (Cohen, 1985, p. 12), keep the good mood and morale of the tourist group, and animate through the tour (Cohen, 1985). The interactional role of the tourist guide consists in organising, and being the link between the tourist group, the host population and the visited places (Cohen, 1985). Within the communicative role, the tourist guide selects the places of interest, provides information and interpretation (Cohen, 1985).

The study from Weiler and Davis (1993) introduces two new roles based on the responsibility that the tourist guide has towards the environment. On one hand, there is the motivator role, whose mastery leads to a change on the tourist attitude and behaviour during the tour (Weiler & Davis, 1993). On the other hand, the environmental interpreter role for which the tourist guide actions shape the future tourist responsibility towards the environment (Weiler & Davis, 1993).

The study from Pereira and Mykletun (2012) is the latest published literature concerning the roles of the tourist guides. The authors consider tourist guides as promoters of the local economies and philanthropists (Pereira & Mykletun, 2012), complementing the roles established by Cohen (1985), and more recently extended by Weiler and Davis (1993). Pereira

and Mykletun (2012) believe that the tourist guide is capable to create repeated business and help locals in terms such as the authenticity of their products.

In addition to the main roles mentioned above, there are other roles and sub-roles that have researched within the tourist guide literature. A summary of the roles of the tourist guide is presented in the table 1.

Table 1

Published literature on the roles of the tourist guide (Adapted from Zhang & Chow, 2004, p. 83)

<u>Tourist guide roles</u>	<u>Researcher</u>	<u>Year</u>
Actor	Holloway	1981
Buffer	Schmidt	1979
	Pearce	1982
Caretaker	Fine and Speer	1985
Catalyst	Holloway	1981
Culture Broker	Holloway	1981
	Katz	1985
Economy promoter	Pereira and Mykletun *	2012
Entertainer	Weiler and Davis*	1993
Information-giver	Holloway	1981
	Hughes	1991
Intermediary	Schmidt	1979
	Ryan and Dewar	1995
Interpreter/Translator	Almagor	1985
	Holloway	1981
	Katz	1985
	Ryan and Dewar	1995
	Weiler and Davis*	1993
Leader	Cohen	1985
	Geva and Goldman	1991
Mediator	Schmidt	1979
	Holloway	1981
	Cohen	1985
	Katz	1985
Motivator	Weiler and Davis*	1993
Organizer	Hughes	1991
	Pearce	1982
	Weiler and Davis*	1993
Philanthropist	Pereira and Mykletun*	2012
Salesperson	Fine and Speer	1985
	Gronroos	1978
Shaman	Schmidt	1979
Teacher	Holloway	1981
	Pearce	1982
	Fine and Speer	1985
	Mancini	2001
	Weiler and Davis*	1993

* Added by the author.

The list of roles linked with the figure of the tourist guide is long and rather diverse. As previously mentioned, each role is set by the guiding characteristics and context (Black & Weiler, 2005). However, is the tourist guide able to adapt to each situation and display the adequate role(s) at all times?. Could elements such as specialisations within the guiding profession or specific training courses help tourist guides to excel in their roles?. These questions will need to be addressed in further research.

Tourist guide competencies.

The term competence has been defined as “the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development” (European Commission, 2008, p. 11).

Intercultural competence.

The guiding competence most broadly researched has been the intercultural competence (Huang & Wang, 2007; Huang, 2011; Yu, Weiler & Ham, 2001).

Tourist guides act as mediators between the host population and the tourist group (Jensen, 2010), in other words, they mediate between cultures (Jonasson & Scherle, 2012). In order to fulfil the role of cultural mediator, tourist guides need to know the culture of the tourist and the culture of the place or destination being visited (Yu et al., 2001). At the same time, tourist guides need to translate the unacquainted culture of the destination into a familiar culture for the tourist (Jonasson & Scherle, 2012). Huang and Wang (2007) study on the tourist perceptions versus the intercultural competence of the tourist guide indicates that tourists expect guides to have cultural knowledge of the host destination. The authors suggest that despite the tourist guides being studied were officially British, they also might have Chinese origins (Huang & Wang, 2007). Therefore, results show a lack of perceived British cultural knowledge by the Chinese tourists and suggest that language expertise does not go side by side with cultural knowledge (Huang & Wang, 2007). Similarly, Calvo (2010)

indicates that tourist guides from Costa Rica who were not only able to speak the national language, had a lap with regards to the knowledge of the country. Therefore, the quality of the tourist experiences and the reputation of Costa Rica were affected (Calvo, 2010). Yu et al. (2001) found the same problem with some Australian tourist guides who were originally from China and they did not have enough knowledge of the Australian culture.

Additionally, and according to Pereira et al. (2012), a deep understanding of the tourist culture is needed as it opens up the possibility for guides to customise their tours, and therefore, improve the level of satisfaction of the tour participants (Pereira et al., 2012). Moreover, Kang and Mastin (2008) study concludes that Hofstede's cultural dimensions can also be a useful tool to assist the tourism industry when dealing with multiculturalism.

Communication competence.

Results from the study of the tourist guides in the Chinese province of Yunnan, show that the communication style of the tourist guides is set by “context, tourist and perception of roles” (Huang, 2011, p. 147). In this line, tourists guides indicate the need for cultural knowledge of both the host culture and the tourist culture to adapt each tour to a type of customer through a wide set of communication skills (Huang, 2011). Additionally, it is crucial that tourist guides keep the tourist group attention at all times in order to achieve a positive communication between the parts (tourist guide vs. tourist group) (Moscardo, 1998).

Tourist guides are key factors “between tourist and host culture” (Leclerc & Martin, 2004, p. 185). Leclerc and Martin (2004) founded variations between the perceptions of three different cultural groups (German, French and American tourists) with regards to the communication competence of the tourist guide. These results suggest that tourist guides need to be able to use different communication styles when dealing with different kinds of tourist groups (Leclerc & Martin, 2004).

Customer (tourist group) satisfaction.

The level of satisfaction of the tourist group is subject to the performance of the tour leader (Chang, 2006). In the same line and as previously mentioned, cultural awareness from guides of the tourist groups leads to higher levels of customer (tourist group) satisfaction (Pereira et al., 2012). In addition, the country of origin of the tourists also affects the quality of a guided tour (Chang, 2006). It is important to have in mind that tourists with different nationalities have been found to behave in different ways (Pizam & Jeong, 1996). Pizam and Jeong (1996) suggest that tourists groups with members from different nationalities would be more successful if they were grouped by cultural similarities rather than being grouped by the language. The authors believe that in this way the customer (tourist group) satisfaction would be improved (Pizam & Jeong, 1996).

Moscardo (1998) emphasises the importance of competent interpretation skills of the tourist guides. In order to better understand the concept of interpretation, a definition by the Society for Interpreting Britain's Heritage (1998, cited in Moscardo, 1998) is given below:

Interpretation is the process of explaining to people the significance of the place or object they have come to see, so that they enjoy their visit more, understand their heritage and environment better, and develop a more caring attitude towards conservation. (p. 3)

Moscardo (1998) suggests that good interpretation can improve the tourist group overall experience by “providing information on alternatives and options” (p. 4), “providing information to encourage safety and comfort” (p. 4) and “creating the actual experience” (p. 4). Findings from a study conducted by Moscardo and Woods (1998, cited in Moscardo, 1998) show that tourists with higher levels of satisfaction were the ones who experienced one or more interpretative elements during their visit at the Skyrail Rainforest Cableway in Australia. Therefore, interpretation is an important element that can contribute to higher or

lower levels of customer (tourist group) satisfaction (Moscardo & Woods, 1998, cited in Moscardo, 1998).

Authenticity of the tourist attractions.

As pointed out by Ooi (2002) there is an argument within the literature regarding the tourist search for authenticity as “...the genuine, the real or the unique” (Sharpley, 1994, p. 130, as cited in Wang, 1999, p. 350-351).

Tourists are divided in three different kinds. One one hand, there are the “authentic-seeking tourists” (Ooi, 2002, p. 69) who wish to be “in direct contact with the locals” (Ooi, 2002, p. 69). On the other hand, the “post-tourists enjoy...the staging of cultures for them” (Ooi, 2002, p. 72). A third type of tourist is the “versatile tourist” (Ooi, 2002, p. 74) as one who is able to change from being an authentic-seeking tourist to be a post-tourist, and vice versa (Ooi, 2002).

MacCannell (1976) argues that tourists quest for authenticity in tourism. However, the author believes that in some cases what tourists take for granted as authentic can be in fact prepared for tourist consumption (MacCannell, 1976).

From the point of view of Ooi (2002) tourists do not wish to “...taste strangely flavoured food or walk along unsafe streets” (p. 67). The author argues that tourist demands for comfort or what the author calls “uniqueness-in-comfort” (Ooi, 2002, p. 68), limits the authenticity of the tourist experience (Ooi, 2002).

On the other side, Cohen (2004) argues that post-tourists are less interested in the authenticity of the tourist attractions as they search for enjoyable experiences at the site whenever these experiences are authentic or not. This type of tourists are aware of the consequences of tourism, therefore, the lack of authenticity is seen as beneficial from the point of view of culture and nature preservation as it allows to keep communities and natural areas, specially those more vulnerable to tourism, from being untouched and undisturbed by

tourists (Cohen, 2004).

Technology and guiding.

Research regarding new technological gadgets in the tourism industry has received important attention on tools that can assist tourists with planning their city tours (e.g., Abbaspour & Samadzadegan, 2011; García-Crespo et al., 2009; Tsai, Liou, Chen & Hsiao, 2012; Vansteenwegen, Souffriau, Vanden-Berghe & Van-Oudheusden, 2011). A study regarding tour planning shows a step by step procedure to calculate a route across selected points within a chosen time framework (Abbaspour & Samadzadegan, 2011). Similar applications that provide recommended routes and optimal paths are also discussed in the literature with useful implications for the tourism industry (García-Crespo et al., 2009; Tsai et al., 2012; Vansteenwegen et al., 2011). Other studies relate to the development of new technologies at museums, such as the use and visitor preferences of mobile guides (Lanir, Kuflik, Wecker, Stock & Zancanaro, 2011), and the use of robots as tourist guides (Burgard et al., 1999).

Unfortunately, no research has been found in how these devices affect the tourist guide profession and if they are perceived in a positive or in a negative way by the guides. Therefore, research within the technology improvements in the tourism field is worthwhile to be taken and still needed.

Methodology

Research Design

The research design selected for this thesis is an exploratory-descriptive research. Neuman (2009) defines exploratory research as “research into a new topic to develop a general understanding and refining ideas for future research” (p. 13). Qualitative data is mainly used when conducting an exploratory study (Neuman, 2009). On the other hand, descriptive research is defined as “research that presents a quantitative or qualitative picture of an event, activity, or group” (Neuman, 2009, p. 13). Descriptive studies aim to provide detailed information about “a situation, social setting, or relationship” (Neuman, 2009, p. 13).

Research can also be divided into qualitative and quantitative research (Neuman, 2009). Qualitative research is the kind of research where the data is based on “words and images” (Neuman, 2009, p. 52). On the other hand, quantitative research works with numbers and the measurements are structured prior to the data collection (Neuman, 2009). For the development of this thesis, the researcher chose a quantitative approach.

Sample

The researcher used a convenience sample for the development of this thesis. A convenience sample is a nonprobability or a nonrandom sample (Neuman, 2009). Neuman (2009) suggests to use random samples in order to obtain “an accurate representation of a population” (p. 88). However, the author also reminds that probability samples are more challenging to achieve (Neuman, 2009).

Tourist guides in Catalonia and Norway were selected through convenience sampling. For the sampling within Catalonia, the researcher used the database of the DG Turisme. In the case of Norway, the database of the NGF. The planned sample for the study was to include all the tourists guides from the DG Turisme database (860 guides) and the NGF database (300 guides).

Data Collection

The method used for the researcher to collect the data needed for the study was the web survey. The questionnaire was uploaded in Questback and then sent to the sample. Questback is a server for online surveys and collection of feedback (www.questback.no). Tourist guides received a cover letter/introduction and a link to the questionnaire (See Appendices A, B and C).

A web survey has the advantage to be able to cover a wide and spread region, it is the most economic survey instrument and it is the quickest method to receive the complete surveys (Neuman, 2009). The fact that the research had to cover two different geographic areas (Catalonia and Norway) and the lack of economic funding were the two main reasons for the researcher to select the web survey as the instrument for the data collection.

One important limitation of using a web survey is that the interviewer cannot clarify issues concerning the questionnaire (Neuman, 2009). In order to solve this problem, the researcher provided contact details from the researcher and the supervisor of the study that allowed the tourist guides to clarify issues if needed. For the survey in Catalonia, the DG Turisme was voluntarily an additional possible contact (e-mail and phone number) for the tourist guides. All contact details of the researcher, supervisor and partnerships have been deleted and they are not provided in the thesis reports.

Additionally, the lack of supervision in a web survey can lead to missing data from uncompleted surveys, questionnaires answered by other people instead of the target participant or questionnaires completed under the wrong conditions (Neuman, 2009).

The questionnaire is largely based on the Nordic Questionnaire for Monitoring the Age Diverse Workforce (QPSNordic-ADW; Pahkin et al., 2008). Some of the questions from the QPSNordic-ADW had to be adapted to the context of guiding. It is important to remark that there is a Norwegian version of the QPSNordic-ADW, therefore, some parts of the

questionnaire for the Norwegian tourist guides were exempted from translation.

Another part of the questionnaire includes the 9-item version of the Utrecht Work Engagement Scale (UWES-9; Schaufeli & Bakker, 2003). For the development of the Norwegian questionnaire, the researcher used the UWES-9 Norwegian version. For the Catalan context, the Spanish version of the UWES-9 was translated into Catalan.

Last but not least, four items from the Ageing Well At Work (AWAW; Mykletun & Furunes, 2011, December) scale were also used. The rest of the questionnaire consists of new questions developed for this thesis.

The vast majority of the questionnaire uses a Likert scale. Likert scales are mostly used “to measure opinions or ratings at the ordinal level” (Neuman, 2009, p. 133).

A first version of the questionnaire was prepared in English and revised and tested by experts (Professor R. Mykletun and DG Turisme). The questionnaire was then translated into Catalan by the author, fluent in English and whose mother tongue is Catalan, and revised by the DG Turisme. The final English version of the questionnaire adapted to the Catalan context was revised by the NGF and adapted to the Norwegian context. The translation from English into Norwegian was made by professor R. Mykletun, PhD and J. Berven, B.Eng. Naval Architecture (bilingual English-Norwegian). As it has been mentioned before, some parts of the questionnaire were exempted from translation into Norwegian as there is an available Norwegian version of the QPSNordic-ADW and the UWES-9.

The final version of the questionnaire was then administered by e-mail to 860 tourist guides in Catalonia and 300 tourist guides in Norway. In order to obtain higher collaboration from the tourist guides, the questionnaire survey was sent by the DG Turisme in Catalonia and by the NGF in Norway. Respondents in Catalonia had over four weeks (from the 22nd of March to the 24th of April) to answer and two reminders were sent in between. Tourist guides in Norway had approximately five weeks (from the 11th of April to the 15th of May) to answer

and received three reminders.

It is important to mention that a third reminder was suggested to the DG Turisme. Unfortunately, the DG Turisme received some negative comments due to a new regulation in transport mobility that the council of Barcelona wish to implement (J. Diez, personal communication, April 17th). As a consequence, a third reminder was ruled out.

Measurements

This section provides information about the measurements and structure of the questionnaire. Table 2 shows the scales used in the questionnaire, the number of questions and the type of response. In total, the questionnaire has thirteen scales and between two and nine items each.

Table 2

Table of measurements

Concept	Question number(s) in Appendix A	Number of items	Type of response
Quantitative demands (Pahkin et al., 2008)	24-26	Three items	- Likert scale from 1 "Very seldom or never" to 5 "Very often or always"
Decision demands (Pahkin et al., 2008)	27-29	Three items	- Likert scale from 1 "Very seldom or never" to 5 "Very often or always"
Learning demands (Pahkin et al., 2008)	30-32	Three items	- Likert scale from 1 "Very seldom or never" to 5 "Very often or always"
Job satisfaction (Pahkin et al., 2008)	71-72	Two items (<i>from the original three item scale for job and life satisfaction</i>)	- Likert scale from 1 "Very dissatisfied" to 5 "Very satisfied" - Likert scale from 1 "Not at all" to 5 "Very much"
Job stress	73-74	Two items - Item one (Pahkin et al., 2008) - Item two	- Likert scale from 1 "Not at all" to 5 "Very much"
Role clarity (Pahkin et al., 2008)	33-35	Three items	- Likert scale from 1 "Very seldom or never" to 5 "Very often or always"
Role conflict (Pahkin et al., 2008)	36-38	Three items	- Likert scale from 1 "Very seldom or never" to 5 "Very often or always"
Utrecht work engagement (Schaufeli & Bakker, 2003)	79-87	Nine items	- Likert scale from 1 "Never" to 7 "Always (Every day)"
Self-efficacy (Pahkin et al., 2008)	43-46	Four items	- Likert scale from 1 "Totally disagree" to 5 "Totally agree"
Support from co-workers (Pahkin et al., 2008)	40-42	Three items	- Likert scale from 1 "Very seldom or never" to 5 "Very often or always"
Support from superior (Pahkin et al., 2008)	18-20	Three items	- Likert scale from 1 "Very seldom or never" to 5 "Very often or always"
Group behaviour*	47a-47e	Five items	- Likert scale from 1 "Very seldom or never" to 5 "Very often or always"
Ageing well at work (Mykletun & Furunes, 2011, December)	75-78	Four items (<i>from the original five item scale</i>)	- Three items with a Likert scale from 1 "Not at all" to 5 "Very much" - One item with a Likert scale from 1 "Very seldom or never" to 5 "Very often or always"

*Scale developed by the researcher

The rest of the questionnaire includes single items (52 for the Catalan questionnaire and 55 for the Norwegian questionnaire) included in the following sections: personal background (nine items); training, licenses/certificates and regulations (five items in Catalonia and seven in Norway); type of employment (four items); roles of the tourist guides (one item); tourist groups' type (two items); business creation (six items in Catalonia and seven in Norway); specialised tours (twelve items); new technologies and social media (three items); feedback (two items); continuous education (five items); future career plans (two items); and comments (one item).

It is important to remark that some items/sections were only addressed to guides under certain conditions. For example, questions regarding *social support from superior* were avoided when guides reported to work on a freelance basis.

Ethics

There is a code of ethics established in order to better secure the rights of those individuals involved in social research (Trochim, 2006).

Table 3

Ethics in research

Code of ethics
⤴ Voluntary participation*
⤴ Avoid physical or psychological risk of harm*
⤴ Confidentiality*
⤴ Anonymity*
⤴ Purpose and length of the study**
⤴ Benefits or outcome of the study**
⤴ Contact details for participants who wish to obtain more information about the research**
⤴ Identification of the researcher**

**Adapted from Trochim (2006). **Adapted from Neuman (2009)*

The research conducted for the purpose of this thesis followed the principles of ethics in research presented Table 3. Tourist guides were asked to participate in a voluntary manner and all participants were thanked before and after completing the questionnaire survey. The research did not put in danger, in any manner, the tourist guides who participated in the study. Tourist guides were informed with regards to the confidentiality of all the data and the anonymity of the survey. The aim of the study, approximate length of the survey and potential outcomes were stated by the researcher. Additionally and as it has been mentioned in a previous section, the name of the researcher, the name of supervisor of the study and the contact details were available for those guides who had any question regarding the questionnaire survey or any issue concerning the master thesis.

Data Analysis

This section describes the steps followed for the analysis of the data obtained from the questionnaires in Catalonia and in Norway.

The statistical software used for the data analysis was the SPSS (Statistical Package for the Social Sciences) and the data files from Catalonia and Norway were downloaded directly from Questback. In this way, the researcher avoided typing mistakes. However, the data files were revised before proceeding with the analysis.

Three scales had to be adjusted prior to the analysis. Question 76 and question 78 from the work and age scale (Appendix A), item 1 and item 2 from the group behaviour scale (question 47 in Appendix A), and question 74 from the job stress scale (Appendix A) were reversed (1=5, 2=4, 3=3, 4=2 and 5=1).

In order to efficiently work with each analysis, a third file was created by merging the data file from Catalonia and the data file from Norway. File number three was used for Chi-square tests for independence, correlations, *t* tests and multiple regressions. And the data file from Catalonia and the data file from Norway were used (separately) for the calculation of the

Alpha coefficient for each scale and the descriptive statistics.

With regards to the Chi-square tests, the Fisher's value was reported instead of the Pearson Chi-square value when suggested by Pallant (2007) more than 20% of the cells (cross-tabulation table) have frequencies of less than five.

In order to identify the relationships between the variables, the researcher run correlations (using Pearson's correlation) between the following variables: country, age, gender, years of experience, additional job, support from superior, working hours per week, services per month , membership to a guide association, quantitative demands, decision demands, learning demands, role clarity, role conflict, support from co-workers, self-efficacy, group behaviour, job satisfaction (first item from the job satisfaction scale), work optimism (second item from the job satisfaction scale), job stress (first item of the job stress scale), work and age, work engagement, feedback from other guides, feedback from the tourist group, continuous education and career plans. Only the variables with significant correlation with the dependent variables (job satisfaction, job stress and career plans) were included in the multiple regressions. In addition, the reason for using single items from the initial job satisfaction scale and only one item from the initial job stress scale is explained in detail in the next section (“reliability and validity”).

Reliability and Validity

Neuman (2009) argues that it is not possible to reach the optimum level of reliability and validity in research. However, striving for valid and reliable measures will provide the instrument with “truthfulness, credibility, or believability” (p. 122).

Reliability means that the measurement instrument is “consistent and dependable” (Neuman, 2009, p. 122). In order to improve the reliability of the measures, the researcher used “multiple indicators” (Neuman, 2009, p. 123) and “pilot studies and replication” (Neuman, 2009, p. 123) for each of the variables. *Multiple indicators* consist in using more

than one indicator/item to measure the same concept (Neuman, 2009). *Pilot studies* consist in testing out the measures, and *replication* refers to the use of existing measures from the literature (Neuman, 2009).

Reliability of the scales is displayed in this paper through the Cronbach's alpha coefficient. Cronbach alpha is used to indicate the *internal consistency reliability*, that is the “consistency of results across items within a test” (Trochim, 2006, Types of Reliability, para. 2) or in other words “how consistent the results are for different items for the same construct within the measure” (Trochim, 2006, Types of Reliability, para. 11).

According to DeVellis (2003, cited in Pallant, 2007) optimum values for Cronbach alpha are higher than 0.7. However, values can be lower in shorter scales (Pallant, 2007). On the other hand, validity is defined as “the degree to which it [the scale] measures what it is supposed to measure” (Pallant, 2007, p. 7). There are three main types of validity: *Content validity*, *criterion validity* and *construct validity* (Pallant, 2007). *Content validity* is achieved when the different aspects of a construct are measured (Neuman, 2009). *Criterion validity* can be tested by comparing “the scale scores and some specified, measurable criterion” (Pallant, 2007, p. 7). And *construct validity* consists in comparing a construct with other constructs (Pallant, 2007). When the constructs are related, it is named *convergent validity*; when the constructs are unrelated, it is called *discriminant validity* (Pallant, 2007). The QPSNordic-ADW, UWES-9 and AWAW are instruments validated in previous samples (Mykletun & Furunes, 2011, December; Pahkin et al., 2008; Schaufeli & Bakker, 2003).

Cronbach's alpha coefficients for the scales from the QPSNordic-ADW reported values between 0.61 to 0.91 (Pahkin et al., 2008). Alpha for the UWES-9 demonstrated a high internal consistency of the scale with values between 0.85 to 0.94 in different samples (Schaufeli & Bakker, 2003). And alpha for the AWAT scale (using the same four items as in the present study) was .67 (Mykletun & Furunes, 2011, December).

Alpha coefficients for the current study in Catalonia and Norway are between .51 and .96 for the following scales: quantitative demands, decision demands, learning demands, role clarity, role conflict, support from superior, support from co-workers, self-efficacy, work engagement, work and age, and group behaviour. However, low values were found for the job satisfaction scale (two items) in Catalonia, and therefore, single items were used in the analysis part (hereon, job satisfaction refers to the first item of the initial scale “question 71”, and work optimism refers to the second item of the initial scale “question 72”).

With regards to the job stress scale, and due to the low alpha coefficient for the Catalan and Norwegian sample, the researcher split the scale and used question 73 (single measure for job stress used in the QPSNordic-ADW; hereon job stress refers to “question 73”) for the rest of the analysis. The researcher intended to improve the reliability of the learning demands scale by deleting one of the three items. The alpha for the Norwegian sample would increase to .721 if the third item was deleted. However, if the same item was deleted in the Catalan sample, the alpha coefficient would drop until .418. In the same way, the alpha in the Catalan sample would increase to .552 if the first item for the scale was deleted, however, the alpha for the Norwegian sample would drop steeply until .321. For this reason, the initial scale with three items and alpha coefficients slightly higher than .5 was maintained.

With regards to the work and age scale (as referring to the AWA scale with four items), one item from the scale was deleted (item 1/question 75, Appendix A). By doing this, the alpha coefficient increases to .560 in the Catalan sample and to .675 in the Norwegian sample.

Table 4 shows the Cronbach alpha coefficient for each scale, and for the Catalan and Norwegian sample. For further detail, see Appendix D.

Table 4

Cronbach alpha coefficients for the scales

Scales	Cronbach alpha (Catalonia)	Cronbach alpha (Norway)
Quantitative demands	.673	.709
Decision demands	.702	.692
Learning demands	.510	.574
Role clarity	.657	.704
Role conflict	.734	.761
Support co-workers	.833	.751
Support from superior	.811	.916
Self-efficacy	.619	.817
Job satisfaction	.429	.675
Job stress	.272	.482
Work engagement	.865	.960
Group behaviour	.694	.750
Work and age	.532*/.560**	.601*/.675**

*Alpha coefficient for the original scale (four items). **Alpha coefficient with three items

In order to improve the validity of the measures for the sample in Catalonia and Norway, professionals within the field of guiding conducted several reviews of the questionnaires. The final Norwegian and Catalan version of the questionnaire was also checked for grammatical errors and spelling mistakes.

Results

Achieved Sample

The response rate for the survey in Catalonia is 25.7% (221 responses out of a population of 860 tourist guides). The Norwegian survey received 111 completed questionnaires, which represents a response rate of 37% (111 participants out of 300 tourist guides).

Results obtained in this study are presented in the following paragraphs (see Appendix E for additional information).

Gender, age, nationality and educational level.

With regards to the Catalan sample, 68% of the sample is female and 32% is male. The range of age is from 26 to 78 years old with a mean of 45.5 years old and a standard deviation of 9.6. With regards to the Norwegian sample, the vast majority are female (75.5%), and a 24.5 % are male. The range of age is between 20 and 83 years old, with a mean of 58.5 years old and a standard deviation of 12.6.

An independent-sample *t* test was conducted to compare the mean of age for Catalonia and Norway. Results show that there is a statistically significant difference in the mean age scores for Catalonia and Norway, $t(176.3) = -9.6, p = .000$ (two-tailed); mean difference = -13.1, 95% CI: -15.7 to -10.4.

The main nationality in the Catalan sample is Spanish (87.6%). The rest of the nationalities are French, Czech, Belgian, German, US, Dutch, Serbian, Swiss, Italian, Polish, Swedish, UK, Russian, Taiwanese, Spanish-French and Ukrainian. On the other hand, the main nationality in the Norwegian sample is Norwegian (73%). The rest of the nationalities are French, German, Dutch, Swedish, UK, Danish, US-Norwegian, Mexican, Chinese, Austrian, English-Norwegian, Hungarian and Japanese.

With regards to the educational level, the vast majority of the Catalan sample has a bachelor degree (73.5%) or higher (16.1%). Similar results were found in the Norwegian

sample, where guides have also education on a bachelor level (58.7%) or higher (12.8%).

However, Catalan guides are still more educated than Norwegian guides.

Description of the Independent Variables: Work Environment

Years of guiding experience.

Tourist guides from the Catalan sample reported a mean of 13.5 years of experience as a tourist guide, with a range from 0 to 45 years and a standard deviation of 9.9. Similar results were found among the Norwegian sample, with a mean of 12.1 years of guiding experience, a range of years between 0 and 40 years, and a standard deviation of 9.4.

An independent-sample *t* test was conducted to compare the mean years of experience for Catalonia and Norway. There was found no significant difference between the mean years of experience scores for Catalonia and Norway, $t(319) = 1.2, p = .23$ (two-tailed).

Languages used by tourist guides when guiding.

The two charts below provide information with regards to the four top languages used by the tourist guides in Catalonia (Figure 3) and in Norway (Figure 4). From the two charts, one can conclude that tourist guides use the “national/regional” language (Norwegian/Catalan) as the main language when guiding, followed by English.

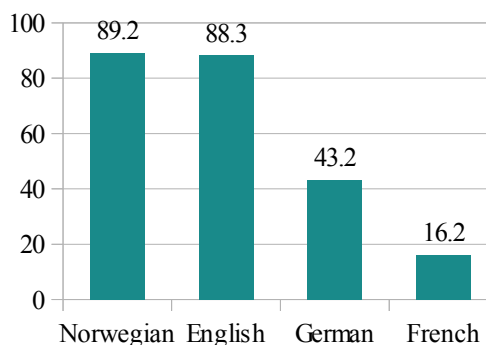
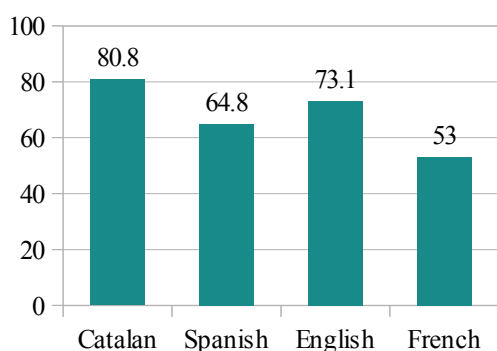


Figure 3. Percentages top languages Catalonia Figure 4. Percentages top languages Norway

Guiding training.

The majority of the guides in the Norwegian sample attended a guiding course (99.1%) as a requirement for their present employment. The length of the course in hours has a mean of 112.2, with a range from 20 to 300 hours and a standard deviation of 54.9. Training courses are considered both theoretical and practical to a high extent (see Figure 5). However, the highest percentage for theoretical courses (47.2%) are above the percentages for practical courses (29.6%) at the highest scores of the scale. Therefore, courses appear to be more theoretical than practical.

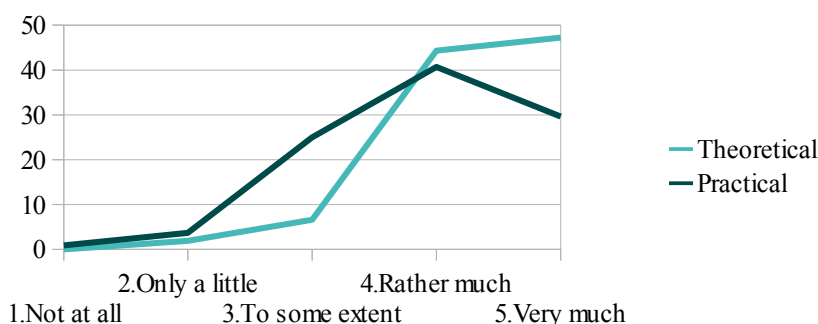


Figure 5. Type of guiding training for the Norwegian sample

Guiding licenses and certificates.

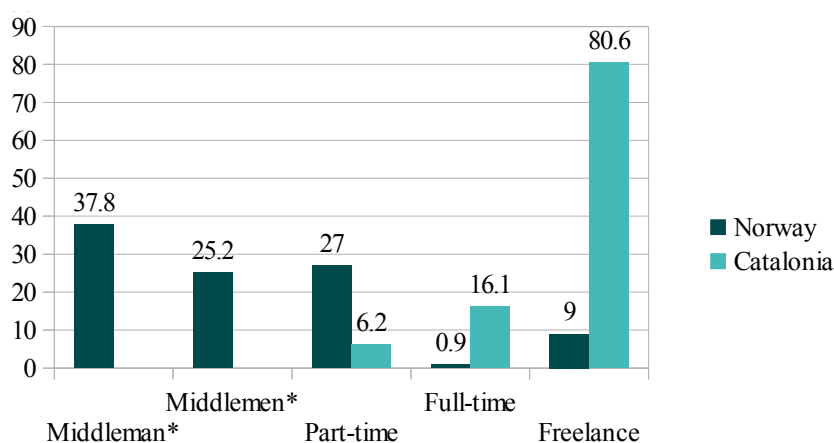
Guiding licenses in Catalonia were mainly obtained through examination (58.3%), followed by direct recognition of the TEAT or TET diploma (37%) and recognition of the license issued by another public authority (4.6%). Guides obtained their licenses between 1972 and 2011, and the highest number of licenses were issued in 2010 (24 licenses) and 2009 (21 licenses).

The guiding license in Catalonia is a requirement for 75.7% of the guides. In addition, 83.6% consider the license as an advantage. However, almost 95% still consider that the license should give more advantages over the unlicensed guides.

With regards to the Norwegian sample, 92.8% of the guides perceive the guiding certificate as an advantage. The vast majority (96.3%) think that Norway should introduce a mandatory guiding certificate, and 92.7% consider that more regulation is needed.

Type of employment.

The vast majority of the tourist guides in Catalonia work on a freelance basis (80.6%). On the contrary, very few guides in Norway are freelance (less than 10%) and the majority work through one or more middlemen (63%). The chart below (Figure 6) displays the percentages for each type of employment in the Catalan sample and the Norwegian sample.



* Only for the Norwegian sample

Figure 6. Type of employment

Working hours and guiding services.

There are some differences regarding the amount of working hours and the number of guiding services between Catalonia and Norway (see Figure 7). Tourist guides in Catalonia work more hours per week than the Norwegian guides, except between June and August where the average of hours is similar. The peak guiding season is longer in Catalonia (April to October), and shorter in Norway (June to August). Additionally, guiding in Norway has a very low season between October and April where the average of working hours is less than ten hours per week. It is important to remark that the month with highest number of working

hours in Catalonia is September, July in Norway.

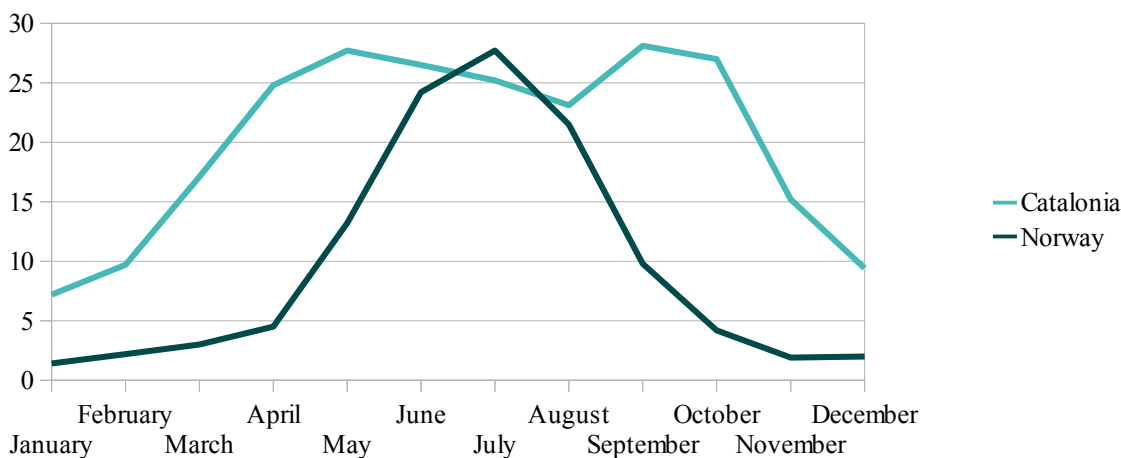


Figure 7. Mean of the working hours per week.

The average of guiding services per month follows a similar distribution as the mean of hours per week (see Figure 8). The highest guiding services are concentrated between in April and October in Catalonia, and between June and August in Norway. On the other side, the lowest season is longer in Norway (between October and April) and shorter in Catalonia (between December and February).

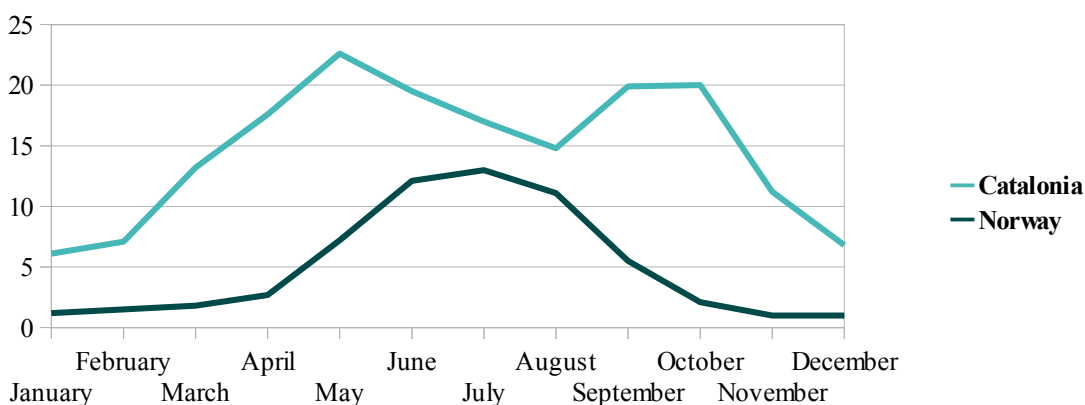


Figure 8. Mean of the number of guide services per month

Additional jobs.

Less than half of the tourist guides in the Catalan sample has another job in addition to guiding (41.6%). These additional jobs are mainly tourism-related jobs (30%; 24 guides out of 80), teaching (15%; 12 guides out of 80) and jobs as a translator/interpreter (7.5%; 6 guides out of 80). From the tourist guides with additional job, guiding is their main professional activity for 50% of the participants.

On the contrary, a great majority of tourist guides in Norway have another job in addition to guiding (70.6%), and only 26% consider guiding as their main professional activity.

Additional jobs in Norway are mainly in the field of teaching or related to school work (45.8%; 33 guides out of 72), tourism-related jobs (16.7%; 12 guides out of 72) and jobs as a translator/interpreter (12.5%; 9 guides out of 72).

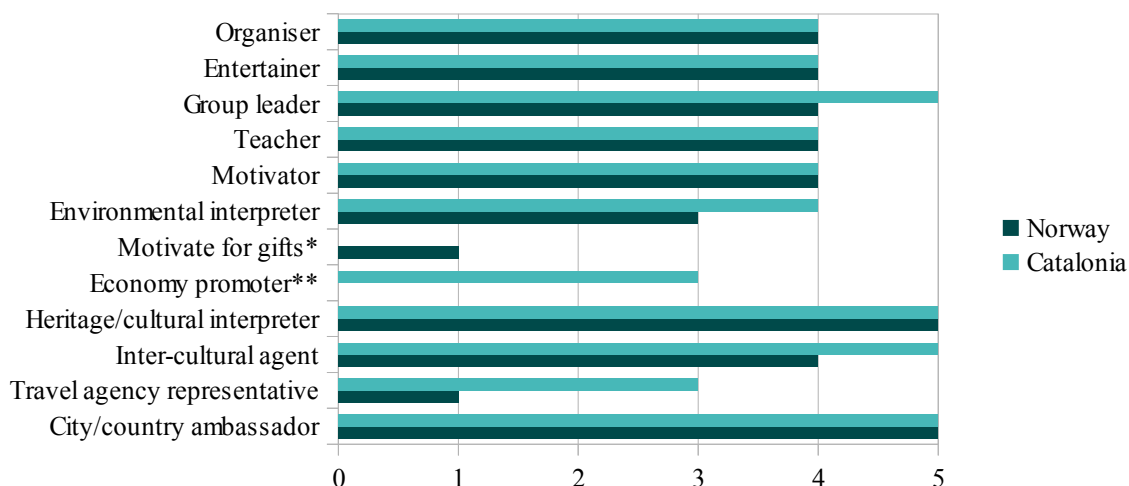
Professional guiding associations/federations.

Tourist guides included in the survey in Norway are part of the NGF. Therefore, they were asked to report if they are members of any local guiding association, whereas guides in Catalonia were asked to report membership to any guiding association.

Results show that 96.4% of the tourist guides in Norway are members of a local tourist guide association. On the other hand, only 40.4% of the guides in Catalonia are members of any guiding association or federation.

Roles of the tourist guide.

There are some similarities between the Norwegian and the Catalan sample. Guides in both samples display the following role characteristics when guiding to a high or very high extent: organiser, entertainer, teacher, motivator, heritage/cultural interpreter and city/country ambassador. However, there are also some differences between Catalonia and Norway. Means for group leader, inter-cultural agent, environmental interpreter and travel agent representative are higher in the Catalan sample than in the Norwegian sample. See Figure 9 for more details.



Note. Scale from 1 “very seldom or never” to 5 “very often or always”

*Survey in Norway. **Survey in Catalonia

Figure 9. Median for the roles of the tourist guide

Results from a Chi-square test for independence between the guiding country (Catalonia and Norway) and the tourist guide roles shows that there are significant differences in the distribution for the following roles: *organiser role*, Chi-square (4, n=323)=31.5, p=.000, Cramer's V=.31; *Group leader role*, Chi-square (4, n=321)=17.6, p=.001, Cramer's V=.23; *Teacher role*, Chi-square (4, n=316)=13.4, p=.009, Cramer's V=.21; *Motivator role*, Chi-square (4, n=318)=45.6, p=.000, Cramer's V=.38; *Environmental interpreter role*, Chi-square (4, n=315)=43.7, p=.000, Cramer's V=.37; *Inter-cultural agent role*, Chi-square (4, n=310)=20.9, p=.000, Cramer's V=.26; *Heritage/cultural interpreter role*, Fisher (n=322)=17, p=.001; and *Travel agency representative role*, Chi-square (4, n=314)=100.9, p=.000, Cramer's V=.57. Therefore, there is a significant association between the guiding country and these roles.

Table 5 includes the percentages for the distribution of the sample in Catalonia and Norway for the roles mentioned above.

Table 5

Percentages of the sample distribution for the roles of the tourist guide with significant differences

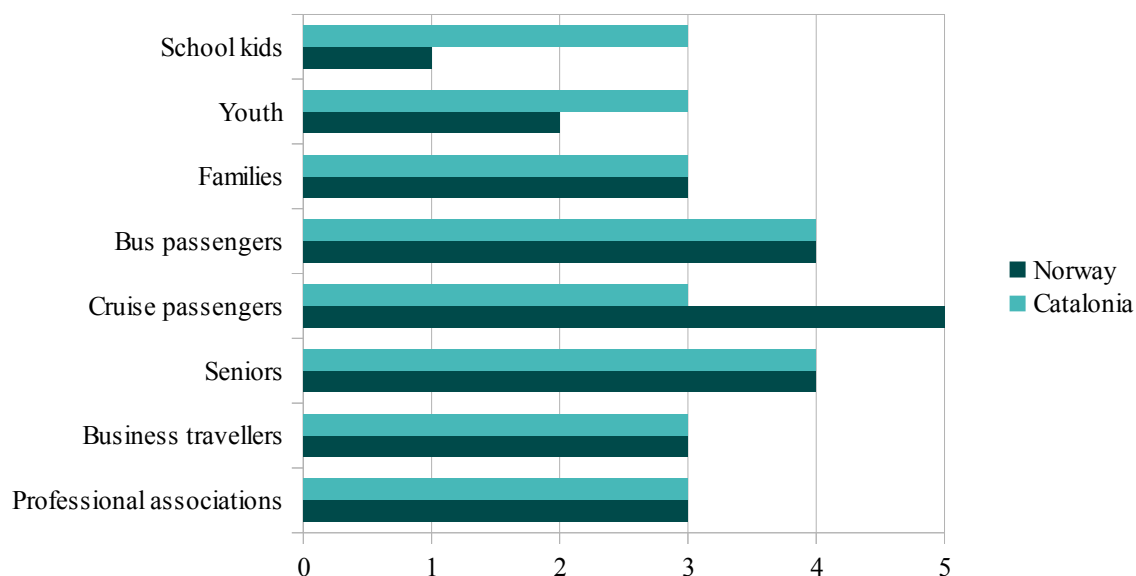
		1. Very selfom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
Organiser role	Catalonia	0	3.3	11.6	38.1	47
	Norway	6.5	8.3	25	27.8	32.4
Group leader role	Catalonia	1.4	9	10.3	36.4	50.9
	Norway	9	6	6.9	24.3	34
Teacher role	Catalonia	2.8	8	27.4	38.7	23.1
	Norway	7.7	14.4	21.2	25	31.7
Motivator role	Catalonia	0	3.3	20.5	43.3	33
	Norway	12.6	14.6	19.4	28.2	25.2
Environmenta l interpreter role	Catalonia	2.8	7.1	25.1	27.5	37.4
	Norway	14.4	20.2	31.7	23.1	10.6
Inter-cultural agent role	Catalonia	2	2.9	11.7	29.8	53.7
	Norway	2.9	12.4	19	34.3	31.4
Heritage/cultu ral interpreter role	Catalonia	0	1.4	2.8	19.6	76.2
	Norway	0.9	0.9	11.1	29.6	57.4
Travel agent representative role	Catalonia	10.4	17.5	25.1	23.7	23.2
	Norway	62.1	14.6	14.6	4.9	3.9

On the other hand, there is non-significant difference in the distribution of the sample in Catalonia and Norway with regards to the *entertainer role*, Chi-square (4, n=322)=7.7, p=.10, Cramer=.16; or between the sample and the *city/country ambassador role*, Fisher (n=319)=8.3, p=.070. Therefore, there are no significant associations between the *entertainer role* and the guiding country, or between the *city/country ambassador role* and the country for guiding.

Type of tourists.

The most common tourists enrolled in tour guides in Norway are cruise passengers, followed by bus passengers and seniors. On the other hand, the most frequently types of

tourists in Catalonia are bus passengers and seniors. Further details are provided in Figure 10.



Note. Scale from 1 “very seldom or never” to 5 “very often or always”

Figure 10. Median values for the profile of the tourist groups

Results from a Chi-square test for independence between the guiding country (Catalonia and Norway) and the type of tourist groups reports that there are significant differences in the sample distribution in the following types of group: *school kids*, Chi-square (4, n=299)=84.2, $p=.000$, Cramer's $V=.53$; *Youth*, Chi-square (4, n=297)=72.7, $p=.000$, Cramer's $V=.5$; *Families*, Chi-square (4, n=299)=20.9, $p=.000$, Cramer's $V=.27$; *Cruise passengers*, Chi-square (4, n=308)=49.9, $p=.000$, Cramer's $V=.40$; *Seniors*, Chi-square (4, n=312)=24.7, $p=.000$, Cramer's $V=.28$; and *Business travellers*, Chi-square (4, n=310)=20.7, $p=.000$, Cramer's $V=.26$. Therefore, there is a significant association between these roles and the country for guiding.

Table 6 displays the percentages for the sample distribution (Catalonia and Norway) with regards to the kind of tourists mentioned in the previous paragraph.

Table 6

Percentages of the sample distribution for the kind of tourists with significant differences

		1. Very selfom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
School kids	Catalonia	11.9	18.3	32.7	28.2	8.9
	Norway	52.6	28.9	16.5	2.1	0
Youth	Catalonia	7.5	24.5	34.5	26	7.5
	Norway	40.2	38.1	17.5	3.1	1
Families	Catalonia	4.5	14.4	35.8	33.8	11.4
	Norway	15.3	22.4	35.7	24.5	2
Cruise passengers	Catalonia	24.5	16	18.5	23.5	17.5
	Norway	6.5	3.7	13	25.9	50.9
Seniors	Catalonia	7.7	16.9	23.7	37.7	14
	Norway	3.8	3.8	26.7	32.4	33.3
Business travellers	Catalonia	8.2	15.9	32.9	33.8	9.2
	Norway	18.4	20.4	42.7	14.6	3.9

On the other side, there are no significant associations between the guiding country and *bus passengers*, Chi-square (4, n=313)=3.01, p=.56, Cramer's V=.10; or between the guiding country and *professional associations*, Chi-square (4, n=316)=4.5, p=.34, Cramer's V=.12.

Demands for authenticity.

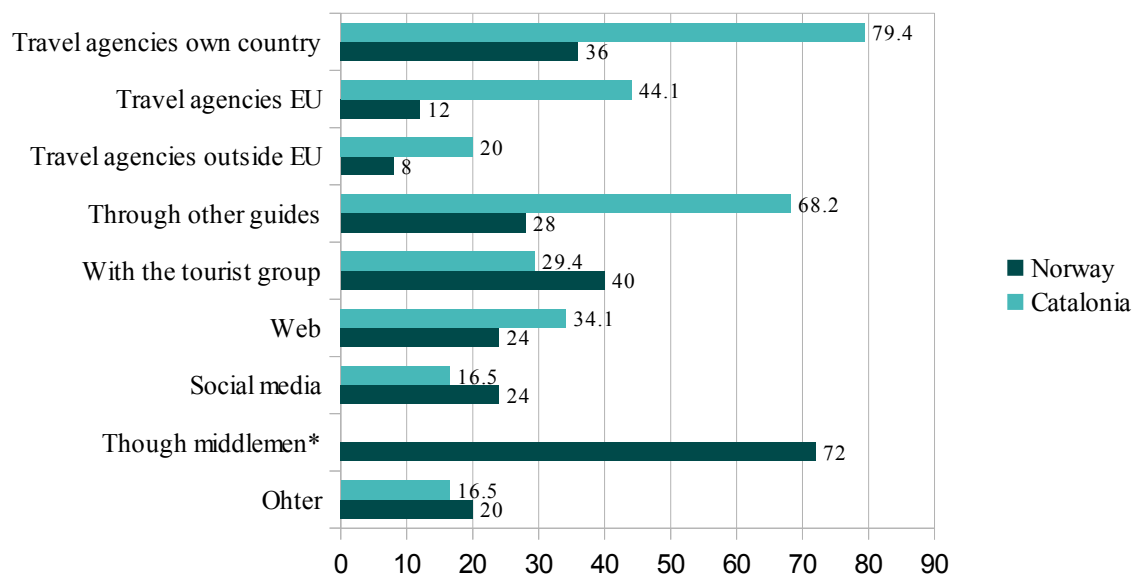
Ninety five point eight percent (95.8%) of the Catalan sample and 97.7% of the Norwegian sample reported that the tourist groups are interested in the authenticity of the places they visit.

Selling/marketing the guiding services.

Results presented in this section refer to the freelance tourist guides in Catalonia and the guides in Norway who reported to be active to sell their guide services. There are 170 guides who are self-employed in Catalonia, and 25 guides in Norway are active selling their services.

Guides in Catalonia and Norway use different means to sell their guide services (see Figure 11). On one hand, guides in Catalan sample use in the first place Spanish travel agencies (79.4%), followed by sales through other guides (68.2%) and through travel agencies

within the EU (44.1%). On the other hand, Norwegian guides sell their products through middlemen (72%), directly with the tourist group (40%) and through national travel agencies (36%).



*Norwegian sample

Figure 11. Percentages for the mean(s) used by tourist guides to sell their guide services

Less than half of the freelance guides in Catalonia and the active guides in Norway have their own website (54 guides out of 165 in Catalonia and 7 out of 25 in Norway) or advertise their services through a professional website (54 guides out of 167 in Catalonia and 5 out of 24 in Norway). In addition, 37% (61 guides out of 165) and 56% (14 out of 25) of the guides in Catalonia and Norway respectively reports to receive bookings through the web.

With regards to the number of employers for who guides work for, results are slightly different between Catalonia and Norway. A high percentage of the guides in Catalonia (133 out of 163 guides) work for more than one employer. The mean for the number of employees is 7.1, with a range between 2 and 30, and a standard deviation of 5.8. On the other hand, slightly over 50% of the guides in Norway (56 out of 110) deal with various employers. The

mean of employers is 3.4, a range between 2 and 32.5, and a standard deviation of 4.3.

Main employer(s).

There are some differences between the Norwegian and the Catalan sample with regards to the main employer or employers for which the tourist guides work for (see Figure 12 and Figure 13). On one hand, Norwegian guides work mainly through a middleman (80.2%) and travel agencies (28.8%). On the other hand, guides in Catalonia are mainly employed by travel agencies (76.1%) and guiding companies (47.8%).

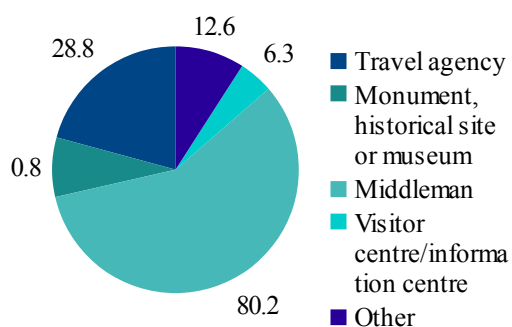


Figure 12. Percentages main employer(s) Norway

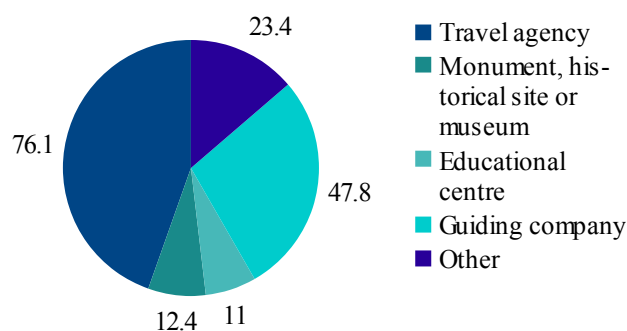


Figure 13. Percentages main employer(s) Catalonia

Specialised tours.

Tourist guides in the Catalan sample and Norwegian sample report that their customers ask for specialised tours to a high extent (82.7% in Catalonia and 85.2% in Norway).

With regards to the most demanded types of specialised tours, findings in the Norwegian sample did not result in any type of group with high median values. The highest median in Norway is 3 for the “medieval heritage or earlier” and for the “religious tourism”. However, the most demanded types of specialised tours in Catalonia are “modernism” (median=5), followed by “medieval heritage” (Median=4), and “Contemporary art and architecture”

(median=4).

Results from a Chi-square test for independence between the guiding country and the kind of specialised tours report a significant difference in the sample distribution, therefore, there is a significant association between the guiding country and the following type of tours: *nature*, Chi-square (4, n=245)=56.1, p=.000, Cramer's V=.48; *Sports*, Chi-square (4, n=240)=28.5, p=.000, Cramer's V=.34; *Gastronomy*, Chi-square (4, n=247)=51.2, p=.000, Cramer's V=.46; *Drinks*, Chi-square (4, n=242)=63.2, p=.000, Cramer's V=.51; and *religious tourism*, Chi-square (4, n=252)=13.5, p=.009, Cramer's V=.23.

Table 7 includes the percentages for each of the kind of specialised tours mentioned above. Differences between the sample distribution in Norway and in Catalonia are easy to be seen.

Table 7

Percentages of the sample distribution for the type of specialised tours with significant differences

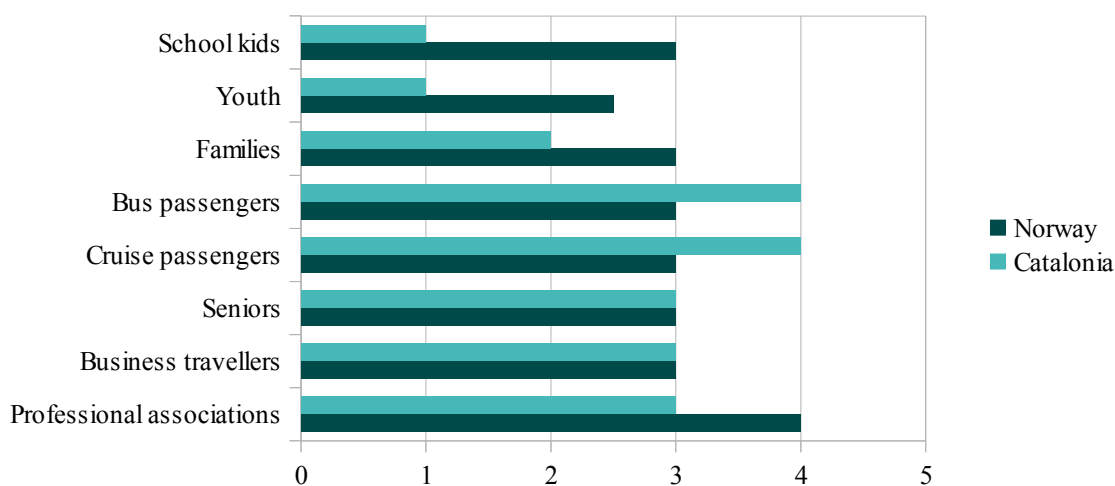
		1. Very selfom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
Nature	Catalonia	45.4	31.3	16	5.5	1.8
	Norway	12.2	17.1	41.5	14.6	14.6
Sports	Catalonia	31.9	21.5	29.4	13.5	3.7
	Norway	57.1	31.2	7.8	2.6	1.3
Gastronomy	Catalonia	12.3	18.7	38.6	21.6	8.8
	Norway	47.4	28.9	17.1	5.3	1.3
Drinks	Catalonia	17.6	20.6	39.4	19.4	3
Religious tourism	Norway	62.3	26	9.1	1.3	1.3
	Catalonia	18.8	18.8	39.4	17.6	5.3
	Norway	12.2	14.6	28	31.7	13.4

On the other hand, there is no significant association between the guiding country and *medieval heritage*, Chi-square (4, n=255)=8.1, p=.09, Cramer's V=.18; or between the guiding

country and *literature*, Fisher (n=237)=4.8, p=.296.

There are some differences between the Catalan sample and the Norwegian sample with regards to the profile of the tourists who demand for specialised tours (see Figure 14).

Professional associations are the kind of tourist who most frequently demand for specialised tours in Catalonia. On the other hand, bus passengers and cruise passengers are the most common kind of tourists who request for specialised tours in Norway. It is important to remark that school kids and youth are rarely or even never found to demand specialised tours in Norway.



Note. Scale from 1 “very seldom or never” to 5 “very often or always”

Figure 14. Median for the profile of tourists in specialised tours

With regards to a Chi-square test for independence between the guiding country and the kind of tourists in specialised tours, results report significant differences in the sample distribution and therefore, significant associations between the guiding country and the following type of tourists: *school kids*, Chi-square (4, n=233)=58.9, p=.000, Cramer's V=.50; *Youth*, Chi-square (4, n=221)=27.3, p=.000, Cramer's V=.35; *Families*, Chi-square (4, n=221)=42.7, p=.000, Cramer's V=.44; *Cruise passengers*, Chi-square (4, n=238)=31.4,

$p=.000$, Cramer's $V=.36$; *Seniors*, Chi-square (4, $n=233$)=10.1, $p=.04$, Cramer's $V=.21$; *Business travellers*, Chi-square (4, $n=239$)=20.3, $p=.000$, Cramer's $V=.29$; and *professional associations*, Chi-square (4, $n=244$)=37.5, $p=.000$, Cramer's $V=.39$. Table 8 shows the percentages for the sample distribution in Catalonia and Norway in relation to the kind of tourists in specialised tour with significant associations with the guiding country.

Table 8

Percentages of the sample distribution for the kind of tourists in specialised tours with significant differences

		1. Very selfom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
School kids	Catalonia	16.4	17	23.9	27	15.7
	Norway	58.1	24.3	13.5	4.1	0
Youth	Catalonia	23.3	26.7	26.7	16.7	6.7
	Norway	54.9	25.4	15.5	2.8	1.4
Families	Catalonia	7.4	20.1	29.5	28.2	14.8
	Norway	38.9	22.2	27.8	8.3	2.8
Cruise passengers	Catalonia	27.7	18.1	24.5	21.9	7.7
	Norway	18.1	6	20.5	20.5	34.9
Seniors	Catalonia	16.2	22.1	30.5	19.5	11.7
	Norway	13.9	7.6	32.9	31.6	13.9
Business travellers	Catalonia	5.5	12.9	36.2	28.2	17.2
	Norway	23.7	14.5	28.9	26.3	6.6
Professional associations	Catalonia	4.2	4.8	18.2	42.4	30.3
	Norway	21.5	15.2	25.3	29.1	8.9

On the contrary, there is no significant association between the guiding country and *bus passengers*, Chi-square (4, $n=242$)=7.5, $p=.11$, Cramer's $V=.18$.

The length for specialised tours is rather similar in Catalonia and in Norway. The mean of hours in Catalonia is 4, with a range from 1 to 8 hours and a standard deviation of 1.5. On the other hand, the mean of hours in Norway is 3.6, with a range from 1 to 8 hours and a standard deviation of 1.5. With regards to the guides who report the length in days, results are

also similar between both samples. The mean of days in Catalonia is 3.2, with a range from 1 to 15 and a standard deviation of 2.8. For the Norwegian sample the mean of days is slightly higher (4.2 days), with a range from 1 to 10 and a standard deviation of 3.4.

An independent-sample *t* test was conducted to compare the mean of days for Catalonia and Norway. Results show that there is no statistically significant difference in the mean days scores for Catalonia and Norway, $t(44) = -.90, p=.37$ (two-tailed).

Regarding the number of tourist of the specialised tours, means between Norway and Catalonia are also similar. The mean in Catalonia is 22.5, with a range between 2 and 60, and a standard deviation of 10. The mean for Norway is 23, with a range from 5 to 55 and a standard deviation of 10.5.

The tables below provide information concerning the top requested languages in specialised tours for the Catalan sample (Figure 15) and the Norwegian sample (Figure 16). English is the most demanded language both in Catalonia and in Norway. And national languages (Catalan and Spanish in Catalonia and Norwegian in Norway) are also among the top positions. The rest of demanded languages are French, German, Italian, Dutch, Russian, Japanese, Polish, Chinese, Danish, Norwegian, Swedish, Flemish, Hebrew and Portuguese in Catalonia, and German, French, Spanish, Italian, Dutch, Japanese and Danish in Norway.

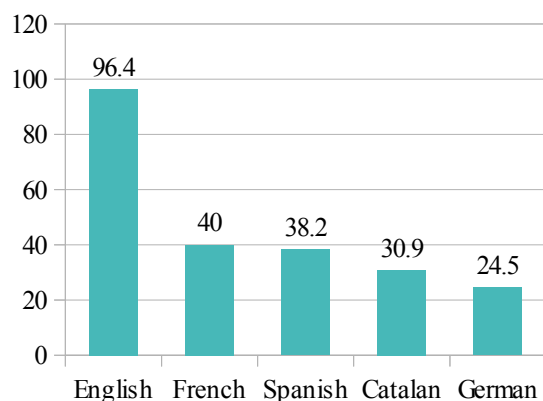


Figure 15. Percentages top languages in specialized tours Catalonia

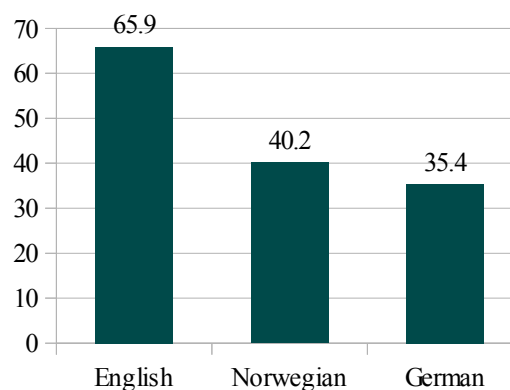


Figure 16. Percentages top languages in specialized tours Norway

The ranking for the means of transport used in specialised tours is the same for Norway and Catalonia. The top position is for “bus, car or boat from the agency, tour operator or middleman” (54 guides, 24.4% in the Catalan sample; 35 guides, 31.5% in the Norwegian sample). The second position is for “bus, car or boat from the tourist group” (48 guides, 21.7% in the Catalan sample; 22 guides, 19.8% in the Norwegian sample) and the third position is for “on foot” (34 guides, 15.4% in the Catalan sample; 21 guides, 18.9% in the Norwegian sample). The mean of transport less frequently used in specialised tours is the “public transport” (18 guides, 8.1% in the Catalan sample; 2 guides, 1.8% in the Norwegian sample).

Tourist guides in Norway and Catalonia reported to a high extent that specialised tours include visits to museums (92.5% in the Catalan sample and 80% in the Norwegian sample) and monuments/historical sites (98.2% in the Catalan sample and 92% in the Norwegian sample). However, in view of the percentages, specialised tours in Catalonia include more visits to monuments and museums than specialised tours in Norway.

Regarding the museums most frequently included in a specialised tour, “Museu Picasso” (Picasso Museum, Barcelona; mentioned by 105 guides) and Sunnmøre Museum (Møre og Romsdal; mentioned by eight guides) are at the top of the list of museums in Catalonia and

Norway respectively. On the other hand, Sagrada Familia (Barcelona; mentioned by 74 guides) and Nidarosdomen (Trøndelag; mentioned by nine guides) are heading the list for monuments and historical sites.

New technologies and social media.

Regarding the use of social media as a support for work, the highest percentages for Catalonia and Norway are found in the lowest rate. In other words, approximately 50% of the guides in Catalonia and Norway never use the social media or use it rarely. However, there is more use of social media among the Catalan sample (median=3) in comparison with the Norwegian sample (median=2). See Figure 17 for further details.

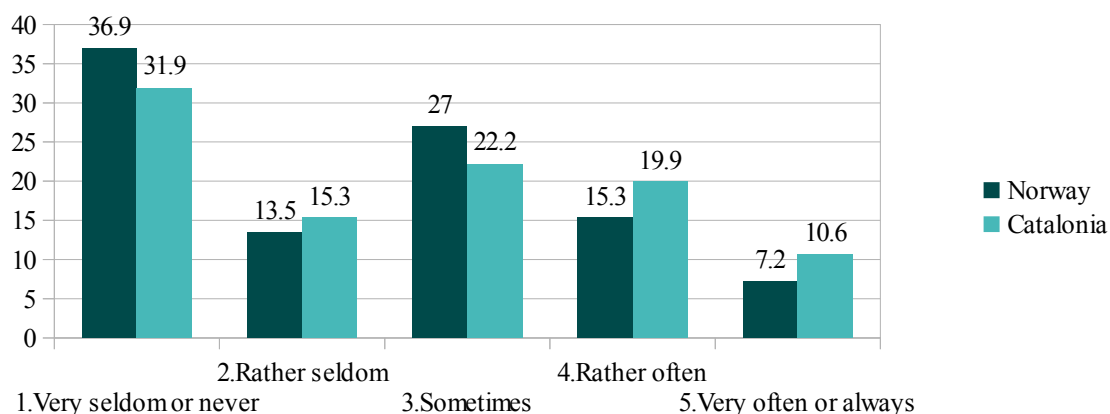
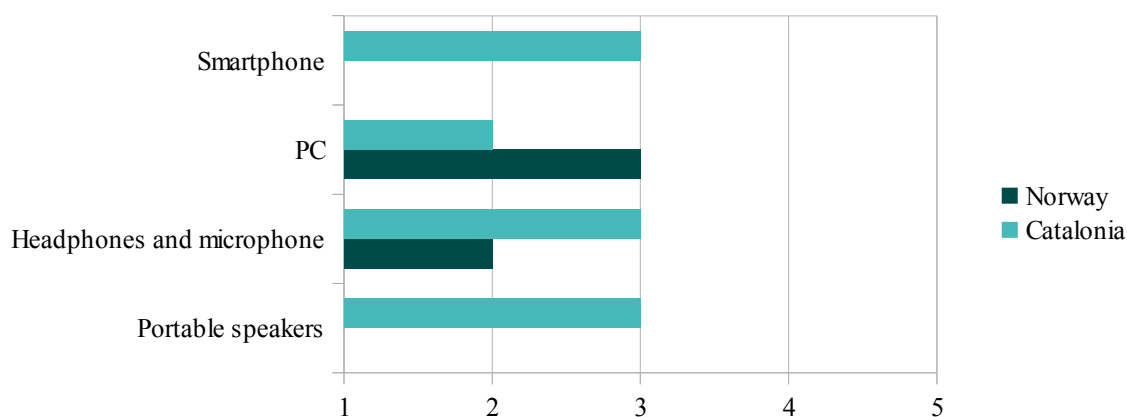


Figure 17. Use of social media as a support for the guiding work

A chi-square test for independence between guiding country and social media reported no significant difference in the sample distribution, Chi-square (4, n=327)=3.2, p=.530, Cramer's V=.10. Therefore, it can be stated that there is no significant association between the guiding country (Catalonia and Norway) and the use of social media.

Thirty six percent (36%) of the guides in Norway and 36.2% in Catalonia consider that the new technologies are a threat for their profession. However, there are some differences between Catalonia and Norway with regards to the use of tools (smarphone, PC, headphones

and microphone, and portable speakers) when guiding (see Figure 18). Guides in Catalonia use smartphone, headphones and microphone, and portable speakers more frequently than the Norwegian guides. And the pc is more used in Norway than in Catalonia. However, the median values for both samples is relatively low having in mind that the scale is from one to five (“very seldom or never” to “very often or always”). Median values for Catalonia are 2 (PC) and 3 (smartphone, headphones and microphone, and portable speakers), and 1 (smartphone and portable speakers), 2 (headphones and microphone) and 3 (PC) in Norway.



Note. Scale from 1 “very seldom or never” to 5 “very often or always”

Figure 18. Median for the use of tools when guiding

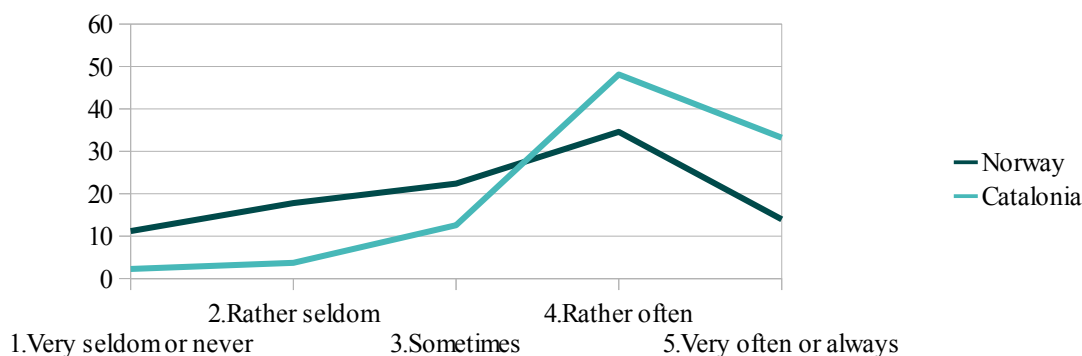
Results from a Chi-square test for independence show that there is a significant association between the guiding country and the following tools: *smartphone*, Chi-square (4, n=297)=31.2, p=.000, Cramer's V=.32. Percentages in Catalonia from a scale from one “Very seldom or never” to five “Very often or always” are 42.2%, 6%, 8%, 11.1% and 32.7% respectively. However, percentages in Norway are 75.5%, 4.1%, 5.1%, 6.1% and 9.2% respectively. *Headphones and microphone*, Chi-square (4, n=310)=31.2, p=.000, Cramer's V=.32. Percentages in Catalonia from a scale from one “Very seldom or never” to five “Very often or always” are 20.8%, 11.1%, 29%, 16.9% and 22.2% respectively. However,

percentages in Norway are 47.6%, 11.7%, 9.7%, 8.7% and 22.3% respectively. And *portable speakers*, Chi-square (4, n=310)=55.5, p=.000, Cramer's V=.42. Percentages in Catalonia from a scale from one “Very seldom or never” to five “Very often or always” are 28.1%, 9.5%, 15.7%, 16.7% and 30% respectively. However, percentages in Norway are 66%, 15%, 10%, 4% and 5% respectively.

On the other hand, there is no significant associations between the guiding country and *pc*, Chi-square (4, n=292)=6.5, p=.163, Cramer's V=.15.

Feedback.

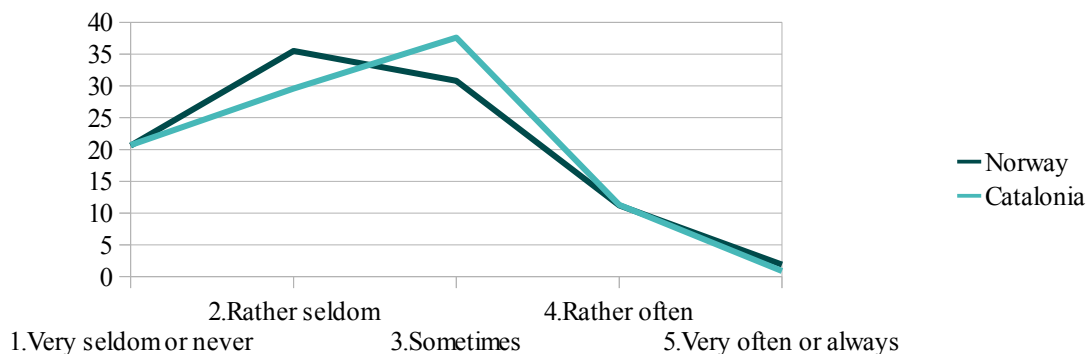
Figure 19 shows that tourist guides in Catalonia receive more feedback from the tourist groups than guides in Norway.



Note. Median 4 (Catalonia) and 3 (Norway)

Figure 19. Distribution of the samples for the feedback from the tourist group

Contrary to the feedback from the tourist groups, both guides in Norway and Catalonia receive little feedback from other guides (see Figure 20).



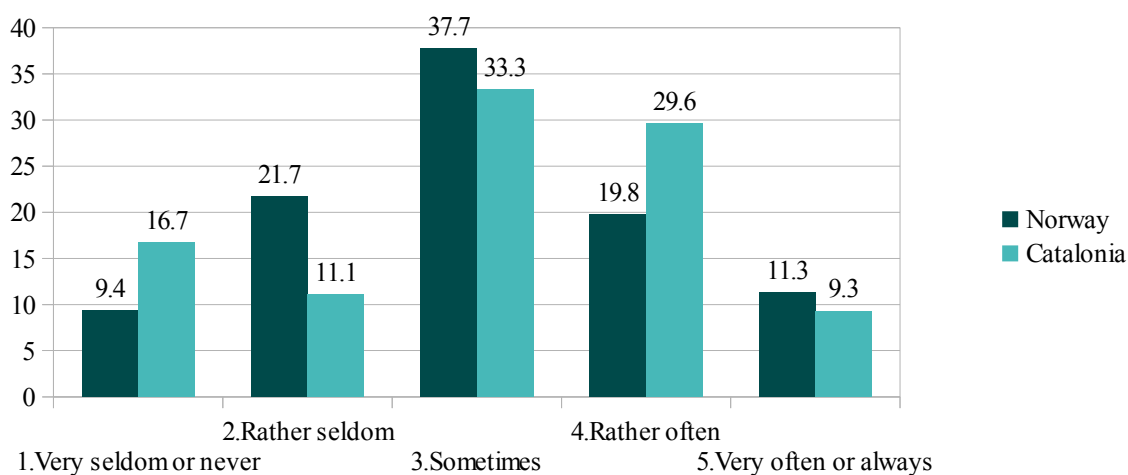
Note. Median 2 (Catalonia) and 2 (Norway)

Figure 20. Distribution of the samples for the feedback from other guides

Continuous education.

A higher percentage of tourist guides in Catalonia take part in continuous education or professional guide courses compared with the guides in Norway. Thirty eight point nine percent (38.9%) of the guides in Catalonia take part in continuous education between “rather often” and “very often or always”. A slightly lower percentage of tourist guides in Norway (31.1%) take part in continuous education.

It is important to remark that 16.7% of the guides in the Catalan sample and 9,4% in the Norwegian sample who attend courses “very seldom or never”. See Figure 21 for further details.

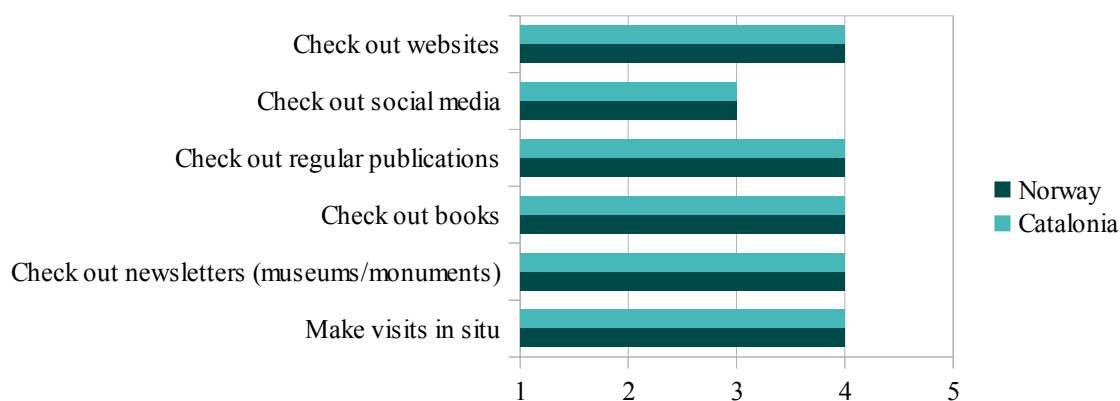


Note. Median 3 (Catalonia) and 3 (Norway)

Figure 21. Percentages for the attendance in continuous education

Results from a Chi-square test for independence between guiding country and continuous education show that there is a significant difference in the sample distribution, Chi squared (4, $n=322$)=11.4, $p=.02$, Cramer's $V=.19$. Percentages in Catalonia from a scale from one “Very seldom or never” to five “Very often or always” are 16.7%, 11.1%, 33.3%, 29.6% and 9.3% respectively. However, percentages in Norway are 9.4%, 21.7%, 37.7%, 19.8% and 11.3% respectively.

There are no differences between the median value for the Catalan sample and the Norwegian sample with regards to the use of different means in order to keep their job updated (see Figure 22). The median for the majority of the means at point 4 in a scale from one to five (from “very seldom or never” to “very often or always”) indicates that guides in Catalonia and in Norway to a high extent try to keep their job updated.



Note. Scale from 1 “very seldom or never” to 5 “very often or always”

Figure 22. Relation of means used by guides in order to keep their job updated (median values)

A Chi-square test for independence between the guiding country and the means for job updating show that there is significant association between the guiding country and the following means: *check out websites*, Chi-square (4, n=325)=45.5, p=.000, Cramer's V=.37. Percentages in Catalonia from a scale from one “Very seldom or never” to five “Very often or always” are 2.8%, 1.4%, 7.8%, 38.2% and 49.8% respectively. However, percentages in Norway are 3.7%, 6.5%, 32.4%, 33.3% and 24.1% respectively. And *visits in situ*, Fisher (n=321)=33.2, p=.000. Percentages in Catalonia from a scale from one “Very seldom or never” to five “Very often or always” are 0%, 0.5%, 14.6%, 39% and 46% respectively. However, percentages in Norway are 0.9%, 3.7%, 35.2%, 39.8% and 20.4% respectively.

On the other hand, there are no significant differences in the sample between the guiding country and *check out social media*, Chi-square (4, n=314)=5.0, p=.284, Cramer's V=.13; between the guiding country and *check out regular publications*, Chi-square (4, n=320)=4.6, p=.332, Cramer's V=.12; between the guiding country and *check out books*, Fisher (n=324)=5.9, p=.169; or between the guiding country and *check out newsletters*, Fisher

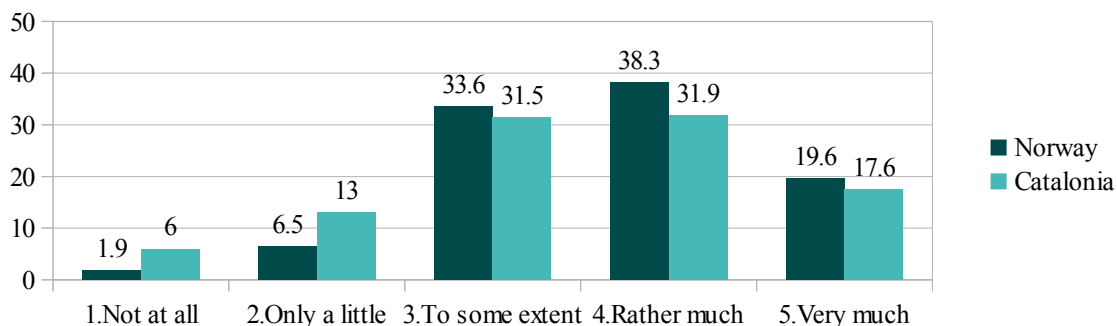
(n=324)=2.1, p=.736.

Specialisations within the guiding profession.

A high percentage of the guides in Norway (90.7%) and Catalonia (89.1%) consider that the guiding profession should have some non-mandatory specializations for those guide who would like to develop further knowledge in a specific area. Guides in Catalonia and Norway agree and consider art, architecture, nature and history within the top most demanded specializations.

Work optimism.

Highest levels of work optimism are concentrated in “to some extent” and “rather much” for the Catalan and the Norwegian sample. However, the median in Catalonia is 3 and the median for Norway is 4. Therefore, guides in Norway are more optimistic about their job than the guides in Catalonia. Figure 23 displays the percentages for the sample distribution in Catalonia and Norway.



Note. Median 3(Catalonia) and 4 (Norway)

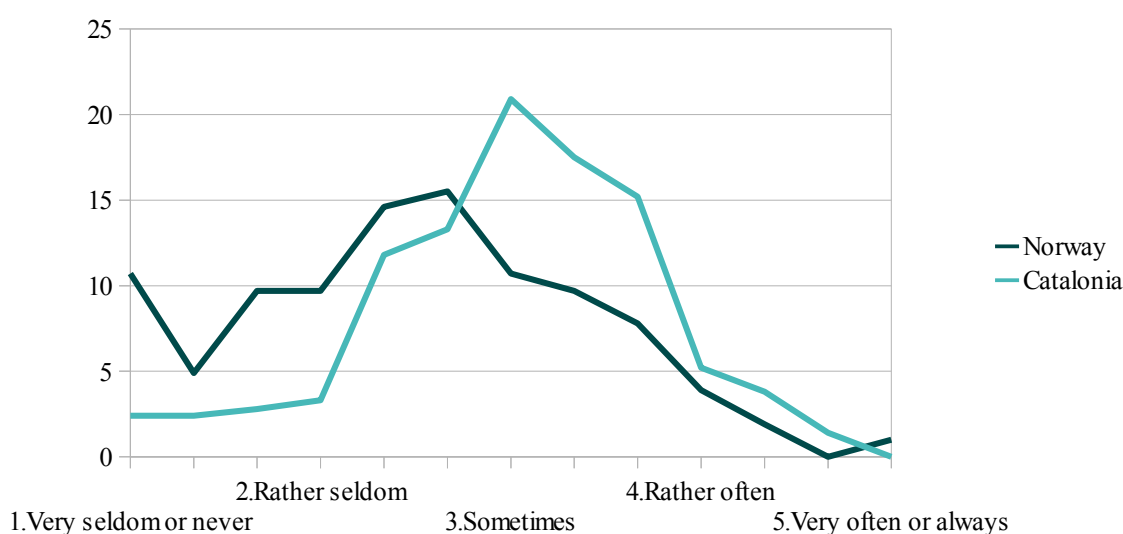
Figure 23. Percentages for the sample distribution in the work optimism variable

Job demands.

This section displays the results for the job demands, that includes the quantitative demands, decision demands and learning demands.

Quantitative demands.

The level of quantitative demands is higher in Catalonia than in Norway (see Figure 24). Sixty four percent (64%) of the guides in Catalonia consider the quantitative demands to be high between “sometimes” and “very often or always”, while only 35% of the guides in Norway consider the quantitative demands to be high between “sometimes” and “very often or always”.

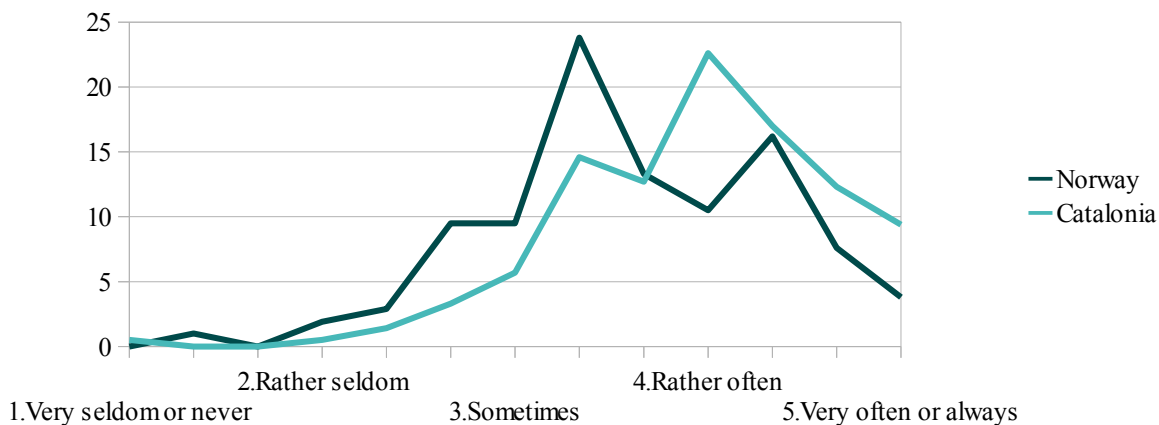


Note. Median 3 (Catalonia) and 2.7 (Norway)

Figure 24. Sample distribution in the quantitative demands scale

Decision demands.

Figure 25 indicates that the level of decision demands is higher in Catalonia than in Norway. Guides in Catalonia (63%) consider that the decision demands at work are high “rather often” or “very often or always”. Thirty eight point one percent (38.1%) of the guides in Norway consider that the levels of decision demands are high “rather often” or “very often or always”.

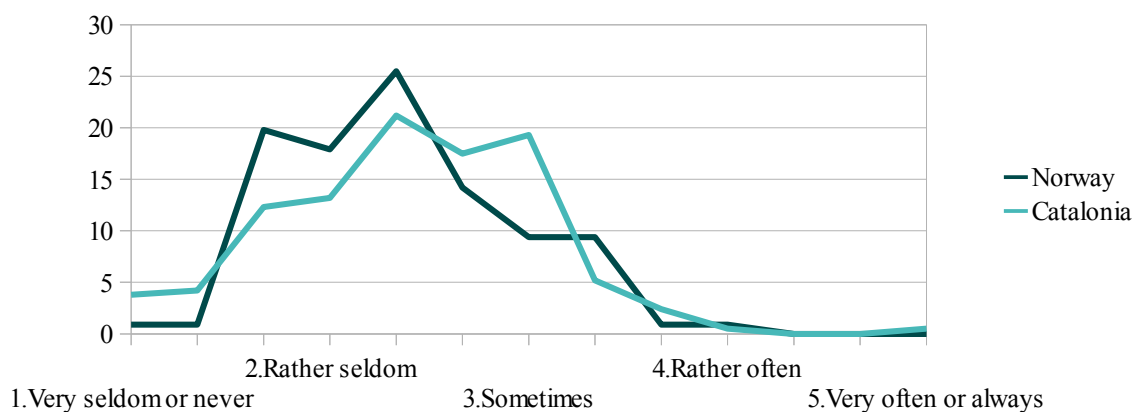


Note. Median 4 (Catalonia) and 3.7 (Norway)

Figure 25. Sample distribution in the decision demands scale

Learning demands.

From the chart below (Figure 26) one can argue that the levels of learning demands are low both in Catalonia and in Norway. Less than one percent of the guides in both Catalonia and in Norway consider the learning demands at work to be high “rather often” or “very often or always”.



Note. Median 2.3 (Catalonia) and 2.3 (Norway)

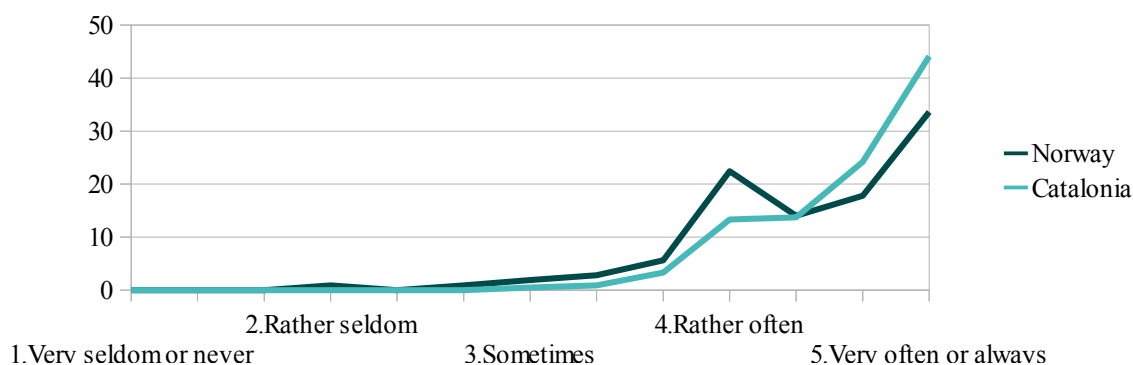
Figure 26. Sample distribution in the learning demands scale

Role expectations.

This section displays the results from the role expectations of the tourist guides: role clarity and role conflict.

Role clarity.

Tourist guides in Catalonia have more clear roles (goals and expectations) than the guides in Norway (see Figure 27). However, very low percentages or null percentages at the lowest values (“very seldom or never”, “rather seldom” and “sometimes”) show that there is not an apparent problem with the clarity of the tasks in Norway or Spain.



Note. Median 4.7 (Catalonia) and 4.7 (Norway)

Figure 27. Sample distribution in the role clarity scale

Role conflict.

Levels of role conflict (opposite demands) are lower in Norway than in Catalonia (see Figure 28). Seventy six point three percent (76.3%) of the guides in Norway and 68.6% of the guides in Catalonia perceive role conflict between “very seldom or never” and at “rather seldom” occasions.

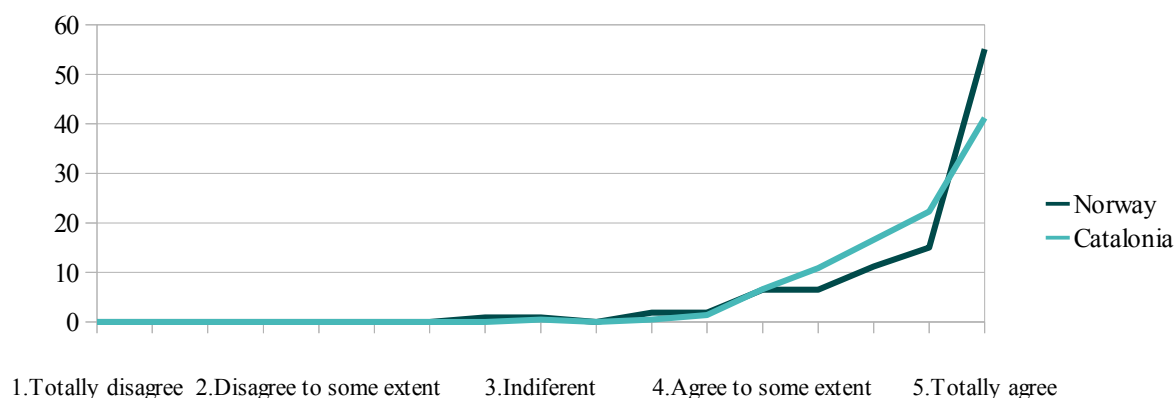


Note. Median 2.7 (Catalonia) and 2.3 (Norway)

Figure 28. Sample distribution in the role conflict scale

Perceptions of self-efficacy.

Results reveals high levels of perceptions of self-efficacy among the Norwegian sample and the Catalan sample (see Figure 29). However, the highest percent (55.1%) for Norway is at the highest point “totally agree”. On the contrary, the highest percent (56.4%) of the guides in Catalonia are concentrated at point 4 “agree to some extent”.



Note. Median 4.8 (Catalonia) and 5 (Norway)

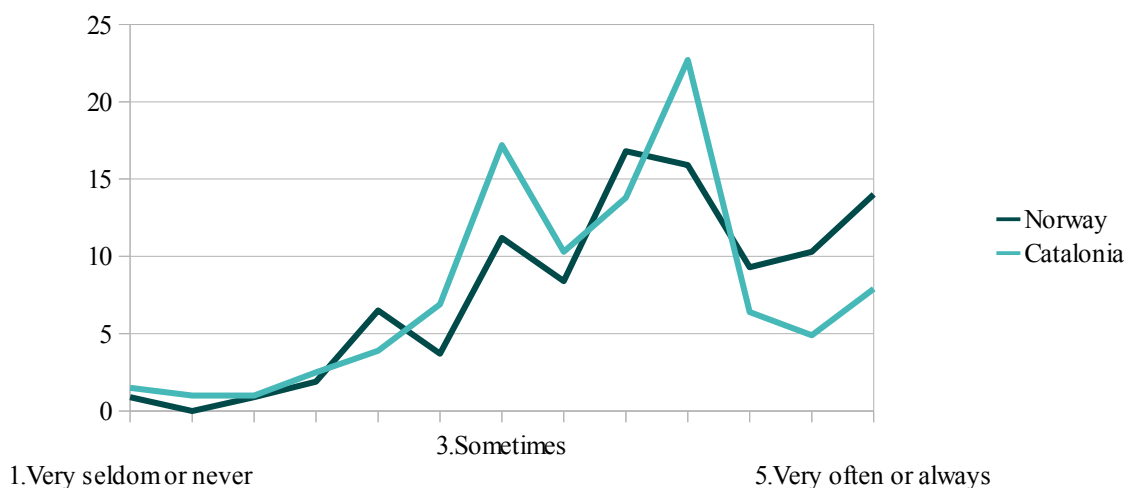
Figure 29. Sample distribution in the self-efficacy scale

Social interactions.

This section displays the results obtained in support from other guides and support from superior.

Support from co-workers (other guides).

Tourist guides in Catalonia and in Norway receive support from their co-workers (other guides) to a high extent (see Figure 30). Highest percentages are concentrated between “sometimes” and “very often or always” for the Norwegian sample and the Catalan sample.



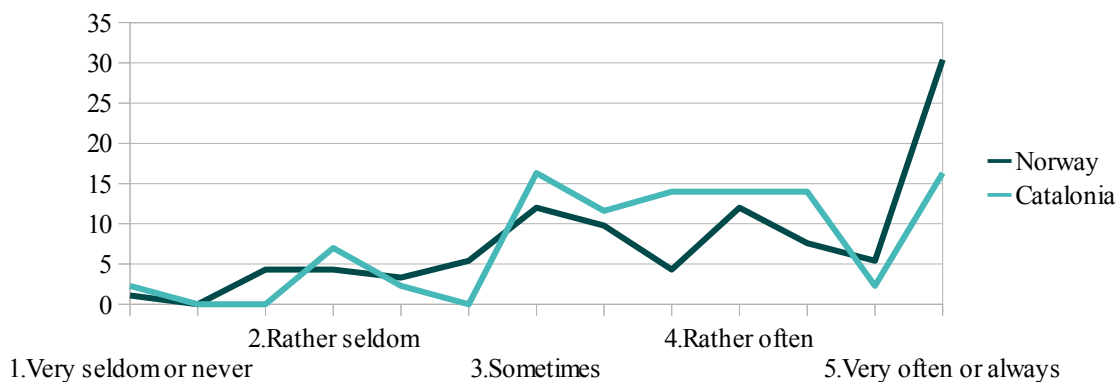
Note. Median 3.7 (Catalonia) and 3.7 (Norway)

Figure 30. Sample distribution in the support from co-workers (other guides) scale

Support from superior.

Figure 31 displays the distribution of the sample in Catalonia and the sample in Norway for the scale “support from superior”. Fifty five point four percent (55.4%) of the tourist guides in Norway receive support from their superior between “rather often” and “very often or always”. Tourist guides in Catalonia (46.6%) receive support from their superior between “rather often” and “very often or always”. However, there are 18.4% of the guides in Norway

and 11.6% of the guides in Catalonia who receive support between “very seldom or never” and “rather seldom” occasions.

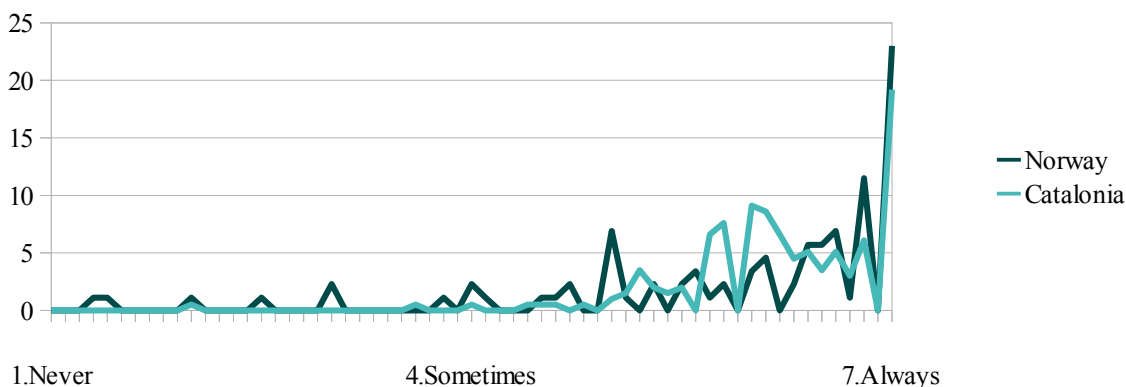


Note. Median 3.7 (Catalonia) and 4 (Norway)

Figure 31. Sample distribution in the support from superior scale

Work engagement.

Work engagement levels are high both in Catalonia and in Norway (see Figure 32). Twenty three percent (23%) of the guides in Norway and 19.2% of the guides in Catalonia feel engaged at work at all times. In addition, null and non-significant percentages are found between “never” and “sometimes”. In other words, a non-significant percentage of guides consider themselves disengaged with their work.

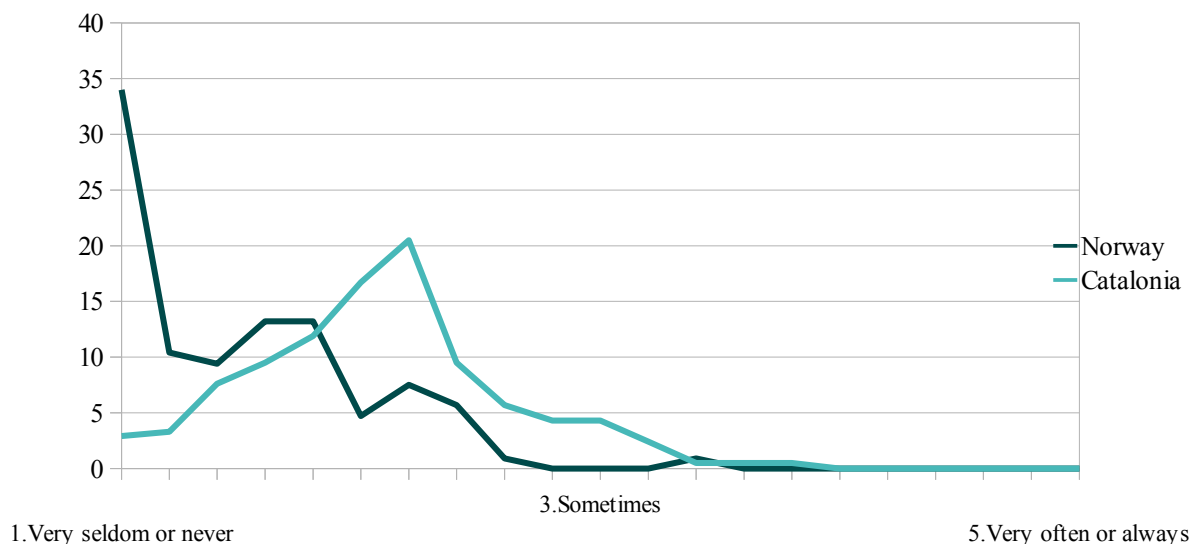


Note. Median 6.2 (Catalonia) and 6.5 (Norway)

Figure 32. Sample distribution in the work engagement scale

Behaviour of the tourist groups.

There are some differences between the type of tourist groups that the guides in Catalonia and Norway have to deal with (see Figure 33). Eighty point two percent (80.2%) of the guides in Norway have to deal with negative group behaviours “very seldom or never”. On the contrary, less than half of the guides in Catalonia (35.2%) deal with negative group behaviours “very seldom or never”. In other words, guides in Norway work with more positive group behaviour than the Catalan guides.

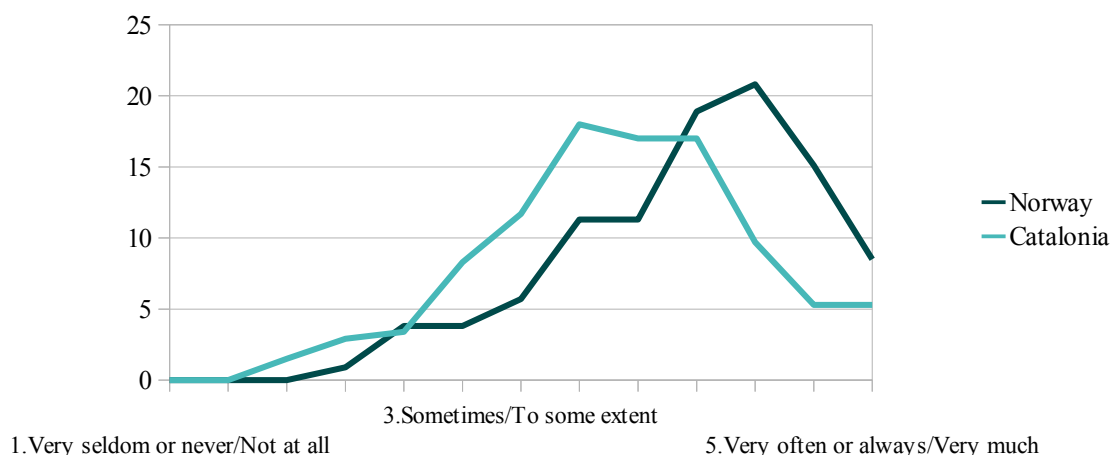


Note. Median 2 (Catalonia) and 1.4 (Norway)

Figure 33. Sample distribution in the group behaviour scale

Perceptions of how work will develop in relation to the age.

Higher amount of tourist guides in Norway perceives that their work will develop in a positive way in relation to their age (or the fact guides are getting older), in comparison with the perceptions of the tourist guides in Catalonia (see Figure 34).



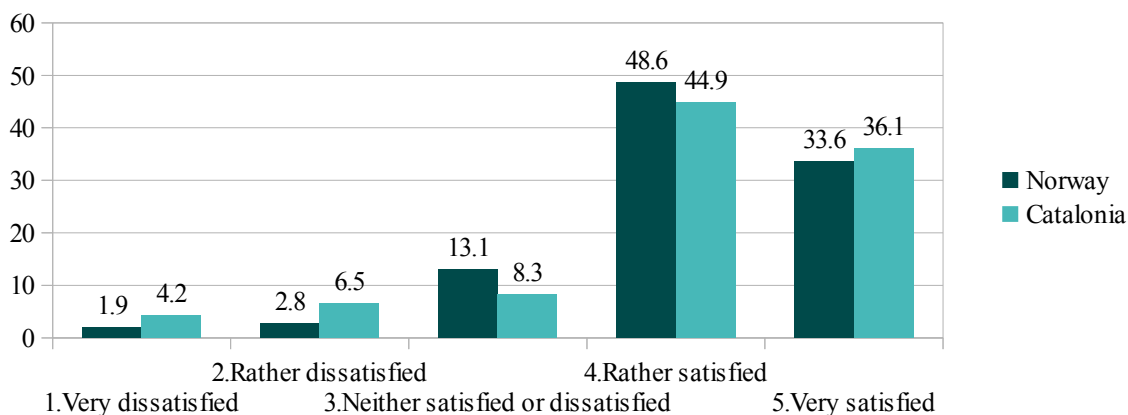
Note. Median 3.7 (Catalonia) and 4 (Norway)

Figure 34. Sample distribution in the work and age scale

Description of the Dependent Variables

Job satisfaction.

Levels of job satisfaction are similar among tourist guides in Catalonia and in Norway. Highest percentages are concentrated in the highest values (“rather satisfied” and “very satisfied”). In other words, guides in Catalonia and Norway are satisfied at work (see Figure 35).



Note. Median 4 (Catalonia) and 4 (Norway)

Figure 35. Percentages for the sample distribution in the job satisfaction variable

Job satisfaction is found to positive correlate with *additional job, work optimism, career plans, role clarity, self-efficacy, work engagement, support superior, work and age, and working hours per week*. And negatively correlate with *job stress, role conflict, and group behaviour*. Table 9 provides detailed information of the Pearson correlation coefficient, the significance level and the number of cases for the significant correlations to job satisfaction.

On the other hand, there are non-significant correlations with *guiding country* ($r=.034$, $n=323$, $p=.547$), *age* ($r=.041$, $n=320$, $p=.468$), *gender* ($r=.051$, $n=321$, $p=.365$), *learning demands* ($r=-.034$, $n=311$, $p=.548$), *years of experience* ($r=.011$, $n=313$, $p=.845$), *continuous education* ($r=.034$, $n=317$, $p=.544$), *membership association* ($r=.008$, $n=320$, $p=.884$), *feedback from other guides* ($r=-.072$, $n=315$, $p=.205$), *support from co-workers (other guides)* ($r=.016$, $n=305$, $p=.779$), *feedback tourist group* ($r=.081$, $n=316$, $p=.150$), *quantitative demands* ($r=.015$, $n=307$, $p=.798$), *decision demands* ($r=.040$, $n=311$, $p=.485$) and *guide services per month* ($r=.113$, $n=259$, $p=.068$).

Table 9

Significant correlations to job satisfaction

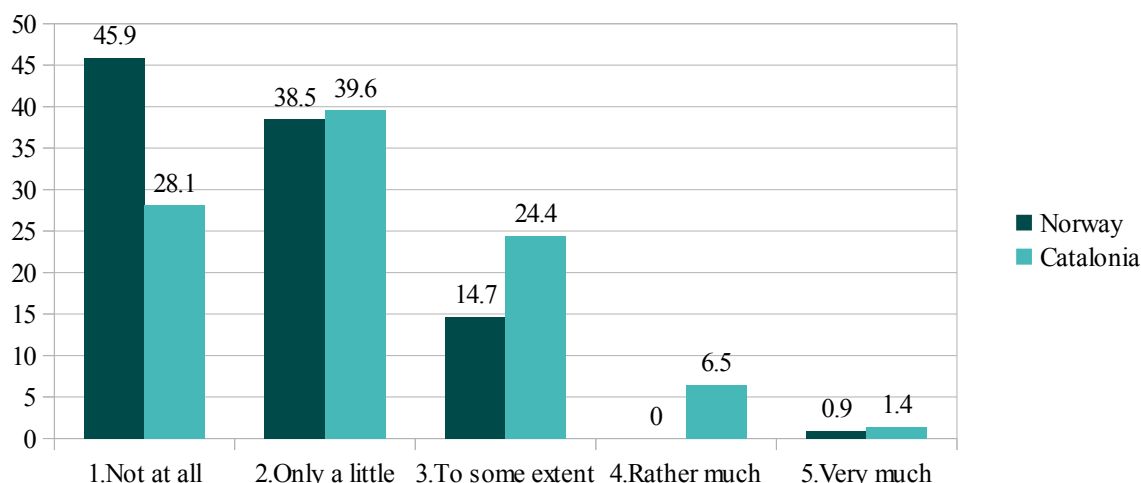
Variables	Job satisfaction	Number of cases (N)
Additional job	.119*	322
Work optimism	.335***	321
Career plans	.263***	321
Role clarity	.153**	312
Self-efficacy	.149**	314
Work engagement	.192***	282
Support superior	.171*	130
Work and age	.290***	308
Working hours per week	.125*	255
Job stress	-.147**	321
Role conflict	-.192***	313
Group behaviour	-.285***	311

* $<.05$, ** $<.01$, *** $<.001$

The fact that guiding country and job satisfaction are non-significant correlated does not allow the variable “guiding country” to be included in the multiple regression. However, and despite the fact that the guiding country cannot be tested as initially planned, the researcher believes that it is still interesting to identify the group of variables that have an influence on job satisfaction.

Job stress.

Highest levels of job stress are found in the Catalan sample (Figure 36). Seven point nine percent (7.9%) of the guides in Catalonia consider their job “rather much” and “very much” stressful, while guides in Norway (0.9%) only consider their job stressful (“rather much” and “very much”).



Note. Median 2 (Catalonia) and 2 (Norway)

Figure 36. Percentages for the sample distribution in the job stress variable

Job stress is found to positively correlate with *feedback from the tourist group*, *quantitative demands*, *decision demands*, *learning demands*, *role conflict*, *group behaviour*, *working hours per week*, and *guide services per month*. And negatively correlate with *age*,

job satisfaction, work optimism, role clarity, self-efficacy, work and age, guiding country and work engagement. Table 10 gives detail (Pearson correlation coefficient, level of significance and number of cases) for the significant correlations to job stress mentioned above.

There is non-significant correlation between job stress and *gender* ($r=.025$, $n=324$, $p=.655$), *years of experience* ($r=.022$, $n=315$, $p=.703$), *additional job* ($r=-.083$, $n=324$, $p=.138$), *membership association* ($r=.081$, $n=323$, $p=.144$), *feedback co-workers (other guides)* ($r=.105$, $n=319$, $p=.062$), *continuous education* ($r=.073$, $n=321$, $p=.194$), *career plans* ($r=-.094$, $n=324$, $p=.092$), *support superior* ($r=-.157$, $n=132$, $p=.072$), and *support co-workers (other guides)* ($r=-.010$, $n=309$, $p=.859$).

Table 10

Significant correlations to job stress

Variables	Job stress	Number of cases (N)
Feedback tourist group	.111*	320
Quantitative demands	.338***	311
Decision demands	.256***	316
Learning demands	.267***	315
Role conflict	.341***	317
Group behaviour	.351***	315
Working hours per week	.125*	257
Guide services per month	.125*	259
Age	-.108*	323
Job satisfaction	-.147**	321
Work optimism	-.174**	320
Role clarity	-.161**	317
Self-efficacy	-.241***	317
Work and age	-.309***	311
Guiding country	-.216***	326
Work engagement	-.170**	285

* $<.05$, ** $<.01$, *** $<.001$

Career plans.

Figure 37 shows that more than 80% of the guides in Catalonia and in Norway are very likely to keep working within the guiding profession in the upcoming years. From this percentage, 60.1% of the guides in Catalonia and 43.6% in Norway report that they will certainly work as guides in the future. In the same line, results from the amount of years guides intend to stay within the profession, 64.7% of the guides in Catalonia and 79.3% of the guides in Norway report their wish to work for 20 years or more, until retirement or indefinite.

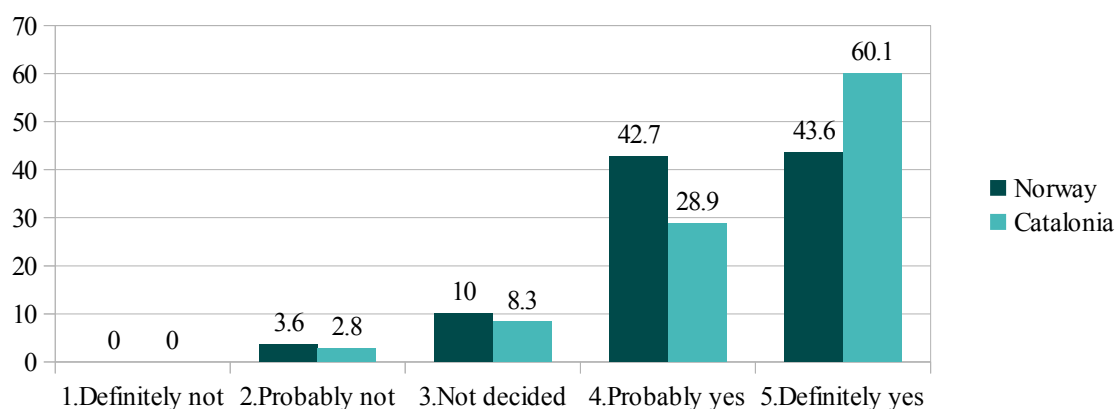


Figure 37. Percentages for the sample distribution in the intention to work as a tourist guide in the future (career plans variable)

Career plans are found to positively correlate with *additional job, feedback tourist group, quantitative demands, decision demands, job satisfaction, work optimism, continuous education, role clarity, self-efficacy, work engagement, work and age, working hours per week, and guide services per month*. And negatively correlate with *guiding country and role conflict*.

However, there are non-significant correlations between career plans and *age* ($r=-.052$, $n=325$, $p=.350$), *gender* ($r=.037$, $n=326$, $p=.501$), *years of experience* ($r=.076$, $n=318$, $p=.179$), *membership association* ($r=-.037$, $n=326$, $p=.504$), *feedback co-workers (other*

guides) ($r=-.020$, $n=318$, $p=.725$), *job stress* ($r=-.094$, $n=324$, $p=.092$), *support superior* ($r=.059$, $n=135$, $p=.498$), *learning demands* ($r=-.009$, $n=316$, $p=.879$), *support co-workers (other guides)* ($r=.015$, $n=308$, $p=.793$), and *group behaviour* ($r=-.087$, $n=314$, $p=.122$).

Table 11 provides detailed information (Pearson correlation coefficient, level of significance and number of cases) for the significant correlations to career plans mentioned above.

Table 11

Significant correlations to career plans

Variables	Career plans	Number of cases (N)
Additional job	.266***	326
Feedback tourist group	.250***	319
Quantitative demands	.168**	312
Decision demands	.190***	315
Job satisfaction	.263***	321
Work optimism	.235***	321
Continuous education	.109*	320
Role clarity	.247***	316
Self-efficacy	.231***	316
Work engagement	.250***	283
Work and age	.179**	310
Working hours per week	.211***	257
Guide services per month	.169**	260
Guiding country	-.122*	328
Role conflict	-.122*	317

* $<.05$, ** $<.01$, *** $<.001$

Results from the Multiple Regressions

In this last part of the results, the multiple regression analysis are presented. There have been three multiple regressions between the independent variables (Step 1 “guiding country”

variable; Step 2 “individual level” variables; Step 3 “organisational level” variables; and Step 4 “travellers level” variables) and the dependent variables (job satisfaction, job stress and career plans). As mentioned before, the multiple regression to job satisfaction skipped one step due to the lack of correlation between guiding country and job satisfaction.

Multiple regression to predict job satisfaction.

Hierarchical multiple regression was used to identify the ability of three stage predictors (Step 1: Individual level “work optimism, additional job, work engagement and self-efficacy”; Step 2: Organisational level “support superior, working hours, role clarity, role conflict, and work and age”; and Step 3: Travellers level “group behaviour”) to predict job satisfaction.

In the first step, the “individual level” variables explain an additional 28.6% (R square change), which is statistically non-significant. In the second step, the “organisational level” variables only explain an additional 8.2% (R Square change), which is statistically non-significant. And in the third step, “travellers level” variables only explains an additional 7% (R Square change), which is significant at .01 level.

In the first stage of the regression, only “work engagement” ($\beta=.223$, $p<.05$) and “work optimism” ($\beta=.474$, $p<.001$) are statistically significant. On the other hand, “additional job” ($\beta=.186$, $p>.05$) presents marginal values and “self-efficacy” ($\beta=-.021$, $p>.05$) is non-significant. In the second step, “work optimism” is still significant ($\beta=.435$, $p<.001$), and the effect of “work engagement” ($\beta=.153$, $p>.05$) disappears. The rest of the variables in step two are non-significant: “additional job” ($\beta=.144$, $p>.05$), “self-efficacy” ($\beta=-.066$, $p>.05$), “work and age” ($\beta=.159$, $p>.05$), “working hours” ($\beta=.086$, $p>.05$), “role clarity” ($\beta=.109$, $p>.05$), “role conflict” ($\beta=-.196$, $p>.05$), and “support superior” ($\beta=-.139$, $p>.05$). In the last stage of the model, “work optimism” ($\beta=.426$, $p<.001$) and “group behaviour” ($\beta=-.337$, $p<.01$) are statistically significant, and “additional job” ($\beta=.123$, $p>.05$), “self-efficacy” ($\beta=-.138$, $p>.05$), “work engagement” ($\beta=.131$,

$p > .05$), “work and age” ($\beta = .142$, $p > .05$), “working hours” ($\beta = .177$, $p > .05$), “role clarity” ($\beta = .079$, $p > .05$), “role conflict” ($\beta = -.036$, $p > .05$) and “support superior” ($\beta = -.103$, $p > .05$) do not have any effect on the dependent variable.

It can be concluded that model one (Step 1) explains 24.4% (adjusted R square) of the variance in the dependent variable “job satisfaction”, model two (Step 2) explains 27.8% (adjusted R square), and model three (Step 3) explains 34.8% (adjusted R square).

Multiple regression to predict job stress.

Hierarchical multiple regression was used to identify the ability of four stage predictors (Step 1: Sample “guiding country”; Step 2: Individual level “self-efficacy, work optimism, work engagement and age”; Step 3: Organisational level “role conflict, role clarity, working hours, work and age, and number of services”; and Step 4: Travellers level “feedback from tourist group, learning demands, quantitative demands, decision demands and group behaviour”) to predict job stress.

In the first step, the “sample” variable explains an additional 3.2% (R square change), which is significant at 0.1 level. In the second step, the “individual level” variables explained an additional 12.5% (R Square change), being significant at .001 level. In the third step, “organisational level” variables explain an additional 9.8% (R Square change), which is statistically significant at level .001. And in the last step, “travellers level” variables explain an additional 9.7% (R Square change), significant at .001 level.

The first step of the regression shows that the guiding country has an effect on the job stress levels ($\beta = -.179$, $p < .01$). In the second stage, only “self-efficacy” ($\beta = -.203$, $p < .01$) and “work optimism” ($\beta = -.170$, $p < .05$) have a unique effect on job stress, and “sample” ($\beta = -.135$, $p = .10$) and “work engagement” ($\beta = -.129$, $p = .09$) present marginal values. On the contrary, “age” variable ($\beta = -.050$, $p > .05$) is statistically non-significant in stage two. In stage three, “self-efficacy” is still significant ($\beta = -.165$, $p < .05$), and “work and age”

(beta=-.174, $p < .05$) and “role conflict” (beta=.195, $p < .01$) also present unique effects on job stress. The “work engagement” variable (beta=-.126, $p = .10$) still reports marginal values, and “sample” (beta=-.012, $p > .05$), “age” (beta=-.078, $p > .05$), “work optimism” (beta=-.112, $p > .05$), “role clarity” (beta=-.004, $p > .05$), “working hours” (beta=.136, $p > .05$) and “number of services” (beta=.024, $p > .05$) are statistically non-significant. In the last step, “self-efficacy” (beta=-.149, $p < .05$), “work and age” (beta=-.213, $p < .01$), “quantitative demands” (beta=.202, $p < .01$) and “group behaviour” (beta=.156, $p < .05$) have a separate effect on job stress. However, “sample” (beta=.105, $p > .05$), “age” (beta=-.029, $p > .05$), “work engagement” (beta=-.117, $p > .05$), “work optimism” (beta=-.075, $p > .05$), “role clarity” (beta=.035, $p > .05$), “role conflict” (beta=.013, $p > .05$), “working hours” (beta=.059, $p > .05$), “number of services” (beta=.002, $p > .05$) and “decision demands” (beta=.073, $p > .05$) are statistically non-significant, and “feedback from tourist group” (beta=.133, $p = .06$) and “learning demands” (beta=.132, $p = .06$) report marginal values.

It can therefore be concluded that model one (Step 1) explains 2.7% (adjusted R square) of the variance in job stress, model two (Step 2) explains 13.3% (adjusted R square), model three (Step 3) explains 21.2% (adjusted R square), and model four (Step 4) explains 29.5% (adjusted R square) of the variance in the dependent variable.

Multiple regression to predict career plans.

Multiple regression 1.

Hierarchical multiple regression was used to identify the ability of four stage predictors (Step 1: Sample “guiding country”; Step 2: Individual level “work engagement, continuous education, work optimism, additional job and self-efficacy”; Step 3: Organisational level “role clarity, role conflict, working hours, work and age, and number of services”; and Step 3: Travellers level “feedback from the tourist group, quantitative demands and decision demands”) to predict career plans.

In the first step, the “sample” variable explains an additional 0.9% (R square change), which is statistically non-significant. In the second step, the “individual level” variables explain an additional 15.7% (R Square change), which is significant at .001 level. In the third step, the “organisational level” variables only explain an additional 2.1% (R Square change), which is statistically non-significant. And in the fourth step, “travellers level” variables only explain an additional 3.2% (R Square change), which is non-significant but close to a .05 level of significance.

In the first step of the regression, there is no difference between the guiding country and the career plans ($\beta = -.095$, $p > .05$). When introducing the “individual level” variables only “work optimism” ($\beta = .229$, $p < .001$) and “additional job” ($\beta = .197$, $p < .01$) have a separate effect on the dependent variable, and “work engagement” ($\beta = -.128$, $p = .09$) presents a marginal significance. However, “sample” ($\beta = -.057$, $p > .05$), “continuous education” ($\beta = .039$, $p > .05$) and “self-efficacy” ($\beta = -.107$, $p > .05$) are statistically non-significant. In the third step, “work optimism” ($\beta = .230$, $p < .01$) and “additional job” ($\beta = .174$, $p < .05$) still have a unique effect on career plans. The rest of the variables are statistically non-significant: “sample” ($\beta = -.015$, $p > .05$), “continuous education” ($\beta = .041$, $p > .05$), “self-efficacy” ($\beta = .086$, $p > .05$), “work engagement” ($\beta = .101$, $p > .05$), “role conflict” ($\beta = -.115$, $p > .05$), “role clarity” ($\beta = .057$, $p > .05$), “work and age” ($\beta = -.030$, $p > .05$), “working hours” ($\beta = .071$, $p > .05$) and “number of services” ($\beta = .009$, $p > .05$). When introducing the “travellers level” variables in the last step, “work optimism” ($\beta = .229$, $p < .01$) and “additional job” ($\beta = .167$, $p < .05$) still have a separate effect. In addition, “role conflict” ($\beta = -.193$, $p < .05$) and “decision demands” ($\beta = .186$, $p < .05$) also have a unique effect on career plans. On the other hand, “sample” ($\beta = .022$, $p > .05$), “continuous education” ($\beta = .022$, $p > .05$), “self-efficacy” ($\beta = .073$, $p > .05$), “work engagement” ($\beta = .068$, $p > .05$), “role clarity” ($\beta = .037$, $p > .05$), “work and age” ($\beta = -.034$, $p > .05$),

“working hours” ($\beta=.039, p>.05$), “number of services” ($\beta=.008, p>.05$), “feedback from tourist group” ($\beta=.043, p>.05$) and “quantitative demands” ($\beta=.034, p>.05$) are statistically non-significant.

In conclusion, model one (Step 1) explains 0.4% (adjusted R square) of the variance in career plans, model two (Step 2) explains 13.9% (adjusted R square), model three (Step 3) explains 13.7% (adjusted R square) and model four (Step 4) explains 15.7% (adjusted R square) of the variance in the dependent variable.

Multiple regression 2 (including job satisfaction).

A second hierarchical multiple regression was used to identify the ability of four stage predictors (Step 1: Sample “guiding country”; Step 2: Individual level “job satisfaction, work engagement, continuous education, work optimism, additional job and self-efficacy”; Step 3: Organisational level “role clarity, role conflict, working hours, work and age, and number of services”; and Step 4: Travellers level “feedback from the tourist group, quantitative demands and decision demands”) to predict career plans. In this second regression, the job satisfaction variable was included within the group of “individual level” variables, and therefore, included in the second stage of the analysis.

In the first step of the regression, the “sample” variable explains an additional 0.9% (R square change), which is statistically non-significant. In the second step, the “individual level” variables explain an additional 18.3% (R Square change), which is statistically significant at .001 level. In the third stage, the “organisational level” variables only explain an additional 1.2% (R Square change), which is statistically non-significant. And in the last step, “travellers level” variables only explain an additional 3.4% (R Square change), which is significant at .05 level of significance.

In the first step of the regression, there is no difference between the guiding country and the career plans ($\beta=-.095, p>.05$). When introducing the “individual level” variables, “work

optimism” (beta=.170, $p < .05$) , “additional job” (beta=.170, $p < .05$) and “job satisfaction” (beta=.180, $p < .05$) have a separate effect on the dependent variable. However, “sample” (beta=-.085, $p > .05$), “continuous education” (beta=.045, $p > .05$) and “self-efficacy” (beta=-.115, $p > .05$) and “work engagement” (beta=.094, $p > .05$) are statistically non-significant. In the third step, “work optimism” (beta=.184, $p < .05$), “additional job” (beta=.159, $p < .05$) and “job satisfaction (beta=.152, $p < .05$), still have a unique effect on career plans. The rest of the variables in the third step are statistically non-significant: “sample” (beta=-.045, $p > .05$), “continuous education” (beta=.043, $p > .05$), “self-efficacy” (beta=.099, $p > .05$), “work engagement” (beta=.080, $p > .05$), “role conflict” (beta=-.089, $p > .05$), “role clarity” (beta=.043, $p > .05$), “work and age” (beta=-.038, $p > .05$), “working hours” (beta=.058, $p > .05$) and “number of services” (beta=.003, $p > .05$).

When introducing the “travellers level” variables in the last step, “work optimism” (beta=.179, $p < .05$) and “job satisfaction” (beta=.159, $p < .05$) still have a separate effect on career plans, and “additional job” (beta=.152, $p > .05$) presents marginal values. Additionally, “role conflict” (beta=-.168, $p < .05$) and “decision demands” (beta=.194, $p < .05$) also have a unique effect on career plans. On the other hand, “sample” (beta=-.012, $p > .05$), “continuous education” (beta=.027, $p > .05$), “self-efficacy” (beta=.086, $p > .05$), “work engagement” (beta=.048, $p > .05$), “role clarity” (beta=.021, $p > .05$), “work and age” (beta=-.041, $p > .05$), “working hours” (beta=.022, $p > .05$), “number of services” (beta=.001, $p > .05$), “feedback from tourist group” (beta=.031, $p > .05$) and “quantitative demands” (beta=.035, $p > .05$) are statistically non-significant.

In conclusion, model one (Step 1) explains 0.4% (adjusted R square) of the variance in career plans, model two (Step 2) explains 16.2% (adjusted R square), model three (Step 3) explains 15.1% (adjusted R square) and model four (Step 4) explains 17.3% (adjusted R square) of the variance in the dependent variable.

Discussion

Introduction

The main purpose of this section is to give an answer to the research question addressed in this thesis “*To what extent does the context (including work environment) relate to levels of job satisfaction, job stress and career plans?*” through the discussion between the available literature and the results obtained in this study. The first part of this section provides a discussion of the main findings (referring to job satisfaction, job stress and career plans), and the second part illustrates the main similarities and differences between the guiding conditions in Catalonia and in Norway.

The last part of this section presents the limitations that have affected this research.

Discussion of the main findings.

Job satisfaction.

Job satisfaction is an important issue to consider among leaders of those employees working in front-line positions, as low levels of job satisfaction are likely to have a negative influence on their customers (Rogers et al., 1994). Moreover, tourist guides are the connection between “the country, its guests, and their experiences” (Calvo, 2010, p. 180) and have the potential to influence the reputation of a country (Calvo, 2010).

The levels of job satisfaction among the guides in Catalonia and Norway are high, and with no relevant variations between the samples. Additionally, no correlation has been found between the guiding country and job satisfaction, and therefore the fact that guides in Catalonia are officially licensed and that in Norway they are not, does not relate to job satisfaction. However, results from the study indicate that the optimism to one's work and the kind of behaviour from the tourist group are important factors for explaining the levels of job satisfaction, and therefore they should be taken into consideration.

Some of the relationships between the variables of work environment and job

satisfaction found in this study are in line with previous studies (Pahkin et al., 2008), where job satisfaction (using the complete job and life satisfaction scale) was also found to positively correlate with support from superior, and negatively correlate with role conflict (opposite demands). The association between job satisfaction and support from superior suggests that organisations willing to keep their employees (tourist guides) satisfied at work should invest some efforts in improving the support from leadership and relationship with their employees.

Job stress.

In comparison with the Norwegian sample higher levels of job stress have been found in the Catalan sample. However, the overall results indicate low levels of job stress for both Catalonia and Norway.

Despite the differences between the levels of job stress across Catalonia and Norway, the guiding country variable only explains 2.7% of the variance of job stress when stress and guiding country are isolated from other factors. When other factors are introduced, the guiding country loses the separate effect, and other variables (quantitative demands, kind of group behaviour, self-efficacy and, work and age) better explain the variance in job stress. In this line, the context of guiding in Catalonia and the context of guiding in Norway per se (as it is unlikely that stress is affected by exclusively one element at the time) are not factors with a relevant influence on the job stress levels. However, elements from the work environment (quantitative demands, kind of group behaviour, perceptions of self-efficacy and perceptions of how work will develop in relation to the age) are predictors of the levels of job stress.

Regarding the correlations, in the study from Pahkin et al. (2008), stress at work was found to correlate with quantitative demands and role conflict (opposite demands), and negatively correlate with perceptions of self-efficacy. These same relationships have also been found in the present study.

Career plans.

Results show that tourist guides in Norway and Catalonia to a high extent intend to work as guides in the future. However, the Catalan sample is more certain to do so. Despite of these results, guiding in Norway or guiding in Catalonia (official guides) have been found to not be explanatory factors of the variance on career plans (intention to keep working as a guide).

Differences between the career intentions between Catalonia and Norway could be explained by the fact that guides in Catalonia invested time and effort in obtaining the guiding license, and therefore their future career plans are planned to be withing the guiding profession. However, this hypothesis needs to be addressed in further studies.

This study conducted two multiple regressions with the same variables in each of the four steps. However, in the second study the researcher introduced an extra variable “job satisfaction” due to the association between job satisfaction and career plans found in the literature (Griffeth, Hom & Gaertner, 2000, cited in Bernstein, 2011; Jex, 2002). Results from the first multiple regression indicate that differences in the career plans of the tourist guides are explained by their work optimism, role conflict (opposite demands), decision demand and the additional job variables. However, when introducing job satisfaction to the analysis, the unique effect from additional job variable disappears, and job satisfaction appears to have a separate effect on career plans. Decision demands, role conflict and work optimism still maintain their effect, even when job satisfaction was introduced. The fact that the model that includes job satisfaction explains 17.3% of the variance of career plans and the model excluding job satisfaction explains 15.7% of the variance indicates that job satisfaction is statistically more significant than the variable of additional job.

Discussion of other relevant findings.***Age, gender and education.***

There is a significant difference between the age of the tourist guides in Catalonia and in Norway. The mean age in Norway is more than ten years higher than in Catalonia. While in Catalonia guides are middle-age, Norwegian guides are more close to the age of retirement (65 years old). In the same line, results show that a great number of tourist guides work or intend to work beyond the retirement age (65 years old), probably associated with the strong levels of work engagement found in the research. These thoughts are also supported by the significant positive correlation found between the intention to work as a guide in the future and the levels of work engagement.

In both samples, there is a majority of females guides and with high levels of education. It is important to remark that despite no regulations regarding educational requirements for guiding in Norway (Pereira et al., 2012), tourist guides in Norway are highly educated. However, guides in Catalonia still have a higher percentage of university level degrees and higher degrees. The difference would be explained by the specific educational requirements for guides who wish to obtain the license in Catalonia (explained in detail in the “Guiding context in Catalonia” section), while in Norway one is not required to hold any specific education or degree to enter in the profession.

Languages.

With regards to the most frequently used languages when guiding, France was the top country of outbound tourists who visited Catalonia in 2010 (Instituto de Estudios Turísticos, 2010). This fact goes in line with the fourth position of French language in the ranking for the most frequently used languages among the guides in Catalonia (behind Catalan, Spanish, and English). This result suggests that France is likely to still be around the top positions of international tourists in Catalonia and this would explain the demand for guides with French

language skills (53% of the guides in Catalonia reported to use French when guiding).

A similar conclusion can be drawn from the Norwegian case. Germany is the top nationality that visited Norway in 2010 (Statistics Norway, 2011a). This fact would explain the demands for German language proficiency among the guides in Norway (43.2% of the guides in Norway reported to use German when guiding), behind Norwegian and English.

Working hours, additional jobs and type of employment.

The fact that Catalonia receives more tourists than Norway is a factor that can explain the higher amount of working hours per week found in the Catalan sample compared to Norway. In addition, the months with more work for the guides in Catalonia have been found to be between April and October, and between June and August in Norway. These results go in line with the peak season in Catalonia (June, July and August) reported by the Instituto de Estudios Turísticos (2010), and the peak season in Norway (June, July and August; Statistics Norway, 2011a).

The significant positive correlation found between working hours and additional job explains the fact that 70.6% of the Norwegian guides have another job in addition to guiding, while only 41.6% of the guides in Catalonia have an additional job. When guides work more hours per week, it is less likely that they have an extra job. However, when the volume of hours is lower, guides tend to have an additional job. It therefore can be assumed that a higher percentage of guides in Catalonia can live exclusively from guiding. On the contrary, guides in Norway work less hours and therefore need a complementary extra job.

In line with these results, the significant percentage of guides with an extra job related with school work (45.8% in Norway and 15% in Catalonia) can be an indicator that these guides can combine school work and guiding by using the school holiday (that relates with the peak season) to work as tourist guides.

Last but not the least, tourist guides in Norway are mainly employed through middlemen,

whereas the majority of the guides in Catalonia work on a freelance basis.

Roles of the tourist guide.

As mentioned in the theory part, the display of the roles depends, among other factors, on the context of the tour and the type of tourist group (Black & Weiler, 2005). The present study found variations between Catalonia and Norway with regards to the frequency of the roles displayed. And therefore it suggests that there are differences between guiding in Catalonia and Norway, and also between the type of tourists.

First of all, the study found differences between the kind of groups. The most frequent kind of groups in Catalonia are bus passengers and seniors. However, the most common type of group in Norway is the cruise passenger, followed by the bus passenger and seniors. Additionally, groups of school kids and youth are more common in Catalonia, and rather seldom in Norway. Secondly, there is a difference between the cultural background of the tourists which guides have to work with. In Catalonia, great part of the tourists in 2010 were French (Instituto de Estudios Turísticos, 2010). However, Norway received high amount of German tourists during the same year (Statistics Norway, 2011a). And last but not least, the group behaviour of the groups also varies. Tourist guides in Norway report to work with groups with a more positive behaviour than in Catalonia. More positive behaviours indicate that the groups are more frequently “encouraging, positive or interested”, while more negative behaviours are associated with “disturbing, distrustful or uncooperative” tourist groups.

Professional guide associations/federations.

Black and Weiler (2005) argue that professional guide associations “might contribute to improving professional standards and performance” (p. 28) and they can provide their members with “training and certification programs” (p. 28). Ninety six point four (96.4%) of the tourist guides in Norway reported to be members of a local guide association (in addition to the membership to the NGF). The lack of regulations in Norway would explain the high

percentage of guides affiliated to both NGF and to a local guide association, as guides might see the associations as a way to protect their profession and a way to further improve their level of knowledge.

Work optimism.

Work optimism has been found to correlate with various elements within the work environment. High levels of optimism are associated with high levels of job satisfaction, perceptions self-efficacy, engagement at work, perceptions of how work will develop in the future, and career plans. And high levels of satisfaction at work are related to low levels of stress at work, role conflict and less years of guiding experience. Based on these results, work optimism appears to be an important factor that deserves special attention in further research.

Specialised tours.

Specialised tours (tailor made tours) are highly in demand in Catalonia and Norway. Despite both contexts sharing some characteristics, there are some remarkable differences regarding the kind of tour and the type of tourists demanding for these tours.

Length of the tour (in days or in hours), group size, English as the most demanded language, monuments and museums included to a high extent, and the use of transport provided by the travel agency, tour operator or middleman are common characteristics between Catalonia and Norway. However, the main group who demands specialised tours is professional associations in Catalonia and bus/cruise passengers in Norway. In addition, “Modernism” architecture is the most frequently demanded kind of specialised tour in Catalonia, while religious tourism and medieval heritage or earlier are the most requested in Norway.

Feedback.

The study found significant differences between the feedback received from the tourist group and the feedback from the co-workers (other tourist guides). Guides from both

Catalonia and Norway received comments and observations about the job from the tourist group to a higher extent than from their co-workers. One could argue that the fact that guides work alone could explain the sporadic feedback given by the co-workers. Moreover, a significant positive correlation has been found between feedback and support from co-workers. In other words, high levels of support from other guides also indicate high levels of feedback.

Continuous education.

Although a high percentage of the guides in Catalonia and Norway take courses in continuous education to a high extent, there is still a group of guides who do not take part in further education. However, the significant positive correlation found between continuous education and career plans suggest that guides who intend to stay within the profession are those taking part in additional courses.

Results also indicate that the vast majority of the guides use personal resources to keep updated in their work, such as read books and regular publications or visit websites on a regular basis. These resources involve low costs and can be better adjusted to the working day and personal life.

Limitations of the research

The study presented in this paper was affected by various limitations.

In the first place, the study was conditioned by a time limitation. There was also a lack of time for reviewing in more detail the Catalan and the Norwegian translations of the questionnaire. In the same line, the fact that the researcher has only notions of Norwegian also limited the quality of the research.

Another limitation of the research is that the study was only conducted in two regions and narrowed to the situation of the tourist guides in Catalonia and Norway. Therefore it was not possible to generalise the results from this study to other regions or countries.

Moreover, the survey provider (Questback) limited the data collection. Some questions/response options had to be adapted once the questionnaire was uploaded on Questback due to incompatibility with the design formats offered by the server.

Additionally to the limitations mentioned above, the fact that the researcher used e-mail to contact the tourist guides limited the response rate in Catalonia. Table 12 shows the number of e-mails sent and the number of e-mail failures in Catalonia for the first sent out of the questionnaire and the two following reminders. Even though there is no information with regards to Norway, the researcher believes that the same cause might also have affected its sample size.

Table 12

Number of e-mails sent and number of e-mail failures Catalonia

	Number of emails sent	Number of emails returned
22/03/2012	860	156
28/03/2012 - 1 st reminder	860	145
10/04/2012 - 2 nd reminder	860	149

Source: J. Diez, personal communication, May 2, 2012

The last limitation refers to the questionnaire design. The researcher was aware that the long length of the questionnaire would have a negative impact on the response rate.

Conclusion

The research presented in this paper is the first to study the relationship between the context of guiding and the work environment of the profession with the levels of job satisfaction, job stress and career plans of the tourist guides. In addition, the comparison has been made between two different contexts of guiding. On one hand, a mandatory license system (Catalonia) and on the other side, a system with no official guiding licenses (Norway).

The guiding country (licensed guides from Catalonia vs. non-licensed guides from Norway) as it was initially assumed for the researcher, was not found to explain the levels of job satisfaction, job stress or the intention to work as a guide in the future (career plans). However, the work environment (with specific elements related to each outcome) is a predictor of the levels of job satisfaction, stress at work and career plans of the tourist guides in both Catalonia and Norway. Optimism with the work and the group behaviour are predictors of job satisfaction. Perceptions of self-efficacy, quantitative demands, the group behaviour and the perception of work development in the future are predictors of the stress at work. And job satisfaction, optimism with the work, role conflict and decision demands are predictors of career plans.

Results from the study indicate that tourist guides in both settings are satisfied, experience low levels of job stress and have low turnover intentions. However, guides in Catalonia are more stressed and intent to work as a tourist guide longer than guides in Norway.

Variations found between Catalonia and Norway suggest that guides need to face different challenges related with the type of tourists they encounter, their behaviour and attitude, the type of employment or the seasonal nature of the work. Nonetheless, the profile of the tourist guide was found to be similar between Catalonia and Norway: majority of female guides, most middle-age to elderly and with high educational levels.

Research Contribution and Future Work

The research presented in this paper is the first one to study the work environment, job satisfaction, job stress and career plans within the tourist guide profession. Moreover, the study resulted with significant knowledge with regards to the guiding context in Catalonia and Norway, which can be used for the tourism industry of these two settings to better acknowledge their employees (tourist guides) and make improvements consequently.

This paper also contributes to the literature with a new scale to measure the behaviour of the tourist groups. The scale consists of five items “disturbing and uncooperative”, “distrustful and suspicious”, “relaxed and comfortable”, “encouraging and positive” and “interested and inquisitive”, with a Likert-type scale response from one “very seldom or never” to 5 “very often or always”.

As previously mentioned, this research focuses on the tourist guides from two different contexts, and how these contexts, including the work environment, relates to the levels of job satisfaction, job stress and career plans. Further research should focus on the relationship between the context and the satisfaction of the tourist group, and between the guiding context and the quality of the tours. The combination of the results of this thesis and the results from the influence on tourist satisfaction and the quality of the guiding tours, would contribute with more specific information that could be used to draw conclusions regarding the need of introducing a license system in Norway or improving the existing one in Catalonia.

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APPENDICES

Appendix A – Introduction and Questionnaire Survey (English Version).....	109
Appendix B – Introduction and Questionnaire Survey (Catalan Version).....	123
Appendix C – Introduction and Questionnaire Survey (Norwegian Version).....	138
Appendix D – Reliability of the Scales.....	151
Appendix E – Additional Tables.....	177

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Appendix A

Introduction and Questionnaire Survey (English Version)

Introduction

We would like to thank you in advance for taking your time in answering the survey.

The survey is part of a Master thesis at the University of Stavanger, Norway, with kind contribution from the *Direcció General de Turisme* (Catalonia, Spain) and the *Norges Guideforbund* (Norway).

The purpose of this study is to get in-depth information with regards to the working conditions of the tourist guides from two different contexts: Catalonia, where there is a license guiding system regulated by the Catalan government, and Norway, where the license system does not exist.

The study was built on the need for further research on the guiding profession, and the interest from the researcher, the head of the research, and both the *Direcció General de Turisme* and the *Norges Guideforbund* in knowing the present state of the tourist guides in their respective contexts.

The researcher believes that results can contribute to the acknowledge of the actual situation of the guiding profession and bring multiple benefits for the tourism industry, and the tourist guides in particular. It is for this reason that we invite you to complete the survey and we kindly appreciate your collaboration.

Have in mind that all your responses are totally confidential, and the survey is anonymous.

The survey takes about 20 minutes to complete. If you have any doubt concerning the survey or any of the questions in it, do not hesitate to contact us.

Questionnaire

PERSONAL BACKGROUND

1. Date of birth _____

2. Gender

1. Male	2. Female
<input type="checkbox"/>	<input type="checkbox"/>

3. Nationality: _____

4. Formal education

1. Compulsory education	<input type="checkbox"/>
2. Secondary school	<input type="checkbox"/>
3. College or university degree	<input type="checkbox"/>
4. Higher university degree	<input type="checkbox"/>

5. For how many years have you worked as a tourist guide? _____ years

	1. Yes	2. No
6. Do you have another job in addition to being a tourist guide? (If not, skip to question 9)	<input type="checkbox"/>	<input type="checkbox"/>
7. Which job? _____		

	1. Yes	2. No
8. Is your job as a tourist guide your main professional activity?	<input type="checkbox"/>	<input type="checkbox"/>

9. In which languages do you guide?

1. Catalan/Norwegian	<input type="checkbox"/>	2. Spanish	<input type="checkbox"/>
3. French	<input type="checkbox"/>	4. English	<input type="checkbox"/>
5. German	<input type="checkbox"/>	6. Italian	<input type="checkbox"/>
7. Russian	<input type="checkbox"/>	8. Chinese	<input type="checkbox"/>
9. Portuguese	<input type="checkbox"/>	10. Hindi	<input type="checkbox"/>
11. Other: _____			

GUIDE TRAINING, LICENSES AND REGULATION (CATALONIA)

10. In which year did you obtain the guiding license? _____

11. How did you obtain your license?

1. Selective process (exam)	
2. Direct recognition of your academic diploma (TEAT, TET)	
3. Recognition of your guiding license issued by another public authority	

	1. Yes	2. No
12. Is the guiding license a requirement for your present employment?		
13. Do you believe the guiding license gives you some kind of advantage?		
14. Do you believe that tourist guides holding a guiding license should have an advantage (such as parking or priority access to museums and monuments) over unlicensed tourist guides? If yes, state which advantages do you believe a licensed guide should have: _____)		

GUIDE TRAINING, CERTIFICATES AND REGULATION (NORWAY)

	1. Yes	2. No
10. Did you attend any guide training course as a requirement for your present employment? (If not, skip to question 14)		
11. How many hours did the course last? _____		

	1. Not at all	2. Only a little	3. To some extent	4. Rather much	5. Very much
12. Was the training course theoretical?					
13. Was the training course practical?					

	1. Yes	2. No
14. Do you believe the guiding certificate gives you some kind of advantage?		
15. Do you think it is necessary that Norway introduces a mandatory guiding license in order to better regulate and protect the guiding profession?		
16. Should there be more regulation with regards to the tourist guide profession?		

TYPE OF EMPLOYMENT

17. What is your type of employment?

	1. Yes	2. No
A) On a regular basis with a work contract with a specified number of hours (If yes, go to question 18 after ticking off one of the Part-time / Full-time alternatives below)		
a. Part-time		
b. Full-time		
B) Self-employed guide (If yes, skip to question 21)		
C) Through one middleman or more (If yes, go to question 18) <i>(Survey in Norway)</i>		

	1. Very seldom or never	2. Rather seldom	3. Some -times	4. Rather often	5. Very often or always
18. If needed, can you get support and help with your work from your nearest superior?					
19. If needed, is your nearest superior willing to listen to your work-related problems?					
20. Are your work achievements appreciated by your nearest superior?					

21. How many hours per week are you working as a tourist guide?

January	_____	July	_____
February	_____	August	_____
March	_____	September	_____
April	_____	October	_____
May	_____	November	_____
June	_____	December	_____

22. In order to evaluate the volum of work, would you state how many guide services do you do each month?

January _____ July _____
 February _____ August _____
 March _____ September _____
 April _____ October _____
 May _____ November _____
 June _____ December _____

	1. Yes	2. No
23. Are you a member of a professional guiding association/federation? <i>(Survey in Catalonia)</i>		
23. Are you a member of a local guiding association in addition to NGF? <i>(Survey in Norway)</i>		

JOB DEMANDS

	1. Very seldom or never	2. Rather seldom	3. Some-times	4. Rather often	5. Very often or always
24. Is your work load irregular so that the work piles up?					
25. Is it necessary to work at a rapid pace?					
26. Do you have too much to do?					
27. Does your work require quick decisions?					
28. Does your work require maximum attention?					
29. Does your work require complex decisions?					
30. Are your work tasks too difficult for you?					
31. Do you perform work tasks for which you need more training?					
32. Does your job require that you acquire new knowledge and new skills?					

ROLE EXPECTATIONS

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
33. Do you have clear, planned goals and objectives defined for your job?					
34. Do you know what your responsibilities are?					
35. Do you know exactly what is expected of you at work?					
36. Do you have to do things that you feel should be done differently?					
37. Are you given assignments without adequate resources to complete them?					
38. Do you receive incompatible requests from two or more people?					

ROLES OF TOURIST GUIDES

39. How often do you believe you display the following “role characteristics” when guiding?

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
Organizer					
Entertainer					
Group leader					
Teacher					
Motivator					
Environmental interpreter					
Economy promoter <i>(Survey Catalonia)</i> /Motivating for gifts to organisations or protection initiatives <i>(Survey Norway)</i>					
Heritage/cultural interpreter					
Inter-cultural agent					
Travel agency representative					
City/country ambassador					

SOCIAL INTERACTIONS

	1. Very seldom or never	2. 3. Rather seldom	Some-times	4. Rather often	5. Very often or always
40. If needed, can you get support and help with your work from co-workers (other tourist guides)?					
41. If needed, are your co-workers (other tourist guides) willing to listen to your work-related problems?					
42. Are your work achievements appreciated by your co-workers (other tourist guides)?					

SELF-EFFICACY

Indicate the degree of agreement or disagreement with the following statements:

	1. Totally disagree	2. Disagree to some extent	3. Indiferent	4. Agree to some extent	5. Totally agree
43. I can manage what I do at work as good as others					
44. I can fit my work tasks in relation to my physical and psychosocial capacities					
45. I have the capacity to handle most of the situation in my work					
46. I have a positive attitude to my work and work tasks					

TOURIST GROUPS' TYPE AND BEHAVIOUR

47. How is the behaviour of the tourist groups? (Indicate the frequency for each of the following groups)

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
a. Disturbing and uncooperative					
b. Distrustful and suspicious					
c. Relaxed and comfortable					
d. Encouraging and positive					
e. Interested and inquisitive					

	1. Yes	2.No
48. Are the tourist groups interested in the authenticity of the sites they visit?		

49. What type of groups do you guide for? (Indicate the frequency for each of the following groups)

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
School kids					
Youth					
Families					
Bus passengers					
Cruise passengers					
Seniors					
Business travellers					
Professional associations (architects, doctors,..)					

BUSINESS CREATION

	1. Yes	2. No
Are you active in the guide market to sell your services as a tourist guide? (If not, go to question 54) <i>(Survey Norway)</i>		

Questions 50-54 must only be answered for those guides who are self-employed. Otherwise, skip to question 55. *(Survey Catalonia)*

50. Which means do you use to contact your customers/sell your guide services? (Tick more than one option if needed)

1.Travel agencies of your own country	
2.Travel agencies (EU)	
3.Travel agencies (outside the EU)	
4.Through other tourist guides	
5.Directly with the tourist group	
6.Web	
7.Social media	
8.Other: _____	

	1. Yes	2. No
51. Do you have your own website?		
52. Do you advertise your services in professional websites?		
53. Do you receive bookings through the web?		
54. Do you work for more than one employer? (If yes, state the number of employers you usually work for: _____)		

55. Who is your main employer(s)?

1. Travel agency	
2. Monument, historical site or museum	
3. Educational centre	
4. Guiding company	
5. Other: _____	

SPECIALISED TOURS

	1. Yes	2. No
56. Do your customers ask for specialised tours? (If not, skip to question 68)		
57. How often? _____		

58. Which kind of specialised tours are the most demanded? (Indicate the frequency for each type)

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
Nature					
Literature and/or cinema					
Medieval heritage					
Modernism					
Contemporary architecture					
Sports					
Gastronomy					
Oenology					
Religious tourism (pilgrim routes, sanctuaries,...)					

59. What is the profile of the visitors who look for specialised tours? (Indicate the frequency for each of the groups)

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
School kids					
Youth					
Families					
Bus passengers					
Cruise passengers					
Seniors					
Business travellers					
Professional associations (architects, doctors,..)					

60. What is the average number of tourists per group in specialised tours? _____

61. How long does an specialised tour last? _____ hours or _____ days.

62. Which languages are the most requested in specialised tours? _____

63. What is the mean of transport that you use the most in specialised tours? (Rank from the most “1” to the least “4”)

Bus from the tourist group	
Bus provided by the agency you work for	
On foot	
Public transport	

	1. Yes	2. No
64. Does the specialised tour include a visit to any historical monument/site? (If not, skip to question 66)		
65. What are the top monuments or historical sites most frequently asked in these tours? _____		

	Yes	No
66. Does the specialised tour include a visit to any museum? (If not, skip to question 68)		
67. What are the museums most frequently asked in these tours? _____		

NEW TECHNOLOGIES AND SOCIAL MEDIA

68. How often do you use the following tools when guiding?

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
Smartphone					
PC					
Headphones and microphone					
Portable speakers					

	1. Yes	2. No
69. Do you believe that new technologies (such as audio guides at museums or apps) can be a threat for the guiding profession in the future?		

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
70. How often do you use social media (Facebook, Google docs, Twitter) as a support for your work?					

JOB SATISFACTION

	1. Very dissatisfied	2. Rather dissatisfied	3. Neither satisfied or dissatisfied	4. Rather satisfied	5. Very satisfied
71. How satisfied are you with your present work?					

	1. Not at all	2. Only a little	3. To some extent	4. Rather much	5. Very much
72. Do you feel positive about how your work will develop in the future?					

JOB STRESS

Stress means the situation when a person feels tense, restless, nervous, or anxious, or is unable to sleep at night because his or hers mind is troubled all the time.

	1. Not at all	2. Only a little	3. To some extent	4. Rather much	5. Very much
73. Do you feel that kind of work-related stress these days?					
74. Do you feel you are able to cope with your work?					

WORK AND AGE

	1. Not at all	2. Only a little	3. To some extent	4. Rather much	5. Very much
75. Can you use all your knowledge which you have obtained during years at your work?					
76. Do you believe that the fact that you are getting older will cause you some problems at your work in the future?					
77. Are elderly workers' experience appreciated at your workplace?					

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
78. Have you noticed any inequalities in how older and younger workers are treated at your workplace?					

WORK ENGAGEMENT

Indicate the frequency for each of the following statements:

	1. Never	2. Almost never (A few times a year or less)	3. Rarely (Once a month or less)	4. Sometimes (A few times a month)	5. Often (Once a week)	6. Very often (A few times a week)	7. Always (Every day)
79. At my work, I feel bursting with energy							
80. At my job, I feel strong and vigorous							
81. I am enthusiastic about my job							
82. My job inspires me							
83. When I get up in the morning, I feel like going to work							
84. I feel happy when I am working intensely							
85. I am proud of the work that I do							
86. I am immersed in my work							
87. I get carried away when I'm working							

FEEDBACK

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
88. How often do you get any feedback from other guides on the quality of your work?					
89. To what extent are you receiving systematic feedback from your visitors?					

CONTINUOUS EDUCACION

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
90. How often do you take part in continuous education or professional tourist guide courses?					

91. Which were the last five courses that you attended?

	Organized by	Number of hours	Type of course	
			On-line	On-site
1				
2				
3				
4				
5				

92. How often do you.....to keep your job updated?

	1. Very seldom or never	2. Rather seldom	3. Sometimes	4. Rather often	5. Very often or always
Check out websites					
Check out social media					
Check out regular publications					
Check out books					
Check out newsletters from museums or monuments					
Make visits in situ					

	1.Yes	2.No
93. Should there be non-mandatory additional courses for those tourist guides willing to get an specialization within their work? (If not, skip to question 95)		
94. State the voluntary specializations that you believe they should exist within the guiding profession: _____		

FUTURE CAREER PLANS

	1. Definitely not	2. Probably not	3. Not decided	4. Probably yes	5. Definitely yes
95. Do you intent to work as a tourist guide in the future?					

96. For how long do you intent to work as a tourist guide? _____

COMMENTS: _____

Thank you once again for participating in our survey!

Appendix B

Introduction and Questionnaire Survey (Catalan Version)

ENQUESTA PER A LA RECERCA REFERENT AL GUIATGE TURÍSTIC A

CATALUNYA I A NORUEGA: dos models diferents

Ens agradaria donar-vos les gràcies per endavant per dedicar part del seu temps en contestar aquesta enquesta.

L'enquesta forma part d'una tesi per al Màster en “International hotel and tourism leadership” a la Universitat de Stavanger, Noruega. La investigadora és la Sra. Gemma Ribalta i el director de la recerca el professor Dr. Reidar Mykletun.

L'objectiu principal d'aquest estudi és recollir informació sobre les condicions de treball dels guies de turisme a Catalunya, on existeix un sistema d'habilitacions atorgades per la Generalitat de Catalunya, i a Noruega, on no hi ha cap sistema de guies turístics amb llicència oficial.

L'estudi va nàixer principalment de la necessitat d'ampliar els coneixements sobre la professió de guia turístic. Hi ha també un interès especial per part de l'investigador, de la DG Turisme de la Generalitat de Catalunya i de “The Norges Guideforbund” en conèixer la situació actual de la professió de guia de turisme a Catalunya i a Noruega.

L'investigador creu que els resultats d'aquest estudi poden ajudar a conèixer amb profunditat l'actual situació laboral dels guies turístics i aportar beneficis a la indústria del turisme, i principalment als guies turístics. Són aquestes les raons per les quals els convidem a participar en aquesta enquesta i els agraïm la seva col·laboració.

Tingueu en compte que les respostes són totalment confidencials i que l'enquesta és anònima.

El qüestionari dura aproximadament uns 20 minuts. Si teniu algun dubte sobre l'enquesta o sobre alguna de les preguntes del qüestionari, no dubteu en posar-se en contacte amb

nosaltres.

Moltes gràcies per la vostra col·laboració,

Gemma Ribalta
Investigadora Principal,
recerca,
Escola Noruega de Direcció i Gestió Hotelera
Hotelera
Universitat de Stavanger

Professor Dr. Reidar Mykletun
Supervisor de la tesi i director de la
Escola Noruega de Direcció i Gestió
Universitat de Stavanger

DADES PERSONALS

1. Data de naixement _____

2. Sexe

1. Home	2. Dona
<input type="checkbox"/>	<input type="checkbox"/>

3. Nacionalitat: _____

4. Formació acadèmica

1. Tècnic d'Empreses Turístiques.	<input type="checkbox"/>	
2. Tècnic d'Empreses i Activitats Turístiques	<input type="checkbox"/>	
3. Formació Professional superior	<input type="checkbox"/>	Quina:
4. Diplomatura universitària	<input type="checkbox"/>	Quina:
5. Llicenciatura o grau universitari	<input type="checkbox"/>	Quin:
6. Postgrau	<input type="checkbox"/>	Quin:
7. Màster	<input type="checkbox"/>	Quin:
8. Doctorat	<input type="checkbox"/>	Títol de la tesi:

5. Quants anys ha treballat com a guia turístic? _____ anys

	1. Sí	2. No
6. A més de treballar com a guia turístic, té alguna altra feina? (Si la seva resposta és no, vagi a la pregunta 9)	<input type="checkbox"/>	<input type="checkbox"/>

7. Quina feina? _____

	1. Sí	2. No
8. És el guiatge turístic la seva activitat professional principal?		

9. Quins idiomes utilitza habitualment per guiar?

1. Català		2. Castellà		3. Francès
4. Anglès		5. Alemany		6. Italià
7. Rus		8. Xinès		9. Portuguès
10. Hindi				
11. Altres: _____				

HABILITACIÓ I REGULACIÓ

10. Quin any va obtenir la seva habilitació com a guia turístic? _____

11. Com va obtenir la seva habilitació com a guia turístic?

1. Procés selectiu (examen)	
2. Reconeixement directe del títol acadèmic (TEAT, TET)	
3. Reconeixement de l'habilitació de guia de turisme emesa per una altra institució pública	

	1. Sí	2. No
12. És l'habilitació de guia un requisit per a la seva feina actual?		
13. Creu que l'habilitació de guia li dona algun avantatge?		
14. Creu que els guies turístics amb habilitació oficial haurien de gaudir d'alguns avantatges com per exemple: aparcament reservat per als seus autocars servei de reserves prioritari a museus i monuments accés prioritari a museus Altres: _____		

SITUACIÓ LABORAL

15. Quina és la seva situació laboral?

	1. Sí	2. No
A) Professional assalariat per compte aliena amb contracte laboral per a un nombre d'hores establert. MITJA JORNADA. (Si la seva resposta és sí, vagi a la pregunta 16).		
B) Professional assalariat per compte aliena amb contracte laboral per a un nombre d'hores establert. JORNADA COMPLETA. (Si la seva resposta és sí, vagi a la pregunta 16).		
C) Professional autònom (Si la seva resposta és sí, vagi a la pregunta 19)		

RELACIONS SOCIALS AMB EL SEU SUPERIOR

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
16. Si cal, rep ajuda i suport a la feina del seu cap més proper?					
17. Si cal, el seu cap més proper és mostra receptiu a escoltar els seus problemes relacionats amb la feina?					
18. Els seus èxits a la feina són valorats pel seu cap més proper?					

19. Quantes hores a la setmana treballa aproximadament com a guia turístic?

Gener	_____	Juliol	_____
Febrer	_____	Agost	_____
Març	_____	Setembre	_____
Abril	_____	Octubre	_____
Maig	_____	Novembre	_____
Juny	_____	Desembre	_____

20. Per tal d'avaluar la concentració de la feina, podria indicar-nos aproximadament quants serveis fa cada un dels mesos?

Gener	_____	Juliol	_____
Febrer	_____	Agost	_____
Març	_____	Setembre	_____
Abril	_____	Octubre	_____
Maig	_____	Novembre	_____
Juny	_____	Desembre	_____

	1. Sí	2. No
21. És membre d'alguna associació o federació professional de guies turístics?		

EXIGÈNCIES DE LA FEINA

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
22. És el seu volum de feina irregular de manera que se li acumula la feina?					
23. Ha de treballar a un ritme ràpid?					
24. Té massa feina per fer?					
25. La seva feina implica prendre decisions ràpides?					
26. La seva feina requereix màxima atenció?					
27. La seva feina requereix prendre decisions complexes?					
28. Són les tasques de treball massa difícils per a vostè?					
29. Realitza tasques per les quals creu que necessitaria més formació?					
30. La seva feina implica nous coneixements i habilitats?					

EXPECTATIVES DELS ROLS

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
31. Té els objectius clars, planificats, i ben definits a la feina?					
32. Sap quines són les seves responsabilitats?					
33. És conscient del que s'espera de vostè a la feina?					
34. Ha de dur a terme tasques que creu que s'haurien de fer de manera diferent?					
35. Ha de dur a terme tasques per les quals no disposa dels recursos suficients?					
36. Rep ordres incompatibles de dues o més persones?					

ROLS DELS GUIES TURÍSTICS

37. Amb quina freqüència creu vostè que mostra les següent “característiques del rol de guia” quan treballa?

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
Organitzador					
Animador					
Líder del grup					
Professor					
Motivador					
Intèrpret de l'entorn i el Medi Ambient					
Promotor de l'economia					
Intèrpret del patrimoni i la cultura					
Agent inter-cultural					
Representant de l'agència de viatges					
Representant de la seva ciutat/país					

RELACIONS SOCIALS

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
38. Si cal, rep ajuda i suport per part dels seus companys de feina (altres guies turístics)?					
39. Si cal, els seus companys (altres guies turístics) es mostren receptius a escoltar els seus problemes relacionats amb la feina?					
40. Els seus èxits a la feina són valorats pels seus companys (altres guies turístics)?					

AUTOEFICÀCIA

Indiqui el seu grau d'acord o desacord amb les següents afirmacions:

	1. Totalment en desacord	2. En desacord en certa mesura	3. Indiferent	4. D'acord fins a cert punt	5. Totalment d'acord
41. Puc gestionar la meva feina tan bé com els altres					
42. Puc ajustar les meves tasques en funció de les meves capacitats físiques i psicosocials					
43. Sóc capaç de manejar gairebé totes les situacions a la feina					
44. Tinc una actitud positiva a la feina i en vers les meves tasques					

CLASSE I COMPORTAMENT DELS GRUPS TURÍSTICS

45. Quin és el comportament dels grups turístics? (Indiqui la freqüència per cada un dels grups)

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
Inquiet i poc col·laborador					
Desconfiat i suspicax					
Relaxat i còmode					
Encoratjador i positiu					
Interessat i inquisitiu					

	1. Sí	2.No
46. Els grups turístics que guia estan interessats en l'autenticitat dels llocs que visiten?		

47. Quin classe de grups turístics acostuma a guiar? (Indiqui la freqüència per cada un dels grups)

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
Grups escolars					
Joves					
Famílies					
Turisme d'autocar					
Turisme de creuers					
Gent gran					
Turisme de negocis i convencions					
Agrupacions professionals (arquitectes, metges, galeristes...)					

CREANT NEGOCI

Les preguntes 48-52 només van adreçades als treballadors autònoms. Si vostè és un professional assalariat per compte aliena, vagi a la pregunta 53.

48. Quins mitjans utilitza per contactar amb els seus clients/ vendre els seus serveis com a guia de turisme? (Marqui més d'una opció si és necessari)

1. Agències de viatges del seu país	
2. Agències de viatges (UE)	
3. Agències de viatges (fora de la UE)	
4. A través d'altres guies turístics	
5. Directament amb el grup de turistes	
6. Web	
7. Xarxes socials	
8. Altres: _____	

	1. Sí	2. No
49. Disposa de la seva pròpia pàgina web?		
50. Anuncia els seus serveis en webs professionals?		
51. Rep reserves a través de la web?		
52. Treballa per més d'un empleador? (Si la seva resposta és sí, indiqui el número d'empleadors per als quals treballa habitualment: _____)		

53. Qui és el seu empleador o el seus empleadors més habituals?

1. Agència de viatges	
2. Monument, museu o conjunt patrimonial	
3. Centre d'educació	
4. Empresa de guiatge	
5. Altres: _____	

TOURS ESPECIALITZATS

	1. Sí	2. No
54. Demanen els seus clients tours especialitzats? (Si la seva resposta és no, vagi a la pregunta 66)		
55. Amb quina freqüència? _____		

56. Quina classe de tours especialitzats són els més demanats? (Indiqui la freqüència per cada un dels grups)

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
Natura (espais protegits, paisatge...)					
Literatura i/o cinema					
Patrimoni medieval					
Patrimoni modernista					
Arquitectura i art contemporanis					
Esports					
Gastronomia					
Enologia					
Turisme religiós (santuaris, camins de peregrinació...)					

57. Quin és el perfil dels visitants que demanen tours especialitzats? (Indiqui la freqüència per cada un dels grups)

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
Grups escolars					
Joves					
Famílies					
Turisme d'autocar					
Turisme de creuers					
Gent gran					
Turisme de negocis i convencions					
Agrupacions professionals (arquitectes, metges, galeristes...)					

58. Quin és el nombre mitjà de turistes per grup als tours especialitzats? _____

59. Quant dura un tour especialitzat? _____ hores o _____ dies.

60. Quins són els idiomes més demanats als tours especialitzats? _____

61. Quin és el mitjà de transport més utilitzat en els tours especialitzats? (Ordni de més "1" a menys "4")

Autocar del grup turístic	
Autocar de l'agència	
A peu	
Transport públic	

	1.Sí	2.No
62. Dins els tours especialitzats s'inclouen visites a monuments històrics? (Si la seva resposta és no, vagi a la pregunta 64)		
63. Quins són els monuments històrics més demanats en aquesta classe de tours? _____		

	1. Sí	2. No
64. Dins els tours especialitzats s'inclouen visites a museus? (Si la seva resposta és no, vagi a la pregunta 66)		
65. Quins són els museus més demanats en aquesta classe de tours? _____		

NOVES TECNOLOGIES I XARXES SOCIALS

66. Amb quina freqüència utilitza les eines següents quan fa de guia?

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
Smartphone					
PC					
Auriculars i micro					
Altaveu portàtil					

	1. Sí	2. No
67. Creu que les noves tecnologies (com per exemple les audioguies als museus) poden suposar una amenaça per a la professió de guia turístic en el futur? Comentaris: _____		

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
68. Amb quina freqüència fa servir les xarxes socials (Facebook, Google docs, Twitter) com a suport per a la seva feina?					

SATISFACCIÓ AMB LA FEINA

	1. Molt insatisfet	2. Més aviat insatisfet	3. Ni satisfet ni insatisfet	4. Més aviat satisfet	5. Molt satisfet
69. Fins a quin punt està vostè satisfet amb la seva feina actual?					

	1. De cap manera	2. Només una mica	3. En certa mesura	4. Bastant	5. Molt
70. Confia en que la seva feina es desenvoluparà de manera positiva en el futur?					

ESTRÈS LABORAL

Estrès és aquella situació en que la persona se sent tensa, inquieta, nerviosa o ansiosa, o bé és incapaç de dormir a la nit perquè està capficada o preocupada per alguna cosa.

	1. De cap manera	2. Només una mica	3. En certa mesura	4. Bastant	5. Molt
71. Pateix vostè aquest tipus d'estrès a la feina?					
72. Se sent vostè capaç de manejar i fent front a la seva feina?					

FEINA I EDAT

	1. De cap manera	2. Només una mica	3. En certa mesura	4. Bastant	5. Molt
73. És capaç de fer servir tots els coneixements que ha après durant els seus anys d'experiència?					
74. Creu que el fet que es faci gran podrà crear-li dificultats a la feina?					
75. Es valora l'experiència del treballadors d'edat avançada en el seu lloc de treball?					

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
76. Ha notat alguna desigualtat en com els guies més joves i els guies d'edat més avançada són tractats al seu lloc de treball?					

IMPLICACIÓ A LA FEINA

Indiqui la freqüència per cada una de les següents afirmacions:

	1. Mai	2. Gairebé mai (Algunes vegades a l'any o menys)	3. En rares ocasions (Un cop al mes o menys)	4. De vegades (Algunes vegades al mes)	5. Sovint (Un cop per setmana)	6. Molt sovint (Algunes vegades a la setmana)	7. Sempre (Cada dia)
77. A la feina, em sento ple d'energia							
78. A la feina, em sento fort i vigorós							
79. Estic entusiasmat amb la meva feina							
80. La meva feina m'inspira							
81. Quan em llevo al matí, tinc ganes d'anar a treballar							
82. Estic content quan treballo intensament							
83. Estic orgullós de la feina que faig							
84. Estic immers en la meva feina							
85. Em deixo portar quan estic treballant							

COMENTARIS I OBSERVACIONS

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
86. Amb quina freqüència rep comentaris d'altres guies turístics sobre la qualitat de la seva feina?					
87. Amb quina freqüència rep comentaris dels grups turístics sobre la seva feina?					

FORMACIÓ CONTÍNUA

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
88. Amb quina freqüència pren part en cursos de formació contínua o cursos per a guies turístics professionals?					

89. Quins són els últims cinc cursos que ha realitzat?

	Organitzat per	Durada (en hores)	Tipus de curs	
			On-line	Presencial
1				
2				
3				
4				
5				

90. Amb quina freqüència.....per tal de mantenir-se actualitzat en la seva professió?

	1. Molt rarament o mai	2. Poques vegades	3. A vegades	4. Bastant freqüent	5. Molt freqüent o sempre
Consulta pàgines web					
Consulta xarxes socials					
Consulta publicacions periòdiques					
Consulta llibres					
Consulta butlletins de museus i monuments					
Visites in situ					

	1.Sí	2.No
91. Hi hauria d'haver cursos opcionals per aquells guies que desitgin obtenir una especialització dins de la professió de guia? (Si la seva resposta és no, vagi a la pregunta 93)		
92. Indiqui les especialitzacions voluntàries que creu que haurien d'existir dins la professió de guia: _		

PLANS DE FUTUR

	1. Definitivament no	2. Probablement no	3. No està decidit	4. Probablement sí	5. Definitivament sí
93. Té previst seguir treballant de guia turístic en el futur?					

94. Per quant de temps té la intenció de treballar com a guia turístic? _____

COMENTARIS:

Moltes gràcies un altre cop per participar en aquesta enquesta!

Appendix C

Introduction and Questionnaire Survey (Norwegian Version)

Undersøkelse om turistguiding - Catalonia og Norge

Tusen takk for at du tar av deg tid til å svare på denne undersøkelsen. Formålet er å samle inn informasjon om arbeidsvilkårene til turistguider i Norge som ikke har offentlig lisensiering av turistguidene, og sammenligne med Catalonia (Spania), hvor guider er lisensierte av den katalanske delstaten. Undersøkelsen er nå i gang i Catalonia, og etter avtale med Kari Steinsvik i Norges Guideforbund tillater vi oss nå å sende den ut til alle medlemmer i forbundet.

Gjennom undersøkelsen ønsker vi å bidra til mer kunnskap rundt yrket som turistguide. Denne kunnskapen skal komme til nytte i videre diskusjoner om guiding som profesjon og utdanningen til dette yrket, både i Norge og i Catalonia. Dette skal igjen bli til nytte for utviklingen av turisme som næring og for kvaliteten av opplevelser som turister får under oppholdet både i Norge og i Catalonia.

Svarene dine på denne undersøkelsen er konfidensielle og anonyme. Programmet Questback tar bort alle spor etter din identitet før vi mottar svarene dine. Undersøkelsen blir brukt i en Mastergradsavhandling i Hotell og reiselivsledelse ved Norsk Hotellhøgskole, Universitetet i Stavanger. Forskningen blir foretatt av Gemma Ribalta, og leder for forskningen er professor Reidar Mykletun, PhD.

Spørreskjemaet vil ta rundt omkring 20 minutter.

Hvis de har noen spørsmål vedrørende undersøkelsen eller noen av spørsmålene i spørreskjemaet, vennligst kontakt oss.

Igjen, tusen takk for samarbeidet

Gemma Ribalta

MSc student, Universitetet i Stavanger

Reidar J. Mykletun, PhD,

Professor, leder for

forskningsprosjektet

BAKGRUNNSSPØRSMÅL

1. Fødselsår _____

2. Kjønn

1. Mann	2. Kvinne

3. Nasjonalitet: _____

4. Utdanning

Grunnskole (inkl. realskole)	
Videregående skole (gymnas)	Studieretning:
Yrkesskole (inkl. handelsskole mm)	Linje:
Batchelor	Tittel på Batchelorgrad:
Mastergrad	Tittel på Mastergrad:
Høgskole inntil 4 år eller cand mag	Viktigste fagområder:
Hovedfag eller tilsvarende	Tittel på hovedfaget:
Phd	Tittel på avhandling:

5. Hvor mange år har du arbeidet som turistguide? _____ år

	1. Ja	2. Nei
6. Har du annen arbeidsaktivitet i tillegg til å være turistguide? (Hvis ikke, gå til spørsmål 9)		
7. Hvilken type arbeidsaktivitet? _____		

	1. Ja	2. Nei
8. Er ditt arbeid som turistguide din profesjonelle hovedaktivitet?		

9. På hvilke språk guider du?

1. Norsk		2. Spansk	
3. Fransk		4. Engelsk	
5. Tysk		6. Italiensk	
7. Russisk		8. Kinesisk	
9. Portugisisk		10. Hindi	
11. Andre språk:			

GUIDE OPPLÆRING, SERTIFIKATER OG REGULERING

	1. Ja	2. Nei
10. Har du gjennomført et kurs for guiding? (Hvis ikke, gå til spørsmål 14)		
11. Hvor mange timer varte kurset?		

	1. Ikke i det hele tatt	2. Nokså lite	3. Noe	4. Nokså mye	5. Svært mye
12. Var treningskurset av teoretisk art?					
13. Var treningskurset av praktisk art?					

	1. Ja	2. Nei
14. Mener du at et guidesertifikat ville kunne gi deg noen fordeler i arbeidet som guide?		
15. Mener du det er nødvendig at Norge introduserer et krav om guidesertifikat for å regulere og beskytte yrket?		
16. Burde det være større grad av regulering med hensyn til turistguide-yrket?		

ARBEIDSAVTALE

17. Hvilken type arbeidsavtale har du?

	1. Ja	2. Nei
Oppdrag fra <u>en</u> arbeidsgiver / formidler		
Oppdrag fra <u>flere</u> arbeidsgivere / formidlere		
Arbeider du deltid / mindre enn en full jobb som guide		
Arbeider du full jobb / heldagsjobb som guide		
Har du etablert ditt eget firma som tar guideoppdragene (Hvis ja, gå til spørsmål 21)		

SOSIALT SAMSPILL MED DIN FORMIDLER / SJEF

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
18. Om du trenger det, kan du få støtte og hjelp i ditt arbeid fra din formidler / sjef?					
19. Om du trenger det, er din formidler / sjef villig til å lytte til deg når du har problemer i arbeidet?					
20. Blir dine arbeidsresultater verdsatt av din formidler / sjef?					

21. For å kunne vurdere din arbeidsmengde, hvor mange guidetjenester utfører du hver måned?

Januar	_____	Juli	_____
Februar	_____	August	_____
Mars	_____	September	_____
April	_____	Oktober	_____
Mai	_____	November	_____
Juni	_____	Desember	_____

22. Hvor mange timer per uke arbeider du som turistguide?

Januar	_____	Juli	_____
Februar	_____	August	_____
Mars	_____	September	_____
April	_____	Oktober	_____
Mai	_____	November	_____
Juni	_____	Desember	_____

	1. Ja	2. Nei
23. Er du medlem av en lokal guideforening i tillegg til NGF?		

JOBBKRAV

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
24. Er arbeidsbelastningen din ujevn slik at arbeidet hopper seg opp?					
25. Er det nødvendig å arbeide i et høyt tempo?					
26. Har du for mye å gjøre?					
27. Krever arbeidet ditt raske avgjørelser?					
28. Krever arbeidet ditt maksimal oppmerksomhet?					
29. Krever ditt arbeid kompliserte avgjørelser?					
30. Er arbeidsoppgavene dine for vanskelige for deg?					
31. Utfører du arbeidsoppgaver som du trenger mer opplæring for å gjøre?					
32. Krever jobben din at du lærer deg nye kunnskaper og nye ferdigheter?					

ROLLEFORVENTNINGER

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
33. Er det fastsatt klare mål for din jobb?					
34. Vet du hva som er ditt ansvarsområde?					
35. Vet du nøyaktig hva som forventes av deg i jobben?					
36. Må du gjøre ting som du mener burde vært gjort annerledes?					
37. Får du oppgaver uten tilstrekkelige hjelpemidler og ressurser til å fullføre dem?					
38. Mottar du motstridende forespørsler fra to eller flere personer i ditt arbeid som guide?					

TURISTGUIDE SINE ROLLER

39. Hvor ofte opptrår du i følgende "roller" når du arbeider som guide?

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
Organisator					
Underholder					
Gruppeleder					
Lærer					
Motivator					
Fortolker av miljøutfordringer					
Motiverer for å gi gaver til organisasjoner eller vernetiltak					
Formidler av kulturarv					
Formidler av interkulturelle forhold					
Representant for reisebyrå					
Lokal/nasjonalt ambassadør					

SOSIALT SAMSPILL

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
40. Om du trenger det, kan du få støtte og hjelp fra andre turistguider?					
41. Om du trenger det, er andre turistguider villige til å lytte til deg når du har problemer i arbeidet?					
42. Blir dine arbeidsresultater verdsatt av andre turistguider?					

ARBEIDSMESTRING

Angi hvor enig eller uenig du er med de følgende uttalelsene:

	1. Helt uenig	2. Delvis uenig	3. Hverken enig eller uenig	4. Delvis enig	5. Helt enig
43. Jeg mestrer jobben min like godt som andre					
44. Jeg klarer å balansere mine arbeidsoppgaver i forhold til min arbeidskapasitet					
45. Jeg har kapasitet til å klare de fleste situasjoner som jeg møter i jobben					
46. Jeg har en positiv holdning til mitt arbeid og mine arbeidsoppgaver					

TURISTGRUPPENES TYPE OG OPPFØRSEL

47. Hvordan er oppførselen til turistgruppene? (anslå hyppighet for hver av gruppene)

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
Forstyrrende og usamarbeidsvillig					
Mistroiske og mistenksomme					
Avslappet og behagelig					
Oppmuntrende og positive					
Interessert og nysgjerrige					

	1.Ja	2.Nei
48. Er turistgruppene interesserte i hvor autentiske stedene de besøker er?		

49. Hvilken type grupper guider du? (Anslå hyppighetsgrad for hver av de følgende gruppene)

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
Skolebarn					
Ungdom					
Familier					
Busspassasjerer					
Cruisepassasjerer					
Pensjonister					
Forretningsreisende					
Grupper med profesjonelle (arkitekter, leger, galleristes...)					

MARKEDSFØRING AV DINE EGNE GUIDETJENESTER

	1. Ja	2. Nei
50. Er du selv aktiv i guidemarkedet for å "selge" dine guidetjenester? (Hvis nei, gå til spørsmål 55)		

51. Til hvem retter du dine henvendelser?

1.Norske reisebyrå / turoperatører	
2.Europeiske reisebyrå / turoperatører	
3.Andre reisebyrå utenfor EU/ turoperatører	
4. Gjennom lokale formidlere	
5.Gjennom andre guider	
6.Direkte overfor besøkende / turister	
7.Web	
8.Sosiale media	
9.Andre: _____	

	1.Ja	2.Nei
52. Har du ditt eget nettsted?		
53. Annonserer du dine tjenester på profesjonelle nettsteder?		
54. Mottar du bestillinger via internettet?		
55. Arbeider du for mer enn en arbeidsgiver? (Hvis ja, angi antallet arbeidsgivere du vanligvis arbeider for: _____)		

56. Hvem er din(e) hoved-eller mest jevnlig arbeidsgiver(e)?

1. Reisebyrå / turoperatør	
2. Museum eller annen institusjon	
3. Besøkssenter / informasjonssenter	
4. Formidler / firma som formidler guiding	
5. Andre: _____	

SPESIALISERTE TURER

	1. Ja	2.Nei
57. Er det etterspørsel etter spesielle guidede turer? (Hvis nei, gå videre til spørsmål 69)		
58. Hvor ofte får du slike henvendelser? _____		

59. Hvilke spesielle turopplegg får du oftest spørsmål om utføre? (Anslå hyppighet for hver type)

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
Natur					
Litteratur og musikk					
Middelalderkultur og eldre historiske minnesmerker					
Moderne / nyere arkitektur					
Sport/Idrett					
Gastronomi					
Drikke					
Religiøse minnesmerker, kirker, pilgrimsruter eller steder for religiøse handlinger					

60. Hvem er deltakerne på spesielle turer?

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
Skolebarn					
Ungdom					
Familier					
Buspassasjerer					
Cruisepassasjerer					
Pensjonister					
Forretningsreisende					
Grupper med profesjonelle (arkitekter, leger, galleristes...)					

61. Hva er det gjennomsnittlige antallet turister per gruppe på spesialiserte turer? _____

62. Hvor lenge varer en spesialisert tur? _____ timer eller _____ dager.

63. Hvilke språk er de mest etterspurte innen spesialiserte turer? _____

64. Hvilken form for transport bruker du mest for spesialiserte turer? (Rangér fra den mest brukte "1" til dne minst brukte "4")

Buss / bil / båt som gjestene selv har ansvaret for	
Buss / bil / båt fra din egen guideformidler eller turoperatør	
Til fots	
Offentlig transport eller annet	

	1.Ja	2.Nei
65. Inkluderer den spesialiserte turen et besøk til noe historisk monument/sted? (Hvis ikke, gå til spørsmål 67)		
66. Hva er de mest etterspurte monumentene/historiske stedene på disse turene? _____		

	1.Ja	2.Nei
67. Innebarer den spesialiserte turen et besøk til et museum? (Hvis ikke, gå til spørsmål 69)		
68. Hvilke museer er de mest etterspurte for disse turene? _____		

NYE TEKNOLOGIER OG SOSIALE MEDIA

69. Hvor ofte bruker du de følgende hjelpemidler i ditt arbeid?

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
Smartphone					
PC					
Øretelefoner and mikrofon					
Mobile høyttalere					

	1.Ja	2.Nei
70. Tror du at nye teknologier (som audioguiden ved museer eller apps) kan være en trussel for guideyrket i fremtiden?		

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
71. Hvor ofte bruker du sosiale media (Facebook, Google docs, Twitter) som ett støtteverktøy for ditt arbeid?					

JOBBTILFREDSSTILLELSE

	1. Meget misfornøyd	2. Nokså misfornøyd	3. Både/og	4. Ganske fornøyd	5. Meget fornøyd
72. Hvor fornøyd er du med ditt nåværende arbeid?					

	1. Ikke i det hele tatt	2. Nokså lite	3. Noe	4. Nokså mye	5. Svært mye
73. Ser du positivt på hvordan arbeidet ditt kommer til å utvikle seg framover?					

ARBEIDSRELATERT STRESS

Med stress menes en tilstand hvor man kjenner seg spent, rastløs, nervøs eller engstelig eller har vanskelig for å sove på grunn av problemer som stadig opptar tankene.

	1. Ikke i det hele tatt	2. Nokså lite	3. Noe	4. Nokså mye	5. Svært mye
74. Føler du for tiden slikt stress i forhold til ditt arbeid?					
75. Føler du at du har overskudd til å utføre ditt arbeide?					

ARBEID OG ALDRING

	1. Ikke i det hele tatt	2. Nokså lite	3. Noe	4. Nokså mye	5. Svært mye
76. Har du mulighet for å benytte all kunnskapen du har opparbeidet i ditt arbeid gjennom årenes løp?					
77. Tror du at din egen aldring vil komme til å skape problemer for deg på jobben?					
78. Blir eldre arbeidstakeres erfaring verdsatt på din arbeidsplass?					

1. Meget	2. Nokså	3. Av og til	4. Nokså	5. Meget
----------	----------	--------------	----------	----------

	sjelden eller aldri	sjelden		ofte	ofte eller alltid
79. Har du lagt merke til forskjeller i måten eldre og yngre blir behandlet på arbeidsplassen?					

ENGASJEMENT PÅ JOBBEN

Anslå hyppigheten for hver av de følgende uttalelsene:

	1. Aldri i det siste året	2. Noen ganger det siste året	3. Månedlig	4. Noen ganger i måneden	5. Ukentlig	6. Noen ganger i uken	7. Daglig
80. Jeg er full av energi i arbeidet mitt							
81. Jeg føler meg sterk og energisk på jobben							
82. Jeg er entusiastisk i jobben min							
83. Jeg blir inspirert av jobben min							
84. Når jeg står opp om morgenen ser jeg frem til å gå på jobben							
85. Jeg føler meg glad når jeg er fordypet i arbeidet mitt							
86. Jeg er stolt av det arbeidet jeg gjør							
87. Jeg er oppslukt av arbeidet mitt							
88. Jeg blir fullstendig revet med av arbeidet mitt							

TILBAKEMELDINGER

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
89. Hvor ofte mottar du tilbakemeldinger fra andre guider vedrørende kvaliteten op ditt arbeid?					
90. I hvilken grad mottar du systematiske tilbakemeldinger fra dine besøkende?					

ETTERUTDANNING

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
91. Hvor ofte deltar du i kurs for å videreutvikle deg som guide?					

92. Hva er de siste FEM kursene du har tatt? Anslå for hvert kurs antallet timer, typen kurs (online eller studiested) og hvem som organiserte kurset.

93. Hvor ofte for å holde ditt arbeide oppdatert?

	1. Meget sjelden eller aldri	2. Nokså sjelden	3. Av og til	4. Nokså ofte	5. Meget ofte eller alltid
Sjekker du i andre nettsteder					
Sjekker du i sosiale media					
Sjekker du i tidsskrifter, magasiner, m.m.					
Sjekker du i bøker					
Sjekker du i nyhetsbrev fra museer eller attraksjoner					
Gjør du personlige besøk					

	1.Ja	2.Nei
94. Burde det være ikke-obligatoriske tilleggskurs for de turistguider som er villige til å spesialisere seg innen deres arbeid? (Hvis ikke, gå til spørsmål 96)		
95. Navngi de frivillige spesialiseringene som du mener burde finnes innenfor guide-yrket: _____		

FRAMTIDIGE KARRIEREPLANER

	1. Definitivt ikke	2. Antakelig ikke	3. Har ikke bestemt meg	4. Antakelig ja	5. Definitivt ja
96. Har du tanker om å arbeide som turistguide i fremtiden?					

97. Hvor mange år har du eventuelt tenk å jobbe som turistguide? _____

KOMMENTARER:

Takk enda en gang for å ha deltatt i vår spørreundersøkelse!

Appendix D

Reliability of the Scales

Quantitative Demands. Sample Norway

Case Processing Summary

		N	%
Cases	Valid	103	92.8
	Excluded ^a	8	7.2
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.709	.713	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
quant.demands1	5.11	3.410	.525	.276	.629
quant.demands2	4.45	3.818	.531	.284	.613
quant.demands3	5.44	4.150	.536	.288	.615

Quantitative Demands. Sample Catalonia**Case Processing Summary**

		N	%
Cases	Valid	211	95.5
	Excluded ^a	10	4.5
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.673	.682	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Job.demand1	5.87	2.655	.380	.144	.731
Job.demand2	5.77	2.586	.541	.351	.509
Job.demand3	6.38	2.581	.555	.358	.493

Decision Demands. Sample Norway

Case Processing Summary

		N	%
Cases	Valid	105	94.6
	Excluded ^a	6	5.4
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.692	.686	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
decision demands1	7.30	2.022	.610	.424	.455
decision demands2	6.32	3.202	.349	.123	.772
decision demands3	8.01	2.375	.591	.409	.490

Decision Demands. Sample Catalonia**Case Processing Summary**

		N	%
Cases	Valid	212	95.9
	Excluded ^a	9	4.1
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.702	.706	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Job.demand4	7.89	1.917	.580	.336	.529
Job.demand5	7.28	2.571	.475	.233	.671
Job.demand6	8.50	1.882	.524	.283	.611

Learning Demands. Sample Norway

Case Processing Summary

		N	%
Cases	Valid	106	95.5
	Excluded ^a	5	4.5
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.574	.604	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
learning demands1	5.62	1.742	.530	.365	.321
learning demands2	5.31	1.359	.455	.355	.354
learning demands3	3.18	1.729	.231	.057	.721

Learning Demands. Sample Catalonia**Case Processing Summary**

		N	%
Cases	Valid	212	95.9
	Excluded ^a	9	4.1
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.510	.508	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Job.demand7	5.65	2.685	.224	.073	.552
Job.demand8	5.05	1.841	.447	.200	.193
Job.demand9	3.74	1.769	.329	.148	.418

Role Clarity. Sample Norway

Case Processing Summary

		N	%
Cases	Valid	107	96.4
	Excluded ^a	4	3.6
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.704	.727	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
role clarity 1	9.13	1.322	.488	.238	.708
role clarity 2	8.69	1.725	.565	.350	.570
role clarity 3	8.66	1.829	.563	.346	.586

Role clarity. Sample Catalonia**Case Processing Summary**

		N	%
Cases	Valid	211	95.5
	Excluded ^a	10	4.5
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.657	.708	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
role.ex1	9.48	.689	.390	.156	.774
role.ex2	9.12	.972	.582	.432	.467
role.ex3	9.15	.948	.529	.410	.503

Role Conflict. Sample Norway**Case Processing Summary**

		N	%
Cases	Valid	106	95.5
	Excluded ^a	5	4.5
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.765	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Role conflict 1	4.13	3.468	.622	.396	.655
Role conflict 2	4.58	3.047	.616	.394	.653
Role conflict 3	4.86	3.208	.549	.302	.732

Role Conflict. Sample Catalonia**Case Processing Summary**

		N	%
Cases	Valid	213	96.4
	Excluded ^a	8	3.6
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.734	.737	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
role.ex4	4.47	2.864	.564	.332	.646
role.ex5	5.03	2.518	.602	.370	.594
role.ex6	5.39	2.645	.515	.267	.703

Support Co-workers. Sample Norway**Case Processing Summary**

		N	%
Cases	Valid	107	96.4
	Excluded ^a	4	3.6
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.751	.755	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
sup. other guides1	7.54	3.515	.642	.518	.600
sup. other guides2	7.42	3.152	.681	.543	.543
sup. other guides3	7.65	3.813	.435	.193	.833

Support from Co-workers. Sample Catalonia**Case Processing Summary**

		N	%
Cases	Valid	203	91.9
	Excluded ^a	18	8.1
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.833	.837	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
support.workers1	7.11	3.022	.719	.554	.743
support.workers2	6.95	3.255	.743	.573	.727
support.workers3	7.21	3.155	.628	.397	.837

Support from Superior. Sample Norway**Case Processing Summary**

		N	%
Cases	Valid	92	82.9
	Excluded ^a	19	17.1
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.916	.917	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
support superior1	7.77	4.530	.853	.749	.862
support superior2	7.67	4.618	.871	.769	.844
support superior3	7.47	5.614	.781	.613	.921

Support from Superior. Sample Catalonia**Case Processing Summary**

		N	%
Cases	Valid	43	19.5
	Excluded ^a	178	80.5
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.811	.811	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
support.superior1	7.49	3.827	.660	.446	.741
support.superior.2	7.21	3.836	.697	.487	.703
support.superior3	7.44	4.110	.625	.394	.776

Self-Efficacy. Sample Norway**Case Processing Summary**

		N	%
Cases	Valid	107	96.4
	Excluded ^a	4	3.6
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.817	.824	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
self.ef1	14.15	1.902	.617	.402	.783
self.ef2	14.15	1.864	.704	.535	.739
self.ef3	14.16	1.682	.730	.551	.726
self.ef4	13.95	2.498	.564	.348	.815

Self-Efficacy. Sample Catalonia**Case Processing Summary**

		N	%
Cases	Valid	211	95.5
	Excluded ^a	10	4.5
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.619	.611	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
self.efficacy1	14.03	1.270	.411	.201	.541
self.efficacy2	14.06	1.149	.489	.246	.475
self.efficacy3	14.19	1.243	.444	.200	.514
self.efficacy4	13.86	1.710	.265	.090	.632

Job Satisfaction. Sample Norway

Case Processing Summary

		N	%
Cases	Valid	106	95.5
	Excluded ^a	5	4.5
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.675	.676	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
job satisfaction1	3.69	.845	.510	.261	. ^a
job satisfaction2	4.10	.742	.510	.261	. ^a

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Job Satisfaction. Sample Catalonia

Case Processing Summary

		N	%
Cases	Valid	215	97.3
	Excluded ^a	6	2.7
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.429	.430	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
job.satisf1	3.42	1.226	.274	.075	. ^a
job.satisf2	4.03	1.083	.274	.075	. ^a

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Job Stress. Sample Norway

Case processing summary

		N	%
Cases	Valid	109	98.2
	Excluded ^a	2	1.8
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.482	.493	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
JOB STRESS1	1.83	.997	.327	.107	. ^a
NEW.J.STRESS2	1.72	.613	.327	.107	. ^a

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Job Stress. Sample Catalonia

Case Processing Summary

		N	%
Cases	Valid	215	97.3
	Excluded ^a	6	2.7
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.272	.275	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
JOB STRESS1	1.53	.662	.159	.025	. ^a
NEW.J.STRESS2	2.13	.899	.159	.025	. ^a

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Work Engagement. Sample Norway**Case Processing Summary**

		N	%
Cases	Valid	87	78.4
	Excluded ^a	24	21.6
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.960	.966	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
work engagement 1	47.31	113.263	.870	.896	.953
work eng2	47.26	112.964	.912	.928	.951
work eng3	47.13	114.461	.929	.950	.951
work eng4	47.13	115.577	.906	.898	.952
work eng5	47.37	112.840	.898	.847	.952
work eng6	47.10	115.187	.930	.949	.951
work eng7	47.05	117.905	.898	.903	.953
work eng8	47.75	114.121	.719	.773	.962
work eng9	48.39	115.032	.615	.725	.970

Work Engagement. Sample Catalonia**Case Processing Summary**

		N	%
Cases	Valid	198	89.6
	Excluded ^a	23	10.4
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.865	.900	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
work.eng1	49.53	33.357	.775	.772	.840
work.eng2	49.66	33.232	.738	.752	.842
work.eng3	49.55	31.924	.764	.778	.836
work.eng4	49.59	31.918	.745	.733	.838
work.eng5	49.87	31.187	.655	.562	.845
work.eng6	49.66	33.404	.608	.497	.850
work.eng7	49.41	32.477	.723	.627	.840
work.eng8	49.62	33.018	.631	.474	.848
work.eng9	50.22	32.973	.249	.129	.915

Group Behaviour. Sample Norway**Case Processing Summary**

		N	%
Cases	Valid	106	95.5
	Excluded ^a	5	4.5
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.750	.761	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
group.beh1	5.84	3.850	.496	.575	.722
group.beh2	6.12	4.394	.448	.565	.730
new.g.beh3	6.00	4.229	.673	.670	.658
new.g.beh4	5.94	4.225	.551	.646	.692
new.g.beh5	6.06	4.625	.458	.425	.725

Group Behaviour. Sample Catalonia**Case Processing Summary**

		N	%
Cases	Valid	210	95.0
	Excluded ^a	11	5.0
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.694	.703	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
behav.1	8.25	4.551	.523	.313	.612
behav.2	8.43	4.658	.454	.298	.643
new.behav.3	8.45	5.024	.493	.279	.631
new.behav.4	8.32	4.718	.557	.329	.602
new.behav.5	8.15	5.284	.262	.141	.727

Work and Age. Sample Norway**Case Processing Summary**

		N	%
Cases	Valid	103	92.8
	Excluded ^a	8	7.2
	Total	111	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.601	.586	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
work and age1	11.88	4.673	.146	.030	.675
work and age3	12.06	3.350	.466	.269	.461
new.work.age2	12.43	3.424	.435	.198	.487
new.work.age4	12.16	3.172	.491	.309	.437

Work and Age. Sample Catalonia**Case Processing Summary**

		N	%
Cases	Valid	205	92.8
	Excluded ^a	16	7.2
	Total	221	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.532	.519	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
work and age 1	10.71	5.039	.177	.042	.560
new work and age 2	11.60	3.849	.352	.153	.431
work and age 3	11.91	3.443	.422	.184	.360
new work and age 4	11.30	3.830	.332	.113	.450

Appendix E

Additional Tables

Table E1. Gender

Gender	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
Female	149(68)	83(75.5)
Male	70(32)	27(24.5)
Valid cases	219	110
Missing	2	1

Table E2. Age

		Catalonia	Norway
N	Valid	218	111
	Missing	3	0
Mean		45.5	58.5
Std. Deviation		9.6	12.6
Minimum		26	20
Maximum		78	83

Table E3. Independent-sample t-test. Age

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
AGE	Equal variances assumed	11.507	.001	-	327	.000	-13.050	1.248	-15.506	-10.595
	Equal variances not assumed			10.456	176.326	.000	-13.050	1.363	-15.740	-10.361

Table E4. Nationality

		Catalonia		Norway	
		Frequency	Valid Percent	Frequency	Valid Percent
Valid	Spanish	191	87.6	0	0
	French	5	2.3	1	.9
	Czech	1	.5	0	0
	Belgian	3	1.4	0	0
	German	1	.5	11	9.9
	US	1	.5	0	0
	Dutch	2	.9	2	1.8
	Serbian	1	.5	0	0
	Spanish-French	1	.5	0	0
	Swiss	1	.5	0	0
	Italian	2	.9	0	0
	Polish	3	1.4	0	0
	Swedish	1	.5	3	2.7
	UK	2	.9	3	2.7
	Russian	1	.5	0	0
	Taiwanese	1	.5	0	0
	Ukrainian	1	.5	0	0
	Norwegian	0	0	81	73
	Danish	0	0	3	2.7
	Japanese	0	0	1	.9
	Hungarian	0	0	1	.9
	English-Norwegian	0	0	1	.9
	US-Norwegian	0	0	1	.9
	Austrian	0	0	1	.9
	Mexican	0	0	1	.9
	Chinese (Hong-Kong)	0	0	1	.9
	Total	218	100.0	111	100
Missing	System	3		0	
Total		221		111	

Table E5. Formal education in the Catalan sample

Alternatives	Number of guides (Percent)	Specific studies within the main alternatives	Number of guides/valid cases (Percent)
1. Tècnic d'Empreses Turístiques	3(1.4)		
2. Tècnic d'Empreses i Activitats Turístiques	77(35.3)		
3. Formació professional superior	19(8.7)	“Informació i comercialització turístiques” (Tourism information and comercialization)	5/8(62.5)
4. Diplomatura universitària	19(8.7)	Tourism	9/11(81.8)
5. Llicenciatura o grau universitari	65(29.8)	Art history; history; and geography and history	17/46(37)
6. Postgrau	8(3.7)	Two participants: one with “Cultural tourism” and one with “Didactics of heritage and museology”	2/4(50)
7. Màster	24(11.0)	Five participants with tourism related studies: three respondents have a master degree in “Cultural heritage management”, one in “Tourism management” and one in “Urban tourism management”.	5/9(55.6)
8. Doctorat	3(1.4)	Two tourism-related doctorate theses	2/3(66.7)
Valid	(218)100		
Missing	3		

Table E6. Formal education in the Norwegian sample

Alternatives	Number of guides (Percent)
1. Grunnskole (inkl. realskole)	2(1.8)
2. Videregående skole (gymnas)	20(18.3)
3. Yrkesskole (inkl handelsskole mm)	9(8.3)
4. Bachelor	13(11.9)
5. Mastergrad	12(11)
6. Høgskole inntil 4 år eller cand mag	39(35.8)
7. Hovedfag eller tilsvarende	12(11)
8. Phd	2(1.8)
Valid	(109)100
Missing	2

Table E7. Year of guiding experience

	Minimum	Maximum	Mean	Std. Deviation
Years of experience Catalonia (n=213)	0	45	13.5	9.9
Years of experience Norway (n=108)	0	40	12.1	9.4

Table E8. Independent-sample t-test. Years of experience

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
YEARS OF EXPERIENCE	Equal variances assumed	.571	.450	1.206	319	.229	1.39313	1.15540	-.88004	3.66630
	Equal variances not assumed			1.227	225.429	.221	1.39313	1.13559	-.84461	3.63086

Table E9. Languages used by the tourist guides in Catalonia and Norway when guiding

Language	Number of guides (Percent) in Catalan sample	Number of guides (Percent) in Norwegian sample
Spanish	142(64.8)	6(5.4)
Catalan	177(80.8)	1(0.9)
French	116(53.0)	18(16.2)
English	160(73.1)	98(88.3)
German	38(17.4)	48(43.2)
Italian	70(32.0)	7(6.3)
Russian	15(6.8)	1(0.9)
Chinese	4(1.8)	0
Portuguese	20(9.1)	0
Polish	4(1.8)	0
Dutch	7(3.2)	3(2.7)
Japanese	5(2.3)	1(0.9)
Greek	2(0.9)	0
Hebrew	2(0.9)	0
Czech	2(0.9)	0
Romanian	2(0.9)	0
Danish	2(0.9)	3(2.7)
Norwegian	2(0.9)	99(89.2)
Flemish	1(0.5)	0
Serbian	1(0.5)	0
Korean	1(0.5)	0
Swedish	1(0.5)	5(4.5)
Serbo-Croatian	1(0.5)	0
Hungarian	0	1(0.9)
Turkish	0	1(0.9)
Valid cases	219	111
Missing	2	0

Table E10. Type of employment

Type of employment	Number of guides (Percent) in Catalan sample	Number of guides (Percent) in Norwegian sample
Part-time job	13(6.2)	30(27)
Full-time job	34(16.1)	1(0.9)
Freelance	170(80.6)	10(9)
Through middleman	-	42(37.8)
Through middlemen	-	28(25.2)
Valid cases	211	111
Missing	10	0

Note: Respondents could tick more than one option

Table E11. Average number of worked hours per week for each month

	Sample Catalonia					Sample Norway				
	Mean	N of guides	Std.D	Min	Max	Mean	N of guides	Std.D	Min	Max
January	7.2	181	9.5	.00	56.00	1.4	77	2.7	0	15.00
February	9.7	181	11.3	.00	56.00	2.2	77	5.3	0	37.50
March	17.1	181	13.0	.00	70.00	3	77	6	0	37.50
April	24.8	181	15.8	.00	100.00	4.5	77	7.3	0	37.50
May	27.7	181	16.4	.00	87.50	13.2	77	13.2	0	65.00
June	26.5	181	15.1	.00	70.00	24.2	77	25.1	0	100.00
July	25.2	181	15.9	.00	80.00	27.7	77	25.8	0	107.00
August	23.1	181	19.5	.00	80.00	21.5	77	23.3	0	100.00
September	28.1	181	17.5	.00	100.00	9.8	77	14.1	0	60.00
October	27.0	181	17.0	.00	100.00	4.2	77	8.2	0	37.50
November	15.2	181	12.1	.00	60.00	1.9	77	5.1	0	37.50
December	9.4	181	9.4	.00	40.00	2	77	5.1	0	37.50

Table E12. Average number of guiding services per per month

	Sample Catalonia					Sample Norway				
	Mean	N of guides	Std.D	Min	Max	Mean	N of guides	Std.D	Min	Max
January	6.1	172	6.7	0	35.00	1.2	89	2.4	0	15.00
February	7.1	172	7.0	0	35.00	1.5	89	3	0	20.00
March	13.2	172	9.3	0	49.00	1.8	89	4	0	30.00
April	17.6	172	10.9	0	60.00	2.7	89	5.3	0	40.00
May	22.6	172	14.0	0	65.00	7.2	89	7.8	0	50.00
June	19.5	172	11.7	0	60.00	12.1	89	10.1	0	60.00
July	17.0	172	10.9	0	52.00	13	89	11.2	0	80.00
August	14.8	172	12.2	0	80.00	11.1	89	10.3	0	70.00
September	19.9	172	11.6	0	52.00	5.5	89	6.7	0	40.00
October	20.0	172	11.2	0	54.00	2.1	89	4.1	0	30.00
November	11.2	172	8.4	0	36.00	1	89	2.6	0	20.00
December	6.8	172	6.8	0	36.00	1	89	2.3	0	15.00

Table E13. Tourist guides with an additional job

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
1. Yes	91(41.6)	77(70.6)
2. No	128(58.4)	32(29.4)
Valid cases	219	109
Missing	2	2

Table E14. Guiding as the main professional activity. Catalonia and Norway

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
1. Yes	45(50)	20(26)
2. No	45(50)	57(74)
Valid cases	90	77
Missing	1	0
Total	91*	77**

*Corresponds to the total number of guides in Catalonia with an additional job

**Corresponds to the total number of guides in Norway with an additional job

Table E15. Membership in professional guiding associations/federations

	Membership guiding association/federation. Number of guides (Percent) for the Catalan sample	Membership guiding association/federation other than NGF. Number of guides (Percent) for the Norwegian sample
1. Yes	88(40.4)	106(96.4)
2. No	130(59.6)	4(3.6)
Valid cases	218	110
Missing	3	1

Table E16. Attendance in a guide training course in the Norwegian sample

	Number of guides (Percent)
1. Yes	110(99.1)
2. No	1(0.9)
Valid cases	111
Missing	0

Table E17. Kind of guiding training course in the Norwegian sample

	Theoretical course. Number of guides (Percent)	Practical course. Number of guides (Percent)
1. Not at all	0(0)	1(0.9)
2. Only a little	2(1.9)	4(3.7)
3. To some extent	7(6.6)	27(25)
4. Rather much	47(44.3)	44(40.7)
5. Very much	50(47.2)	32(29.6)
Valid cases	106	108
Missing	5	3

Table E18. Length of the training guiding course in the Norwegian sample

Length of the training	N	Minimum	Maximum	Mean	Std. Deviation
In hours	50	20	300	112.24	54.87
In months	11	5	12	10.45	2.73

Table E19. Obtention of the guiding license in Catalonia

Obtention of the license through	Number of guides (Percent)
Examination	126(58.3)
Direct recognition of TEAT or TET diploma	80(37.0)
Recognition of the guiding license issued by another public authority	10(4.6)
Valid cases	216
Missing	5

Table E20. Year of obtention of the guiding license in the Catalan sample

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1972	1	.5	.5	.5
	1975	2	.9	1.0	1.5
	1977	1	.5	.5	1.9
	1978	3	1.4	1.5	3.4
	1979	1	.5	.5	3.9
	1980	4	1.8	1.9	5.8
	1981	1	.5	.5	6.3
	1982	2	.9	1.0	7.3
	1984	2	.9	1.0	8.3
	1985	4	1.8	1.9	10.2
	1986	4	1.8	1.9	12.1
	1987	1	.5	.5	12.6
	1988	3	1.4	1.5	14.1
	1989	5	2.3	2.4	16.5
	1990	10	4.5	4.9	21.4
	1991	10	4.5	4.9	26.2
	1992	4	1.8	1.9	28.2
	1993	9	4.1	4.4	32.5
	1994	6	2.7	2.9	35.4
	1995	7	3.2	3.4	38.8
	1996	7	3.2	3.4	42.2
	1997	5	2.3	2.4	44.7
	1998	7	3.2	3.4	48.1
	1999	1	.5	.5	48.5
	2000	5	2.3	2.4	51.0
	2001	3	1.4	1.5	52.4
	2002	1	.5	.5	52.9
	2003	5	2.3	2.4	55.3
	2004	4	1.8	1.9	57.3
2005	15	6.8	7.3	64.6	
2006	4	1.8	1.9	66.5	
2007	8	3.6	3.9	70.4	
2008	15	6.8	7.3	77.7	
2009	21	9.5	10.2	87.9	
2010	24	10.9	11.7	99.5	
2011	1	.5	.5	100.0	
	Total	206	93.2	100.0	
Missing	System	15	6.8		
Total		221	100.0		

Table E21. Guiding license as a requirement in the current employment in the Catalan sample

	Number of guides (Percent)
Yes	165(75.7)
No	53(24.3)
Valid cases	218
Missing	3

Table E22. Perceptions of the guiding license as an advantage in the Catalan sample

	Number of guides (Percent)
Yes	184(83.6)
No	36(16.4)
Valid cases	220
Missing	1

Table E23. Perceptions of licensed tourist guides in having more advantages over the unlicensed guides. Catalan sample

Should licensed guides have more advantages over the unlicensed guides?	Number of guides (Percent)
Yes	208(94.5)
No	12(5.5)
Valid cases	220
Missing	1

Table E24. Perceptions of the guiding certificate as an advantage in the Norwegian sample

	Number of guides (Percent)
1.Yes	103(92.8)
2.No	8(7.2)
Valid cases	111
Missing	0

Table E25. Perceptions of Norwegian tourist guides regarding the need of introducing a mandatory guiding certificate

	Number of guides (Percent)
1.Yes	104(96.3)
2.No	4(3.7)
Valid cases	108
Missing	3

Table E26. Perceptions for more regulations regarding the guiding profession.

Norwegian sample

	Number of guides (Percent)
1.Yes	101(92.7)
2.No	8(7.3)
Valid cases	109
Missing	2

Table E27. Median for the roles of the tourist guides

Role	Catalonia	Norway
Organizer	4	4
Entertainer	4	4
Group leader	5	4
Teacher	4	4
Motivator	4	4
Environmental interpreter	4	3
Motivate for gifts*		1
Economy promoter**	3	
Heritage/cultural interpreter	5	5
Inter-cultural agent	5	4
Travel agency representative	3	1
City/country ambassador	5	5

*Survey Norway. **Survey Catalonia

Table E28. Median for the kind of tourist groups

Type of tourists	Catalonia	Norway
School kids	3	1
Youth	3	2
Families	3	3
Bus passengers	4	4
Cruise passengers	3	5
Seniors	4	4
Business travellers	3	3
Professional associations	3	3

Table E29. Tourist groups' concerns for authenticity

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
1. Yes	204(95.8)	85(97.7)
2. No	9(4.2)	2(2.3)
Valid cases	213	87
Missing	8	24

Table E30. Mean(s) used for the tourist guides to sell their guide services

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
Travel agencies of your own country	135(79.4)	9(36)
Travel agencies (EU)	75(44.1)	3(12)
Travel agencies (outside the EU)	34(20)	2(8)
Through other tourist guides	116(68.2)	7(28)
Directly with the tourist group	50(29.4)	10(40)
Web	58(34.1)	6(24)
Social media	28(16.5)	6(24)
Through local middlemen*		18(72)
Other	28(16.5)	5(20)
Total	170**	25***

*Survey Norway

**Corresponds to the number of freelance tourist guides in the Catalan sample

***Corresponds to the number of tourist guides in the Norwegian sample who report to be active in selling their guide services

Table E31. Percentage of tourist guides with their own website

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
1. Yes	54(32.7)	7(28)
2. No	111(67.3)	18(72)
Valid cases	165	25
Missing	5	0
Total	170*	25**

*Corresponds to the number of freelance tourist guides in the Catalan sample

**Corresponds to the number of tourist guides in the Norwegian sample who reported to be active in selling their guide services

Table E32. Use of professional websites to advertise guide services

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
1. Yes	54(32.3)	5(20.8)
2. No	113(67.7)	19(79.2)
Valid cases	167	24
Missing	3	1
Total	170*	25**

*Corresponds to the number of freelance tourist guides in the Catalan sample

**Corresponds to the number of tourist guides in the Norwegian sample who reported to be active in selling their guide services

Table E33. Bookings for guide services through the web

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
1. Yes	61(37)	14(56)
2. No	104(63)	11(44)
Valid cases	165	25
Missing	5	0
Total	170*	25**

*Corresponds to the number of freelance tourist guides in the Catalan sample

**Corresponds to the number of tourist guides in the Norwegian sample who reported to be active in selling their guide services

Table E34. Employment by more than one employer

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
1. Yes	133(81.6)	56(50.9)
2. No	30(18.4)	54(49.1)
Valid cases	163	110
Missing	7	1
Total	170*	111**

*Corresponds to the number of freelance tourist guides in the Catalan sample

**Corresponds to the total number of tourist guides in the Norwegian sample

Table E35. Mean number of employers for which tourist guides work for

	Minimum	Maximum	Mean	Std. Deviation
Catalonia (n=97)	2	30	7.1	5.8
Norway (n=54)	2	32.5	3.4	4.3

Table E36. Main employer(s) for the tourist guides

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
Travel agency	159(76.1)	32(28.8)
Monument, historical site or museum	26(12.4)	12(10.8)
Educational centre*	23(11)	
Guiding company/middleman	100(47.8)	89(80.2)
Visitor centre/information centre**		7(6.3)
Other	49(23.4)	14(12.6)
Valid cases	209	111
Missing	12	0

*Survey Catalonia

**Survey Norway

Table E37. Demands of specialised tours

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
1. Yes	177(82.7)	92(85.2)
2. No	37(17.3)	16(14.8)
Valid cases	214	108
Missing	7	3

Table E38. Median for the type of specialised tours

Type of groups	Catalonia	Norway
Nature	2	3
Literature and/or cinema	2	2
Medieval heritage or earlier	4	3
“Modernisme”*	5	
Contemporary art and architecture*	4	
Modern/new architecture**		2
Sports	2	1
Gastronomy	3	2
Oenology*/Drinks and beverages**	3	1
Religious tourism (pilgrim routes, sanctuaries,...)	3	3

*Survey Catalonia

**Survey Norway

Table E39. Median for the type of tourists in specialised tours

Type of tourists	Catalonia	Norway
School kids	3	1
Youth	2.5	1
Families	3	2
Bus passengers	3	4
Cruise passengers	3	4
Seniors	3	3
Business travellers	3	3
Professional associations	4	3

Table E40. Length of a specialised tour in hours per day

	Minimum	Maximum	Mean	Std. Deviation
Catalonia (n=131)	1	8	4.0	1.5
Norway (n=70)	1	8	3.6	1.5

Table E41. Length of a specialised tour in days

	Minimum	Maximum	Mean	Std. Deviation
Catalonia (n=36)	1	15	3.2	2.8
Norway (n=10)	1	10	4.2	3.4

Table E42. Independent-sample t-test. Length in days of specialised tours

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
LENGTH IN DAYS	Equal variances assumed	2.576	.116	-.904	44	.371	-.93472	1.03366	-	1.14848
	Equal variances not assumed			-.806	12.551	.435	-.93472	1.15959	-	1.57955

Table E43. Number of tourists in a specialised tour

	N	Minimum	Maximum	Mean	Std. Deviation
Norway (n=82)	82	5	55	23	10.5
Catalonia (n=160)	160	2	60	22.5	10

Table E44. Languages used in specialised tours

Language	Number of guides (Percent) in Catalan sample	Number of guides (Percent) in Norwegian sample
English	106(96.4)	54(65.9)
French	44(40)	5(6.1)
Spanish	42(38.2)	3(3.7)
Catalan	34(30.9)	0
German	27(24.5)	29(35.4)
Italian	16(14.5)	4(4.9)
Dutch	6(5.5)	3(3.7)
Russian	6(5.5)	0
Japanese	3(2.7)	1(1.2)
Polish	3(2.7)	0
Chinese	3(2.7)	0
Danish	2(1.8)	1(1.2)
Norwegian	2(1.8)	33(40.2)
Swedish	2(1.8)	0
Flemish	1(0.9)	0
Hebrew	1(0.9)	0
Portuguese	1(0.9)	0
Valid cases	110	82
Missing	67	10
Total	177*	92**

*Corresponds to the total number of guides in Catalonia whose customers ask for specialised tours

**Corresponds to the total number of guides in Norway whose customers ask for specialised tours

Table E45. Frequency table for mean of transport “bus from the tourist group”.**Catalonia****M.transp.1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	48	21.7	33.8	33.8
	2	46	20.8	32.4	66.2
	3	21	9.5	14.8	81.0
	4	27	12.2	19.0	100.0
	Total	142	64.3	100.0	
Missing	System	79	35.7		
Total		221	100.0		

Table E46. Frequency table for the mean of transport “bus from the agency”. Catalonia

M.transp.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	54	24.4	38.6	38.6
	2	43	19.5	30.7	69.3
	3	29	13.1	20.7	90.0
	4	14	6.3	10.0	100.0
	Total	140	63.3	100.0	
Missing	System	81	36.7		
Total		221	100.0		

Table E47. Frequency table for the mean of transport “on foot”. Catalonia

M.transp.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	34	15.4	22.8	22.8
	2	37	16.7	24.8	47.7
	3	55	24.9	36.9	84.6
	4	23	10.4	15.4	100.0
	Total	149	67.4	100.0	
Missing	System	72	32.6		
Total		221	100.0		

Table E48. Frequency table for the mean of transport “public transport”. Catalonia

Public transport

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	8.1	14.4	14.4
	2	13	5.9	10.4	24.8
	3	22	10.0	17.6	42.4
	4	72	32.6	57.6	100.0
	Total	125	56.6	100.0	
Missing	System	96	43.4		
Total		221	100.0		

Table E49. Frequency table for the mean of transport “bus/car/boat from the tourist group”. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	22	19.8	36.7	36.7
	2	15	13.5	25.0	61.7
	3	12	10.8	20.0	81.7
	4	11	9.9	18.3	100.0
	Total	60	54.1	100.0	
Missing	System	51	45.9		
Total		111	100.0		

Table E50. Frequency table for the mean of transport “bus/car/boat from the tour operator or middleman”. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	35	31.5	49.3	49.3
	2	22	19.8	31.0	80.3
	3	6	5.4	8.5	88.7
	4	8	7.2	11.3	100.0
	Total	71	64.0	100.0	
Missing	System	40	36.0		
Total		111	100.0		

Table E51. Frequency table for the mean of transport “on foot”. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	18.9	32.8	32.8
	2	20	18.0	31.3	64.1
	3	15	13.5	23.4	87.5
	4	8	7.2	12.5	100.0
	Total	64	57.7	100.0	
Missing	System	47	42.3		
Total		111	100.0		

Table E52. Frequency table for the mean of transport “public transport”. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.8	4.3	4.3
	2	4	3.6	8.7	13.0
	3	9	8.1	19.6	32.6
	4	31	27.9	67.4	100.0
	Total	46	41.4	100.0	
Missing	System	65	58.6		
Total		111	100.0		

Table E53. Specialised tours with visits at museums and historical monuments/sites

	Catalonia		Norway	
	Museums. Number of guides (Percent)	Historical monuments/sites. Number of guides (Percent)	Museums. Number of guides (Percent)	Historical monuments/sites. Number of guides (Percent)
1.Yes	160(92.5)	168(98.2)	64(80)	80(92)
2.No	13(7.5)	3(1.8)	16(20)	7(8)
Valid cases	173	171	80	87

Table E54. Ranking of the five most demanded historical monuments/sites in specialised tours

Ranking	Sample Catalonia		Sample Norway	
	Top monuments/sites	Number of guides	Top monuments/sites	Number of guides
1	Sagrada Familia (Barcelona)	74	Nidarosdomen (Trøndelag)	9
2	La pedrera/Casa Milà (Barcelona)	36	Troldhaugen (Hordaland)	8
3	Parc Güell (Barcelona)	30	Bryggen Bergen (Hordaland)	6
4	Catedral (Barcelona)	27	Sverresborg (Trøndelag); Fantoft Stavkirke (Hordaland); Stavanger Domkirke (Rogaland)	4 (each)
5	Santa Maria del Mar (Barcelona)	25	Bergenhus Festning (Hordaland); Utstein Kloster (Rogaland)	3 (each)

Table E55. Ranking of the five most demanded museums in specialised tours

Ranking	Sample Catalonia		Sample Norway	
	Top museums	Number of guides	Top museums	Number of guides
1	Museu Picasso (Barcelona)	105	Sunnmøre Museum (Møre og Romsdal)	8
2	Fundació Joan Miró (Barcelona)	61	Vikingskipmuseet (Oslo)	6
3	Museu Nacional d'art de Catalunya (MNAC; Barcelona)	50	Fram-museet (Oslo); Hanseatisk museum (Hordaland); Jugendstilsenteret (Møre og Romsdal)	5 (each)
4	Museu Dalí (Figueres)	35	Ringve musikkmuseum (Trøndelag)	4
5	Museu d'història de Barcelona (MUHBA; Barcelona)	20	Kon-tiki (Oslo); Flåmsbanen (Hordaland); Hermetikkmuseet (Rogaland)	3 (each)

Table E56. Use of tools when guiding. Median for each of the tools

	Catalonia	Norway
Smartphone	3	1
PC	2	3
Headphones and microphone	3	2
Portable speakers	3	1

Table E57. New technologies as a threat

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
1. Yes	76(36.2)	40(36)
2. No	134(63.8)	71(64)
Valid cases	210	111

Table E58. Use of social media as a support for work

	Number of guides (Percent) in Catalan sample	Number of guides (Percent) in Norwegian sample
1. Very seldom or never	69(31.9)	41(36.9)
2. Rather seldom	33(15.3)	15(13.5)
3. Sometimes	48(22.2)	30(27)
4. Rather often	43(19.9)	17(15.3)
5. Very often or always	23(10.6)	8(7.2)
Valid cases	216	111
Median	3	2

Table E59. Ability to use the knowledge learned during the years at work

	Number of guides (Percent) in Catalan sample	Number of guides (Percent) in Norwegian sample
1. Not at all	2(0.9)	0(0)
2. Only a little	1(0.5)	2(1.9)
3. To some extent	19(8.8)	14(13.3)
4. Rather much	68(31.5)	41(39)
5. Very much	126(58.3)	48(45.7)
Valid cases	216	105

Table E60. Feedback from the tourist group

	Number of guides (Percent) in Catalan sample	Number of guides (Percent) in Norwegian sample
1. Very seldom or never	5(2.3)	12(11.2)
2. Rather seldom	8(3.7)	19(17.8)
3. Sometimes	27(12.6)	24(22.4)
4. Rather often	103(48.1)	37(34.6)
5. Very often or always	71(33.2)	15(14)
Valid cases	214	107
Median	4	3

Table E61. Feedback from other tourist guides

	Number of guides (Percent) in Catalan sample	Number of guides (Percent) in Norwegian sample
1. Very seldom or never	44(20.7)	22(20.6)
2. Rather seldom	63(29.6)	38(35.5)
3. Sometimes	80(37.6)	33(30.8)
4. Rather often	24(11.3)	12(11.2)
5. Very often or always	2(0.9)	2(1.9)
Valid cases	213	107
Median	2	2

Table E62. Attendance to continuous education or professional tourist guide courses

	Number of guides (Percent) in Catalan sample	Number of guides (Percent) in Norwegian sample
1. Very seldom or never	36(16.7)	10(9.4)
2. Rather seldom	24(11.1)	23(21.7)
3. Sometimes	72(33.3)	40(37.7)
4. Rather often	64(29.6)	21(19.8)
5. Very often or always	20(9.3)	12(11.3)
Valid cases	216	106
Median	3	3

Table E63. Means used by guides for keeping their job updated (median)

	Catalonia	Norway
Check out websites	4	4
Check out social media	3	3
Check out regular publications	4	4
Check out books	4	4
Check out newsletters from museums or monuments	4	4
Make visits in situ	4	4

Table E64. Need for guiding specializations

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
1. Yes	188(89.1)	97(90.7)
2. No	23(10.9)	10(9.3)
Valid cases	211	107

Table E65. Top demanded guiding specializations

Ranking	Sample Catalonia		Sample Norway	
	Top specializations	Number of guides	Top specializations	Number of guides
1	Art	60	Nature	19
2	Architecture	54	History	15
3	Nature	43	Architecture	14
4	Gastronomy	35	Art	12
5	History	28	Economy/business-social situation/social conditions/social life	11

Table E66. Intention to work as a tourist guide (career plans)

	Number of guides (Percent) in Catalan sample	Number of guides (Percent) in Norwegian sample
1. Definitely not	0(0)	0(0)
2. Probably not	6(2.8)	4(3.6)
3. Not decided	18(8.3)	11(10)
4. Probably yes	63(28.9)	47(42.7)
5. Definitely yes	131(60.1)	48(43.6)
Valid cases	218	110

Table E67. Percentages regarding the intention to keep working as a tourist guide in**Catalonia**

	Number of guides (Percent) in the Catalan sample	Number of guides (Percent) in the Norwegian sample
Valid		
1. Less than 20 years or before the retirement age	36(16.3)	7(8)
2. 20 years or more, until retirement, or indefinite	143(64.7)	69(79.3)
3. Not decided/Don't know	12(5.4)	11(12.6)
Total	191	87
Missing System	30	24
Total	221	111

Table E68. Tables for the Chi-square test for independence: sample-organizer role

Crosstab

			ORGANIZER					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE	Catalonia	Count	0	7	25	82	101	215
		% within	.0%	3.3%	11.6%	38.1%	47.0%	100.0%
	ORGANIZER	% within	.0%	43.8%	48.1%	73.2%	74.3%	66.6%
		% of Total	.0%	2.2%	7.7%	25.4%	31.3%	66.6%
Norway	Count	7	9	27	30	35	108	
		% within	6.5%	8.3%	25.0%	27.8%	32.4%	100.0%
	ORGANIZER	% within	100.0%	56.3%	51.9%	26.8%	25.7%	33.4%
		% of Total	2.2%	2.8%	8.4%	9.3%	10.8%	33.4%
Total	Count	7	16	52	112	136	323	
		% within	2.2%	5.0%	16.1%	34.7%	42.1%	100.0%
	ORGANIZER	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	2.2%	5.0%	16.1%	34.7%	42.1%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.511 ^a	4	.000
Likelihood Ratio	32.425	4	.000
Linear-by-Linear Association	24.563	1	.000
N of Valid Cases	323		

a. 2 cells (20,0%) have expected count less than 5. The minimum expected count is 2,34.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.312	.000
	Cramer's V	.312	.000
N of Valid Cases		323	

Table E69. Tables for the Chi-square test for independence: sample-entertainer role

		Crosstab					Total
		ENTERTAINER					
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	9	21	65	68	51	214
	% within SAMPLE	4.2%	9.8%	30.4%	31.8%	23.8%	100.0%
	% within ENTERTAINER	52.9%	65.6%	75.6%	68.7%	58.0%	66.5%
	% of Total	2.8%	6.5%	20.2%	21.1%	15.8%	66.5%
Norway	Count	8	11	21	31	37	108
	% within SAMPLE	7.4%	10.2%	19.4%	28.7%	34.3%	100.0%
	% within ENTERTAINER	47.1%	34.4%	24.4%	31.3%	42.0%	33.5%
	% of Total	2.5%	3.4%	6.5%	9.6%	11.5%	33.5%
Total	Count	17	32	86	99	88	322
	% within SAMPLE	5.3%	9.9%	26.7%	30.7%	27.3%	100.0%
	% within ENTERTAINER	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	5.3%	9.9%	26.7%	30.7%	27.3%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.690 ^a	4	.104
Likelihood Ratio	7.703	4	.103
Linear-by-Linear Association	.672	1	.412
N of Valid Cases	322		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5,70.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.155	.104
	Cramer's V	.155	.104
N of Valid Cases		322	

Table E70. Tables for the Chi-square test for independence: sample-group leader role

Crosstab

		GROUP LEADER					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	3	2	22	78	109	214
	% within SAMPLE	1.4%	.9%	10.3%	36.4%	50.9%	100.0%
	% within GROUP LEADER	33.3%	20.0%	61.1%	74.3%	67.7%	66.7%
	% of Total	.9%	.6%	6.9%	24.3%	34.0%	66.7%
Norway	Count	6	8	14	27	52	107
	% within SAMPLE	5.6%	7.5%	13.1%	25.2%	48.6%	100.0%
	% within GROUP LEADER	66.7%	80.0%	38.9%	25.7%	32.3%	33.3%
	% of Total	1.9%	2.5%	4.4%	8.4%	16.2%	33.3%
Total	Count	9	10	36	105	161	321
	% within SAMPLE	2.8%	3.1%	11.2%	32.7%	50.2%	100.0%
	% within GROUP LEADER	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	2.8%	3.1%	11.2%	32.7%	50.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.620 ^a	4	.001
Likelihood Ratio	16.784	4	.002
Linear-by-Linear Association	7.260	1	.007
N of Valid Cases	321		

a. 2 cells (20,0%) have expected count less than 5. The minimum expected count is 3,00.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.234	.001
	Cramer's V	.234	.001
N of Valid Cases		321	

Table E71. Tables for the Chi-square test for independence: sample-teacher role

Crosstab

			TEACHER					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		6	17	58	82	49	212
	% within SAMPLE		2.8%	8.0%	27.4%	38.7%	23.1%	100.0%
	% within TEACHER		42.9%	53.1%	72.5%	75.9%	59.8%	67.1%
	% of Total		1.9%	5.4%	18.4%	25.9%	15.5%	67.1%
Norway	Count		8	15	22	26	33	104
	% within SAMPLE		7.7%	14.4%	21.2%	25.0%	31.7%	100.0%
	% within TEACHER		57.1%	46.9%	27.5%	24.1%	40.2%	32.9%
	% of Total		2.5%	4.7%	7.0%	8.2%	10.4%	32.9%
Total	Count		14	32	80	108	82	316
	% within SAMPLE		4.4%	10.1%	25.3%	34.2%	25.9%	100.0%
	% within TEACHER		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		4.4%	10.1%	25.3%	34.2%	25.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.427 ^a	4	.009
Likelihood Ratio	13.187	4	.010
Linear-by-Linear Association	.910	1	.340
N of Valid Cases	316		

a. 1 cells (10,0%) have expected count less than 5. The minimum expected count is 4,61.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.206	.009
	Cramer's V	.206	.009
N of Valid Cases		316	

Table E72. Tables for the Chi-square test for independence: sample-motivator role

Crosstab

			MOTIVATOR					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		0	7	44	93	71	215
	% within		.0%	3.3%	20.5%	43.3%	33.0%	100.0%
	SAMPLE							
	% within		.0%	31.8%	68.8%	76.2%	73.2%	67.6%
	MOTIVATOR							
	% of Total		.0%	2.2%	13.8%	29.2%	22.3%	67.6%
Norway	Count		13	15	20	29	26	103
	% within		12.6%	14.6%	19.4%	28.2%	25.2%	100.0%
	SAMPLE							
	% within		100.0%	68.2%	31.3%	23.8%	26.8%	32.4%
	MOTIVATOR							
	% of Total		4.1%	4.7%	6.3%	9.1%	8.2%	32.4%
Total	Count		13	22	64	122	97	318
	% within		4.1%	6.9%	20.1%	38.4%	30.5%	100.0%
	SAMPLE							
	% within		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	MOTIVATOR							
	% of Total		4.1%	6.9%	20.1%	38.4%	30.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.565 ^a	4	.000
Likelihood Ratio	46.929	4	.000
Linear-by-Linear Association	27.845	1	.000
N of Valid Cases	318		

a. 1 cells (10,0%) have expected count less than 5. The minimum expected count is 4,21.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.379	.000
	Cramer's V	.379	.000
N of Valid Cases		318	

Table E73. Tables for the Chi-square test for independence: sample-environmental interpreter role

Crosstab

			ENVIRONMENTAL INTERPRETER					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		6	15	53	58	79	211
	% within SAMPLE		2.8%	7.1%	25.1%	27.5%	37.4%	100.0%
	% within ENVIRONMENTAL INTERPRETER		28.6%	41.7%	61.6%	70.7%	87.8%	67.0%
	% of Total		1.9%	4.8%	16.8%	18.4%	25.1%	67.0%
Norway	Count		15	21	33	24	11	104
	% within SAMPLE		14.4%	20.2%	31.7%	23.1%	10.6%	100.0%
	% within ENVIRONMENTAL INTERPRETER		71.4%	58.3%	38.4%	29.3%	12.2%	33.0%
	% of Total		4.8%	6.7%	10.5%	7.6%	3.5%	33.0%
Total	Count		21	36	86	82	90	315
	% within SAMPLE		6.7%	11.4%	27.3%	26.0%	28.6%	100.0%
	% within ENVIRONMENTAL INTERPRETER		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		6.7%	11.4%	27.3%	26.0%	28.6%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.677 ^a	4	.000
Likelihood Ratio	45.064	4	.000
Linear-by-Linear Association	42.870	1	.000
N of Valid Cases	315		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.93.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.372	.000
	Cramer's V	.372	.000
N of Valid Cases		315	

Table E74. Tables for the Chi-square test for independence: sample-heritage/cultural interpreter role

SAMPLE * HERITAGE/CULTURAL INTERPRETER Crosstabulation

		HERITAGE/CULTURAL INTERPRETER					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4. Rather often	5.Very often or always	
SAMPLE Catalonia	Count	0	3	6	42	163	214
	% within SAMPLE	.0%	1.4%	2.8%	19.6%	76.2%	100.0%
	% within HERITAGE/CULTURAL INTERPRETER	.0%	75.0%	33.3%	56.8%	72.4%	66.5%
	% of Total	.0%	.9%	1.9%	13.0%	50.6%	66.5%
Norway	Count	1	1	12	32	62	108
	% within SAMPLE	.9%	.9%	11.1%	29.6%	57.4%	100.0%
	% within HERITAGE/CULTURAL INTERPRETER	100.0%	25.0%	66.7%	43.2%	27.6%	33.5%
	% of Total	.3%	.3%	3.7%	9.9%	19.3%	33.5%
Total	Count	1	4	18	74	225	322
	% within SAMPLE	.3%	1.2%	5.6%	23.0%	69.9%	100.0%
	% within HERITAGE/CULTURAL INTERPRETER	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	.3%	1.2%	5.6%	23.0%	69.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	17.714 ^a	4	.001	.001		
Likelihood Ratio	17.272	4	.002	.001		
Fisher's Exact Test	16.961			.001		
Linear-by-Linear Association	12.936 ^b	1	.000	.000	.000	.000
N of Valid Cases	322					

a. 4 cells (40,0%) have expected count less than 5. The minimum expected count is ,34.

b. The standardized statistic is -3,597.

Table E75. Tables for the Chi-square test for independence: sample-inter-cultural agent role

Crosstab

			INTER-CULTURAL AGENT					Total
			1.Very seldom or never	2.Rather seldom	3.Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		4	6	24	61	110	205
	% within SAMPLE		2.0%	2.9%	11.7%	29.8%	53.7%	100.0%
	% within INTER-CULTURAL AGENT		57.1%	31.6%	54.5%	62.9%	76.9%	66.1%
	% of Total		1.3%	1.9%	7.7%	19.7%	35.5%	66.1%
Norway	Count		3	13	20	36	33	105
	% within SAMPLE		2.9%	12.4%	19.0%	34.3%	31.4%	100.0%
	% within INTER-CULTURAL AGENT		42.9%	68.4%	45.5%	37.1%	23.1%	33.9%
	% of Total		1.0%	4.2%	6.5%	11.6%	10.6%	33.9%
Total	Count		7	19	44	97	143	310
	% within SAMPLE		2.3%	6.1%	14.2%	31.3%	46.1%	100.0%
	% within INTER-CULTURAL AGENT		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		2.3%	6.1%	14.2%	31.3%	46.1%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.908 ^a	4	.000
Likelihood Ratio	20.564	4	.000
Linear-by-Linear Association	17.528	1	.000
N of Valid Cases	310		

a. 2 cells (20,0%) have expected count less than 5. The minimum expected count is 2,37.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.260	.000
	Cramer's V	.260	.000
N of Valid Cases		310	

Table E76. Tables for the Chi-square test for independence: sample-travel agency representative role

Crosstab

			TRAVEL AGENCY REPRESENTATIVE					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		22	37	53	50	49	211
	% within SAMPLE		10.4%	17.5%	25.1%	23.7%	23.2%	100.0%
	% within TRAVEL AGENCY REPRESENTATIVE		25.6%	71.2%	77.9%	90.9%	92.5%	67.2%
	% of Total		7.0%	11.8%	16.9%	15.9%	15.6%	67.2%
Norway	Count		64	15	15	5	4	103
	% within SAMPLE		62.1%	14.6%	14.6%	4.9%	3.9%	100.0%
	% within TRAVEL AGENCY REPRESENTATIVE		74.4%	28.8%	22.1%	9.1%	7.5%	32.8%
	% of Total		20.4%	4.8%	4.8%	1.6%	1.3%	32.8%
Total	Count		86	52	68	55	53	314
	% within SAMPLE		27.4%	16.6%	21.7%	17.5%	16.9%	100.0%
	% within TRAVEL AGENCY REPRESENTATIVE		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		27.4%	16.6%	21.7%	17.5%	16.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	100.866 ^a	4	.000
Likelihood Ratio	103.463	4	.000
Linear-by-Linear Association	83.122	1	.000
N of Valid Cases	314		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.06.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.567	.000
	Cramer's V	.567	.000
N of Valid Cases		314	

Table E77. Tables for the Chi-square test for independence: sample-city/country ambassador role

SAMPLE * CITY/COUNTRY AMBASSADOR Crosstabulation

		CITY/COUNTRY AMBASSADOR					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	5	2	9	38	158	212
	% within SAMPLE	2.4%	.9%	4.2%	17.9%	74.5%	100.0%
	% within CITY/COUNTRY AMBASSADOR	55.6%	33.3%	52.9%	59.4%	70.9%	66.5%
	% of Total	1.6%	.6%	2.8%	11.9%	49.5%	66.5%
Norway	Count	4	4	8	26	65	107
	% within SAMPLE	3.7%	3.7%	7.5%	24.3%	60.7%	100.0%
	% within CITY/COUNTRY AMBASSADOR	44.4%	66.7%	47.1%	40.6%	29.1%	33.5%
	% of Total	1.3%	1.3%	2.5%	8.2%	20.4%	33.5%
Total	Count	9	6	17	64	223	319
	% within SAMPLE	2.8%	1.9%	5.3%	20.1%	69.9%	100.0%
	% within CITY/COUNTRY AMBASSADOR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	2.8%	1.9%	5.3%	20.1%	69.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	8.198 ^a	4	.085	.080		
Likelihood Ratio	7.895	4	.096	.127		
Fisher's Exact Test	8.299			.070		
Linear-by-Linear Association	6.278 ^b	1	.012	.012	.009	.003
N of Valid Cases	319					

a. 3 cells (30,0%) have expected count less than 5. The minimum expected count is 2,01.

b. The standardized statistic is -2,506.

Table E78. Tables for the Chi-square test for independence: sample-type of tourists

“school kids”

Crosstab

			SCHOOL KIDS					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE	Catalonia	Count	24	37	66	57	18	202
		% within SAMPLE	11.9%	18.3%	32.7%	28.2%	8.9%	100.0%
		% within SCHOOL KIDS	32.0%	56.9%	80.5%	96.6%	100.0%	67.6%
		% of Total	8.0%	12.4%	22.1%	19.1%	6.0%	67.6%
Norway	Norway	Count	51	28	16	2	0	97
		% within SAMPLE	52.6%	28.9%	16.5%	2.1%	.0%	100.0%
		% within SCHOOL KIDS	68.0%	43.1%	19.5%	3.4%	.0%	32.4%
		% of Total	17.1%	9.4%	5.4%	.7%	.0%	32.4%
Total	Total	Count	75	65	82	59	18	299
		% within SAMPLE	25.1%	21.7%	27.4%	19.7%	6.0%	100.0%
		% within SCHOOL KIDS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	25.1%	21.7%	27.4%	19.7%	6.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	84.241 ^a	4	.000
Likelihood Ratio	95.528	4	.000
Linear-by-Linear Association	80.558	1	.000
N of Valid Cases	299		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5,84.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.531	.000
Cramer's V	.531	.000
N of Valid Cases	299	

Table E79. Tables for the Chi-square test for independence: sample-type of tourists

“youth”

Crosstab

		YOUTH					Total	
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always		
SAMPLE	Catalonia	Count	15	49	69	52	15	200
	% within		7.5%	24.5%	34.5%	26.0%	7.5%	100.0%
	SAMPLE	% within	27.8%	57.0%	80.2%	94.5%	93.8%	67.3%
	YOUTH	% of Total	5.1%	16.5%	23.2%	17.5%	5.1%	67.3%
	Norway	Count	39	37	17	3	1	97
% within		40.2%	38.1%	17.5%	3.1%	1.0%	100.0%	
SAMPLE	% within	72.2%	43.0%	19.8%	5.5%	6.3%	32.7%	
YOUTH	% of Total	13.1%	12.5%	5.7%	1.0%	.3%	32.7%	
Total	Count	54	86	86	55	16	297	
	% within		18.2%	29.0%	29.0%	18.5%	5.4%	100.0%
	SAMPLE	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	YOUTH	% of Total	18.2%	29.0%	29.0%	18.5%	5.4%	100.0%
	% of Total		18.2%	29.0%	29.0%	18.5%	5.4%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	72.712 ^a	4	.000
Likelihood Ratio	77.625	4	.000
Linear-by-Linear Association	66.745	1	.000
N of Valid Cases	297		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5,23.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.495	.000
	Cramer's V	.495	.000
N of Valid Cases		297	

Table E80. Tables for the Chi-square test for independence: sample-type of tourists

“families”

Crosstab

		FAMILIES					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	9	29	72	68	23	201
	% within SAMPLE	4.5%	14.4%	35.8%	33.8%	11.4%	100.0%
	% within FAMILIES	37.5%	56.9%	67.3%	73.9%	92.0%	67.2%
	% of Total	3.0%	9.7%	24.1%	22.7%	7.7%	67.2%
	Norway						
Norway	Count	15	22	35	24	2	98
	% within SAMPLE	15.3%	22.4%	35.7%	24.5%	2.0%	100.0%
	% within FAMILIES	62.5%	43.1%	32.7%	26.1%	8.0%	32.8%
	% of Total	5.0%	7.4%	11.7%	8.0%	.7%	32.8%
	Total						
Total	Count	24	51	107	92	25	299
	% within SAMPLE	8.0%	17.1%	35.8%	30.8%	8.4%	100.0%
	% within FAMILIES	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	8.0%	17.1%	35.8%	30.8%	8.4%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.942 ^a	4	.000
Likelihood Ratio	21.972	4	.000
Linear-by-Linear Association	19.723	1	.000
N of Valid Cases	299		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7,87.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.265	.000
	Cramer's V	.265	.000
N of Valid Cases		299	

Table E81. Tables for the Chi-square test for independence: sample-type of tourists “bus passengers”

		BUS PASSENGERS					Total
		1.Very seldom or never	2.Rather seldom	3.Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	14	12	27	75	79	207
	% within SAMPLE	6.8%	5.8%	13.0%	36.2%	38.2%	100.0%
	% within BUS PASSENGERS	63.6%	70.6%	77.1%	67.0%	62.2%	66.1%
	% of Total	4.5%	3.8%	8.6%	24.0%	25.2%	66.1%
Norway	Count	8	5	8	37	48	106
	% within SAMPLE	7.5%	4.7%	7.5%	34.9%	45.3%	100.0%
	% within BUS PASSENGERS	36.4%	29.4%	22.9%	33.0%	37.8%	33.9%
	% of Total	2.6%	1.6%	2.6%	11.8%	15.3%	33.9%
Total	Count	22	17	35	112	127	313
	% within SAMPLE	7.0%	5.4%	11.2%	35.8%	40.6%	100.0%
	% within BUS PASSENGERS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	7.0%	5.4%	11.2%	35.8%	40.6%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.016 ^a	4	.555
Likelihood Ratio	3.134	4	.536
Linear-by-Linear Association	.789	1	.374
N of Valid Cases	313		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5,76.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.098	.555
Cramer's V	.098	.555
N of Valid Cases	313	

Table E82. Tables for the Chi-square test for independence: sample-type of tourists

“cruise passengers”

Crosstab

		CRUISE PASSENGERS					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	49	32	37	47	35	200
	% within SAMPLE	24.5%	16.0%	18.5%	23.5%	17.5%	100.0%
	% within CRUISE PASSENGERS	87.5%	88.9%	72.5%	62.7%	38.9%	64.9%
	% of Total	15.9%	10.4%	12.0%	15.3%	11.4%	64.9%
Norway	Count	7	4	14	28	55	108
	% within SAMPLE	6.5%	3.7%	13.0%	25.9%	50.9%	100.0%
	% within CRUISE PASSENGERS	12.5%	11.1%	27.5%	37.3%	61.1%	35.1%
	% of Total	2.3%	1.3%	4.5%	9.1%	17.9%	35.1%
Total	Count	56	36	51	75	90	308
	% within SAMPLE	18.2%	11.7%	16.6%	24.4%	29.2%	100.0%
	% within CRUISE PASSENGERS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	18.2%	11.7%	16.6%	24.4%	29.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.711 ^a	4	.000
Likelihood Ratio	26.139	4	.000
Linear-by-Linear Association	15.807	1	.000
N of Valid Cases	312		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6,73.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.281	.000
	Cramer's V	.281	.000
N of Valid Cases		312	

Table E84. Tables for the Chi-square test for independence: sample-type of tourists

“business travellers”

Crosstab

			BUSINESS TRAVELLERS					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE	Catalonia	Count	17	33	68	70	19	207
		% within SAMPLE	8.2%	15.9%	32.9%	33.8%	9.2%	100.0%
		% within BUSINESS TRAVELLERS	47.2%	61.1%	60.7%	82.4%	82.6%	66.8%
		% of Total	5.5%	10.6%	21.9%	22.6%	6.1%	66.8%
	Norway	Count	19	21	44	15	4	103
		% within SAMPLE	18.4%	20.4%	42.7%	14.6%	3.9%	100.0%
		% within BUSINESS TRAVELLERS	52.8%	38.9%	39.3%	17.6%	17.4%	33.2%
		% of Total	6.1%	6.8%	14.2%	4.8%	1.3%	33.2%
Total		Count	36	54	112	85	23	310
		% within SAMPLE	11.6%	17.4%	36.1%	27.4%	7.4%	100.0%
		% within BUSINESS TRAVELLERS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	11.6%	17.4%	36.1%	27.4%	7.4%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.735 ^a	4	.000
Likelihood Ratio	21.653	4	.000
Linear-by-Linear Association	16.997	1	.000
N of Valid Cases	310		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7,64.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.259	.000
Cramer's V	.259	.000
N of Valid Cases	310	

Table E85. Tables for the Chi-square test for independence: sample-type of tourists

“professional associations”

Crosstab

			PROFESSIONAL ASSOCIATIONS					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE	Catalonia	Count	21	46	80	53	11	211
		% within SAMPLE	10.0%	21.8%	37.9%	25.1%	5.2%	100.0%
		% within PROFESSIONAL ASSOCIATIONS	53.8%	68.7%	65.6%	72.6%	73.3%	66.8%
		% of Total	6.6%	14.6%	25.3%	16.8%	3.5%	66.8%
Norway	Norway	Count	18	21	42	20	4	105
		% within SAMPLE	17.1%	20.0%	40.0%	19.0%	3.8%	100.0%
		% within PROFESSIONAL ASSOCIATIONS	46.2%	31.3%	34.4%	27.4%	26.7%	33.2%
		% of Total	5.7%	6.6%	13.3%	6.3%	1.3%	33.2%
Total	Total	Count	39	67	122	73	15	316
		% within SAMPLE	12.3%	21.2%	38.6%	23.1%	4.7%	100.0%
		% within PROFESSIONAL ASSOCIATIONS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	12.3%	21.2%	38.6%	23.1%	4.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	56.068 ^a	4	.000
Likelihood Ratio	57.496	4	.000
Linear-by-Linear Association	51.047	1	.000
N of Valid Cases	245		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.02.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.478	.000
Cramer's V	.478	.000
N of Valid Cases	245	

Table E87. Tables for the Chi-square test for independence: sample-type of specialised tour “literature”

SAMPLE * LITERATURE Crosstabulation

			LITERATURE					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		78	47	24	10	3	162
	% within SAMPLE		48.1%	29.0%	14.8%	6.2%	1.9%	100.0%
	% within LITERATURE		67.8%	77.0%	57.1%	66.7%	75.0%	68.4%
	% of Total		32.9%	19.8%	10.1%	4.2%	1.3%	68.4%
Norway	Count		37	14	18	5	1	75
	% within SAMPLE		49.3%	18.7%	24.0%	6.7%	1.3%	100.0%
	% within LITERATURE		32.2%	23.0%	42.9%	33.3%	25.0%	31.6%
	% of Total		15.6%	5.9%	7.6%	2.1%	.4%	31.6%
Total	Count		115	61	42	15	4	237
	% within SAMPLE		48.5%	25.7%	17.7%	6.3%	1.7%	100.0%
	% within LITERATURE		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		48.5%	25.7%	17.7%	6.3%	1.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	4.689 ^a	4	.321	.326		
Likelihood Ratio	4.699	4	.320	.369		
Fisher's Exact Test	4.756			.296		
Linear-by-Linear Association	.268 ^b	1	.604	.635	.324	.047
N of Valid Cases	237					

a. 3 cells (30,0%) have expected count less than 5. The minimum expected count is 1,27.

b. The standardized statistic is ,518.

Table E88. Tables for the Chi-square test for independence: sample-type of specialised tour “medieval heritage”

Crosstab

		Medieval heritage					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	7	13	42	62	47	171
	% within SAMPLE	4.1%	7.6%	24.6%	36.3%	27.5%	100.0%
	% within Medieval heritage	46.7%	56.5%	60.9%	73.8%	73.4%	67.1%
	% of Total	2.7%	5.1%	16.5%	24.3%	18.4%	67.1%
Norway	Count	8	10	27	22	17	84
	% within SAMPLE	9.5%	11.9%	32.1%	26.2%	20.2%	100.0%
	% within Medieval heritage	53.3%	43.5%	39.1%	26.2%	26.6%	32.9%
	% of Total	3.1%	3.9%	10.6%	8.6%	6.7%	32.9%
Total	Count	15	23	69	84	64	255
	% within SAMPLE	5.9%	9.0%	27.1%	32.9%	25.1%	100.0%
	% within Medieval heritage	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	5.9%	9.0%	27.1%	32.9%	25.1%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.088 ^a	4	.088
Likelihood Ratio	7.930	4	.094
Linear-by-Linear Association	6.971	1	.008
N of Valid Cases	255		

a. 1 cells (10,0%) have expected count less than 5. The minimum expected count is 4,94.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.178	.088
Cramer's V	.178	.088
N of Valid Cases	255	

Table E89. Tables for the Chi-square test for independence: sample-type of specialised tour “sports”

Crosstab

		SPORTS					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	52	35	48	22	6	163
	% within SAMPLE	31.9%	21.5%	29.4%	13.5%	3.7%	100.0%
	% within SPORTS	54.2%	59.3%	88.9%	91.7%	85.7%	67.9%
	% of Total	21.7%	14.6%	20.0%	9.2%	2.5%	67.9%
	Norway						
Norway	Count	44	24	6	2	1	77
	% within SAMPLE	57.1%	31.2%	7.8%	2.6%	1.3%	100.0%
	% within SPORTS	45.8%	40.7%	11.1%	8.3%	14.3%	32.1%
	% of Total	18.3%	10.0%	2.5%	.8%	.4%	32.1%
	Total						
Total	Count	96	59	54	24	7	240
	% within SAMPLE	40.0%	24.6%	22.5%	10.0%	2.9%	100.0%
	% within SPORTS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	40.0%	24.6%	22.5%	10.0%	2.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.460 ^a	4	.000
Likelihood Ratio	31.869	4	.000
Linear-by-Linear Association	23.498	1	.000
N of Valid Cases	240		

a. 2 cells (20,0%) have expected count less than 5. The minimum expected count is 2,25.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.344	.000
	Cramer's V	.344	.000
N of Valid Cases		240	

Table E90. Tables for the Chi-square test for independence: sample-type of specialised tour “gastronomy”

Crosstab

			GASTRONOMY					Total
			Very seldom or never	Rather seldom	Sometimes	Rather often	Very often or always	
SAMPLE Catalonia	Count		21	32	66	37	15	171
	% within SAMPLE		12.3%	18.7%	38.6%	21.6%	8.8%	100.0%
	% within GASTRONOMY		36.8%	59.3%	83.5%	90.2%	93.8%	69.2%
	% of Total		8.5%	13.0%	26.7%	15.0%	6.1%	69.2%
Norway	Count		36	22	13	4	1	76
	% within SAMPLE		47.4%	28.9%	17.1%	5.3%	1.3%	100.0%
	% within GASTRONOMY		63.2%	40.7%	16.5%	9.8%	6.3%	30.8%
	% of Total		14.6%	8.9%	5.3%	1.6%	.4%	30.8%
Total	Count		57	54	79	41	16	247
	% within SAMPLE		23.1%	21.9%	32.0%	16.6%	6.5%	100.0%
	% within GASTRONOMY		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		23.1%	21.9%	32.0%	16.6%	6.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	51.203 ^a	4	.000
Likelihood Ratio	52.550	4	.000
Linear-by-Linear Association	46.077	1	.000
N of Valid Cases	247		

a. 1 cells (10,0%) have expected count less than 5. The minimum expected count is 4,92.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.455	.000
Cramer's V	.455	.000
N of Valid Cases	247	

Table E91. Tables for the Chi-square test for independence: sample-type of specialised tour “drinks”

Crosstab

			DRINKS					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		29	34	65	32	5	165
	% within SAMPLE		17.6%	20.6%	39.4%	19.4%	3.0%	100.0%
	% within DRINKS		37.7%	63.0%	90.3%	97.0%	83.3%	68.2%
	% of Total		12.0%	14.0%	26.9%	13.2%	2.1%	68.2%
Norway	Count		48	20	7	1	1	77
	% within SAMPLE		62.3%	26.0%	9.1%	1.3%	1.3%	100.0%
	% within DRINKS		62.3%	37.0%	9.7%	3.0%	16.7%	31.8%
	% of Total		19.8%	8.3%	2.9%	.4%	.4%	31.8%
Total	Count		77	54	72	33	6	242
	% within SAMPLE		31.8%	22.3%	29.8%	13.6%	2.5%	100.0%
	% within DRINKS		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		31.8%	22.3%	29.8%	13.6%	2.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.531 ^a	4	.009
Likelihood Ratio	13.113	4	.011
Linear-by-Linear Association	9.204	1	.002
N of Valid Cases	252		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6,51.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.232	.009
Cramer's V	.232	.009
N of Valid Cases	252	

Table E93. Tables for the Chi-square test for independence: sample-type of tourists in specialised tours “school kids”

Crosstab

		SCHOOL KIDS					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	26	27	38	43	25	159
	% within SAMPLE	16.4%	17.0%	23.9%	27.0%	15.7%	100.0%
	% within SCHOOL KIDS	37.7%	60.0%	79.2%	93.5%	100.0%	68.2%
	% of Total	11.2%	11.6%	16.3%	18.5%	10.7%	68.2%
Norway	Count	43	18	10	3	0	74
	% within SAMPLE	58.1%	24.3%	13.5%	4.1%	.0%	100.0%
	% within SCHOOL KIDS	62.3%	40.0%	20.8%	6.5%	.0%	31.8%
	% of Total	18.5%	7.7%	4.3%	1.3%	.0%	31.8%
Total	Count	69	45	48	46	25	233
	% within SAMPLE	29.6%	19.3%	20.6%	19.7%	10.7%	100.0%
	% within SCHOOL KIDS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	29.6%	19.3%	20.6%	19.7%	10.7%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	42.692 ^a	4	.000
Likelihood Ratio	43.694	4	.000
Linear-by-Linear Association	37.004	1	.000
N of Valid Cases	221		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7,82.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.440	.000
Cramer's V	.440	.000
N of Valid Cases	221	

Table E96. Tables for the Chi-square test for independence: sample-type of tourists in specialised tours “bus passengers”

Crosstab

		BUS PASSENGERS					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	17	27	52	45	21	162
	% within SAMPLE	10.5%	16.7%	32.1%	27.8%	13.0%	100.0%
	% within BUS PASSENGERS	65.4%	84.4%	67.5%	66.2%	53.8%	66.9%
	% of Total	7.0%	11.2%	21.5%	18.6%	8.7%	66.9%
Norway	Count	9	5	25	23	18	80
	% within SAMPLE	11.3%	6.3%	31.3%	28.8%	22.5%	100.0%
	% within BUS PASSENGERS	34.6%	15.6%	32.5%	33.8%	46.2%	33.1%
	% of Total	3.7%	2.1%	10.3%	9.5%	7.4%	33.1%
Total	Count	26	32	77	68	39	242
	% within SAMPLE	10.7%	13.2%	31.8%	28.1%	16.1%	100.0%
	% within BUS PASSENGERS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	10.7%	13.2%	31.8%	28.1%	16.1%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.476 ^a	4	.113
Likelihood Ratio	7.933	4	.094
Linear-by-Linear Association	3.144	1	.076
N of Valid Cases	242		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.60.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.176	.113
Cramer's V	.176	.113
N of Valid Cases	242	

Table E97. Tables for the Chi-square test for independence: sample-type of tourists in specialised tours “cruise passengers”

Crosstab

		CRUISE PASSENGERS					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	43	28	38	34	12	155
	% within SAMPLE	27.7%	18.1%	24.5%	21.9%	7.7%	100.0%
	% within CRUISE PASSENGERS	74.1%	84.8%	69.1%	66.7%	29.3%	65.1%
	% of Total	18.1%	11.8%	16.0%	14.3%	5.0%	65.1%
Norway	Count	15	5	17	17	29	83
	% within SAMPLE	18.1%	6.0%	20.5%	20.5%	34.9%	100.0%
	% within CRUISE PASSENGERS	25.9%	15.2%	30.9%	33.3%	70.7%	34.9%
	% of Total	6.3%	2.1%	7.1%	7.1%	12.2%	34.9%
Total	Count	58	33	55	51	41	238
	% within SAMPLE	24.4%	13.9%	23.1%	21.4%	17.2%	100.0%
	% within CRUISE PASSENGERS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	24.4%	13.9%	23.1%	21.4%	17.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.371 ^a	4	.000
Likelihood Ratio	30.916	4	.000
Linear-by-Linear Association	19.019	1	.000
N of Valid Cases	238		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11,51.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.363	.000
Cramer's V	.363	.000
N of Valid Cases	238	

Table E98. Tables for the Chi-square test for independence: sample-type of tourists in specialised tours “seniors”

Crosstab

			SENIORS					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		25	34	47	30	18	154
	% within SAMPLE		16.2%	22.1%	30.5%	19.5%	11.7%	100.0%
	Count		69.4%	85.0%	64.4%	54.5%	62.1%	66.1%
	% within SENIORS		10.7%	14.6%	20.2%	12.9%	7.7%	66.1%
	% of Total							
Norway	Count		11	6	26	25	11	79
	% within SAMPLE		13.9%	7.6%	32.9%	31.6%	13.9%	100.0%
	Count		30.6%	15.0%	35.6%	45.5%	37.9%	33.9%
	% within SENIORS		4.7%	2.6%	11.2%	10.7%	4.7%	33.9%
	% of Total							
Total	Count		36	40	73	55	29	233
	% within SAMPLE		15.5%	17.2%	31.3%	23.6%	12.4%	100.0%
	Count		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% within SENIORS							
	% of Total		15.5%	17.2%	31.3%	23.6%	12.4%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.139 ^a	4	.038
Likelihood Ratio	10.938	4	.027
Linear-by-Linear Association	4.359	1	.037
N of Valid Cases	233		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9,83.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.209	.038
Cramer's V	.209	.038
N of Valid Cases	233	

Table E99. Tables for the Chi-square test for independence: sample-type of tourists in specialised tours “business travellers”

Crosstab

			BUSINESS TRAVELLERS					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	9	21	59	46	28	163	
	% within SAMPLE	5.5%	12.9%	36.2%	28.2%	17.2%	100.0%	
	% within BUSINESS TRAVELLERS	33.3%	65.6%	72.8%	69.7%	84.8%	68.2%	
	% of Total	3.8%	8.8%	24.7%	19.2%	11.7%	68.2%	
Norway	Count	18	11	22	20	5	76	
	% within SAMPLE	23.7%	14.5%	28.9%	26.3%	6.6%	100.0%	
	% within BUSINESS TRAVELLERS	66.7%	34.4%	27.2%	30.3%	15.2%	31.8%	
	% of Total	7.5%	4.6%	9.2%	8.4%	2.1%	31.8%	
Total	Count	27	32	81	66	33	239	
	% within SAMPLE	11.3%	13.4%	33.9%	27.6%	13.8%	100.0%	
	% within BUSINESS TRAVELLERS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	11.3%	13.4%	33.9%	27.6%	13.8%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.322 ^a	4	.000
Likelihood Ratio	19.573	4	.001
Linear-by-Linear Association	13.955	1	.000
N of Valid Cases	239		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.59.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.292	.000
Cramer's V	.292	.000
N of Valid Cases	239	

Table E100. Tables for the Chi-square test for independence: sample-type of tourists in specialised tours “professional associations”

Crosstab

			PROFESSIONAL ASSOCIATIONS					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		7	8	30	70	50	165
	% within SAMPLE		4.2%	4.8%	18.2%	42.4%	30.3%	100.0%
	% within PROFESSIONAL ASSOCIATIONS		29.2%	40.0%	60.0%	75.3%	87.7%	67.6%
	% of Total		2.9%	3.3%	12.3%	28.7%	20.5%	67.6%
Norway	Count		17	12	20	23	7	79
	% within SAMPLE		21.5%	15.2%	25.3%	29.1%	8.9%	100.0%
	% within PROFESSIONAL ASSOCIATIONS		70.8%	60.0%	40.0%	24.7%	12.3%	32.4%
	% of Total		7.0%	4.9%	8.2%	9.4%	2.9%	32.4%
Total	Count		24	20	50	93	57	244
	% within SAMPLE		9.8%	8.2%	20.5%	38.1%	23.4%	100.0%
	% within PROFESSIONAL ASSOCIATIONS		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		9.8%	8.2%	20.5%	38.1%	23.4%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	37.506 ^a	4	.000
Likelihood Ratio	37.583	4	.000
Linear-by-Linear Association	37.075	1	.000
N of Valid Cases	244		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.48.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.392	.000
Cramer's V	.392	.000
N of Valid Cases	244	

Table E101. Tables for the Chi-square test for independence: sample-continuous education

SAMPLE * CONTINUOUS EDUCATION Crosstabulation

			CONTINUOUS EDUCATION					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		36	24	72	64	20	216
	% within SAMPLE		16.7%	11.1%	33.3%	29.6%	9.3%	100.0%
	% within CONTINUOUS EDUCATION		78.3%	51.1%	64.3%	75.3%	62.5%	67.1%
	% of Total		11.2%	7.5%	22.4%	19.9%	6.2%	67.1%
Norway	Count		10	23	40	21	12	106
	% within SAMPLE		9.4%	21.7%	37.7%	19.8%	11.3%	100.0%
	% within CONTINUOUS EDUCATION		21.7%	48.9%	35.7%	24.7%	37.5%	32.9%
	% of Total		3.1%	7.1%	12.4%	6.5%	3.7%	32.9%
Total	Count		46	47	112	85	32	322
	% within SAMPLE		14.3%	14.6%	34.8%	26.4%	9.9%	100.0%
	% within CONTINUOUS EDUCATION		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		14.3%	14.6%	34.8%	26.4%	9.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.361 ^a	4	.023
Likelihood Ratio	11.360	4	.023
Linear-by-Linear Association	.017	1	.896
N of Valid Cases	322		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10,53.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.188	.023
Cramer's V	.188	.023
N of Valid Cases	322	

Table E102. Tables for the Chi-square test for independence: sample-tools “smartphone”

Crosstab

			SMARTPHONE					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		84	12	16	22	65	199
	% within SAMPLE		42.2%	6.0%	8.0%	11.1%	32.7%	100.0%
	% within SMARTPHONE		53.2%	75.0%	76.2%	78.6%	87.8%	67.0%
	% of Total		28.3%	4.0%	5.4%	7.4%	21.9%	67.0%
Norway	Count		74	4	5	6	9	98
	% within SAMPLE		75.5%	4.1%	5.1%	6.1%	9.2%	100.0%
	% within SMARTPHONE		46.8%	25.0%	23.8%	21.4%	12.2%	33.0%
	% of Total		24.9%	1.3%	1.7%	2.0%	3.0%	33.0%
Total	Count		158	16	21	28	74	297
	% within SAMPLE		53.2%	5.4%	7.1%	9.4%	24.9%	100.0%
	% within SMARTPHONE		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		53.2%	5.4%	7.1%	9.4%	24.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.174 ^a	4	.000
Likelihood Ratio	33.362	4	.000
Linear-by-Linear Association	29.659	1	.000
N of Valid Cases	297		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5,28.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.324	.000
Cramer's V	.324	.000
N of Valid Cases	297	

Table E103. Tables for the Chi-square test for independence: sample-tools “PC”

Crosstab

			PC					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	87	15	15	19	53	189	
	% within SAMPLE	46.0%	7.9%	7.9%	10.1%	28.0%	100.0%	
	% within PC	68.5%	68.2%	51.7%	51.4%	68.8%	64.7%	
	% of Total	29.8%	5.1%	5.1%	6.5%	18.2%	64.7%	
Norway	Count	40	7	14	18	24	103	
	% within SAMPLE	38.8%	6.8%	13.6%	17.5%	23.3%	100.0%	
	% within PC	31.5%	31.8%	48.3%	48.6%	31.2%	35.3%	
	% of Total	13.7%	2.4%	4.8%	6.2%	8.2%	35.3%	
Total	Count	127	22	29	37	77	292	
	% within SAMPLE	43.5%	7.5%	9.9%	12.7%	26.4%	100.0%	
	% within PC	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	43.5%	7.5%	9.9%	12.7%	26.4%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.523 ^a	4	.163
Likelihood Ratio	6.340	4	.175
Linear-by-Linear Association	.414	1	.520
N of Valid Cases	292		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7,76.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.149	.163
	Cramer's V	.149	.163
N of Valid Cases		292	

Table E104. Tables for the Chi-square test for independence: sample-tool “headphones and microphone”

Crosstab

			HEADPHONES AND MICROPHONE					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE	Catalonia	Count	43	23	60	35	46	207
		% within SAMPLE	20.8%	11.1%	29.0%	16.9%	22.2%	100.0%
		% within HEADPHONES AND MICROPHONE	46.7%	65.7%	85.7%	79.5%	66.7%	66.8%
		% of Total	13.9%	7.4%	19.4%	11.3%	14.8%	66.8%
Norway		Count	49	12	10	9	23	103
		% within SAMPLE	47.6%	11.7%	9.7%	8.7%	22.3%	100.0%
		% within HEADPHONES AND MICROPHONE	53.3%	34.3%	14.3%	20.5%	33.3%	33.2%
		% of Total	15.8%	3.9%	3.2%	2.9%	7.4%	33.2%
Total		Count	92	35	70	44	69	310
		% within SAMPLE	29.7%	11.3%	22.6%	14.2%	22.3%	100.0%
		% within HEADPHONES AND MICROPHONE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	29.7%	11.3%	22.6%	14.2%	22.3%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.216 ^a	4	.000
Likelihood Ratio	32.184	4	.000
Linear-by-Linear Association	11.403	1	.001
N of Valid Cases	310		

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 11,63.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.317	.000
	Cramer's V	.317	.000
N of Valid Cases		310	

Table E105. Tables for the Chi-square test for independence: sample-tools “portable speakers”

Crosstab

			PORTABLE SPEAKERS					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE	Catalonia	Count	59	20	33	35	63	210
		% within SAMPLE	28.1%	9.5%	15.7%	16.7%	30.0%	100.0%
		% within PORTABLE SPEAKERS	47.2%	57.1%	76.7%	89.7%	92.6%	67.7%
		% of Total	19.0%	6.5%	10.6%	11.3%	20.3%	67.7%
	Norway	Count	66	15	10	4	5	100
	% within SAMPLE	66.0%	15.0%	10.0%	4.0%	5.0%	100.0%	
	% within PORTABLE SPEAKERS	52.8%	42.9%	23.3%	10.3%	7.4%	32.3%	
	% of Total	21.3%	4.8%	3.2%	1.3%	1.6%	32.3%	
Total		Count	125	35	43	39	68	310
		% within SAMPLE	40.3%	11.3%	13.9%	12.6%	21.9%	100.0%
		% within PORTABLE SPEAKERS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	40.3%	11.3%	13.9%	12.6%	21.9%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.473 ^a	4	.000
Likelihood Ratio	60.999	4	.000
Linear-by-Linear Association	53.752	1	.000
N of Valid Cases	310		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11,29.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.423	.000
Cramer's V	.423	.000
N of Valid Cases	310	

Table E106. Tables for the Chi-square test for independence: sample-use of social media

SAMPLE * USE OF SOCIAL MEDIA Crosstabulation

			USE OF SOCIAL MEDIA					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count		69	33	48	43	23	216
	% within SAMPLE		31.9%	15.3%	22.2%	19.9%	10.6%	100.0%
	% within USE OF SOCIAL MEDIA		62.7%	68.8%	61.5%	71.7%	74.2%	66.1%
	% of Total		21.1%	10.1%	14.7%	13.1%	7.0%	66.1%
Norway	Count		41	15	30	17	8	111
	% within SAMPLE		36.9%	13.5%	27.0%	15.3%	7.2%	100.0%
	% within USE OF SOCIAL MEDIA		37.3%	31.3%	38.5%	28.3%	25.8%	33.9%
	% of Total		12.5%	4.6%	9.2%	5.2%	2.4%	33.9%
Total	Count		110	48	78	60	31	327
	% within SAMPLE		33.6%	14.7%	23.9%	18.3%	9.5%	100.0%
	% within USE OF SOCIAL MEDIA		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total		33.6%	14.7%	23.9%	18.3%	9.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.167 ^a	4	.530
Likelihood Ratio	3.216	4	.522
Linear-by-Linear Association	1.528	1	.216
N of Valid Cases	327		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10,52.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.098	.530
Cramer's V	.098	.530
N of Valid Cases	327	

Table E107. Tables for the Chi-square for independence: sample-means for job updating “websites”

Crosstab

			WEBSITES					Total
			1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE	Catalonia	Count	6	3	17	83	108	217
		% within SAMPLE	2.8%	1.4%	7.8%	38.2%	49.8%	100.0%
		% within WEBSITES	60.0%	30.0%	32.7%	69.7%	80.6%	66.8%
		% of Total	1.8%	.9%	5.2%	25.5%	33.2%	66.8%
Norway	Norway	Count	4	7	35	36	26	108
		% within SAMPLE	3.7%	6.5%	32.4%	33.3%	24.1%	100.0%
		% within WEBSITES	40.0%	70.0%	67.3%	30.3%	19.4%	33.2%
		% of Total	1.2%	2.2%	10.8%	11.1%	8.0%	33.2%
Total	Total	Count	10	10	52	119	134	325
		% within SAMPLE	3.1%	3.1%	16.0%	36.6%	41.2%	100.0%
		% within WEBSITES	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	3.1%	3.1%	16.0%	36.6%	41.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.538 ^a	4	.000
Likelihood Ratio	44.117	4	.000
Linear-by-Linear Association	29.908	1	.000
N of Valid Cases	325		

a. 2 cells (20,0%) have expected count less than 5. The minimum expected count is 3,32.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.374	.000
Cramer's V	.374	.000
N of Valid Cases	325	

Table E108. Tables for the Chi-square test for independence: sample-means for job updating “social media”

Crosstab

		SOCIAL MEDIA					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	46	44	50	34	34	208
	% within SAMPLE	22.1%	21.2%	24.0%	16.3%	16.3%	100.0%
	% within SOCIAL MEDIA	61.3%	77.2%	67.6%	59.6%	66.7%	66.2%
	% of Total	14.6%	14.0%	15.9%	10.8%	10.8%	66.2%
Norway	Count	29	13	24	23	17	106
	% within SAMPLE	27.4%	12.3%	22.6%	21.7%	16.0%	100.0%
	% within SOCIAL MEDIA	38.7%	22.8%	32.4%	40.4%	33.3%	33.8%
	% of Total	9.2%	4.1%	7.6%	7.3%	5.4%	33.8%
Total	Count	75	57	74	57	51	314
	% within SAMPLE	23.9%	18.2%	23.6%	18.2%	16.2%	100.0%
	% within SOCIAL MEDIA	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	23.9%	18.2%	23.6%	18.2%	16.2%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.035 ^a	4	.284
Likelihood Ratio	5.199	4	.268
Linear-by-Linear Association	.035	1	.851
N of Valid Cases	314		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17,22.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.127	.284
Cramer's V	.127	.284
N of Valid Cases	314	

Table E109. Tables for the Chi-square test for independence: sample-means for job updating “regular publications”

Crosstab

		PUBLICATIONS					Total
		1.Very seldom or never	2.Rather seldom	3. Sometimes	4.Rather often	5.Very often or always	
SAMPLE Catalonia	Count	6	13	39	97	56	211
	% within SAMPLE	2.8%	6.2%	18.5%	46.0%	26.5%	100.0%
	% within PUBLICATIONS	85.7%	72.2%	58.2%	69.8%	62.9%	65.9%
	% of Total	1.9%	4.1%	12.2%	30.3%	17.5%	65.9%
Norway	Count	1	5	28	42	33	109
	% within SAMPLE	.9%	4.6%	25.7%	38.5%	30.3%	100.0%
	% within PUBLICATIONS	14.3%	27.8%	41.8%	30.2%	37.1%	34.1%
	% of Total	.3%	1.6%	8.8%	13.1%	10.3%	34.1%
Total	Count	7	18	67	139	89	320
	% within SAMPLE	2.2%	5.6%	20.9%	43.4%	27.8%	100.0%
	% within PUBLICATIONS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	2.2%	5.6%	20.9%	43.4%	27.8%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.594 ^a	4	.332
Likelihood Ratio	4.754	4	.313
Linear-by-Linear Association	.238	1	.626
N of Valid Cases	320		

a. 2 cells (20,0%) have expected count less than 5. The minimum expected count is 2,38.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.120	.332
Cramer's V	.120	.332
N of Valid Cases	320	

Table E110. Tables for the Chi-square test for independence: sample-means for job updating “books”

SAMPLE * BOOKS Crosstabulation

		BOOKS					Total
		1.Very sel- dom or ne- ver	2.Rather seldom	3. Someti- mes	4.Rather often	5.Very of- ten or al- ways	
SAMPLE Catalonia	Count	1	4	25	90	96	216
	% within SAMPLE	.5%	1.9%	11.6%	41.7%	44.4%	100.0%
	% within BOOKS	100.0%	80.0%	54.3%	64.7%	72.2%	66.7%
	% of Total	.3%	1.2%	7.7%	27.8%	29.6%	66.7%
Norway	Count	0	1	21	49	37	108
	% within SAMPLE	.0%	.9%	19.4%	45.4%	34.3%	100.0%
	% within BOOKS	.0%	20.0%	45.7%	35.3%	27.8%	33.3%
	% of Total	.0%	.3%	6.5%	15.1%	11.4%	33.3%
Total	Count	1	5	46	139	133	324
	% within SAMPLE	.3%	1.5%	14.2%	42.9%	41.0%	100.0%
	% within BOOKS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	.3%	1.5%	14.2%	42.9%	41.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	6.091 ^a	4	.192	.168		
Likelihood Ratio	6.346	4	.175	.210		
Fisher's Exact Test	5.908			.169		
Linear-by-Linear Association	2.671 ^b	1	.102	.108	.060	.016
N of Valid Cases	324					

a. 4 cells (40,0%) have expected count less than 5. The minimum expected count is ,33.

b. The standardized statistic is -1,634.

Table E111. Tables for the Chi-square test for independence: sample-means for job updating “newsletters”

SAMPLE * NEWSLETTERS Crosstabulation

		NEWSLETTERS					Total
		Very seldom or never	Rather seldom	Sometimes	Rather often	Very often or always	
SAMPLE Catalonia	Count	4	6	51	79	75	215
	% within SAMPLE	1.9%	2.8%	23.7%	36.7%	34.9%	100.0%
	% within NEWSLETTERS	66.7%	66.7%	64.6%	63.2%	71.4%	66.4%
	% of Total	1.2%	1.9%	15.7%	24.4%	23.1%	66.4%
Norway	Count	2	3	28	46	30	109
	% within SAMPLE	1.8%	2.8%	25.7%	42.2%	27.5%	100.0%
	% within NEWSLETTERS	33.3%	33.3%	35.4%	36.8%	28.6%	33.6%
	% of Total	.6%	.9%	8.6%	14.2%	9.3%	33.6%
Total	Count	6	9	79	125	105	324
	% within SAMPLE	1.9%	2.8%	24.4%	38.6%	32.4%	100.0%
	% within NEWSLETTERS	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	1.9%	2.8%	24.4%	38.6%	32.4%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	1.883 ^a	4	.757	.760		
Likelihood Ratio	1.908	4	.753	.757		
Fisher's Exact Test	2.052			.736		
Linear-by-Linear Association	.718 ^b	1	.397	.407	.216	.035
N of Valid Cases	324					

a. 3 cells (30,0%) have expected count less than 5. The minimum expected count is 2,02.

b. The standardized statistic is -,848.

Table E112. Tables for the Chi-square test for independence: sample-means for job updating “visits in situ”

SAMPLE * VISITS IN SITU Crosstabulation

		VISITS IN SITU					Total
		Very seldom or never	Rather seldom	Sometimes	Rather often	Very often or always	
SAMPLE Catalonia	Count	0	1	31	83	98	213
	% within SAMPLE	.0%	.5%	14.6%	39.0%	46.0%	100.0%
	% within VISITS IN SITU	.0%	20.0%	44.9%	65.9%	81.7%	66.4%
	% of Total	.0%	.3%	9.7%	25.9%	30.5%	66.4%
Norway	Count	1	4	38	43	22	108
	% within SAMPLE	.9%	3.7%	35.2%	39.8%	20.4%	100.0%
	% within VISITS IN SITU	100.0%	80.0%	55.1%	34.1%	18.3%	33.6%
	% of Total	.3%	1.2%	11.8%	13.4%	6.9%	33.6%
Total	Count	1	5	69	126	120	321
	% within SAMPLE	.3%	1.6%	21.5%	39.3%	37.4%	100.0%
	% within VISITS IN SITU	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	.3%	1.6%	21.5%	39.3%	37.4%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)	Point Probabili- ty
Pearson Chi-Square	33.590 ^a	4	.000	.000		
Likelihood Ratio	33.977	4	.000	.000		
Fisher's Exact Test	33.204			.000		
Linear-by-Linear As- sociation	33.105 ^b	1	.000	.000	.000	.000
N of Valid Cases	321					

a. 4 cells (40,0%) have expected count less than 5. The minimum expected count is ,34.

b. The standardized statistic is -5,754.

Table E113. Median, minimum, maximum and percentiles for mean sum scores of quantitative demands, decision demands, learning demands, role clarity and role conflict for the sample in Norway

Statistics

		QUANTITAT- IVE.DEMANDS	DECISION.DE- MANDS	LEARNING.DE- MANDS	ROLE.CLAR- ITY	ROLE.CON- FLICT
N	Valid	103	105	106	107	106
	Missing	8	6	5	4	5
Median		2.6667	3.6667	2.3333	4.6667	2.3333
Minimum		1.00	1.33	1.00	2.00	1.00
Maximum		5.00	5.00	4.00	5.00	5.00
Percentiles	25	1.6667	3.1667	2.0000	4.0000	1.6667
	50	2.6667	3.6667	2.3333	4.6667	2.3333
	75	3.0000	4.3333	2.6667	5.0000	2.6667

Table E113. Median, minimum, maximum and percentiles for mean sum scores of support from superior, support from co-workers, self-efficacy, work and age, and work engagement for the sample in Norway

		Statistics					
		SUPPORT SUPERIOR	SUPPORT CO-WOR- KERS	SELF-E- FFICACY	GROUP BEHA- VIOUR	WORK AND AGE	WORK ENGAGEME NT
N	Valid	92	107	107	106	106	87
	Missing	19	4	4	5	5	24
Median		4.0000	3.6667	5.0000	1.4000	4.0000	6.4444
Minimum		1.00	1.00	2.75	1.00	2.00	1.33
Maximum		5.00	5.00	5.00	3.40	5.00	7.00
Percentiles	25	3.0000	3.0000	4.5000	1.0000	3.3333	5.3333
	50	4.0000	3.6667	5.0000	1.4000	4.0000	6.4444
	75	5.0000	4.3333	5.0000	1.8000	4.3333	6.8889

Table E114. Median, minimum, maximum and percentiles for mean sum scores of quantitative demands, decision demands, learning demands, role clarity and role conflict for the sample in Catalonia

		Statistics				
		QUANTITATIVE DEMANDS	DECISION DE- MANDS	LEARNING DE- MANDS	ROLE CLA- RITY	ROLE CON- FLICT
N	Valid	211	212	212	211	213
	Missing	10	9	9	10	8
Median		3.0000	4.0000	2.3333	4.6667	2.6667
Minimum		1.00	1.00	1.00	3.00	1.00
Maximum		4.67	5.00	5.00	5.00	5.00
Percentiles	25	2.6667	3.3333	2.0000	4.3333	2.0000
	50	3.0000	4.0000	2.3333	4.6667	2.6667
	75	3.6667	4.3333	3.0000	5.0000	3.0000

Table E115. Median, minimum, maximum and percentiles for the mean sum scores of support from superior, support from co-workers, self-efficacy, group behaviour, work and age, and work engagement age for the sample in Catalonia

		Statistics					
		SUP- PORT.SURI ORPE	SUPPORT.- COWORK- ERS	SELF.EF- FICACY	GROUP.BE- HAVIOUR	WORK.EN- GAGE- MENT	WORK.AN- D.AGE
N	Valid	43	203	211	210	198	206
	Missing	178	18	10	11	23	15
Median		3.6667	3.6667	4.7500	2.0000	6.2222	3.6667
Minimum		1.00	1.00	3.00	1.00	2.00	1.67
Maximum		5.00	5.00	5.00	4.00	7.00	5.00
Percentiles	25	3.0000	3.0000	4.5000	1.8000	5.8889	3.0000
	50	3.6667	3.6667	4.7500	2.0000	6.2222	3.6667
	75	4.3333	4.0000	5.0000	2.4000	6.8889	4.0000

Table E116. Frequency table for mean sum scores in quantitative demands. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	9.9	10.7	10.7
	1.33	5	4.5	4.9	15.5
	1.67	10	9.0	9.7	25.2
	2.00	10	9.0	9.7	35.0
	2.33	15	13.5	14.6	49.5
	2.67	16	14.4	15.5	65.0
	3.00	11	9.9	10.7	75.7
	3.33	10	9.0	9.7	85.4
	3.67	8	7.2	7.8	93.2
	4.00	4	3.6	3.9	97.1
	4.33	2	1.8	1.9	99.0
	5.00	1	.9	1.0	100.0
	Total	103	92.8	100.0	
	Missing	System	8	7.2	
Total		111	100.0		

Table E117. Frequency table for mean sum scores in quantitative demands. Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	2.3	2.4	2.4
	1.33	5	2.3	2.4	4.7
	1.67	6	2.7	2.8	7.6
	2.00	7	3.2	3.3	10.9
	2.33	25	11.3	11.8	22.7
	2.67	28	12.7	13.3	36.0
	3.00	44	19.9	20.9	56.9
	3.33	37	16.7	17.5	74.4
	3.67	32	14.5	15.2	89.6
	4.00	11	5.0	5.2	94.8
	4.33	8	3.6	3.8	98.6
	4.67	3	1.4	1.4	100.0
	Total	211	95.5	100.0	
	Missing	System	10	4.5	
Total		221	100.0		

Table E118. Frequency table for mean sum scores in decision demands. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.33	1	.9	1.0	1.0
	2.00	2	1.8	1.9	2.9
	2.33	3	2.7	2.9	5.7
	2.67	10	9.0	9.5	15.2
	3.00	10	9.0	9.5	24.8
	3.33	25	22.5	23.8	48.6
	3.67	14	12.6	13.3	61.9
	4.00	11	9.9	10.5	72.4
	4.33	17	15.3	16.2	88.6
	4.67	8	7.2	7.6	96.2
	5.00	4	3.6	3.8	100.0
	Total	105	94.6	100.0	
Missing	System	6	5.4		
Total		111	100.0		

Table E119. Frequency table for mean sum scores in decision demands. Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.5	.5	.5
	2.00	1	.5	.5	.9
	2.33	3	1.4	1.4	2.4
	2.67	7	3.2	3.3	5.7
	3.00	12	5.4	5.7	11.3
	3.33	31	14.0	14.6	25.9
	3.67	27	12.2	12.7	38.7
	4.00	48	21.7	22.6	61.3
	4.33	36	16.3	17.0	78.3
	4.67	26	11.8	12.3	90.6
	5.00	20	9.0	9.4	100.0
	Total		212	95.9	100.0
Missing	System	9	4.1		
Total		221	100.0		

Table E120. Frequency table for mean sum scores in learning demands. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.9	.9	.9
	1.33	1	.9	.9	1.9
	1.67	21	18.9	19.8	21.7
	2.00	19	17.1	17.9	39.6
	2.33	27	24.3	25.5	65.1
	2.67	15	13.5	14.2	79.2
	3.00	10	9.0	9.4	88.7
	3.33	10	9.0	9.4	98.1
	3.67	1	.9	.9	99.1
	4.00	1	.9	.9	100.0
	Total		106	95.5	100.0
Missing	System	5	4.5		
Total		111	100.0		

Table E121. Frequency table for mean sum scores in learning demands. Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	3.6	3.8	3.8
	1.33	9	4.1	4.2	8.0
	1.67	26	11.8	12.3	20.3
	2.00	28	12.7	13.2	33.5
	2.33	45	20.4	21.2	54.7
	2.67	37	16.7	17.5	72.2
	3.00	41	18.6	19.3	91.5
	3.33	11	5.0	5.2	96.7
	3.67	5	2.3	2.4	99.1
	4.00	1	.5	.5	99.5
	5.00	1	.5	.5	100.0
	Total	212	95.9	100.0	
Missing	System	9	4.1		
Total		221	100.0		

Table E122. Frequency table for mean sum scores in role clarity. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	.9	.9	.9
	2.67	1	.9	.9	1.9
	3.00	2	1.8	1.9	3.7
	3.33	3	2.7	2.8	6.5
	3.67	6	5.4	5.6	12.1
	4.00	24	21.6	22.4	34.6
	4.33	15	13.5	14.0	48.6
	4.67	19	17.1	17.8	66.4
	5.00	36	32.4	33.6	100.0
	Total	107	96.4	100.0	
Missing	System	4	3.6		
Total		111	100.0		

Table E123. Frequency table for mean sum scores in role clarity. Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	1	.5	.5	.5
	3.33	2	.9	.9	1.4
	3.67	7	3.2	3.3	4.7
	4.00	28	12.7	13.3	18.0
	4.33	29	13.1	13.7	31.8
	4.67	51	23.1	24.2	55.9
	5.00	93	42.1	44.1	100.0
	Total	211	95.5	100.0	
Missing	System	10	4.5		
Total		221	100.0		

Table E124. Frequency table for mean sum scores in role conflict. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	10	9.0	9.4	9.4
	1.33	12	10.8	11.3	20.8
	1.67	12	10.8	11.3	32.1
	2.00	16	14.4	15.1	47.2
	2.33	21	18.9	19.8	67.0
	2.67	10	9.0	9.4	76.4
	3.00	11	9.9	10.4	86.8
	3.33	6	5.4	5.7	92.5
	3.67	4	3.6	3.8	96.2
	4.33	2	1.8	1.9	98.1
	4.67	1	.9	.9	99.1
	5.00	1	.9	.9	100.0
	Total	106	95.5	100.0	
Missing	System	5	4.5		
Total		111	100.0		

Table E125. Frequency table for mean sum scores in role conflict. Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	3.6	3.8	3.8
	1.33	17	7.7	8.0	11.7
	1.67	19	8.6	8.9	20.7
	2.00	29	13.1	13.6	34.3
	2.33	31	14.0	14.6	48.8
	2.67	42	19.0	19.7	68.5
	3.00	32	14.5	15.0	83.6
	3.33	17	7.7	8.0	91.5
	3.67	10	4.5	4.7	96.2
	4.00	4	1.8	1.9	98.1
	4.33	2	.9	.9	99.1
	5.00	2	.9	.9	100.0
	Total	213	96.4	100.0	
Missing	System	8	3.6		
Total		221	100.0		

Table E126. Frequency table for mean sum scores in self-efficacy. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.75	1	.9	.9	.9
	3.00	1	.9	.9	1.9
	3.50	2	1.8	1.9	3.7
	3.75	2	1.8	1.9	5.6
	4.00	7	6.3	6.5	12.1
	4.25	7	6.3	6.5	18.7
	4.50	12	10.8	11.2	29.9
	4.75	16	14.4	15.0	44.9
	5.00	59	53.2	55.1	100.0
	Total	107	96.4	100.0	
Missing	System	4	3.6		
Total		111	100.0		

Table E127. Frequency table for mean sum scores in self-efficacy. Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	1	.5	.5	.5
	3.50	1	.5	.5	.9
	3.75	3	1.4	1.4	2.4
	4.00	14	6.3	6.6	9.0
	4.25	23	10.4	10.9	19.9
	4.50	35	15.8	16.6	36.5
	4.75	47	21.3	22.3	58.8
	5.00	87	39.4	41.2	100.0
	Total	211	95.5	100.0	
Missing	System	10	4.5		
Total		221	100.0		

Table E128. Frequency table for mean sum scores in support from co-workers (other guides). Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.9	.9	.9
	1.67	1	.9	.9	1.9
	2.00	2	1.8	1.9	3.7
	2.33	7	6.3	6.5	10.3
	2.67	4	3.6	3.7	14.0
	3.00	12	10.8	11.2	25.2
	3.33	9	8.1	8.4	33.6
	3.67	18	16.2	16.8	50.5
	4.00	17	15.3	15.9	66.4
	4.33	10	9.0	9.3	75.7
	4.67	11	9.9	10.3	86.0
	5.00	15	13.5	14.0	100.0
	Total	107	96.4	100.0	
Missing	System	4	3.6		
Total		111	100.0		

Table E129. Frequency table for mean sum scores in support from co-workers (other guides). Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	1.4	1.5	1.5
	1.33	2	.9	1.0	2.5
	1.67	2	.9	1.0	3.4
	2.00	5	2.3	2.5	5.9
	2.33	8	3.6	3.9	9.9
	2.67	14	6.3	6.9	16.7
	3.00	35	15.8	17.2	34.0
	3.33	21	9.5	10.3	44.3
	3.67	28	12.7	13.8	58.1
	4.00	46	20.8	22.7	80.8
	4.33	13	5.9	6.4	87.2
	4.67	10	4.5	4.9	92.1
	5.00	16	7.2	7.9	100.0
	Total	203	91.9	100.0	
Missing	System	18	8.1		
Total		221	100.0		

Table E130. Frequency table for mean sum scores in support from superior. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.9	1.1	1.1
	1.67	4	3.6	4.3	5.4
	2.00	4	3.6	4.3	9.8
	2.33	3	2.7	3.3	13.0
	2.67	5	4.5	5.4	18.5
	3.00	11	9.9	12.0	30.4
	3.33	9	8.1	9.8	40.2
	3.67	4	3.6	4.3	44.6
	4.00	11	9.9	12.0	56.5
	4.33	7	6.3	7.6	64.1
	4.67	5	4.5	5.4	69.6
	5.00	28	25.2	30.4	100.0
	Total	92	82.9	100.0	
Missing	System	19	17.1		
Total		111	100.0		

Table E131. Frequency table for mean sum scores in support from superior. Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.5	2.3	2.3
	2.00	3	1.4	7.0	9.3
	2.33	1	.5	2.3	11.6
	3.00	7	3.2	16.3	27.9
	3.33	5	2.3	11.6	39.5
	3.67	6	2.7	14.0	53.5
	4.00	6	2.7	14.0	67.4
	4.33	6	2.7	14.0	81.4
	4.67	1	.5	2.3	83.7
	5.00	7	3.2	16.3	100.0
	Total	43	19.5	100.0	
Missing	System	178	80.5		
Total		221	100.0		

Table E132. Frequency table for sum mean scores in work engagement. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.33	1	.9	1.1	1.1
	1.44	1	.9	1.1	2.3
	2.00	1	.9	1.1	3.4
	2.56	1	.9	1.1	4.6
	3.00	2	1.8	2.3	6.9
	3.89	1	.9	1.1	8.0
	4.00	2	1.8	2.3	10.3
	4.11	1	.9	1.1	11.5
	4.56	1	.9	1.1	12.6
	4.67	1	.9	1.1	13.8
	4.78	2	1.8	2.3	16.1
	5.00	6	5.4	6.9	23.0
	5.11	1	.9	1.1	24.1
	5.33	2	1.8	2.3	26.4
	5.56	2	1.8	2.3	28.7
	5.67	3	2.7	3.4	32.2
	5.78	1	.9	1.1	33.3
	5.89	2	1.8	2.3	35.6
	6.00	3	2.7	3.4	39.1
	6.11	4	3.6	4.6	43.7
	6.33	2	1.8	2.3	46.0
	6.44	5	4.5	5.7	51.7
	6.56	5	4.5	5.7	57.5
	6.67	6	5.4	6.9	64.4
	6.78	1	.9	1.1	65.5
	6.89	10	9.0	11.5	77.0
	7.00	20	18.0	23.0	100.0
	Total	87	78.4	100.0	
Missing	System	24	21.6		
Total		111	100.0		

Table E133. Frequency table for sum mean scores in work engagement. Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	.5	.5	.5
	3.67	1	.5	.5	1.0
	4.00	1	.5	.5	1.5
	4.44	1	.5	.5	2.0
	4.56	1	.5	.5	2.5
	4.67	1	.5	.5	3.0
	4.89	1	.5	.5	3.5
	5.00	2	.9	1.0	4.5
	5.11	3	1.4	1.5	6.1
	5.22	7	3.2	3.5	9.6
	5.33	4	1.8	2.0	11.6
	5.44	3	1.4	1.5	13.1
	5.56	4	1.8	2.0	15.2
	5.78	13	5.9	6.6	21.7
	5.89	15	6.8	7.6	29.3
	6.00	18	8.1	9.1	38.4
	6.11	17	7.7	8.6	47.0
	6.22	13	5.9	6.6	53.5
	6.33	9	4.1	4.5	58.1
	6.44	10	4.5	5.1	63.1
	6.56	7	3.2	3.5	66.7
	6.67	10	4.5	5.1	71.7
	6.78	6	2.7	3.0	74.7
	6.89	12	5.4	6.1	80.8
	7.00	38	17.2	19.2	100.0
	Total	198	89.6	100.0	
Missing	System	23	10.4		
Total		221	100.0		

Table E134. Frequency table for mean sum scores in group behaviour. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	36	32.4	34.0	34.0
	1.20	11	9.9	10.4	44.3
	1.40	10	9.0	9.4	53.8
	1.60	14	12.6	13.2	67.0
	1.80	14	12.6	13.2	80.2
	2.00	5	4.5	4.7	84.9
	2.20	8	7.2	7.5	92.5
	2.40	6	5.4	5.7	98.1
	2.60	1	.9	.9	99.1
	3.40	1	.9	.9	100.0
	Total	106	95.5	100.0	
Missing	System	5	4.5		
Total		111	100.0		

Table E135. Frequency table for mean sum scores in group behaviour. Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	2.7	2.9	2.9
	1.20	7	3.2	3.3	6.2
	1.40	16	7.2	7.6	13.8
	1.60	20	9.0	9.5	23.3
	1.80	25	11.3	11.9	35.2
	2.00	35	15.8	16.7	51.9
	2.20	43	19.5	20.5	72.4
	2.40	20	9.0	9.5	81.9
	2.60	12	5.4	5.7	87.6
	2.80	9	4.1	4.3	91.9
	3.00	9	4.1	4.3	96.2
	3.20	5	2.3	2.4	98.6
	3.40	1	.5	.5	99.0
	3.60	1	.5	.5	99.5
	4.00	1	.5	.5	100.0
	Total	210	95.0	100.0	
Missing	System	11	5.0		
Total		221	100.0		

Table E136. Frequency table for mean sum scores in work and age. Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	.9	.9	.9
	2.33	4	3.6	3.8	4.7
	2.67	4	3.6	3.8	8.5
	3.00	6	5.4	5.7	14.2
	3.33	12	10.8	11.3	25.5
	3.67	12	10.8	11.3	36.8
	4.00	20	18.0	18.9	55.7
	4.33	22	19.8	20.8	76.4
	4.67	16	14.4	15.1	91.5
	5.00	9	8.1	8.5	100.0
	Total	106	95.5	100.0	
Missing	System	5	4.5		
Total		111	100.0		

Table E137. Frequency table for mean sum scores in work and age. Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	.5	.5	.5
	3.67	1	.5	.5	1.0
	4.00	1	.5	.5	1.5
	4.44	1	.5	.5	2.0
	4.56	1	.5	.5	2.5
	4.67	1	.5	.5	3.0
	4.89	1	.5	.5	3.5
	5.00	2	.9	1.0	4.5
	5.11	3	1.4	1.5	6.1
	5.22	7	3.2	3.5	9.6
	5.33	4	1.8	2.0	11.6
	5.44	3	1.4	1.5	13.1
	5.56	4	1.8	2.0	15.2
	5.78	13	5.9	6.6	21.7
	5.89	15	6.8	7.6	29.3
	6.00	18	8.1	9.1	38.4
	6.11	17	7.7	8.6	47.0
	6.22	13	5.9	6.6	53.5
	6.33	9	4.1	4.5	58.1
	6.44	10	4.5	5.1	63.1
	6.56	7	3.2	3.5	66.7
	6.67	10	4.5	5.1	71.7
	6.78	6	2.7	3.0	74.7
	6.89	12	5.4	6.1	80.8
	7.00	38	17.2	19.2	100.0
	Total	198	89.6	100.0	
Missing	System	23	10.4		
Total		221	100.0		

Table E138. Median for job satisfaction, work optimism and job stress. Norway

		JOB SATISFACTION	WORK OPTIMISM	JOB STRESS
N	Valid	107	107	109
	Missing	4	4	2
Median		4.00	4.00	2.00
Minimum		1	1	1
Maximum		5	5	5
Percentiles	25	4.00	3.00	1.00
	50	4.00	4.00	2.00
	75	5.00	4.00	2.00

Table E139. Frequency table for job satisfaction in Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.Very dissatisfied	2	1.8	1.9	1.9
	2.Rather dissatisfied	3	2.7	2.8	4.7
	3.Neither satisfied or dissatisfied	14	12.6	13.1	17.8
	4.Rather satisfied	52	46.8	48.6	66.4
	5.Very satisfied	36	32.4	33.6	100.0
	Total	107	96.4	100.0	
Missing	System	4	3.6		
Total		111	100.0		

Table E140. Frequency table for work optimism in Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.Not at all	2	1.8	1.9	1.9
	2.Only a little	7	6.3	6.5	8.4
	3.To some extent	36	32.4	33.6	42.1
	4.Rather much	41	36.9	38.3	80.4
	5.Very much	21	18.9	19.6	100.0
	Total	107	96.4	100.0	
Missing	System	4	3.6		
Total		111	100.0		

Table E141. Frequency table for job stress in Norway

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.Not at all	50	45.0	45.9	45.9
	2.Only a little	42	37.8	38.5	84.4
	3.To some extent	16	14.4	14.7	99.1
	5.Very much	1	.9	.9	100.0
	Total	109	98.2	100.0	
Missing	System	2	1.8		
Total		111	100.0		

Table E142. Median for job satisfaction, work optimism and job stress. Catalonia

		JOB SATISFACTION	WORK OPTIMISM	JOB STRESS
N	Valid	216	216	217
	Missing	5	5	4
Median		4.00	3.00	2.00
Minimum		1	1	1
Maximum		5	5	5
Percentiles	25	4.00	3.00	1.00
	50	4.00	3.00	2.00
	75	5.00	4.00	3.00

Table E143. Frequency table for job satisfaction in Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.Very dissatisfied	9	4.1	4.2	4.2
	2.Rather dissatisfied	14	6.3	6.5	10.6
	3.Neither satisfied or dissatisfied	18	8.1	8.3	19.0
	4.Rather satisfied	97	43.9	44.9	63.9
	5.Very satisfied	78	35.3	36.1	100.0
	Total	216	97.7	100.0	
Missing	System	5	2.3		
Total		221	100.0		

Table E144. Frequency table for work optimism in Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.Not at all	13	5.9	6.0	6.0
	2.Only a little	28	12.7	13.0	19.0
	3.To some extent	68	30.8	31.5	50.5
	4.Rather much	69	31.2	31.9	82.4
	5.Very much	38	17.2	17.6	100.0
	Total	216	97.7	100.0	
Missing	System	5	2.3		
Total		221	100.0		

Table E145. Frequency table for job stress in Catalonia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.Not at all	61	27.6	28.1	28.1
	2.Only a little	86	38.9	39.6	67.7
	3.To some extent	53	24.0	24.4	92.2
	4.Rather much	14	6.3	6.5	98.6
	5.Very much	3	1.4	1.4	100.0
	Total	217	98.2	100.0	
Missing	System	4	1.8		
Total		221	100.0		

Table E147. Predicting individual level, organizational level and travellers level to job satisfaction

Predictor variables	Model 1	Model 2	Model 3
Work optimism	.474***	.435***	.426***
Additional job	.186	.114	.123
Work engagement	.223*	.153	.131
Self-efficacy	-.021	-.066	-.138
Support superior		-.139	-.103
Working hours		.086	.177
Role clarity		.109	.079
Role conflict		-.196	-.036
Work and age		.159	.142
Group behaviour			-.337**
Adjusted R square	.244	.278	.348

Significance of F Change *=.05, **=.01, ***=.001

Table E148. Predicting sample, individual level, organizational level and travellers level to job stress

Predictor variables	Model 1	Model 2	Model 3	Model 4
Country	-.179**	-.135	-.012	.105
Age		-.050	-.078	-.029
Self-efficacy		-.203**	-.165*	-.149*
Work engagement		-.129	-.126	-.117
Work optimism		-.170*	-.112	-.075
Work and age			-.174*	-.213**
Role clarity			-.004	.035
Role conflict			.195**	.013
Working hours			.136	.059
Number of services			.024	.002
Feedback tourist group				.133
Quantitative demands				.202**
Decision demands				.073
Learning demands				.132
Group behaviour				.156*
Adjusted R square	.027	.133	.212	.295

Significance of F Change *=.05, **=.01, ***=.001

Table E149. Predicting sample, individual level, organizational level and travellers level to career plans

Predictor variables	Model 1	Model 2	Model 3	Model 4
Country	-.095	-.057	-.015	.022
Work optimism		.229***	.230**	.229**
Continuous education		.039	.041	.022
Self-efficacy		.107	.086	.073
Work engagement		.128	.101	.068
Additional job		.197**	.174*	.167*
Role clarity			.057	.037
Work and age			-.030	-.034
Working hours			.071	.039
Number of services			.009	.008
Role conflict			-.115	-.193*
Feedback tourist group				.043
Quantitative demands				.034
Decision demands				.186*
Adjusted R square	.004	.139	.137	.157

Significance of F Change *=.05, **=.01, ***=.001

Table E150. Predicting sample, individual level, organizational level and travellers level to career plans (including job satisfaction)

Predictor variables	Model 1	Model 2	Model 3	Model 4
Country	-.095	-.085	-.045	-.012
<i>Job satisfaction</i>		.180*	.152*	.159*
Work optimism		.170*	.184*	.179*
Continuous education		.045	.043	.027
Self-efficacy		.115	.099	.086
Work engagement		.094	.080	.048
Additional job		.170*	.159*	.152
Role clarity			.043	.021
Work and age			-.038	-.041
Working hours			.058	.022
Number of services			.003	.001
Role conflict			-.089	-.168*
Feedback tourist group				.031
Quantitative demands				.035
Decision demands				.194*
Adjusted R square	.004	.162	.151	.173

Significance of F Change *=.05, **=.01, ***=.001