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Role perceptions and behaviour change patterns of tour guides

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ROLE PERCEPTIONS AND BEHAVIOUR CHANGE PATTERNS OF TOUR GUIDES

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Abstract

The aim of the paper is to add new perspectives to existing theory on tour guide roles, including role change behaviour as well as competences and skills one needs to succeed. In addition, a deeper understanding of the perceived role is aimed to be given.

When comparing tour guide's appearance in private life situations, with the situations at work, it can be observed that the behaviour changes significantly when entering the guide role.

According to several developed theories, the guide's roles comprises different sub roles and spheres, as for example the role as a leader, an interpreter, a mediator, a social catalyst, a navigator and a representative (Ballantyne & Hughes, 2001; Cohen, 1985; Holloway, 1981; Schmidt, 1979; Weiler & Davis, 1993). Furthermore, interaction and communication between the tour guide and the group can be seen as crucial and creates according to Goffman (1970) always some kind of expression being communicated to the guests.

It appears as there is a lack in research on role change behavior within the role of a tour guide. Therefore this case will be based on in depth interviews of tour guides, working within the business. Perceptions and reflections will be in the focus of attention to find out if this change behaviour is a process one is aware of, if yes to which extent and if the personality or the surroundings are the determining factors.

In addition, the paper analyses emotional states of excitement and influence of the role in the long run. Several challenges of these processes are also supposed to be pointed out. Finally, an overview of key roles of tour guides is supposed to be extended based on more recent research.

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Foreword

After working in the tourism industry for 5 years, I was able to collect a lot of experiences, working as a tour guide myself and coordinating tours and excursions lately. In many situations one can get the impressions of many people smiling about the job of being a guide, seemingly to not take the job seriously. Therefore it was very important for me to create a better understanding of the roles and point out the challenges which are connected to the job and show how tough it can be to perform well in this business and how important the job is. Barely any tourist would be able to find their way through several areas in the world without a tour guide, or feel welcomed and taken care of. I think the job has not been appreciated as much as it should be and hope this is a starting point.

I want to thank all the people supporting me during the time of writing this thesis. My supervisor Professor Reidar J. Mykletun, who has been supporting me whenever possible, motivating me during the whole process and backing me up whenever help was needed.

I want to thank GuideCompaniet Stavanger, especially the guides, who trusted in me and my work and for participating in my research. I want to thank all the guides for sharing their thoughts and feelings with me and for being open and honest. I appreciate your work a lot, you are doing a great job and I know how important you all are.

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Introduction

The tourism industry is a “global, dynamic sociocultural phenomenon” (Salazar, 2005).

Within the process of globalisation, the job of a tour guide gains particular importance, as a bridge actor between different cultures (Salazar, 2005). However, in most of the existing research, the satisfaction level of the tourists, as well as educational issues have preferably been analysed, rather than the tour guide’s perception on their role and importance of skills and competences (Ballantyne & Hughes, 2001).

A lack of theory on tour guide roles and tour guides in general have been mentioned several times in older and more recent literatures. Black & Weiler (2005) point out that even if the tourism industry has been growing the last years, and tour guides have probably been existing since the first areas of travel, tour guiding has not been in the focus of research in the tourism area. It is rather described as “(...) a dearth of empirical research in this field” (Black & Weiler, 2005).

As mentioned by Cohen (1985), “guiding is a complex concept; (...) (p. 6)”, with the topic leading back to antecedence from the 17th and 18th centuries. Several types of tour guides exist, for instance, in mountain areas, in the desert or urban cities, just to name a few. In this case, tour guides in the city of Stavanger are the centre of the research. A variety of excursions, as for example city walks, bus tours, boat trips, climbing excursions and other kinds of guiding are offered. Another variety that can be mentioned is the differences in the groups being local, national or international.

Aim of the Study, Focus of the Research and Justification

The aim of this research is to create a better understanding of the behaviour change when entering the role of a tour guide, based on perceptions and experiences by the individuals working as guides. In addition, Furthermore dimensions will be recommended to be added to important key roles of a guide.

By conducting in- depth interviews and surveys on personality traits, the role change behaviour will be analysed and explained. Different appearance within the guide role and other daily life roles, are in the focus. The explorative, qualitative design, focusing on the emotional and individuals perceptions of the role, will offer a detailed analysis on the topic. It is important to recognize that some tourists don't get in contact with any other local person during their stay, other than the guide. Accordingly it is important to study the phenomenon of the individual performing the job and creating experiences. A deeper understanding might lead to better procedures of recruiting as well as educating tour guides in the future.

The terms "tour guide" and "tourist guide" and "guide" will be used interchangeably to describe the same role during this research. A distinction to the term "tour leader" needs to be pointed out; while a tour leader is understood as accompanying a group throughout a whole journey or (in case of charter tours) the person giving logistical and basic information when being picked up at the destination and at the end of the holiday, this role does not fit in this case. Tour guides is in this case, accompany the group during an excursion lasting several hours or maximum a day.

Research Question

Based on experiences of the author, the appearance and behaviour of an individual changes before and after performing the job as a tour guide. Several different studies have been conducted, focusing on the interaction between guides and tourists (Larsen & Megeed, 2013) or the tourists satisfaction influenced by tour guides (Hughes, 1991). The reason for adapting the appearance to the group or other reasons to change behaviour has, to the best of the author's knowledge, not been analysed before. Therefore, the research questions is the following:

How and why do individuals change their behaviour and appearance significantly when entering the role of a tour guide and how is this role perceived by the guides.

Background & Motivations

Before starting the research, I expected the individuals to be aware of changes between different roles within the role of a tour guide. In detail, the person entering the role being aware of acting like an entertainer, at the same time as being responsible for safety issues, being a middle man and sometimes even a social supporter. This process is the starting point of this research.

The tourism industry has been my passion since I started working as a tour guide. Based on 5 years of work experiences in tourism, I developed varying perspectives on the role of tour guides. First of all, working as a tour guide, I learned a lot about the region, about own expectations on the quality of performing as a tour guide, being nervous, sometimes even scared of failing, but also succeeding in the end. After some years, I've started working as a manager in the company, planning and organising the excursions, as well as scheduling and giving instructions to the guides.

Throughout the years I observed several tour guides who seem to be a quite shy and introvert person. Though, when they enter the role of being a tour guide, these guides change their behaviour and appear as a more confident and extroverted person. Based on these factors, I expect the tour guides to experience the role as significantly distinguished from other roles in their daily life.

The Roles of the Guides

Within the fields of social psychology, the topic of identity, interactionism and roles, have been analysed from many different perspectives (Laursen, 2013; Sapsford, 1998; Stevens, 1998). In detail, by using the term perspectives it is meant “a broad conceptual and methodological approach” (Stevens, 1998, p.45). To clarify how the role of a tour guide is connected to the concepts of roles and role behaviour, an overview of the role concept is given.

Defining the Concepts of “Roles” and “Guides”

The field of social psychology offers different domains of analysis (Sapsford, 1998). Firstly, the “societal analysis”, focusing on the relationships between groups in the society. An example of this is women and men as work labour. In detail, mediated situations being defined by social and economic structures. Even though, people are analysed, this domains do not focus on individuals, but rather on structures, as for instance ideologies between groups. These can limit the general behaviour by influencing interactions and thoughts of people within the groups (Sapsford, 1998).

Secondly, the domain of “group explanations” (Sapsford, 1998) focuses on organisations, subcultures and other big groups by analysing the structures, dynamics, communication and hierarchies. Accordingly, these processes influence behaviour and experiences (Sapsford, 1998). The first two domains focus on groups in relation to the society or other groups, accordingly they do not fit the concept of a tour guide in interaction with a group of tourists.

The “interpersonal/ personal” domain (Sapsford, 1998) though, illustrated in figure 1, needs to be taken into consideration. Sapsford (1998) underlines that a person as a whole exists through interactions and relations to others. To understand the world and surroundings, a person tests the world through behaviour, according to Sapsford (1998). In detail, the

situations and surroundings influence the individual and generate behaviour and reaction. This perspective has also been supported by Stevens (1998), pointing out that the “social constructionist” is influenced by the cultural context, social interaction and communication. This is pointed out as fundamental to who and individual is and how one behaves.

A role can be defined as “ways of appearing” (Laursen, 2013), including the use of “masks”, “costumes”, gesture, but also interaction and dialogues with other people. Especially when appearing in a way which is not based on their own identity, but according to the society’s position (Laursen, 2013). Figure 1 illustrates this influence from the “outside”, the situation and society, on the behaviour and appearance. In this case the influence from the individual’s core is weaker and will not determine how the individual is going to behave.

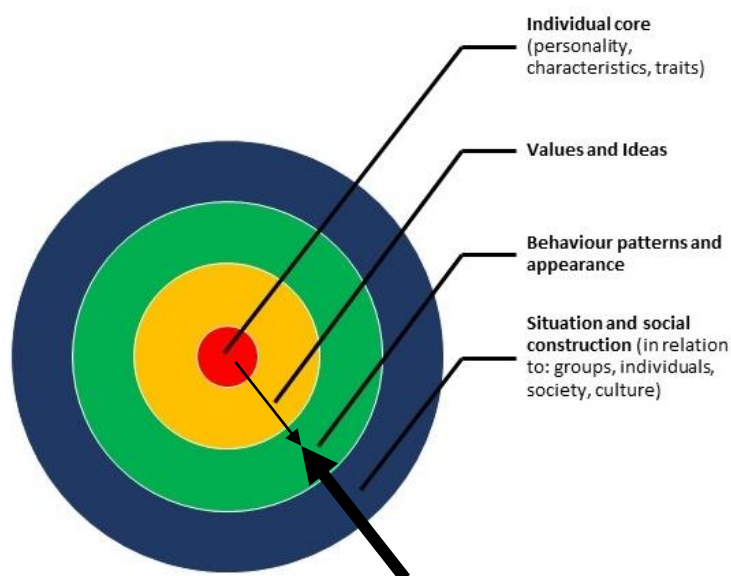


Figure 1

Laursen (2013) points out that the word “person” (in Latin: persona) means “mask” and is connected to an individual’s morals and integrity. It is a part of the identity which is in constant interaction with the social surroundings and its norms, values and expectations (Laursen, 2013).

In contrast to that, the “intrapersonal domain” focuses on the internal dynamics of the person, without anything else influencing attitude and beliefs (Sapsford, 1998) and is

illustrated in figure 2. Even if situations change, the behaviour patterns and appearance will not change significantly, because of the strong influence by the core. The “psychodynamic theory” by Stevens (1998), supports this perspective on the human behaviour as well, based on social factors, learned through the childhood, as well as biological ones. Figure 2 illustrates therefore the rather strong influence of the core on the behaviour and the weaker influence by the situation

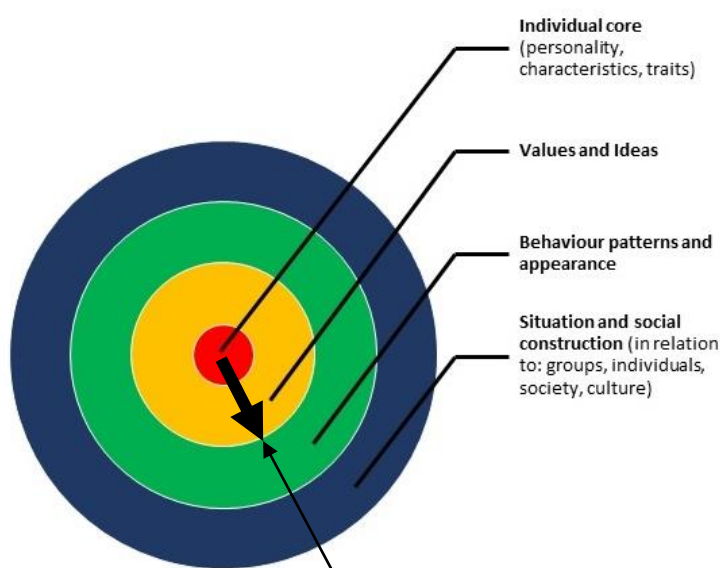


Figure 2

The concept of a guide can be seen as the person engaging in interaction with a group of tourists or visitors, based on norms and roles of the group one is communicating with (Laursen, 2013).

A person is said to be evaluated based on the performance of that role (Goffman, 1959). In this case, it needs to be analysed if the behaviour and appearance within the role is based on adaption to the surroundings or rather influenced by the personality, the core.

Accordingly this research focuses also on if the guides are aware of the adjustment to the group or if the change in behaviour appears without noticing.

The Guide Role- a historical Review

The job as a tour guide is most probably one of the oldest professions (Pond, 1993). Even though the main reason for travelling was rather the need for food and survival, than for leisure, humans are said to be roaming on the earth, ever since emerging. Without referencing any sources, Pond (1993) argues that after trade markets and frequent needs for traveling occurred, the job of a guide was needed, especially to give geographical directions as well as assuring safety. Later on, when the basic needs were fulfilled, other reasons for travelling occurred. The desire to understand the world in general, as well as the protection of one's own territory, for example or the comparison to oneself and curiosity were reasons for travel. Finally travelling for leisure became the main goal.

Pond (1993) Furthermore suggests, that the first development of tourism, comparable with how we define it today, can already be found during the time of the ancient empires. Persians, Assyrians and Egyptians are said be the first ones travelling in an organised fashion and for the reason of leisure. During the Greek empire major events, for instance, shows, festivals and feasts engaged people to travel. At the same time, guides are argued to increase in numbers as well. Presenting sites and giving information on historical events (Pond, 1993). During the empires of Rome and Greece, especially the middle classes travelled a lot. Accordingly the need for guides, working as pathfinders and protectors increased even Furthermore.

According to Pond (1993) the travel industry was believed to be less popular in the Middle Ages than before, mainly because of poverty and bad infrastructure. During the Renaissances travel became an important aspect of the middle and high classes in society again, especially educational trips were common. During the time of the ancient Empires until the Renaissances, guides have been criticised for "Having the inability to stop after (they) launched on (their) pattern" (Pond, 1993, p.1). Even though this feature might still exist,

today's guides, as for instance the "Gettysburg Licensed Battlefield Guides" enjoy a better image, being knowledgeable and professional (Pond, 1993).

Research on Guide Roles

The tasks of a guide have been changing from the time of the Greek Empire until the tour guides we meet nowadays. While earlier functions were mainly to show the way or maybe even protect a group, today a guide is presenting an area, a leisure activity and an entertainer. Some main roles of tour guides today can be summarized and compared. Table nr 1 represents "key roles of tour guides", created by Black and Weiler (2005), focusing on the different dimensions and part roles of a guide.

The topic of travel, especially guided tours, has been under analysis since 1979. Schmidt (1979), conducted research on guided and pre- booked tours, through participant observations, joining several guided tours and interviews with tour guides, tourists and agencies in the U.S.A. Several advantages have thereby been pointed out. In detail, pre/ booked tours led to less worries of the tourists on problem- solving issues, as well as a higher emphasized feeling of security by knowing the exact itinerary before starting the trip. Besides, the analysis of different attractions and sites, including why and how sites appear, as well as defining several functions of a tour guide were given. Even though the research was mainly focused on "package tours", some main roles of tour guides were underlined as well.

Firstly, the mediator role, described as a "buffer" to the natives who the tourists usually are not in contact with. Furthermore, the interpretation and opinion on the site was often created "through the words of the guide" (Schmidt, 1979). Another significant role pointed out was the mediator within the group, creating the common feeling of solidarity and connecting people even if conflicts within the group occurred (Schmidt, 1979). The function of choosing which attraction to look at and which not to, as well as the role of controlling the tourists have also been mentioned as important (Schmidt, 1979). Though, the main focus

when describing the “ideal typical” tour guide were put on competences and knowledge, as well as the presentation skills and social support (Schmidt, 1979). However, the advantages of a pre-planned tour was mainly analysed.

Holloway (1981) focused rather on the different roles of a tour guide, than the tourist situation. Especially the possible conflicts occurring in between the several sub-roles. In addition to that, Holloway (1981) analysed how tour guides define their own roles, especially in the situation of an excursion by coach. The represented data is based on registered and educated tour guides, working with “one day tours”, in and outside the area of London, including several attractions (Holloway, 1981). Even though most of tour guides in London work as freelance, every person of the sample was member of “Guild of Guide Lectures” (Holloway, 1981). However, with the help of observations and interviews Holloway (1981) collected the needed data.

Holloway (1981) was the first to describe role behaviour, a phenomenon about the results of possible role conflicts. Several important roles of a tour guide were also given. Several sub-roles are explained, based on the results achieved. The cultural broker, offering the tourists a deeper insight of the area and attraction; the teacher and instructor, functioning as a role model of how to behave at the destination; motivator and initiator of social interaction (defined as a basically requirement of a successful excursion); the missionary and ambassador, interpreting and representing the area with the help of empathy for the visitors and the hosts; entertainer and catalyst and the group leader (Holloway, 1981).

Holloway (1981) describes the role of a tour guide as not institutionalized and therefore still interpreted by the passengers and the individual performing. One main skill described by Holloway (1981) to be used as a tool, the “dramaturgical skill”, to satisfy the guests sharing personal experiences and thereby creating relations to a place or a feature. This

skills were used to create a perception of a none-routinized excursion, aiming for uniqueness, as well as manipulative skills (Holloway, 1981).

While the roles of the interpreter, information giver, motivator, catalyst, navigator and cultural broker do build on former research by Schmidt (1979), Holloway (1981) extended the list of tour guide roles with the following ones, the leader, the public relations representative, as well as the company's representative.

Further research focusing on the topic of guide roles and dimensions has been developed by Cohen (1985). In his work, "The Tourist Guide-The Origins, Structure and Dynamics of a role", is often described as the first "break-through" within the field of tourism. Since the first overview does not include detailed aspects of newer developed dimensions, Cohen (1985) extended the model, including further dimensions on the different roles.

"The Dynamics of the Tourist Guide's role" (Cohen, 1985).

(A) Leadership sphere	(1) original guide (instrumental primacy)	(2) Animator (social primacy)
(B) Mediatory sphere	(3) Tour- leader (interactionary primacy)	(4) Professional Guide (communicative primacy)

Figure 3

Cohen (1985) points out that the original pathfinder job in the past been mostly performed by local people with high knowledge about the area, even though skills on handling social aspects and interaction might had been low. The antecedents of this role led also back to the role of a mentor who was described as a "personal tutor or spiritual advisor" (Cohen, 1985). Based on these two main antecedents it should be recognized that the role of a tour guide has consisted of more than one role and function.

Cohen (1985) developed a “schematic representation of the principal components of the tour guide’s role (p. 10)”. Accordingly, each sphere, the leadership and the mediatory one, consist of an outer and an inner directed. While the outer directed, belonging to the leadership sphere, can be seen as an “instrumental”, the inner directed is more of a “social”.(Cohen, 1985). This components have been mainly focusing on the way-leading function. In addition, the outer directed, the mediatory sphere is described as an “interactionary” and the inner directed a “communicative” sphere (Cohen, 1985). Yet, these components are stated to belong to the “original guide” who was essential for people travelling in areas that were totally unknown, and not accessible without a local person (Cohen, 1985).

With his work, Cohen (1985) amplified the existing key roles with Furthermore theory on the tour manager and organiser as well as the concept of offering access to areas which tourists usually don’t have. As a result, Cohen (1985) focuses on the guide’s functions to manage the group of visitors and entertain them, as well as the competence of being a leader or teacher, rather than on guide’s roles.

Almagor (1985) further extended the functions of the tour roles as an interpreter, leader and navigator as well as broker. He analysed the tour guide role in the setting of nature based tourism. Especially the skills of mediating between the locals at the “Moremi Wildlife Reserve of Botswana” and tourists visiting the place were important. The case study was conducted by the author who was, together with other tourists in a group, accompanied by the same guide for 7 days (Almagor, 1985). Participant observations and reports on personal experiences were used in the research (Almagor, 1985).

Almagor (1985) underlines several mismatches between the tourists and the tour guide, as well as the tourists and the outdoors. The tour guide seemed not to be able to understand the needs and desires of the visitors. In addition, several competences and skills, on information, attractions and language seem to be missing (Almagor, 1985). Neither effort

on relation building and interaction between the group of tourists and the guide was observed, nor the desire of the group to be with a guide. The request of being in contact with someone connecting them to nature, though, was desired. Possible tensions were mentioned to be based on low knowledge and big cultural differences between the guide and visitors. Therefore, the only roles being supported are connected to the main skill of showing the way (Almagor, 1985). This case study has been conducted in Africa, with quite different conditions compared to Europe.

Other research, focusing on one special site and attraction has been conducted by Hughes (1991). A sample of 200 tourists visiting an aboriginal community, being involved in activities and contact to the natives, in North Queensland, Australia. Hughes (1991) analysed tourists' satisfaction through surveys being answered before and after the excursion. Beside the crucial factors, influencing the tourist satisfaction, the tour guide's role has been evaluated as well. Several skills were thereby rated based on different abilities, information dissemination capacity, interaction with the group and organisation skills (Hughes, 1991). The knowledge on the place, highlighting of the objects and skills as a cultural broker played important roles as well (Hughes, 1991).

The results showed a clear connection between expectations and satisfaction. If the expectations were met, tourists' satisfaction was higher. The bigger the gap between expectations and experience was, the lower was the tourist satisfaction (Hughes, 1991). The same results were connected to the role of the tour guide. The better the tourists evaluated the tour guide, the higher was the overall satisfaction on the tour. Accordingly, the worse a tour guide was being rated, the lower was the satisfaction. Therefore, it has been stated that the tour guide played a crucial role within the measurements on satisfaction (Hughes, 1991).

Weiler and Davis (1993) focused on nature based tour leaders in Australia in general. The role of being an interpreter and educator, besides the information giving, can be pointed

out to be the most important within the topic of environmental responsibility, that is putting the idea of appreciating the environment. The dimension of being a leader is described as being crucial in the sense of leading tourists away from environmentally fragile areas rather presenting robust places. One of the roles being important within the area of environmentally friendly tourist is the role model, encouraging people to behave appropriately and as they are told (Weiler & Davis, 1993). Other group leading aspects have been emphasised as being less important (Weiler & Davis, 1993). Another role being included in the theory of Weiler and Davis (1993), though being evaluated as rather little important, are the social aspects of being catalyst who engages people in interacting within the group. Again, the study is focusing on a specific group of tour guides, working within the industry of ecotourism Australia.

In contrast to the focus on one field within the industry of tourism, Pond (1993) offered a more general overview in different categories and fields of guiding. She described the tourism industry as one of the most dynamic and evolving ones in the world (Pond, 1993). On the contrary to others, Pond (1993) aims to clarify the image of the work of a tour guide, being according to her “vastly misunderstood” (p.13). However, most of the results presented were conducted in the United States, but also compared to different countries in Europe. After describing the situation of most tourist guides, being freelancers, working independently for different companies, as well as the seasonal aspect and the challenge to make reasonable living through the job were pointed out (Pond, 1993). Since the field of tour guides can vary between urban, governmental, driver- guides, business, adventure and others, the variety in functions and infinity of places one can work at was underlined (Pond, 1993).

When focusing on tour guides roles, functions as having control over the group, imparting information and visiting as many as possible sights were mentioned by the guides being analysed, as well as, teaching history, representing the city and passing on the passion one has for the job (Pond, 1993).

Though, to increase the importance of the guide role within this process, Pond (1993) underlined the importance of Furthermore communication and cooperation strategies. Overall, a general picture of the tour guide as a part of the tourism industry is given, including functions, educational processes, challenges and possibilities for the future, although, the focus on the role change processes could not be found.

Further support in the need of tour guide education is given by Gurung, Simmons, and Devlin (1997). The case study on tour guides in Nepal, mainly trekking tour guides, analysed the roles and requirements, as well as the need for education, based on the tour guides desire. Data has been collected through unstructured interviews, discussions and surveys on local residents, guides, managers and visitors. Accordingly, the central roles of a tour guide in Nepal were mentioned to be tour managers, creator of social climates through imparting environmental understanding, communicating and managing safety issues (Gurung et al., 1997). Haig (referred to by Black and Weiler, 2005) also underlines the possible effect of tour leader within the eco-tourism. It was pointed out that the role of being and interpreter of the sites and a motivation to behave properly without disturbing nature is essential (Black & Weiler, 2005). In addition to that the social role, the tour organiser and facilitator have also been mentioned as one of Haig's (referred to by Black and Weiler, 2005) key roles.

Further research on tour guides has also been conducted in Asia. Lombok, an Island of Indonesia has been working on creation an own image for several years. Bras (2000) analyses the difficulties to creating distinguished reputations which not being connected to the famous neighbour island, Bali. As a part of this process, local guides and their interpretation of the job are included. The differences between "wild guides", without any education and the ones booked through agencies have been pointed out as well. The shortage in educated guides and the opportunities for unlicensed guides is mentioned as reason for mainly finding informal activity guides offering their services. Furthermore, a guide in Lombok is responsible for

providing the whole service being offered, including transport, food and overnight stay if needed (Bras, 2000). Four different dimensions are presented by Bras (2000). Firstly, the “acquisition strategies”, roaming streets and beaches, through nightlife and contacts. Secondly, relationships with tourists, often being a mediator, animator or supporter of business. Some even have an emotional or sexual relationship. Thirdly, the network within the formal and informal tourism industry, associations, other guides and the local environment. Fourthly, the services offered, being formal or informal, including selected sites, information and access to areas.

Additional key roles based on the study conducted by Howard, Thwaites, and Smith (2001) have been added, focusing on indigenous guides at the “Mutawanji National Park”, employing Aborigines to guide visitors. Again, the role of being an interpreter and information giver was seen as crucial, as well as the facilitator of access to the area at all. The leader and navigator role could also be seen as necessary, since the area is unknown for most of the tourists (Howard et al., 2001). Furthermore, the visit of a National Park, being out in the nature and the aspect of motivating the guests to behave as required to protect the surrounding, has been mentioned as one of the important instrumental roles of the tour guides at the National Park (Howard et al., 2001). Further roles have been pointed out; acting as a catalyst, getting in contact with the group and being accepted as a member of the group. While the role of being a representative and a mediator has been underlined as well, a higher complexity of an Aboriginal compared to a “normal” guide has been stated by Howard et al. (2001).

Another research focusing on the perception of a tour guide’s roles and the need for professional education, has been conducted by Ballantyne and Hughes (2001), focusing on eco-tourism in Australia as well. While comparing educated and non- educated guides, it is stated that even though knowledge about the areas, social skills and organising competence

seemed to be similar, the competence and skills on practices of minimal impact on the environment, clearly represented by the educated guides, seemed to be missing for uneducated eco guides.

By pointing out lacking skills within the profession, Ballantyne and Hughes (2001) proposed possibilities to educate guides, even if not required by the state. Based on workshops being conducted to offer a group of tour guides to evaluate the educational material, surveys on role perceptions and rankings on importance of skills and competences were used. Even though it was expected to be one of the most important fields within the eco-tourism, the results show clearly that most of the guides (77%) emphasize the role of being an information giver and entertainer (52%) as more important than imparting the knowledge on how to preserve the environment (Ballantyne & Hughes, 2001). Furthermore results underlined the need of interpretive techniques, to increase the awareness on the topic and act as a role model for tourists (Ballantyne & Hughes, 2001). Since the results pointed out lack and need to develop better training material, Ballantyne and Hughes (2001) summarised the roles key roles of a guide to the roles of being an interpreter and information giver, as well as a navigator and a catalyst of social interaction and finally the role model of conserving values, which needs to be developed even more.

Furthermore, the presumption of that a tour guide is representing several roles at the same time, demanding several skills and competences, is supported through the many theories represented in the different key roles.

Recent Research on the Guide's Roles and Functions

During the last decade more recent research and theories have been conducted. Accordingly these results need to be added to the given overview (Table 2).

Salazar (2005) focuses on the globalization and its impact on the tour guide industry. While refusing the necessity of tour guides aiming to become a cultural broker or translator, as well as an interpreter of cultural differences, Salazar (2005) described the guides more as entrepreneurs who try to earn money on selling knowledge, access, contacts or other services, sometimes even specific places, earning commissions for bringing tourist there. Furthermore, the research focuses on globalization and the impact on localization, as well as the link between these two.

The research conducted by Salazar (2005) builds on participant observation, accompanying several excursion, performed by tour guides in Yogyakarta, a city on the island of Java in Indonesia. Several techniques were used to collect the data, a combination of pre-knowledge and collected data, interviews and conversations with guides and tour operators (Salazar, 2005). Based on the results of the research Salazar (2005) underlines that globalization and localization are tightly connected to each other in many areas of the tourism industry.

Furthermore he points out that the constructs of local cultures are often created by the guides during the interaction with the tourists. Key roles such as, information giver and interpreter have been underlined, as well as playing a social role when being in contact with the tourists (Salazar, 2005). In addition, cultural images, created by the guides, navigating skills and facilitator roles, analysed by Salazar (2005), need to be considered. While pointing out that the role of a cultural translator might not be the main one, Salazar (2005) implied that another role, the seller, seems to be emphasized by the guides as most important.

Even though Scherle and Nonnenmann (2008) also focus on tour guides as “intercultural mediators and cosmopolitan”, being an important participant in the process of

globalisation, the perspective focuses on the role of actually being an intercultural mediator. The work between several cultures, including the interpretation of the foreign ones and the imparting to tourists, but also influence on the own private lives (Scherle & Nonnenmann, 2008). The results have been drawn from two studies, one about intercultural training of tour operators in Germany and Morocco, as well as the tour guide being a crucial actor in the industry and of capital importance to the relation and satisfaction of the visitors (Scherle & Nonnenmann, 2008).

However, the research conducted by Scherle and Nonnenmann (2008) represented the answers given by tour operators, being the tour guide employers, and tourists rather than the tour guides themselves. The results pointed out that tour guide nowadays, should be seen as cultural mediator, moving between foreign and the own culture without being committed to any other than the own (Scherle & Nonnenmann, 2008). This has been described as “special identity” (p. 133), compared with a cosmopolitan (Scherle & Nonnenmann, 2008).

Furthermore research has also been conducted on the possible positive effect on sustainable tourism through the work of tour guides, as well as the economic influence (Pereira & Mykletun, 2012). The case study’s issues addressed, was the “level of congruence between the guide’s roles” and the “(...) the knowledge and understanding of sustainability and ecotourism” (p. 75). The analysis was undertaken in Manaus, a Municipality in the Brazilian State of Amazonas. Using questionnaires, interviews and participant observations on 36 guides, the data was collected (Pereira & Mykletun, 2012). The chance of influencing the tourists, by acting and behaving in a way which encourages the visitors to follow and adapt to, as well as imparted knowledge on the area and the interpretation of the importance of ecological sustainability, leading to the management of resources was pointed out (Pereira & Mykletun, 2012).

Furthermore, based on the results the “economy sphere” was developed, including two different functions, the “economy promoter and philanthropist” (Pereira & Mykletun, 2012, p.80). More business could be generated and the appreciation by the tourists for these local products increased through promotion and support by guides and locals, especially in third world countries.

However, the results showed that most of the guides in Manaus, Brazil were able to lead and manage groups of tourists without any bigger incident or accident. Though the information on nature and sustainable issues were missing (Pereira & Mykletun, 2012). Moreover, the theory of tour guides being cultural brokers, imparting knowledge on local culture and tradition could not be supported in this case. Interpretative skills, as for example on several plants and processes working together in nature, were not observed.

In addition to that, social role abilities, contribution on sustainability and cultural brokerages through communication and education seemed to lack as well (Pereira & Mykletun, 2012). Therefore it has been stated that the contributions on both the sustainability and the economic spheres were low (Pereira & Mykletun, 2012). This research is recommended to be include in the overview, since the results point out that several tour guide might evaluate tasks of their roles as present, even though not practicing it intense enough yet.

Since the interaction between the tourists and the tour guides play an essential role when performing the job, the co- production of tourists during an excursions has been analysed by Larsen and Meged (2013). Observing tour guides in Copenhagen, performing a one- day excursion, interaction processes have been recorded and analysed. In addition conversations with guides and tourists enlarged the details within the data (Larsen & Meged, 2013). However, several categories have been developed according to the results. Different tactics of behaviour patterns of the tourists, being a part of the co- production, were pointed out. The participatory, attentive, as well as partial tactics, alternative and absent tactic (Larsen

& Meged, 2013). Even though the focus is put on the behaviour of the visitors, several dimensions of the tour guide are pointed out as well, for instance, the demand for control, being constantly polite and friendly, even though being interrupted by visitors. In addition the use of private aspects and the approach to always be ready to handle in case of possible incidents during a tour has been underlined as important skill (Larsen & Meged, 2013).

The given overview offers a review on theories being developed on the roles of tour guides, including different functions and responsibilities between 1979 and 2001 originally created by Black and Weiler (2005). Most of the theory though, focuses on customer satisfaction, tour operator opinions or educational needs and other aspects. Besides the fact that most of the existing data is based on research being conducted at specific destinations, the tour guides being analysed perform the job mainly in third world countries. The author chose to add several more key roles to the existing overview, based on recent theory. Table 3 illustrates “Key roles of tour guides”, created by Black and Weiler (2005)

Table 3: "Key roles of tour guides", created by Black and Weiler (2005)

Tour guide Roles	Schmidt (1979)	Holloway (1981)	Cohen (1985)	Almagor (1985)	Hughes (1991)	Weiler & Davis (1993)	Pond (1993)	Gurung, Simmons & Devlin (1997)	Haig (1997)	Bras (2000)	Howard, Thwaites & Smith (2001)	Ballantyne & Hughes (2001)	Salazar (2005)	Scherie & Nonnemann (2008)	Pereira & Mykletun (2012)	Larsen & Meged (2013)	Moteka (2014)
Interpreter/educator	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Information giver	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Leader		✓	✓	✓		✓	✓	✓	✓		✓				✓		
Motivation of conservation values/ role model	✓	✓	✓			✓	✓	✓	✓		✓	✓					✓
Social role/ catalyst	✓	✓	✓		✓	✓	✓		✓		✓	✓		✓		✓	✓
Navigator/ protector, broker/ mediator	✓	✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓
cultural broker/ mediator	✓	✓	✓		✓		✓	✓		✓	✓		✓				✓
Tour & group manager/ organiser			✓		✓	✓			✓	✓					✓	✓	✓
Public relations/ company representative		✓	✓				✓			✓				✓			✓
Facilitator of access to non-public areas			✓						✓	✓	✓		✓				
actor																	✓
experience creator														✓		✓	✓
seller/ advertiser													✓		✓		✓

Adapted from Black & Weiler, 2005- Key roles of tour guides

Added - author

Influences on the Guide Role

Besides skills and competences, additional factors influencing the individual and the role behaviour, as for example commitment to the job and the emotional involvement, should to be taken into consideration.

“to love the job is a part of the job” (Hochschild, 2003)

Concerning the topic of performative work Hochschild (2003) supports the theory of people working in the service industry, having direct contact with the customers, as well as being personally and emotionally involved in the performance. The ability to or enjoying servicing customers is an important aspect. Accordingly, this increases the need for managing one’s own feelings and ways of communication, to behave congruently to what is expected based on norms and rules of the role. In addition the company’s expectations, as well as own personal values influence the requirements on appearance (Hochschild, 2003).

Hochschild (2003) defines emotional labour as “the management of feelings to create a publicly observable facial and bodily display”. This ability is essential to a guide who is presenting the area in front of tourists, being seen and observed by every member of the group. An example, even though the individual has problems at home, worries about the own life or other issues that might influence the humour and state of mind, this is not supposed to be visible for the guests.

The experience of how a tourist or a guest does experience the tour and the stay in the area is often based on the performance of the tour guide who is in direct contact to the visitors (Baerenholdt & Jensen, 2009).

“When an individual plays the same part to the same audience on different occasions, a social relationship is likely to arise” (Goffman, 1959, p. 16)

This description can be adapted to a guide imparting information at several places, on different attractions, representing the own interest in making the guests feel comfortable and entertained and thereby creates a social relationship. Since the job of a tour guide can be seen as a service being delivered, the goal is always to perform “for the benefit of the audience” (p.17) as described by Goffman (1959). Goffman (1970) underlines as well that personal habits always influences one’s behavior in some way.

Another important process is the relationship between the group and the guide, and the different roles that each occupies. Besides a difference in communication channels, a guide communicates primarily using face-to-face communication. In most situations the tour guide is in direct contact with the guests, at least gives them a chance to get in contact with him/ her.

One might describe the performance of a tour guide being a one-sided process, in detail, one person mainly being talking while the rest of the group is listening. Though, several ways of communication are happening at the same time and are often even more important than the spoken part. As already underlined by Goffman (1970), do groups of people, parties and individuals need to deal with other parties or individuals. Based on conclusions, drawn from impressions implying capacities, social norms, culture-bound beliefs and other traits of fundamental nature, expectations are created (Goffman, 1970). Whenever a tour guide meets a new group for the first time, both parts communicated with each other, either with the help of body language, facial gesture and language. This creates an impression for every individual included in this process, as well as reactions to each other

Method

This chapter will describe the method used in this research, including the design and description of the sample. Moreover, an overview over how the data has been collected and analysed will be given. Finally, possibilities of how to evaluate the validity and reliability of the thesis will be presented, as well as reflexivity on the pre- understanding of the author on the topic.

The main variable used in this case were the experiences based on individuals working as tour guides, being interviewed on role-change behaviours. In detail, events being perceived as a catalyst of changing behaviour within the role were examined. Furthermore, dimensions of the job of a tour guide, including competences and skills were collected, based on common repeated descriptions and explanations.

Research Design- Case Study

This research is a case study, “creating complex explanations and interpretations in form of a (...) narrative story about particular people (...)” (Neuman, 2011, p. 177), on tour guides in Stavanger, Norway. Since the research might also include the creation of new dimensions, the given data has been conducted with the help of a purely qualitative design, based on in depth-interviews with the sample, chosen of the unit of analysis (Neuman, 2011). Even though a quantitative method might offered the possibility to collect more data, of a bigger sample within the field, the lack of in depth- analysis led to the elimination of the method in this case (Neuman, 2011).

The aim of the given thesis was to investigate details on existing role change patterns of tour guides when arriving at work and entering the role. Therefore the data has been collected through multiple methods. On the one hand interviews and surveys on the individual’s personality and experiences were used to collect data. On the other hand,

participant observations and auto- ethnographic methods were included through self- reflections of the author's pre- knowledge within the researched area.

In detail, the author being participating in interactions with the members of the sample being analysed, as well as gained knowledge within the field as a guide, performing the roles being analysed in this case herself, will be included in the research as an instrument.

The main research technique used in the given case were face-to- face interviews, also described as "conversational interviews" (Neuman, 2011, p. 341), focusing on the interview as a social interaction. Even though the participants were supposed to interpret the question asked, support was offered by the interviewer to understand the intent of the question if needed (Neuman, 2011). In addition to that, a short personality test has been undertaken where 10 characteristics were about to be evaluated, focusing on "the big five personality domains" (Gosling et al., 2003).

This case study has been conducted in Stavanger, Norway, the fourth biggest city of the country and the second biggest cruise ship destination. There are no governmental licence requirements on the job of a tour guide in Norway (Ribalta Roca, 2012). Several private companies though, choose to educate guides and offer them jobs in the region they are licenced in (based on each company's licence). The region of Stavanger includes areas within the municipality itself, but also different areas and municipalities within the districts of Rogaland as for example "Sola, Eigersund and Jæren". The unit of analysis, however was a group of tour guides, working for the "GuideCompaniet" in Stavanger.

The company was established in Stavanger and is currently the only one offering educated tour guides. This raises the possibility to choose within the population of any existing educated tour guide in this city. Beside the guide role performance and the interaction between the visitors and the guests, the tour guides need also to deal with other members, as for example the bus drivers working for different companies (Tide Buss, Boreal being the

main actors) or tour boat crew (Norled and Rødne). Since most of the companies, working within the tourism industry in Stavanger, Norway, as for example bus/- boat companies, are performing as regularly and often as the tour guides, the individuals often meet known counterparts they cooperate with.

Sample

The population being researched in this research was the group of tour guides working in Stavanger, Norway. The total amount of registered guides was 141, including inactive and active guides. Therefore the focus was put on the 103 individuals that perform regularly during the summer and winter seasons. To take advantage of the variances within the population, the sample was chosen strategically, rather than random, by applying knowledge of the variances within the population by the author. Another distinction taken into consideration was the variance of how long, how intensive and with which diversity in tasks the individuals have been working during last years. In addition to that differences in age, gender, experience, nationality, number of languages spoken and in personality, when meeting in private situations, have been taken into account.

To achieve an appropriate size of the sample, the concept of “saturation” was applied by adding Furthermore respondents whenever new aspects appeared. Thereby, a maximum of differences was aimed to be reached until, as Guest (2006) defines it, “the point at which no new information or themes are observed in the data” (p.59).

Methods Step for Step

As mentioned earlier, the data was collected with the help of a multiple methods. After conducting structured interviews, a survey was filled out. Additional knowledge was added through “participant observations” of the author, meaning knowledge based on experiences from working as and with tour guides for 6 years.

The Interview

Since the purpose of the conversation with the individuals, working as a tour guide, was to obtain specific information on the topic of the role behaviour, a structured, face-to-face interview was evaluated to be most efficient to understand and collect details. Therefore a structured interview was created and prepared questions were asked (Neuman, 2011). The interview was created with the help of auto-ethnographic knowledge, focusing on role behaviour of the participating individuals when performing at work, as well as perceptions of the roles dimensions and requirements.

Firstly, the interview focused on former experiences and jobs, the possible influence on the results and the amount of years working as a tour guide. This was used as a basis for understanding the individuals' backgrounds and reported experiences on work in general. Additionally, this was assumed to influence the way one represents the role as a tour guide a lot.

Second, the individuals were asked to describe and explain different dimensions being perceived as important within the job and the own role. In detail, a dimension is seen as the tasks and expectations to the guide, arising because of different situations. Together these constitute the demands to the role. To clarify these demands, the interviewed guides put "names" on the different skills and tools as for example "being actress or a middleman". In addition, other important skills are mentioned and described as crucial for the job, representing competences of the role. These are described as dimensions in figure 3.

In addition, Furthermore questions about the most important dimension, as well as possible interruptions were asked. In this part the question of needs to change behaviour within the role appears for the first time. One was supposed to describe situations experienced as forcing one to knowingly change the behaviour within the role or even leave the role totally.

The third section of the interview focused on the emotional states during the excursion, from being negative excited (nervous) until positive excited (pleasure), comparing the first performances and the recent ones. Thereupon, the own personality of the individuals, in their daily life situations, through a short version of the “big five personality domains” (Gosling et al., 2003), including 10 traits, was tested to collect a description of the group. Afterwards, the characteristics of the tour guide’s daily life personality were compared with the behaviour within the tour guide role. Finally the personal achievement was about to be evaluated.

Survey

As mentioned before, during the interview, every participant was asked to evaluate some personality traits based on their daily life situations and not as a guide. The given survey, created by Gosling et al. (2003), represents a short versions of the wider developed personality test of “the big five dimensions”, extraverted/enthusiastic, critical/quarrelsome, dependable/self- disciplined, Anxious/easily upset/, open to new experiences/complex, reserved/quite, sympathetic/warm, disorganized/ careless, calm/emotionally stable and conventional/uncreative. These different traits were evaluated within a range from 1 until 7 being distinguished as the following, disagreeing strongly (1), disagree moderately (2), disagree a little (3), neither agree nor disagree (4) , agree a little (5), agree moderately (6) and agree strongly (7). The survey was presented as in the following table 2.

	Disagree Strongly 1	Disagree moderately 2	Disagree a little 3	Neither agree nor disagree 4	Agree a little 5	Agree moderately 6	Agree strongly 7
Extraverted, enthusiastic.							
Critical, quarrelsome.							
Dependable, self-disciplined.							
Anxious, easily upset.							
Open to new experiences, complex.							
Reserved, quiet.							
Sympathetic, warm.							
Disorganized, careless.							
Calm, emotionally stable.							
Conventional, uncreative.							

Table 2: personality test of the big 5 dimensions, based on Gosling, Rentfrow, and Swann (2003)

Emotional states (nervous/ excited) have also been. Participants were asked to draw a line, representing the feelings before, during and after the performance, as well as during the first excursions and after several years of experience. Individuals were asked to fill out a graph, describing feelings during the first tours and after some years of experience. (Table 3)

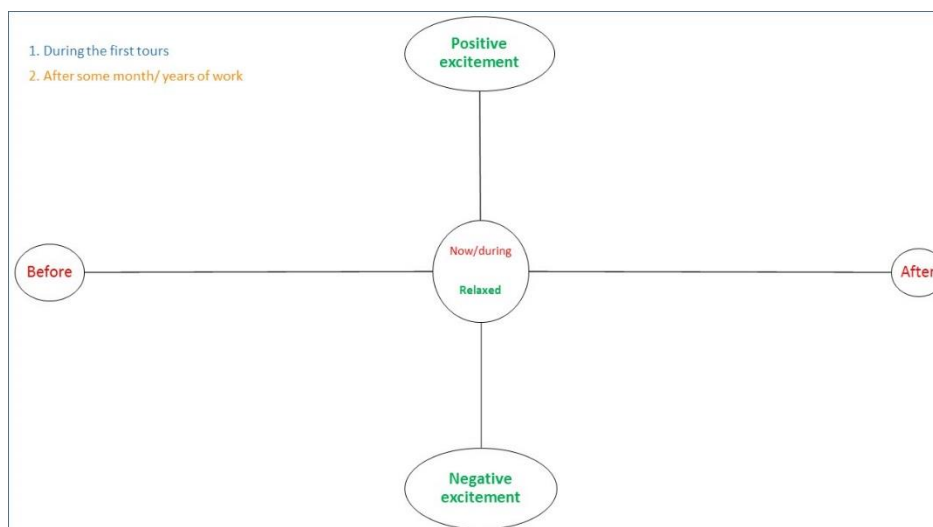


Table 3: Emotional states during performance.

Since surveys are used to “gather information on the background, behaviours, beliefs or attitudes of (...) people” (Neuman, 2011), this seemed to be an effective way to collect data on each individual’s personality background and emotional progress during the performance. In addition to the questionnaires, the author’s observations on the interviewed people, their personality when appearing outside the job setting, before or after the tour will be, were included.

Participant Observations

Since most of the data collected in this research focused on role perceptions of individuals, based on interactions between the guides and groups of tourists, the author’s experiences and observations on behaviour patterns and changes were included. In detail, before starting the performance, every tour guide met at the workplace 30 minutes before the start of the excursion. During that time, one was often not yet fully in the role of the tour guide. This situation has been used by the author to interact with the individuals of the population, to collect data on the behaviour before the performance starts. After several years of working as a tour guide and the current job of organising and managing the excursions, were also used by the author to pay attention to small changes appearing after the individuals had entered the role of a tour guide.

Furthermore, when the group of tourists arrived, routine work has been done, as for example collecting tickets and welcome the tourists, as well as a short introduction on safety information. During this process the author has been accompanying the individuals, helping out (e.g. counting tickets and guests), as well as observing the change in behaviour in every individual.

Data Collection

Since the dimensions of a tour guide role is tried to be analysed based on experiences and evaluations of the individuals, the chosen method is a descriptive and deductive study. In detail, the abstract concepts of roles and situations influencing a person's behaviour tremendously, maybe even some of the basic personality characteristics and appearance, was aimed to be compared to existing evidence and observations on this process (Neuman, 2011). Well established pre- knowledge of the author has been used to create the construct, as well as develop research to support the given theory. The author experienced the tour guide role as influencing the behaviour and appearance strongly (M3), when performing, through impacting on the emotional states (being nervous, afraid and excited), as well as the behaviour when meeting groups of tourists. Though during the interview, as little as possible influence on the answers was aimed to be caused. Still, the knowledge of the author was recognized and referred to as "you know what I mean" by the interviewed guide. Then a more detail answer was asked to be given.

In addition to that strong trust relations between the individuals and the author has been used to gather information being collected with the help of a structured interview, lasting for 30- 60 minutes. To create a relaxing atmosphere, the conversation was recorded by a voice recorder, to be able to talk freely and open. Moreover, the interview were held at places chosen by the individuals, often in their own homes. The atmosphere of being at a safe place, supported by the atmosphere of trust and mutual understanding of the topic, encouraged conversations on private aspects and job performances which were important to create a more holistic picture of a guide's role.

During the process of collecting data, the focus was mainly on obtaining significant role change perceptions, as well as possible new skills and competences which could be added to existing theories. Since each individual being interviewed was to some extent in the same

situations when performing as a guide (except of the nationality one is performing in front), similar answers were expected to receive with some variety in personal opinions. However, one of the main expectations when starting the research was a clear tendency of perceiving the role and behaviour change as a process which the guides were aware of, as well as the change of behaviour within the role.

Another aspect which was taken into consideration, was the way of conducting the interview and surveys in a proper ethical way (Neuman, 2011). Since some parts of the gathered responses might include private information, the confidentiality was assured by coding the individuals with number, to show respect and affirm safety of the data. Before collecting the data, every member being asked to participate was willing to do so. In order to keep the participants anonymous, the names were encoded and represented with the help of numbers, guide = G (G1, G2...). During the interviews, thoughts and emotions appeared for both parts being involved in the conversation. Abstracts of these will be highlighted as memos= M (M1, M2...) and mainly presented in the result and discussion chapter.

To avoid bias answers through influence on the participants by the interviewer, the questions have been as exactly as possible worded to every individual (Neuman, 2011). Though, in some situations a more detail on the question needed to be given when asked for it. One might not be able to eliminate all possible bias when interviewing a person face-to-face (Neuman, 2011).

In this case, the individuals knowledge of being interviewed by a person being experienced in the area as well, might have influenced the responses, though also lead to advantages on honest and open answers. The trust- relation between the interviewer and the participant offered a wider range of detailed answers and descriptions on experiences and can therefore be seen as more important than a possible bias occurring. In addition to that, the

qualitative method of interviewing individuals within the author's profession has been discussed with the supervisor and been judged and approved.

Data Analysis

Finally, the collected data was analysed with the help of several strategies. As it has been underlined by Neuman (2011), "data analysis means search for patterns in data (...) and interpret it in terms of (...) the setting in which it occurred" (p.517). Since the analysis of quantitative data involves reflection on the data and rereading (Neuman, 2011), notes and interviews were read several times. In addition to that, common answers were merged and presented as one dimensions of the given concept of a tour guide. After collecting all the common descriptions and explanations on experienced role change behaviour by the individuals, skills and competences were displayed. Irrelevant data, mainly particular events occurring once during the tour guides career, were eliminated.

Furthermore, the "ideal type, a model or mental abstraction of social relationships or processes (...) pure standards against which data (...) can be compared to" (Neuman, 2001, p.517) has been taken into consideration. In addition the method of agreement, between tour guides being interviewed and the existing theory, aiming for common outcomes has been used (Neuman, 2011). Furthermore, a narrative analysis will be used to support the collected data to be analysed. Narratives are focusing on "a connected relationship among parts, a causal sequence of episodes" (...) (Neuman, 2011, p.524). "Some narratives describe social forces that act on us" (Neuman, 2011, p.524), as for instance more or less the visitor's expectations on the guide role, in this case. Another feature of this type of analysis was the focus on the organization of practices, in this case the appearance and behaviour chosen to be represented. "They are a form by which people construct identities and locate themselves in what is happening around them (...)" (Neuman, 2011, p.525). A comparison of the gained results to other theories and explanations of behaviour structures, competences and skills within former

research was aimed to be drawn. The competences and skills, seen as functions within the role, but also the emotional competences and skills were important to be analysed as a whole.

Reliability

In qualitative research principles of reliability are applied different than in quantitative studies (Neuman, 2011). Still it needs to be evaluated that observations made and interviews conducted are consistent (Neuman, 2011). Since the procedure of measuring processes with the help of a qualitative approach, is an interpretive process, several measures have been applied to assure reliable results. First, the interview questions were put and worded the same for every individual participating. In addition, the author tried to not influence the answers by commenting or reacting in a way that might manipulated the responses. Furthermore, the conversations were recorded in order to be transcribed and reread several times, as well as quoted in the thesis.

Validity

The validity of collected measures of a qualitative study aims mainly to evaluated authenticity, meaning the fair, open, honest and balanced presentation of processes within the social life of the individuals experiencing it (Neuman, 2011). “We emphasize capturing an inside view and providing a detail account on how people we study understand events” (Neuman, 2011, p.214).

The core principles of validity are therefore, truthful explanations of statements on event sin the social world and the tight fit of understanding these statements and ideas (Neuman, 2011). Since the author has detailed knowledge and experiences on the topic, the understanding of statements of events and truthful presentation and explanation has been assured. Furthermore, the use of quotations based on the individual’s answers were used to underline the believability of the data.

Results

Achieved Sample

The sample counted 10 individuals, working actively as a guide in the Stavanger region.

These individuals show a great variety of age and diversity in languages, performances and years of work. The range of experience within the tour guide job in Stavanger were covered from 1 year/ season until 14 years of experience.

Gender, Age, Nationality

The age of the individuals within the sample ranged between 25 years until 72 years.

Individuals with different nationalities were interviewed including Italian, Norwegian, German, Belgian and New Zealand. Several guides speak more than one languages and conduct tours in Italian, Norwegian, German, Belgian, French, Spanish and English.

License and Type of Employment

Every guide participating in this research has been educated by the employer and achieved the necessary licence to work for the company. The course lasts six month and offers all the information on the region, as well as training on talking with the microphone. The course has to be paid by the individuals themselves and can be used in the years after without any need for renew. Most of the tour guides within the sample population work as freelancers, while some have their own business, offering their service as a guide.

Dimensions

The results imply that situations and settings influences the individual's behaviour pattern and appearance more than the inner core (personality, values), as illustrated in figure 1 ("The roles of guides"). The meaning of dimensions is explained at page 35 (method chapter- interview).

In figure 3 both, the emphasized roles and skills of a guide, based on the social setting, are presented. Emotions, personality, achievements and challenges will be analysed separately, because these aspects influence the individual as well, but cannot be described as skill or role.

Figure 3. The dimensions



Knowledge

Competences and skills of knowledge about the area has been underlined as a core element of a guided tour. In detail, to be an expert in the field of the areas, local culture, lifestyle and traditions is being perceived as crucial and perceived as required by the visitors. Often, tour guides feel they are expected to know any detail within every existing field.

“They expect me to answer any kind of question from geology to history. Sometimes even questions being impossible to answer, as for example “when did the dragons die out?” (G2).

Though the aspect of knowledge can be seen from two perspectives. First, the data about attractions and places, including dates on events happening and historical or scientific.

Second, the skills on representing the way of living in an interesting way, sometimes even comparing it the tourist's culture and tradition. Often this competence demands on own experience of the culture of the visitors.

“Some guests are very interested in own topic, for example the history of literature. But a guide cannot know everything, since everyone has different interests. Then you need to be honest and not make up a story, pretending this is the right answer” (G5).

The skill of imparting the feeling of how it is to live at a place, Norway in this case, even not being from the area originally is also important. It has been experienced that tourists even ask about private details, why the guide chose to move to Norway, for example, if the guide is not “local in the sense of born and raised in Norway”. At this point, every individual has to choose how much of the private life is presented and where to put a clear line.

“Many guests are curious about my private life (how and why I moved to Norway, etc.) and of course I give general info which sometimes sounds private but it's not. For instance, I try to never mention my children's names or Furthermore details” (G4).

This dimensions has been experienced as one demanding personal involvement and commitment, especially when emphasizing what kind of information the group prefers, serious and detailed, or relaxed and funny.

Possible challenges one experiences within this dimension is the steady need for learning more about areas and current events going on in many different sectors as for example politics, local events and others, even if not being as much interested in these fields.

Communication

Another dimension, arguably the core of the interaction, is the communication, verbal and non-verbal. It influences the guide's role and the situation strongly and is important to make sure the guests can, if they want to, follow and understand everything that is said.

Furthermore, "the knowledge of human nature" has been mentioned a lot when getting in contact with the guests. In detail, the skills of reading peoples face and gestures, increasing the ability of adapting to the groups perceived norms and the atmosphere by paying attention to guest's reaction on a topic or an information. This helps to choose which topic is favoured by the tourists, but also to get a feeling for the atmosphere and tune of the group, through reactions on smiles and eye contact are used.

"Even though the knowledge is the core, the way you impart it is important as well. You can give the information in a boring way, or you can adapt to the group and win their interest, you need to adapt to the group" (G8).

To inspire the guests with enthusiasm as well as imparting the information in an interesting way demands commitment to the job, by engaging in always trying comply with the desires if the guests.

"What is told is not always of main importance, rather the way it is told.

I choose which aspects I want to talk about depending on the group and

the impressions and feedbacks I get of how or if they like it or not”
(G4).

Whenever a tour guide gets the chance to talk about a topic being a passion in their private life, or connected to own expertise and profession, it has been reported that the enthusiasm is spread even faster. One of the guides, a marine biologist, tells about experience from when guiding a group at the beach close to Stavanger, explaining some object found in the sand.

“I don’t what the difference was, maybe my body language, anyway, I noticed that the people seemed get more and more excited. (...) When I showed a sea shell for example, starting to explain and suddenly 20 guests gathered around me, trying to see what I hold. It felt like I made them believe that this is the most exciting thing in the world. Though this happened unknowingly. (...) At the end every person in the group started searching for objects which could be defined by me” (G4).

While talking to this person, even the author felt the enthusiasm on the topic and the influence on oneself, increasing the interest (M2).

Flexibility

Another important competence required in this job is being flexible. According to the given answer, a tour guide needs to be ready to adapt to changes at any given time during the excursions. First, being ready to solve problems within the group or between guests and trying to keep control over the situation. Second, when streets or tunnels are closed, new ways have to be chosen, still including as many as possible places, included in the product sold.

“On my first tour the tunnel we needed to pass through to get to the monastery we wanted to visit, was closed because of a crash. (...) After discussing with the driver we decided to drive back to the city centre. By involving the guests and giving the information the sceptical responses disappeared. Still, you need to be flexible” (G3).

Sometimes, these changes happen without the guests noticing, but in some cases plans have to be changed involving the guests to the extent of explaining why and how the changes will be arranged. In case of these situations, time schedules sometimes have to be changed and especially the order on topics being told have to be adjusted. Furthermore, some requests or situations might even demand a lot preparation and even more competences and confidence.

“I experienced that my employer called me and asked if I could guide the next day in Oslo. Well, then I needed to be flexible and prepare as good as I could” (G3).

The Actor

A very important part of the role is the “actor”. Based on the given data, this dimension can be compared to a kind of performance, representing a different “self”, involving just some personality traits.

“It’s a role that I put on, even if it is a part of me, it’s not me the way I am usually in the daily life (...). It’s not totally me, it’s the guide who is acting a little bit” (G4).

When conducting the interviews, every member of the sample population compared the process of entering the guide role with putting on a jacket or a mask. Accordingly one's behavior and appearance changed to the ones needed for the job. For instance, the need for constantly being polite and tolerant, smiling and positive. While performing as a guide, playing a role as the entertainer, trying to create a relaxing and positive atmosphere, has been mentioned as well.

“No, actually not a typical guide by nature, but if I am at work I represent a typical guide. But obviously some of my typical personality traits appear in the background when I put on the “guide” role, I am not the same I am usually” (G1).

Some values and opinions can be stated to not influence the individual as strong as they usually would. For example, when discussions on a topic occur, the guide will not explain facts based on personal opinions, but rather as neutral as possible. In contrast to these, the guide role changes one's behaviour according to the demands of dimensions.

Based on own experiences, visitors are often more interested in the individual's life and reasons for living at a place, including the life style and other aspects, many tour guides choose to draw a line between the role one is in and the real private life.

“I try to keep my private life separate, I need to draw lines, just a little bit, don't want to go in detail” (G8).

It has been reported that while several participants draw clear lines, between their roles as guide and the private life, some tour guides don't think of that at all. This happens most

probably due to the different understanding of the own role. On the one hand, some individuals seem to see themselves in the centre of the performance, presenting the area and the own person. Other guides rather prefer to point out the area and the knowledge as the centre of attention, emphasizing themselves just as the facilitator, not being interesting in the first place.

“Within the guide role I change, even if it’s not a part of my natural personality. I see this as a job and then I change the way of being and behaving” (G1).

It turns out that by switching the focus, depending on the own preferences, helps to enjoy the job and perform the best. It needs need also to be noticed that most of the individuals being interviewed in this case have to some extent been working with people before, in a kind of service and sales industry or already in the tourism industry. This implies that several types of people, with specific traits in personality, rather tend to feel the desire of being in contact with other individuals. One needs to enjoy meeting foreigners, because otherwise one cannot enjoy the job or perform in a good way.

“Being a guide u need to like to talk to foreign people and not be a shy person. Even though this role maybe makes u talk in general, you have to be interested in talking to people” (G6).

Differences do exist, but the quality can still be the same. While some individuals seems to entertain the guests by telling jokes , laughing a lot or maybe even singing; other individuals

prefer techniques focusing on the information being given. Emphasis of what is preferred the most needs to be based on the communication with the group.

“A part of my job is to entertain, but not as a fun show, singing and dancing, rather as a knowledge- entertainment” (G10).

The role combines all the different duties and task in a way being self-evident for the individual entering the role. Beside the different dimensions, it is important to capture some of the guide’s individual impressions and experiences. Since the job involves one in a different way than then own life.

“You have to create things out of nothing, as a tour guide you are exposed to a lot of different people/ minds – who ask about everything, as if I am the source of knowledge” (G2).

One might notice that the level of tolerance is higher within the role of a tour guide, as mentioned later on. In fact, everyone who has been interviewed mentioned the aspect of adapting to the group, based on intuition, the flair and atmosphere which the groups sends out when meeting the guide. Especially during the first minutes it is essential to figure out what the group might like or not.

“Sometimes I feel I need to act like a clown with my whole body and feet and hands like in a theatre, my face and laugh changes, while other groups like a more serious way of explaining the information and knowledge” (G4).

Some time, tourists can comment on aspect, being critical to facts or inappropriate when being on vacation. Still, being in the role, most of the guides agree on not feeling attacked personally, because one is performing and not representing the own personality.

“Besides giving the information you also need to be aware of that some guests like close contact. Therefore you sometimes “act like a friend” exchange knowledge and listen to the guest’s story” (G5).

Without any negative intention it is important to mention that a tour guide can experience the demand on “pretending” and interest in the guest’s stories. Since the interaction, the excursion and the period of being in contact with the tourists, is quite short one would not be able, even if wanted, to really develop interest. This might be a critical point and not often being talked about, but a tour guide needs to find the balance between commitment for the job and all the people meeting during such a short time. Still, too high involvement might influence a guide personally and emotionally. Therefore it is important to keep a certain distance to the visitors and the job and “pretend” in some situations.

Respect

The dimension of showing respect for every person being a part of the group, visiting the area is especially important since many groups are put together as strangers. Many groups consist of guests from different countries, areas in their home country, with big varieties in age, possibly different social classes or levels of education. To make sure that everyone gets the same chances to ask question, involve themselves and give feedback if wanted, the tour guide needs to consider every person joining the group.

“You need to take care of everyone in the group. Often several people the in group have problems with walking and standing and you need to consider them, for example wait for them and make them feel that you care about them as well” (G3).

Some aspects which have been mentioned are for example, waiting for the people having issues with walking fast, always answering to the whole group and not to individuals and making sure that everyone feels minded. Different examples are also given on for example the situation when one person is significantly asking a lot of question, not caring about others being interested in asking questions as well. It is mentioned to be important to balance the attention given to every person in the group and to offer the same possibilities of involving themselves in the conversations.

Group Psychology

The dimension of group psychology can seem very vague. This term has though been chosen because sever individuals being interviewed in this case described processes going on amongst the tourists or between the guide and the guests. Techniques to handle situations of possible conflicts as well as the adaption to the group has been mentioned to be based on this dimension. In detail, the empathy for the guests on what is desired to hear about, the recognition of the expectations to oneself and the treatment of every single person.

“I am aware of trying to capture any feedback, to decide if I should change the topic, for example or not” (G4).

In addition, possible internal problems between people have to be handled to create a unity and positive atmosphere.

“The success of a tour is depending on several components. (...) You have to use your knowledge on group psychology. This means, you have to be able to read most of feedbacks all the time. Since most groups are put together, old and young people, high educated and low and from different social classes. You need to understand it and create a bridge between all of them and try to satisfy all of them” (G2).

It is not just the tour guide who enjoys the attention of the visitors. The guests also appreciate to be seen and listened to. As mentioned, the creation of links between the guests is as important as the connection between the guide and the group. Trying to be conform to the group’s values and expectations, makes it easier to be accepted as a part of them.

“You need to have some kind of “6th sense”, when you meet the people, you are a kind of diplomat, being careful, smiling and open and then you get in contact with the people and start emphasizing on how the atmosphere is” (G3).

A determining fact of being a guide is accepted and appreciated by the group of visitors can be the aim of being conform to the group. Another very important aspect is the culture. However, when coming from the same culture as the guests, but living in the area presented, can be said to be easier to handle norms and values of the group. Though, either being local or being from even another country, guiding in another language than the own, raises the demand of knowledge about the groups culture to not upset or insult anyone.

Mediator

Even though being accepted as a part, the tour guide needs to use skills to manage situations as the mediator as well. As mentioned earlier in some cases conflicts between the guests within the groups or between them and the local society occur.

“If conflicts occur, I am in the middle of it. Some disputes can happen between the guests and I have to be the judge of the situation” (G2).

In some instances tourists are not as welcome at some places as one might think. In the old town of Stavanger for example, some residents complain about their privacy being violated by the many tourist looking in their windows and taking pictures of their gardens. Though, based on own experiences, some tourists think this area is a kind of museum, without people living there. Therefore many tourists stare into the windows and the gardens. This is an illustrative example on the importance of a tour guide imparting the knowledge, details and cultural aspects of the site being visited.

“You need to know the cultures and differences to other countries. They are different and it is important to know what and how to present the information. Even more you should know how the guests might think in some ways and why they most probably will ask about. Knowing where they are from you can point out similarities or differences” (G6).

Complains or comments need to be handled by the guide in the way that both parties are satisfied in the end. Another situation when the skills of a middleman are needed is when two groups, speaking different languages, share a bus during the excursion. It can often be

observed that while the guide is talking in one language, the guests not understanding the content talk loud and disturb the other group and vice versa. Then, again, the tour guide is seen as some kind of judge who needs to convince both groups to take care of each other.

Diplomat/ Ambassador

“I am very proud of Stavanger and the region. That’s what I want to impart” (G7).

The diplomat- dimension is about being a representative of the region, the city and also the company. The impressions tourists perceive from the guide do often influence the visitor’s entire opinion on the city and the excursion.

“After my grandmother had travelled to Alaska I asked her how it had been. Her answer was: “The place was nice, but the tour guide was so amazing. She has been in Alaska for 20 years...!” That was her memory about Alaska, the great tour guide. I try to use this experience through creating a good connection and emotional involvement“(G4).

This example shows that some tourists might remember the guide when leaving the city than the attractions. Therefore, the role of a representative as a part of being an ambassador is important as well.

In other situations, some tourists joining an excursion are more of critical thinking. When negative comments or questions are asked, tour guides feel the necessity of balancing the answers, though presenting the area is a positive way.

“When I talk about the social system in Norway for example, I don’t start with telling about how much tax we pay. No, I start with how much support I can expect to get from the state, from being born until I die and THEN I tell how this is financed” (G7).

Another important aspect which needs to be taken into consideration, is the fact of not knowing any background information of the individual members of the group of tourists. Therefore it is important to try to be as diplomatic and neutral in talking about events, especially about history and politics. One never knows if there might be contemporary witnesses, being offended by different comments made by the guide.

However, more general competences demanded as a diplomat were given by the participants. First, representing the place in a positive way, though balancing the information about what is true and what history, as well as being politically correct. Second, the skill of advertising to the extent of creating a positive feeling for the guests, often closely connected to a strong feeling of being proud about the place presenting. This connection between guides and visitors could be used by municipalities and destination companies, as it will be recommended later on. Some guides even promote the city as a destination to visit again sometime in the future. Therefore the tour guide can be seen as a promoter, to some extent with possible positive effect local business by advertising for local products, as well as engaging interest in the area in general.

Safety

Finally, a dimension which is as important as the others, though maybe not as steadily present as the other. Safety and security, sometimes name “nurse dimension” is crucial to the excursions. The implicit skills on assisting in case of accidents is a requirement which every

tour guide needs to hold as a basic competence. Furthermore, the guests need to feel safe in every situation as well. Again it is the tour guides responsibility to create that atmosphere.

“I would call it the dimension of a nurse. The possibility of something happening is always there. You are the person accompanying the group all the time. The guests have to feel safe. You are the one being responsible” (G2).

In this case, the excursions are performed in a quite safe environment, with safety checks and detailed information about where to find first aid kits and emergency exits for example.

“Of course you need to help the guests in case of accidents, but also when assistance is needed, in case of tourists having a handicap, you also need to make sure that it will be fixed and that they are safe” (G5).

The difference to the other dimensions is that, this part role is usually not being entered as long as no accidents or emergencies happened. Still, every tour guide participating in this survey, agrees on having in mind that these situations can occur. In case of bigger issues the tour guide is, of course, focusing on the injured person.

“The role (...) is always there. They have to feel safe. Often the tourists are very old and then always something happens. You are there and you are the person that has to help” (G2).

Though, in case of smaller crash, for example, twisting an ankle, the guide needs to balance the attention between the hurt person and the rest of the group.

“You need to make sure to assist the people who need help, without neglecting the rest of the group” (G5).

Emotions

A tour guide is also influenced by emotions. In this case the guide role has been described as putting the individual in a situation where most of the other roles are faded out. Even urgent problems at home have been reported to just influence the job for a short period during the excursion.

“If aspects of my private life are not that positive, it just influences me the first five minutes and before the guests are arriving, I can blind out aspects from home connected to problems” (G4).

Though, worries and thoughts about the upcoming performance, for instance the nervousness and excitement, influence an individual. In general the emotional states can be represented as in table nr 4. During the first tours the negative excitement, being nervous and doubtful about the own skills, competences and knowledge is high, especially during the first minutes before meeting the guests, as presented by the blue curve. When getting contact with the tourists this feeling of nervousness is still felt by the tour guide. After starting the interaction, introducing oneself, explaining safety regulations and entering the field of information, the nervousness gets less and less. During the excursion, the connection between the group and the guide often determines if positive feelings evolve or not. In most cases tour guides start to enjoy the

performance a lot (assumed no big accident to happen). Furthermore, it has been reported that the final level of satisfaction, after the tour is over, and the feeling of achievement when positive feedback is given, is extremely high.

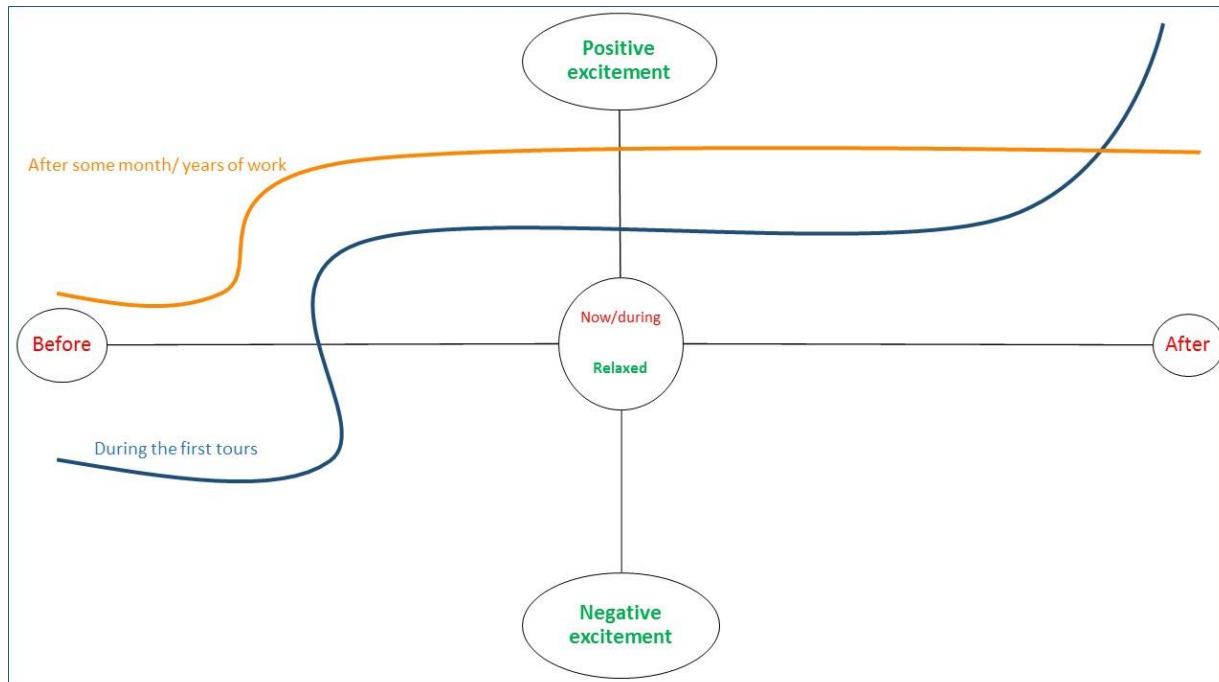


Table 4: Created based on the given answers and descriptions by the interview participants

Second, after performing this job for a longer period in time it can be stated, based on the given answers, that the level of negative excitement is lower and most of the time one is positive excited. Though, the level of satisfaction after finishing an excursion is also lower than it was during the first tours, illustrated in table number 4. Both extremes seem to converge to each other by moving towards a more or less straight line where excitement still is present but in a more positive way.

However, former job experiences do influence the intensity of experiencing the described feelings. If the individuals have been working within the same or related business before, as a tour leader or guide, teacher or actor, nervousness and negative excitement is experienced less when starting as a tour guide.

Challenges

Different challenges are experienced by the individuals. Most of these are related to the different roles and skills. First of all, a tour guide needs to learn all the time. It is important to extend the knowledge with updated information all the time. After accomplishing a guide course the person has the basic competence of performing. To ensure that question from the audience won't lead to insecurity, it is necessary to prepare even more information.

“You have to adapt really quick to new situations whenever arriving in a new country. I needed to know everything really fast, the area, where things are and the history (...)” (G5).

Another challenge being emphasized is the fact of meeting new people all the time. For some people this is the fun part of the job, but for others it is the biggest challenge. In addition, every excursion is different from another. It is unpredictable what is going to happen. This is a challenge, because one needs to be prepared for as many as possible events happening during the tour. At the same time, most of the individuals put quite high expectations on themselves. The main goal is the creation of a memorable experience.

“My goal is to create a great experience and a good tour, tell interesting things, getting guests attention, be there for them and giving a holistic experience. It doesn't matter why they are satisfied as long as they are” (G6).

Adapting the information to the desire of the guests is another challenge, because groups are very different. Sitting in a bus, often not seeing the guests makes it even more difficult. The use of “intuition” is therefore important. If it is possible to see the guests, gestures and other

reactions on the information shows the guide if it is liked or not. Finally, in some cases accusations and insults during the tour can actually influence the condition and can be challenging.

“Once a guest made me personally responsible for the bad weather, in such an exorbitant way, that it took some times for me to get back to my normal role and stable state of feelings. It wasn’t my fault but she influenced me in such a negative way and spread such a negative atmosphere. I couldn’t truly communicate the positive mood for quite some time, when being personally attacked it feels like leaving the role of being the guide, being confused and helpless. I couldn’t fix the situation because it was the weather (...).

Other unexpected happenings don’t make me leave my role, just in the way that I have to be flexible and spontaneously decide to change the plans. (...) I am still the guide and in the role of the guide, just adding a role” (G4).

Personality

In this research, the change of appearance and behaviour is analysed. Therefore it is necessary to compare the individual’s “daily life” appearance and personality with the guide roles ones. While some people within the sample seem very extroverted and enthusiastic, several others appear as being reserved and quite in their private life. In addition, while perceiving some individuals as very flexible whenever needed to be, some do not.

Though, in the situation of being the tour guide, everyone needs to represent several traits and skills to achieve the goal of satisfying the group of visitors. Therefore, a personality

test has been conducted, created by Gosling et al. (2003), to describe the own personality in the daily life roles, illustrated in table 5.

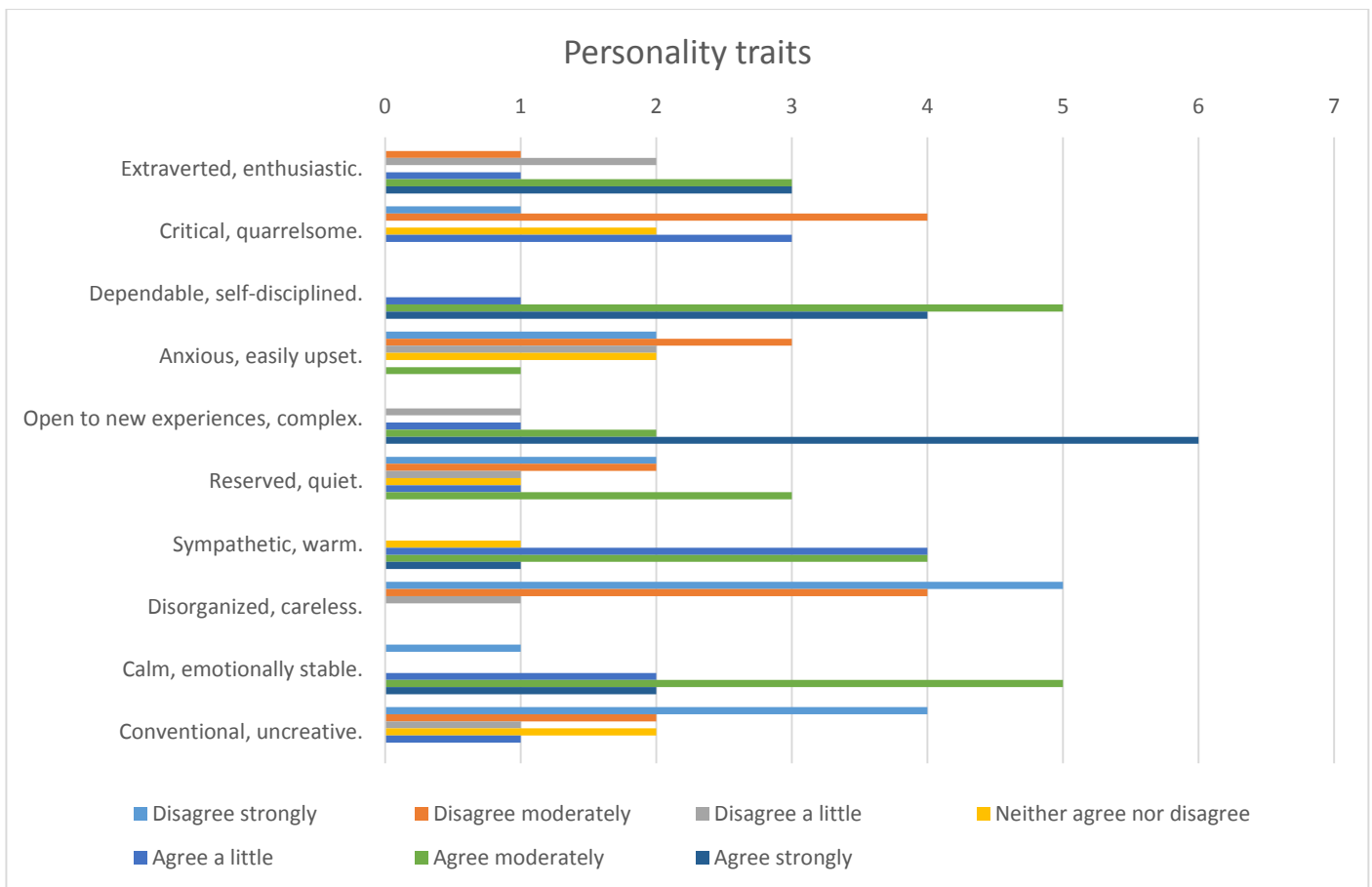


Table 5: Based on the results of the 5 dimensions personality test by Gosling et al. (2003)

Even though appearing as very different in the private situations the group's traits seem to fit to what the guide role demands. While some of the individuals describe themselves as rather extroverted and enthusiastic than reserved and quiet in the daily life, others underline the differences in appearing as a guide and in private. The trait of extroversion, for example, is of benefit when performing a job being in the focus of many observers. While every individual can be described as appearing extroverted and confident at work, the results of the test show a difference to other roles. This implies that one does not necessarily need to be extroverted and enthusiastic by nature to feel comfortable in the guide role. These individuals change significantly within the guide role and representing an extroverted enthusiastic guide.

“No, actually I am not an extroverted person, but if I am at work I am a kind of a typical guide. Obviously some of my typical personal traits appear in the background. When I put on the “guide” role, I am not the same I am usually” (G1).

Furthermore, most of the guides would not describe themselves as critical or quarrelsome, but rather sympathetic and warm. Since the main interaction ongoing in this job is between the visitors and the tour guide, it can be seen as necessary to be received as sympathetic to some extent, even if this evaluation is mostly depending on the observer’s judgement. Therefore, this competence of presenting oneself and being received as sympathetic is beneficial.

Since the individuals have a lot of responsibility while being on tour with a group of tourists, the traits of being dependable and self-disciplined can be seen as very important. It seems that most of the individuals working as a tour guide are very dependable in their daily life as well and little disorganized and careless. Beside preparation and interest in the topics, the individuals need to be aware of the many different tasks they have from the safety aspect until the entertaining part, demanding trustworthiness.

The next trait being researched is about being anxious or easily upset. The group as a whole can be described as little anxious, rather being calm and emotionally stable in the daily life. Since these traits can be connected to spontaneous reactions and actions when unexpected situations occur, it is helpful to rather stay calm and stable. Though, it can be pointed out that the role of being the guide widens the range of tolerance and acceptance of for example critical comments and behaviour by the guests.

Most of the excursions create new experiences and require flexibility to change, being complex and open. Being uncreative and conventional thinking in the private life might

increase the challenge of overcoming problems at work when new situations appear. In this case the group shows clear tendencies to be open for experiences and not being uncreative.

While filling out the personality test, several person, especially the ones who seem to be rather a shy than an extroverted person, mentioned that these characteristics, even though not being represented in their usual roles, are represented when they enter the role.

“I am not that extroverted, but with calmness, knowledge and good communication I don’t need to be an entertainer, dancing and singing. I am more of an academic guide” (G10).

Concluding, it can be mentioned that the self-selection of becoming a tour guide is to some extent connected to skills and characteristics which individuals holds in the daily life as well. Others need to change appearance aspects more when entering the role.

Even though big variation can be observed when focusing on the degree of the different characteristics, the ability to change depending on the demands of the role seem to be the same.

Personal Achievement

Based on the data collected, every individual agrees on adding value to their life through the job of being a guide. Beside the aspect of being an exciting experience in life, self-confidence and the trust in being able to handle challenges, has been mentioned to contribute the most. Depending on age and general experiences in life, the answers do vary from achieving personally a lot until enjoying the job as a great hobby.

“I’m am lucky when I am with them (...). It is fun and I enjoy it a lot.”
(G3)

Accordingly, tour guides of higher age often have grown their self- confidence through other experiences in life, while younger people experience the job as formative and important for their future.

“Yes the job has changed me. The success and the positive feedback, gives higher self-confidence” (G1).

Based on own experience, individuals undergo many different emotional stages, from being extremely nervous, to the decision of taking the challenge and working towards to perform as good as possible, until the pride after finishing an excursion, learning that everything can be achieved if you want (M2).

While talking to the participants the importance of the job and the enjoyment connected to it was transmitted by smiling and proudly telling about what has been done and experienced through the years. The emotions were noticeable and influenced even the author (M3).

“I had to face my fears and feelings of not fitting into the job (...). It built the trust in myself.” (G2)

Some achievements are of material nature, as tips for example. Often though do appreciations as for instance hugs, shaking hands and thanking, mean much more to the guide and confirm the satisfaction of the tourists.

“Every successful day is important for the personality and the self-confidence (...). My self-assurance gets bigger with every tour and it also helps in the private areas. I learned that I can do this, I can prepare and I know I can manage it” (G4).

Besides the feelings of accomplishing a challenge Furthermore benefits can be drawn from the job. The network build after working together with different companies, bus drivers and boat crew, for example.

Even though the tour guide job cannot be proven to change the personality in the long run, it has been described as positive experience, gaining self-confidence and learn that challenges can be a chance to develop. In addition to that, the “played role” including different traits varying from the daily personality, might influence the future personality somehow, by being a little bit more extroverted and confident than before.

“The guiding has become such a big and important part of my life!”(G8).

Moving between Roles and Dimensions

The role changing process, switching any “usual” role into the guide role, has been experienced as quite significant. By “usual” roles, it is assumed that daily life and regularly repeated roles which are not perceived as different by the individual, such as being a son or a daughter, mother or a father, taking care of the own children, meeting colleagues at work, or being a friend of several other individuals etc. When the individuals enters the role as a guide, he/she is aware of the change of behaviour

“I notice the guide role as the following; you see the tourists and start talking. When I enter the role of a guide, there is a line between me as a private person and the guide role” (G6).

Changes within the role, for example behaviour changes, are not perceived as these. Events as for instance, a lot of traffic, broken busses, closed streets etc. demand a tour guide to switch the role and adapt as quick as possible to new plans and ideas as well. Though everybody interviewed seem to see this more as a part of their whole role than a change within the role. The only situations being emphasized as forcing on to leave the role is in case of accidents and emergencies.]

“If small accidents happen, someone falling for example, I need to be there for him/her 100%. Then I leave the role for a moment, but otherwise not. (...) Though when streets are closed for example, that doesn't get me out of my role. I am prepared that this might happen, when u have to content in mind u need to able switch the topic at any time” (G8).

This implies very blurry lines being perceived between the tasks within the role. The change in behaviour patterns seem to happen automatically without being noticed.

Discussion

“(…) his or her presentation could make or break the tour” (Schmidt, 1979, p.446).

Introduction

The main purpose of this chapter is to answer the research question of this thesis *“How and why do individuals change their behaviour and appearance significantly when entering the role of a tour guide / and which dimensions are perceived as a part of the role”*, by discussing existing literature and the obtained results. First, the different results are discussed and compared to former research. The second part illustrates the importance of personality and possible influence. Third, the results on role change behaviour will be presented and discussed. Finally, Furthermore key roles are recommended to be added to the overview illustrated in table 1.

Discussing the different Dimensions

Knowledge is the main requirement for a guide. Either being knowledge on the area, attractions, the way or other details, are necessary. Performing an excursion as a good tour guide, though demands more than just imparting information on the area, attractions, history and lifestyle. Schmidt (1979) also underlines that most often tourists interpret a site through the words of a tour guide.

Communication

Communicating with the group of tourists is crucial as well. In detail, when mentioning communication, the individuals identify, a proper way of using language and body language as important. Furthermore, basic knowledge on human nature needs to be used to connect to the group, involve the guests by communicating and convince them about how great the place is. Infect the guests with enthusiasm, by using language, is also a part of communicating. This dimensions needs to be seen as the most important tool when approaching the guests.

Wherever interaction and communication is occurring, several other aspects have to be taken into consideration. In fact communication always creates some types of expression which are more or less controlled by the individual, as pointed out by Goffman (1970). In addition to that, whenever information is transmitted, the sender chooses to some extent what is mentioned and offered and which aspects might be concealed (Goffman, 1970).

On the one hand as pointed out by Goffman does “any contact which a party has with an individual (...) will give the party access to expression” (Goffman, 1970). He describes this event as a side effect of making information available and underlines the fact that face-to-face contact even goes a step further by enabling the group to observe the individual and get access to even more expressed information as for example, gender, age social class or other (Goffman, 1970). This is also the case when tour guides meet the group of tourists.

Existing research, conducted by Schmidt (1979), Holloway (1981), Cohen (1985), Hughes (1991), Ballantyne and Hughes (2001) and Pearce (1984) and others, do support the role of a guide as an interpreter and information giver, but miss the aspects on further communicational functions. Almagor (1985) reports how the lack of abilities to communicate with the tourists expresses rather a low interest in the tourists and rejection. Creating relation is then barely possible. If the guide is not interested in talking and imparting information, the guide is described as “not needed” (Almagor, 1985).

Flexibility

The results imply also a need for being flexible within the role of a tour guide. This is rather being evaluated as a competence than a dimension. The guide needs to have control over the situation, being ready to fit the information and stories to the group of visitors. In detail, based on the results, a good guide does perform any tour identically to another. Furthermore, streets being closed and time schedules changed, are perceived as a part of being flexible, rather than a challenge (even though people not being part of this profession might evaluate it as a

challenge). Fitting the presentation to new situations and itineraries is emphasized as a part of the role and not a change.

Most of the literature given, focus on specific functions of the role of tour guides or other ...in relation to the role. Hughes (1991), for instance analyses the influence of tour guide on the tourist satisfaction in Australia. Several functions are mentioned, the ability to provide interesting commentary, interaction with the group and organising skill (Hughes, 1991), but any comment on the flexibility and ability to adapt is missing. Furthermore, research in the field of ecotourism, tour guides are described as cultural agents (Gurung et al., 1997), motivator, representatives (Howard et al., 2001), as well as protector, navigator (Ballantyne & Hughes, 2001), but the need for flexibility in relation to possible changes occurring is not mentioned.

The actor

This dimensions is the most significant reason for changing behaviour and appearance. It explains why an individual changes appearance and patterns. Being an actor, performing in front of a group, adapting to the groups expectation, sometimes even playing with different techniques (humoristic, serious etc.) is easier when interpreting the performance into being an actor. This dimension is most probably not being noticed by the audience and needs therefore to be analysed by focusing on the individual's perception. None of the given literature focuses on the way a tour guide is perceiving performing the role. Instead, functions and duties of a guide are analysed based on guides and managers opinions.

A tour guide being a "cosmopolitan" and cultural mediator Scherle and Nonnenmann (2008) for instance, points out how important and maybe difficult it is to switch between cultures. Though, the main data is built on opinions given by tour operators and tourists. Salazar (2005) describes guide as "well-placed actors to play key roles" (p.642). This

perspective though, focuses on the guide job as a part of globalisation and not on individual experiences of the role.

Respect

Another important skill, reported throughout the interviews in this case is in fact, showing respect for every single tourists and their needs. In detail, being recognized by the guide is experienced as very important for the guests. Some people might need more time to reach a place, depending on age, health and other factors. The tour guide needs to take care of every single person. This topic has not been mentioned in the existing research either. The focus is often rather on lacks of education and need for training (Ballantyne & Hughes, 2001; Gurung et al., 1997) than on the individuals actually performing.

Group psychology

The term of group psychology in this case, focus on the use of empathy and intuition when approaching the group of tourists with the aim to adjust the content and behaviour to the perceived desires of the group. Several crucial actions of this dimensions are reported, being available, showing empathy for the guests, giving attention to everyone, see differences in the group and creating a link to the group. This has been perceived as essential to create a positive atmosphere as basis to meaningful experiences.

These procedures can barely be found in the existing literature. It seems like the topics are too general to focus on detailed strategy on approaching and adapting to groups. Hughes (1991), for example, collected data on how satisfied tourists in Queensland, visiting the Palms Island are. Beside other factors, the guides influence on the satisfaction level was analysed. Different expectations on the tour guides, as for example, “give historical information, highlight feature of environment, explain aboriginal culture, provide detailed itinerary, suggest a variety of activities” etc. were to be evaluated. Even though expectations on the

guides were included in the surveys, these did not focus on the intense interaction between the guides and the group members. Guide's opinions were not included either.

Bras (2000), did focus on the guides approaching and behaving like "friends" in interaction with the tourists. The results were developed in Lombok, an Island of Indonesia. The job of a guide in Lombok is described as being an "entrepreneur, selling any kind of service to a group of visitors" (Bras, 2000, p.207). The differences between tour guides in Europe and guides in third world countries is considered being too different to be compared.

Mediator

The role of the guide as a middleman has been experienced as important in different situations. When conflicts between locals and tourists occur, the guide needs to show respect for both parties and needs to find a solution. Furthermore, dispute between guests can arise, which also needs to be handled by the guide in a way that everyone is satisfied in the end. In addition, the understanding of local (in this case Norwegian) lifestyle and traditions is also an important function of the roles being a mediator. Most of the tourists come from different cultures and need a translation of the destinations culture.

Several existing research support the importance of this role. Almagor's (1985) research at the campsite of "Khwai River" in Africa shows that a lack of knowledge and skills to mediate leads to the absence of "relation building" and accordingly conflicts. Scherle and Nonnenmann (2008) also focus on guide as a mediator between cultures. It has not been reported how the guides emphasize this influence, if they perceive a loss of own culture or any consequence. Furthermore literature has been conducted within the ecotourism industry, "exotic countries" and fragile environments. Though, the role of a guide as being a role model and a middleman between the specific attractions of nature and tourists, (Weiler & Davis, 1993; Pond, 1993; Howard & Thwaites & Smith, 2001, for instance "the role model" of

conserving) cannot be applied to the given results, because the research has been conducted in an urban area, where no fragile or threatened areas are in the focus of excursions.

Diplomat/ ambassador

The role of being a diplomat and ambassador has different, has been perceived as involving different tasks. On the one hand, the individuals mainly talk about positive aspects of the region, because they translate their role as being a representative of the area, illustrating their pride through the presentation.

The role of a diplomat and ambassador includes also being honest to the guests. Especially when critical questions are asked, a presentation of information, including positive and critical aspects is required. In addition, the skills on expressing the information in a politically correct way has been mentioned as crucial. When excursions are over, several tourists most probably remember the tour guide more than most of the information given. Accordingly the guide affects the tourist's image of the city the most. This could be used within the marketing of countries, municipalities and cities, working on their image.

Even though, existing theory points out a role as a company representative (Holloway, 1981; Cohen, 1985, Pond, 1993, Bras, 2000), the given thesis rather focuses on function being an advertiser and representative of the area and sometimes the whole country.

Scherle and Nonnenmann (2008) support the function of tour guides being ambassadors for destinations, especially being crucial to success in intercultural contexts.

Safety

One of the most basic dimensions of an excursion is safety. Every tour starts with an introduction on where to find emergency tools. Furthermore, the constant assurance of safety, rules which have to be followed (for example the usage of safety belts at any time on the bus) and education on first aid skills are essential. In addition, assisting visitors whenever needed is perceived as a main function of the role. Even if most of the used literature is based on

ecotourism, the wish for safety is omnipresent. Either during a hike to the top of a mountain (Gurung et al., 1997), a visit of reserves in Australia (Ballantyne & Hughes, 2001; Howard et al., 2001; Weiler & Davis, 1993) or on a bus trip through Copenhagen (Larsen & Megeg, 2013), the safety of the tourists need to assured at any time.

Gurung et al. (1997) supports the need for safety, by underlining that one of the main reasons for why tourists in Nepal chose to hire a tour guide is the personal safety. Schmidt (1979) agrees on the importance of security as well. She underlines several main functions of a tour guide as “problem-solving component”, being in charge of taking care of itineraries and the avoidance of conflicts with locals, accordingly less social problems. Several other researcher as for instance, Weiler and Davis (1993), Salazar (2005) and Scherle and Nonnenmann (2008) though, have not included this aspect in their studies.

Which Challenges are emphasized

The danger pf challenges to arise is constantly there. According to every single dimension, possible challenges can be expected. In this chapter though, the challenges of the job in general are described. The role one enters demands perpetration and commitment. Therefore, several requirements are emphasized as possibly challenging.

The guide, being responsible for everything during an excursions meets constantly the risk of issues to occur. A positive and a negative aspect of these need to be mentioned. On the one hand, handling these situations increases the feeling of satisfaction after accomplishing it. On the other hand, one gains even more experiences for the future. As long as the issues are not related to any human being hurt, most of the challenges are perceived as resolvable and not highly negative. In addition, the need to prepare, learn and gain more knowledge on as many as possible topics has been mentioned.

Another possible conflict being reported by Scherle and Nonnenmann (2008) can be the change between the cultures, the strong influence of the foreign ones, losing the own

identity. This has not been reported in this case. Again, the comparison of countries outside Europe and Norway might lead to a big difference in results. The guides working in Norway do not perceive any danger of losing cultural identity.

How important is the own Personality and Personal Achievements

The results show that the situation and surrounding seems to influence the behaviour more than the inner “core”, the personality or values of each individual does. Therefore, the concept of “social constructionist” by Sapsford (1998) can be applied. Accordingly, surroundings can be the cultural context of the tourists, the company’s requirements, the expectations from the visitors or other situations.

This tendencies have been drawn from the fact, that individuals seem to play the role of an extroverted, entertaining person, by blinding out own personality traits, as for example being shy or introverted and change their appearance corresponding to the perceived expectations on the role. Common descriptions of the “typical guide” include being skilled in knowledge, extroverted, polite, caring and enjoying to be with foreigners and the joy to talk.

Schmidt (1979) supports the ideal of a tour guide being knowledgeable, skilled in presenting and the competence of involving tourists with the environment. Based on this research, a person don’t need to show these characteristics in the personality. In detail, the personality of the individual is not as important as expected. The ability of changing behaviour and appearance, is crucial. This means, changing the behaviour, “playing” to have these traits, is more important than the real personality.

The use of “emotional labour” (Hochschild, 2003) and fitting the “played role” to the groups desire, is being perceived as a fun part of the job rather than any kind of strain. Even though the personality might not influence the performance significantly, positive feedback and credit given by the tourists influence the guide personally. Regardless of the person being

extroverted and open by nature, or rather shy and introverted, to maintain the commitment and fun of the job achievements need to be experienced through feedbacks and success.

The role of being a tour guide might even support the development of “the guide characteristics” within the own personality. More precisely, the personality does not influence the role behaviour a lot, but the role most probably influences the personality in the long run. Accordingly, a person being rather shy and introverted might develop the extroverted part of the own personality after working as a tour guide for several years.

According to the different dimensions and functions being discussed (communicating, mediating relating etc.), it seems obvious that individuals, performing the job of a tour guide, need to be influenced emotionally. First, as the results show, does the excitement and nervousness development from being rather nervous, in the sense of doubting the own skills, to the confidence of believing in the success of the performance. Furthermore, the intensity of achieving the goal varies. In detail, while first perceiving an excursion being carried out as a great achievement, routines and confidence often lead to a weaker experienced feeling.

Second, presenting a “proper state of mind” (Hochschild, 2003), in this case an informative, happy and entertaining tour guide is crucial. Therefore, some feelings have to be induced and others suppressed (Hochschild, 2003). The tour guides being analysed, use the dimension of being an actor to influence their feelings, presenting the positive and hiding possible negative. The variety of performative work does include service work, professional presenting and enactment (Baerenholdt & Jensen, 2009). All these aspects are a part of the tour guides job.

Most of research conducted in the past analyses functions of tour guides, the need for education and the key roles within bigger processes, as for example of globalisation (Salazar, 2005). The emotional aspects though are not illustrated or analysed. These, are though crucial to understand the core of the role and performance of a guide.

Furthermore, the experience of successfully handling situations being perceived as difficult, overcoming the nervousness of doubting the own skills and learning that goals can be achieved, increase the probability of self-confidence to develop. This assumption of valuable and positive influences on individuals, has also been supported by (Baerenholdt & Jensen, 2009).

Role Change Behaviour Patterns

A significant change in behaviour, when entering the role of a tour guide, can be observed. This change has been reported to occur because of different dimensions and demands of the role. Accordingly, the individual translates these dimensions according to the perceived expectations and adapts the appearance to it.

An example, even though a person is shy and introverted “by nature”, he/she translates the role of a guide as representing and extroverted one. When entering the guide role the behaviour and appearance then changes into an extroverted guide, entertaining and skilled guide. The concept of “social constructionist” (Sapsford, 1998) applies to this process. Based on the surroundings and context the person, in interaction with the social surrounding, is rather influenced through these than by the own core and values.

This does not necessarily mean that a person is always that intensively influence by the surroundings. In other situations the “psychodynamic theory” by Stevens (1998) might rather effect the behaviour based on core values and characteristics.

The main differences to other roles is the significance in change. It turns out that entering the role of a tour guide as a whole, has been reported as a process being perceived as significantly different from other roles in the daily life. Though, changes within the role are not perceived as any change in demands or behaviour.

Changes within the role might happen according to reorganisations when streets are close, in interaction with guests asking questions, assisting tourists when needed and other

events happening during a tour. This process though, seems to happen without being recognized as such. This “automatic adjustment” as for instance switching topic based on changes of itinerary or preferences amongst the guests, or mediating when the group meets third parts at new destinations, has rather been experienced as a part of the job and the role than a change.

New Dimensions being added to the Overview

The overview “key roles of tour guides” created by Black and Weiler (2005), offers a summary of conducted research in the field between the years 1979- 2001. Since Furthermore analysis have been published later on, three key roles are suggested to be added by the author, based on existing research and the given one.

Actor

The role of a tour guide being an actor has been added by the author. This aspect of the role has been reported by the interviewees to be most significant perception on how one feels when entering the role. Even if the given theory does not focus on this aspect, it is evaluated to be crucial to the performance of the job.

Experience creator

Whenever conducting an excursion, the individuals agree on aiming towards the goal of creating memorable experience, trying to make the visitors remember the place, through being special and different from other cities. The role of “experience creator” has also been pointed out by Scherle and Nonnenmann (2008), through the creation of understanding of the foreign culture, compared to the own. Scherle and Nonnenmann (2008) rather focus on the tour guide as an intercultural mediator, being influenced by switching back and forth between the visitor’s cultures and the own. This key role has also been presented by several other contributors (Schmidt, 1979; Holloway, 1981; Hughes, 1991; Pond, 1993). However, since the represented group’s culture, working in Norway, might not vary as strongly from the visitors, often travelling from Europe, the dimension of cultural mediating has been mentioned but need been estimated as strongly influencing as Scherle and Nonnenmann (2008) do.

Seller/ advertiser.

Another role being added based on more recent research is the function of a seller or entrepreneur. Because several studies focus on tour guides in more exotic countries, compared to Norway and “third world countries” (Almagor, 1985; Weiler & Davis, 1993; Salazar, 2005; Pereira & Mykletun, 2012), the role of a seller, trying to lead tourists to specific places and shops, as well as the entrepreneurship through offering any kind of service, cannot be compared to Norwegian tour guides. These work usually on behalf of agencies, companies and their rules and regulations. Still, the interviewed individuals do mention the role of being an advertiser, selling the image of the city and possibly increasing the chance of people coming back to visit the area. Therefore the “economic sphere” Pereira and Mykletun (2012) support the economic effect of a guide on a region, city, or a village, being a representative and advertiser at the same time. Salazar (2005) even states that a tour guide (in Indonesia) is often more of an entrepreneur than a cultural mediator.

Most of the former research being conducted on a tour guide’s role, through case- studies, have been focusing on countries outside Europe. Often recommendations are given to some kind of improvement within the training and educating, for example at a campsite, the “Kwahi Rive” in Africa (Almagor, 1985) and in Australia (Weiler & Davis, 1993; Ballantyne & Hughes, 2001). More recent conducted research has also been focusing on other regions than the own one, as for instance tour guides in Yogyakarta, Indonesia (Salazar, 2005), Morocco (Scherle & Nonnemann, 2008) or Brazil (Pereira & Mykletun, 2012). Though, little research seems to exist on European countries offering tour guide services as well. Therefore, it seems to be difficult to compare the given data to existing situation in countries being comparable to Norway.

Differences in country’s economy, wealth, infrastructure and work situation will most probably influence a tour guide’s job as well. All in all it can be noticed that the development

of the tour guide's role, especially when focusing on the interaction with the tourists, has been changing during the years. In the past a tour guide was the person choosing what is showed to the tourist and what is hidden, as well as keeping them away from the natives, being a "buffer" between them, Schmidt (1979) describes it. A kind of leader who is not interacting with the group but showing where to go. Nowadays a tour guide is rather seen as the connecting person between the locals and the tourists, mediating and interpreting, while being a part of the group (Larsen & Meged, 2013).

Conclusion

In conclusion, the aims of this paper was to create a better understanding of the role change processes going on when entering the role of a tour guide, and the connected changes in appearance and behaviour. In addition to this, Furthermore functions and competences being perceived as crucial are reported.

Behaviour change patterns, within the tour guide role, and adaption to different situations have been observed in the given research. The adaption to different tasks and demands has been experienced as a part of the role, occurring naturally. After entering the role one can be said to be ready to change, switch and adapt, to many different situations possibly occurring. However, the main change in appearance is stated to happen when switching from a daily life role to the role of a tour guide.

In most of the cases it is not just the private life which seems to be blended out, also several personality traits were observed to change and sometimes disappear while performing. It is also important to consider states of nervousness during the performance. While one is more nervous and maybe even negative excited before the first tours, the level of satisfaction and feeling of achievement is significantly higher in the end of the first tours, than after several years of performing.

In summary, the results of this qualitative research, based on in depth interviews, shows that the old definitions need to be redefined, because of Furthermore and more recent dimensions. It is not just about a person talking loud to a group of audience or visitors. It is also about the relation between the group and the guide, which is based on the guide's ability to create this through adapting quick and to learn fast about the group's norms and rules. This new dimensions contributes to create an even more holistic experience, which the guests can connect to the area and the person they were in contact with.

While expecting one to perform the role through strongly embedded traits of the own personality and influenced by the daily life roles, it turns out that the guide role seems to be significantly separated from other roles. The surroundings influence the individual much more than the inner core and the individual values and opinions.

Most of the existing literature in tourism though focuses on the satisfaction level of the customer, the importance of a tour guide or the value and functions, it might be stated to be reasonable to focus on the individuals experiences and perceptions of the own role .In addition to that, a lot of this theory on tour guides focus on the job within the industry of ecotourism in different countries of the world. Examples are Australia, Indonesia and Nepal (Almagor, 1985; Hughes, 1991; Gurung & Simmons & Devlin, 1997; Ballantyne & Hughes, 2001). Since these conditions, economy and structures do differentiate a lot from western countries, this thesis can be seen as a starting point on focusing on behaviour patterns and guide tasks in a European country rather than exotic places.

Managerial Implications

The research presented extends the perspectives on tour guides and their behaviour.

Through Furthermore research, the theory in role change behaviour and appearance can be supported. In addition to that one might try to measure if working as a guide does increase the tolerance level of an individual towards other nationalities

Furthermore, the education of tour guides should also include the perspective of how the individual is feeling when entering the role of a guide and which situations might lead to which change in behaviour. Courses on performing the role, acting the job of a tour guide and understand the difference between oneself as a person and the differences to the role as a guide. This can be used to prepare a person for the job, as well as a basic knowledge when recruiting tour guides. Involving feedbacks of experienced guides will often help new tour guides to understand the role better. Accordingly, to assure sustainable knowledge and competence of a tour guide, continuing education and support should be evaluated to be offered to experienced guides.

Another suggestion can be given based on the results of this theses. Municipalities, regions and cities could invest in the education of tour guides, taking the chance to advertise to some extent through the individuals. Tour guides are already presenting the area proudly, but by supporting the job, offering information and working close together, an even more efficient way of promoting an area might be possible.

Limitations

The research presented in this paper has some limitations which need to be mentioned.

The tour guide role exist because of the interaction with the tourists. The type of tourists, one interacts with, might not necessarily change the individuals behaviour on the tasks being required by the role, or the change behaviour patterns during the performance. Still, the individuals interviewed in the given case are mainly working with cruise tourists, which represents a possible limitation of the data. On the one hand, cruise tourists often don't stay for more than a day or maybe even half a day. In fact, another distinction which can be pointed out is the different atmosphere created by a group knowing each other. While groups of cruise tourists are usually put together as foreigners, other groups travelling together for several weeks, knowing each other to some extent, might lead to different requirements on behaviour and adaption for the guide. These influences were though evaluated as a small impact on the behaviour change process, from the "normal" roles to the tour guide role, as well as the demanded adoption by the guide to the group.

Second, the generalizability is limited because this research has been conducted in one specific area. To support general validity, similar research should be conducted at further destinations and compared to the given results.

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