THE INFLUENCE OF WOMAN IN ANCIENT EGYPT
TOUR GUIDING CURRICULA AND THE DEVELOPMENT OF TOUR GUIDING COMPETENCES

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Thesis submitted to the Cardiff School of Management in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

2008

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DECLARATION

I declare that this work has not previously been accepted in substance for any degree and is not being concurrently submitted for any other degree. I further declare that this thesis is the result of my own independent work and investigation, except where otherwise stated (a bibliography is appended). Finally, I hereby give consent for my thesis, if accepted, to be available for photocopying and for inter-library loan, and for the title and abstract to be made available to outside organizations.

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Acknowledgement

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Wales 2008
Maged Rady
Abstract

Many tourism writers have described the tour guide as a front-line player in the tourism industry, responsible for the success of tour programmes. Tour guides, their competences and the higher education curricula to develop these competences are the focus of this study. The overall aims of the study are to enhance the tour guiding curricula in universities in Egypt to make Egyptian tour guides more professional and better able to perform the different roles assigned to them. Many tour guides in Egypt under-perform in their diverse roles as a direct result of the training programmes and the curricula designed for these programmes. The study commences with a critical review of literature which identifies the many roles that are performed by tour guides of which a key role is that of cultural brokerage, who mediate between different cultures. The research progressed in three stages.

The first stage in the research involved email interviews with tour guiding professors in Egyptian universities about the techniques they use to teach students about interpretation of artifacts, such as scenes depicting women in Ancient Egypt, particularly in relation to cultural brokerage and the extent to which these techniques help to prepare students as prospective tour guides in relation to the key role of cultural broker. Potential Arab and British tourists were invited to comment on their preferred interpretations of the scenes. Women in ancient Egypt were selected as the focus of this part of the study to emphasize the challenges involved for tour guides in interpreting different cultural contexts for tourists. Contrasts were made between women in ancient Egypt, modern-day Egypt and other modern-day cultural contexts and this was considered as an example of how tour guide should perform different roles while interpreting.

The second stage of the research involved a study of the European standards for the tour guiding profession and the various approaches adopted in the constituent countries of Great Britain (England, Scotland and Wales) to the design and delivery of tour guiding curricula. The research focused particularly on the Welsh and the Scottish tour guiding contexts because in both the training context for the cherished Blue Badge is a higher education institution, i.e. the situation is most similar to that in Egypt. This stage involved a questionnaire survey of Welsh and Scottish tour guides and interviews with the staff responsible for the design and delivery of the tour guiding curricula. Direct observation of continuing professional development provided by the Welsh Official Tour Guides Association was made and this allowed interaction with Welsh tour guides.

The third stage of the research involved a detailed study of the Egyptian tour guide context and involved interviews with the professors of tour guiding departments in Egyptian universities, members of the Egyptian General Tourist Guides Syndicate and members of the Egyptian Travel Agents Association. As a result of this proposals were made for a new Egyptian tour guiding curriculum and these proposals were refined in the light of comments from the Egyptian stakeholders. The proposed curriculum resulted particularly from the analysis of the European standard for the tour guiding profession and the Welsh Blue Badge training programme.

The main contribution of this study relates to an enhanced understanding of the different roles of tour guides and how the design of curricula for the tour guiding departments in
Abstract

Egyptian universities can improve the skills and competences of Egyptian tour guides in performing their expected roles, particularly the role of cultural broker.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>i</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>ii</td>
</tr>
<tr>
<td>Abstract</td>
<td>iii</td>
</tr>
<tr>
<td>Table of contents</td>
<td>v</td>
</tr>
<tr>
<td>List of tables</td>
<td>x</td>
</tr>
<tr>
<td>List of figures</td>
<td>xii</td>
</tr>
<tr>
<td>List of plates</td>
<td>xvi</td>
</tr>
<tr>
<td>List of abbreviations</td>
<td>xvii</td>
</tr>
</tbody>
</table>

## Chapter one

1.1 Introduction                                                        | 1.2  |
1.1.1 Importance of Tourism                                            | 1.3  |
1.1.2 The Tourist Product in Egypt                                     | 1.4  |
1.2 The Problem                                                        | 1.5  |
1.3 Research Agenda                                                    | 1.12 |
1.4 Aims and Objectives                                                | 1.13 |
1.5 Overview of Thesis                                                 | 1.15 |

## Chapter two: Research Approach

2.1 Introduction                                                        | 2.2  |
2.2 Theoretical approach                                               | 2.3  |
2.2.1 Epistemology                                                     | 2.3  |
2.2.2 Theoretical perspective                                          | 2.6  |
2.3 Practical approach                                                 | 2.7  |
2.3.1 Methodology                                                      | 2.7  |
2.3.2 Methods                                                          | 2.11 |
2.3.2.1 Semi structured interviews                                    | 2.13 |
2.3.2.2 Questionnaire                                                  | 2.15 |
2.3.2.3 Document analysis                                              | 2.17 |
2.3.2.4 Observation                                                    | 2.17 |
2.3.2.5 Triangulation                                                  | 2.18 |
2.3.2.6 Reliability                                                    | 2.19 |
Tables of Contents

2.3.2.7 Validity
2.3.2.8 Ethical consideration
2.3.2.9 Sampling and avoidance of bias

2.4 Practical approach : objective two
2.4.1 Email interviews
2.4.2 Semi-structured interviews

2.5 Practical approach : objective three
2.5.1 Semi-structured interviews
2.5.2 Participant observation
2.5.3 Questionnaire survey
2.5.4 Document analysis

2.6 Practical approach : objective four
2.6.1 Semi-structured interviews

2.7 Summary

Chapter three : Literature Review

3.1 Introduction
3.2 Cultural Heritage Tourism
3.3 Cultural heritage tourist
3.4 Tour guides’ concept of cultural tourist
3.5 The roles of tour guide
3.6 Personal competences of tour guide
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6.1</td>
<td>Presentation, communication and interpretation skills</td>
</tr>
<tr>
<td>3.6.2</td>
<td>Customer service skills</td>
</tr>
<tr>
<td>3.6.3</td>
<td>Cross cultural awareness</td>
</tr>
<tr>
<td>3.6.4</td>
<td>Ability to follow health and safety procedures</td>
</tr>
<tr>
<td>3.6.5</td>
<td>First aid qualification</td>
</tr>
<tr>
<td>3.6.6</td>
<td>Group management and leadership skills</td>
</tr>
<tr>
<td>3.6.7</td>
<td>Knowledge of local tourism resources and the tourism industry</td>
</tr>
<tr>
<td>3.6.8</td>
<td>Ability to research, develop and update tour content</td>
</tr>
<tr>
<td>3.7</td>
<td>Tourist’s satisfaction</td>
</tr>
<tr>
<td>3.8</td>
<td>Tour guide performance</td>
</tr>
<tr>
<td>3.9</td>
<td>Education of tour guides in Egypt</td>
</tr>
<tr>
<td>3.10</td>
<td>Curriculum design</td>
</tr>
<tr>
<td>3.11</td>
<td>Summary</td>
</tr>
</tbody>
</table>

Chapter four: The influence of woman in ancient Egypt

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Introduction</td>
</tr>
<tr>
<td>4.2</td>
<td>The influence of woman in ancient Egypt</td>
</tr>
<tr>
<td>4.2.1</td>
<td>Women in political life</td>
</tr>
<tr>
<td>4.2.2</td>
<td>Women and priesthood</td>
</tr>
<tr>
<td>4.2.3</td>
<td>Women in public life</td>
</tr>
<tr>
<td>4.2.4</td>
<td>Women and legal rights</td>
</tr>
<tr>
<td>4.2.5</td>
<td>Women and funeral beliefs</td>
</tr>
<tr>
<td>4.2.6</td>
<td>Women in daily life</td>
</tr>
<tr>
<td>4.3</td>
<td>Interpreting women scenes</td>
</tr>
<tr>
<td>4.4</td>
<td>Tourists’ preference for interpretation</td>
</tr>
<tr>
<td>4.5</td>
<td>Discussion</td>
</tr>
<tr>
<td>4.6</td>
<td>Conclusion</td>
</tr>
<tr>
<td>4.7</td>
<td>Summary</td>
</tr>
</tbody>
</table>

Chapter five: The Great Britain and European Context for Tour Guiding
Tables of Contents

5.1 Introduction 5.2

5.2 European standard 5.2

<table>
<thead>
<tr>
<th>5.2.1</th>
<th>5.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common subject</td>
<td></td>
</tr>
</tbody>
</table>

| 5.2.2 | 5.8 |
| Area specific subject |

| 5.2.3 | 5.10 |
| Practical training |

5.3 Great Britain context for tour guiding 5.12

| 5.3.1 | 5.12 |
| Introduction |

| 5.3.2 | 5.13 |
| England |

| 5.3.3 | 5.20 |
| North Ireland |

| 5.3.4 | 5.21 |
| Scotland |

| 5.3.4.1 | 5.21 |
| Back ground |

| 5.3.4.2 | 5.22 |
| The role of STGA |

| 5.3.4.3 | 5.23 |
| Ordinary membership of the STGA |

| 5.3.4.4 | 5.28 |
| Regional affiliate of STGA |

| 5.3.4.5 | 5.30 |
| Site affiliate of STGA |

| 5.3.4.6 | 5.32 |
| Code of conduct of STGA |

| 5.3.4.7 | 5.33 |
| The obligation of members of the STGA |

| 5.3.4.8 | 5.34 |
| The principles of good professional practice |

| 5.3.4.9 | 5.37 |
| STGA tour guides |

| 5.3.4.10 | 5.39 |
| STGA survey |

| 5.3.4.11 | 5.39 |
| Results of the survey of the Scottish tour guides |

| 5.3.4.12 | 5.61 |
| Discussion |

| 5.3.5 | 5.65 |
| Wales |

| 5.3.5.1 | 5.67 |
| Wales Blue Badge course (2006-2008) |

| 5.3.5.2 | 5.86 |
| Welsh survey |

| 5.3.5.3 | 5.87 |
| Results of the survey of Welsh tour guides |

| 5.3.5.4 | 5.102 |
| Summary |

| 5.3.5.5 | 5.103 |
| Interviews with WOTGA members |

5.4 Scottish/Welsh comparison 5.105

5.5 Discussion 5.112

5.6 Summary 5.118

Chapter six: The Egyptian Context for Tour Guiding

6.1 Introduction 6.2

6.2 The Egyptian Tour Guiding Context 6.2

<p>| 6.2.1 | 6.2 |
| Categories of tour guides in Egypt |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.2 Regulations</td>
<td>6.4</td>
</tr>
<tr>
<td>6.2.3 The problem in Egypt</td>
<td>6.9</td>
</tr>
<tr>
<td>6.2.4 Curricula in Egypt</td>
<td>6.14</td>
</tr>
<tr>
<td>6.3 What do they think of the Tour Guiding curriculum in Egypt?</td>
<td>6.20</td>
</tr>
<tr>
<td>6.3.1 Curriculum</td>
<td>6.21</td>
</tr>
<tr>
<td>6.3.2 Delivery</td>
<td>6.28</td>
</tr>
<tr>
<td>6.3.3 Graduate Skills</td>
<td>6.29</td>
</tr>
<tr>
<td>6.4 What should the Egyptian Tour Guiding curriculum look like?</td>
<td>6.34</td>
</tr>
<tr>
<td>6.5 Consultation of new curriculum</td>
<td>6.36</td>
</tr>
<tr>
<td>6.6 Summary</td>
<td>6.42</td>
</tr>
<tr>
<td>6.7 Discussion: Comparison of Egypt and Great Britain</td>
<td>6.45</td>
</tr>
<tr>
<td>6.8 Conclusion</td>
<td>6.49</td>
</tr>
<tr>
<td>Chapter seven: Conclusion</td>
<td></td>
</tr>
<tr>
<td>7.1 Introduction</td>
<td>7.2</td>
</tr>
<tr>
<td>7.2 Review of objectives</td>
<td>7.2</td>
</tr>
<tr>
<td>7.2.1 Objective one</td>
<td>7.2</td>
</tr>
<tr>
<td>7.2.2 Objective two</td>
<td>7.3</td>
</tr>
<tr>
<td>7.2.3 Objective three</td>
<td>7.4</td>
</tr>
<tr>
<td>7.2.4 Objective four</td>
<td>7.5</td>
</tr>
<tr>
<td>7.2.5 Objective five</td>
<td>7.6</td>
</tr>
<tr>
<td>7.3 Major finding</td>
<td>7.19</td>
</tr>
<tr>
<td>7.4 Contribution of the thesis</td>
<td>7.26</td>
</tr>
<tr>
<td>7.4.1 Contribution to Theory</td>
<td>7.26</td>
</tr>
<tr>
<td>7.4.2 Contribution to practice</td>
<td>7.27</td>
</tr>
<tr>
<td>7.5 Limitations of study</td>
<td>7.27</td>
</tr>
<tr>
<td>7.6 Opportunities for further research</td>
<td>7.28</td>
</tr>
<tr>
<td>References</td>
<td></td>
</tr>
<tr>
<td>Appendixes</td>
<td></td>
</tr>
</tbody>
</table>
List of tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Major subjects at the Egyptian curriculum</td>
<td>1.8</td>
</tr>
<tr>
<td>3.1</td>
<td>Types of cultural tourists</td>
<td>3.8</td>
</tr>
<tr>
<td>3.2</td>
<td>Non verbal dimensions</td>
<td>3.28</td>
</tr>
<tr>
<td>3.3</td>
<td>Positive body language</td>
<td>3.28</td>
</tr>
<tr>
<td>3.4</td>
<td>Negative body language</td>
<td>3.29</td>
</tr>
<tr>
<td>5.1</td>
<td>Competencies of training programmes</td>
<td>5.3</td>
</tr>
<tr>
<td>5.2</td>
<td>Fees for English tour guides</td>
<td>5.19</td>
</tr>
<tr>
<td>5.3</td>
<td>Fees for Irish tour guides</td>
<td>5.20</td>
</tr>
<tr>
<td>5.4</td>
<td>STGA tour guides fees</td>
<td>5.38</td>
</tr>
<tr>
<td>5.5</td>
<td>How many years working as a tour guide in Scotland</td>
<td>5.59</td>
</tr>
<tr>
<td>5.6</td>
<td>The recommended fees of Welsh tour guides</td>
<td>5.66</td>
</tr>
<tr>
<td>5.7</td>
<td>Education level Welsh tour guides</td>
<td>5.100</td>
</tr>
<tr>
<td>5.8</td>
<td>Tour guiding income per year</td>
<td>5.101</td>
</tr>
<tr>
<td>5.9</td>
<td>Common questions for tour guides in Scotland and Wales</td>
<td>5.107</td>
</tr>
<tr>
<td>5.10</td>
<td>Problems of tour guides in Great Britain</td>
<td>5.112</td>
</tr>
<tr>
<td>5.11</td>
<td>The three context in Great Britain</td>
<td>5.114</td>
</tr>
<tr>
<td>6.1</td>
<td>Working days for tour guides with different languages</td>
<td>6.6</td>
</tr>
<tr>
<td>6.2</td>
<td>Comparison of studying hours of related subjects at Egyptian</td>
<td>6.19</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6.3</td>
<td>The differences between tour guiding in Egypt and Great Britain</td>
<td>6.49</td>
</tr>
<tr>
<td>6.4</td>
<td>Supply and demand in Egypt and great Britain</td>
<td>6.52</td>
</tr>
<tr>
<td>6.5</td>
<td>Problems of tour guides in Egypt</td>
<td>6.53</td>
</tr>
<tr>
<td>7.1</td>
<td>First year</td>
<td>7.11</td>
</tr>
<tr>
<td>7.2</td>
<td>Second year</td>
<td>7.12</td>
</tr>
<tr>
<td>7.3</td>
<td>Third year</td>
<td>7.13</td>
</tr>
<tr>
<td>7.4</td>
<td>Fourth year</td>
<td>7.14</td>
</tr>
<tr>
<td>7.5</td>
<td>Major subjects of the four years</td>
<td>7.15</td>
</tr>
</tbody>
</table>
List of figures

Figure 2.1 Research string comprising epistemology, theoretical perspective, methodology and methods

Figure 2.2 Developing a case study using multiple sources of evidence

Figure 3.1 The roles of the tour guides

Figure 3.2 Model of communication

Figure 3.3 Matching between the roles of tour guide and require competences

Figure 5.1 The elements of training programme

Figure 5.2 Common subjects

Figure 5.3 The element of area specific subjects

Figure 5.4 Different areas of working as a tour guides

Figure 5.5 England tour guides

Figure 5.6 Structure of the Blue Badge guides for England course

Figure 5.7 Qualifications of directors and tutors of training programme
List of figures

Figure 5.8  STGA membership 5.23
Figure 5.9  Core knowledge of STGA programme 5.26
Figure 5.10 Professional guiding skills and regional studies of STGA programme 5.27
Figure 5.11 Qualifications of course directors and tutors of STGA course 5.28
Figure 5.12 Elements of performance of STGA 5.32
Figure 5.13 Working days in Scotland 5.40
Figure 5.14 Busiest working month in Scotland 5.41
Figure 5.15 Quietest month in Scotland 5.41
Figure 5.16 How a tour guide works 5.42
Figure 5.17 Developing itineraries 5.43
Figure 5.18 Key clients 5.44
Figure 5.19 Having another career 5.45
Figure 5.20 Experience of accompanying overseas tourists 5.46
Figure 5.21 Preferred nationalities to work with 5.47
Figure 5.22 Reasons for working with preferred nationalities 5.48
Figure 5.23 Problems with overseas tourists 5.49
Figure 5.24 Interpretation and understanding the host culture 5.50
Figure 5.25 Understanding tourists’ culture 5.51
<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.26</td>
<td>Importance of understanding tourists’ culture</td>
<td>5.52</td>
</tr>
<tr>
<td>5.27</td>
<td>Important subjects for training programme</td>
<td>5.54</td>
</tr>
<tr>
<td>5.28</td>
<td>Professional development opportunities</td>
<td>5.57</td>
</tr>
<tr>
<td>5.29</td>
<td>STGA code of practice</td>
<td>5.58</td>
</tr>
<tr>
<td>5.30</td>
<td>The effective of STGA service</td>
<td>5.58</td>
</tr>
<tr>
<td>5.31</td>
<td>Additional qualification</td>
<td>5.60</td>
</tr>
<tr>
<td>5.32</td>
<td>Working days in Wales</td>
<td>5.87</td>
</tr>
<tr>
<td>5.33</td>
<td>Busiest month in Wales</td>
<td>5.88</td>
</tr>
<tr>
<td>5.34</td>
<td>Quietest month in Wales</td>
<td>5.88</td>
</tr>
<tr>
<td>5.35</td>
<td>Developing the itineraries</td>
<td>5.89</td>
</tr>
<tr>
<td>5.36</td>
<td>Key clients in Wales</td>
<td>5.90</td>
</tr>
<tr>
<td>5.37</td>
<td>Promoting tour guiding business</td>
<td>5.91</td>
</tr>
<tr>
<td>5.38</td>
<td>Preferred nationalities to work with</td>
<td>5.92</td>
</tr>
<tr>
<td>5.39</td>
<td>Reasons for working with preferred nationalities</td>
<td>5.92</td>
</tr>
<tr>
<td>5.40</td>
<td>Problems with overseas tourists</td>
<td>5.93</td>
</tr>
<tr>
<td>5.41</td>
<td>Understanding the culture of overseas tourists</td>
<td>5.94</td>
</tr>
<tr>
<td>5.42</td>
<td>Importance of understanding the culture of the tourists</td>
<td>5.95</td>
</tr>
<tr>
<td>5.43</td>
<td>Motivation of upselling</td>
<td>5.98</td>
</tr>
<tr>
<td>5.44</td>
<td>Age category</td>
<td>5.99</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5.45</td>
<td>How many years working as a tour guide</td>
<td>5.100</td>
</tr>
<tr>
<td>5.46</td>
<td>Tour guiding income per year</td>
<td>5.102</td>
</tr>
<tr>
<td>6.1</td>
<td>Core knowledge courses in the Egyptian Universities</td>
<td>6.16</td>
</tr>
<tr>
<td>6.2</td>
<td>Tour guiding context in Egypt</td>
<td>6.48</td>
</tr>
<tr>
<td>7.1</td>
<td>Matching between the competences, the curriculum and the roles of tour guide</td>
<td>7.17</td>
</tr>
<tr>
<td>Plate 4.1</td>
<td>Banquet in ancient Egypt</td>
<td>4.18</td>
</tr>
<tr>
<td>Plate 4.2</td>
<td>Nobel lady in ancient Egypt</td>
<td>4.19</td>
</tr>
<tr>
<td>Plate 4.3</td>
<td>Family in ancient Egypt</td>
<td>4.20</td>
</tr>
<tr>
<td>Plate 4.4</td>
<td>Woman in the field in ancient Egypt</td>
<td>4.21</td>
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<td>Plate 4.5</td>
<td>Musicians in ancient Egypt</td>
<td>4.23</td>
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</tbody>
</table>
List of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AATGI</td>
<td>Association of Approved Tourist Guides of Ireland</td>
</tr>
<tr>
<td>AE</td>
<td>Ancient Egyptian</td>
</tr>
<tr>
<td>APTG</td>
<td>Association of Professional Tourist Guides</td>
</tr>
<tr>
<td>AS</td>
<td>Area specific</td>
</tr>
<tr>
<td>BK</td>
<td>Business knowledge</td>
</tr>
<tr>
<td>CEN</td>
<td>European committee for standardization</td>
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<tr>
<td>CS</td>
<td>Common subjects</td>
</tr>
<tr>
<td>EGTGS</td>
<td>Egyptian General Tourist Guides Syndicate</td>
</tr>
<tr>
<td>ENV</td>
<td>Environment</td>
</tr>
<tr>
<td>FEG</td>
<td>Federation of European Guides</td>
</tr>
<tr>
<td>GR</td>
<td>Greco Roman</td>
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<tr>
<td>GTS</td>
<td>Guiding Technique skills</td>
</tr>
<tr>
<td>IS</td>
<td>Islamic</td>
</tr>
<tr>
<td>ITG</td>
<td>Institute of Tour Guiding</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>MC</td>
<td>Modern and Contemporary</td>
</tr>
<tr>
<td>MOT</td>
<td>Ministry of Tourism</td>
</tr>
<tr>
<td>NITGA</td>
<td>Northern Ireland Tourist Guide Association</td>
</tr>
<tr>
<td>MSP</td>
<td>Member of Scottish Parliament</td>
</tr>
<tr>
<td>STGA</td>
<td>Scottish Tourist Guide Association</td>
</tr>
<tr>
<td>TKS</td>
<td>Theoretical Knowledge Subjects</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>QAA</td>
<td>Quality Assurance Agency</td>
</tr>
<tr>
<td>UWIC</td>
<td>University of Wales Institute, Cardiff</td>
</tr>
<tr>
<td>WFTGA</td>
<td>World Federation of Tourist Guide Associations</td>
</tr>
<tr>
<td>WOTGA</td>
<td>Wales Official Tourist Guides Association</td>
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CHAPTER ONE

1.1 Introduction

1.1.1 Importance of tourism

1.1.2 The tourist product in Egypt

1.2 The problem

1.3 Research agenda

1.4 Aims and objectives

1.5 Overview of thesis
CHAPTER ONE

INTRODUCTION

1.1 Introduction

Tour guiding seems to be a modern practiced profession, however, its roots can be traced back to the beginning of travel in the world. Since early times tour guides played an essential role in accompanying tourists or historians, such as Herodotus who lived between 484 and 424 BC (Holloway, 2006), but the quality and the accuracy of the information has varied from one guide to another. The main roles of the tour guides were either to lead the tourists around the sites or to provide information. However, tour guides were not committed to true information of the monuments, in Egypt for example, guides were reputed to have said that the great pyramid [of Cheops] at Giza extend downwards into the earth to the same extent as its height (Holloway, 2006).

In modern times, Egypt became a tourist destination after the publication of Baedeker’s Egyptian travel handbook which coincided with the publication of the handbook for travellers to Palestine and Syria (A none, n.d). The touristic demand of the region was enhanced after the Middle East became a part of the colonial powers as well as the ability of these powers to secure safe travel. The opening of the Suez Canal in 1869 was critical as it increased the ease with which tourists could travel to Egypt and other parts of the Middle East. The diaries of early
tourists to Egypt who travelled with Thomas Cook are still preserved as those of Miss Riggs who went on the first Cook’s tour of Egypt and the Holy Land in 1869. Thomas Cook preserves photographs of Cook’s tourists mostly in Egypt from the late of the late 19th century (Thomas Cook, n.d).

1.1.1 Importance of tourism to Egypt:

Tourism has been considered as a major source of foreign exchange earnings to the Egyptian economy as it contributes 26% of the foreign exchange earnings (Maaraba, 2005)

Tourism’s contribution to the Egyptian economy is summarized by the World Travel and Tourism Council (2007) as follows:

*Travel & Tourism in Egypt in 2007 is expected to generate USD 21.4 billion of economic activity (Total Demand).*

*Egypt's Travel & Tourism Economy (direct and indirect impact) in 2007 is expected to account for 16.3% of GDP and 2816000 jobs (13.7% of total employment).*

*Egypt's Travel & Tourism is expected to grow 7.9% in 2007 and by 5.4% per annum, in real terms, between 2008 and 2017.*

Therefore tourism is expected to contribute positively to consolidate Egypt’s economy so Egypt’s policy makers have made tourism a top priority (ECES 2005).
1.1.2 The tourist product in Egypt

Egypt’s tourism product has diversified to include: adventure tourism, leisure tourism, religious tourism and the most importantly, heritage tourism. This study is concerned with tour guides working in cultural heritage tourism, as Egypt has achieved its reputation as a tourist destination by promoting a range of man-made heritage sites which are scattered all over the country in a good state of preservation. As heritage tourism uses assets - historic, cultural and natural resources - that already exist, rather than creating and building attractions, destinations focusing on heritage tourism look to the past for a sustainable future. Indeed these assets need preservation and often restoration or interpretation (Hargrove, 2002). Egypt’s rich legacy of heritage sites allows Egypt to be one of the most important destinations in the world for heritage tourism – indeed the Pyramids were one of the seven wonders of the Ancient World and ‘after careful consideration, the New7Wonders Foundation designated the Pyramids of Giza—the only remaining of the 7 Ancient Wonders of the World—as an Honorary New7Wonders Candidate’ (New7Wonders Foundation, 2007: np).

Egypt possesses seven cultural sites which are considered to be UNESCO world heritage sites of outstanding universal value (UNESCO, 2007):

- Abu Mena monastery designated in 1979;
- Ancient Thebes with its necropolis designated in 1979;
- Islamic Cairo designated in 1979;
Memphis and its necropolis designated in 1979;  
Nubian monuments from Abu Simbel to Philae designated in 1979;  
Saint Catherine area in Sinai designated in 2002.  
Wadi Al-Hitan (Whale Valley) designated in 2005.

Heritage tourism represents the largest portion of all tourism products in Egypt which attracted 9.1 million tourists in 2006 (Egypt state information service, n.d.). Cultural heritage tourism is not only important for Egypt but for most countries in the world, as the World Tourism Organization estimates that cultural tourism currently accounts for 37% of all tourist trips (Richard 1996, cited McKercher, 2002). Antolovic (1999) indicates that about two-thirds of all visitors to the UK are seeking a cultural heritage tourism experience as part of their trip, but not necessarily as the main reason to visit the UK (Miller 1997; Craine 1998; Kemmerling-Clack, 1999, cited McKercher, 2002).

1.2 The Problem.

Tourism writers, e.g. Black and Weiler (2005), have summarized the roles performed by tour guides as follows:

- **Information giver** - providing practical information, advice and assistance;

- **Leader** - leading tour groups on coach, at site and on foot;

- **Interpreter/educator** - interpreting and presenting host country in depth for guided tours;
Chapter one: Introduction

- **Facilitator** - resolving emergencies and problems;
- **Motivator** - planning and presenting the host country in depth for guided tours;
- **Cultural broker** - acting as an ambassador for the host country.
- **Social role** - developing and maintaining positive working relationships with clients, colleagues and visitors.
- **Manager** - manage activities to meet quality requirements.

The success of a tour guide's cultural mediation depends mainly on three factors: the guide's knowledge, attitudes and interpersonal communication skills. It has been identified by numerous researchers (Gurung et al., 1996; McDonnell, 2001; Dahles, 2002) that communication is indeed the core of the professional guide's roles (Vine, n.d.). Two important processes of professional tour guide communication have been identified in the literature. One is communication for the purpose of interpretation. The other is communication for the purpose of cultural understanding. Gurung et al. (1996) has defined these two aspects of the communicative role of the professional guide as experience management (Vine, n.d.).

Tour guiding is considered to be one of the most critical elements of the success of any travel programme involving cultural heritage tourism. Cultural heritage tourism is defined as the interplay between tourism, the use of cultural heritage assets, the consumption of experience and products, and the tourists (McKercher and Cross, 2002). Tour guides are widely recognised as a key element in the
cultural heritage tourism experience with the tour guide acting as a front-line player (Ap and Wong, 2001). The enrichment of the tourists experiences cannot be achieved without the help of professional tour guides who must be prepared very well for this task through curricula and appropriate pedagogic approaches which meet the real needs of tour guides and tourist expectations during working.

It is questionable if tour guides in Egypt are able to perform all these roles for a number of reasons. Firstly, the curriculum is not designed to prepare potential tour guides and develop their competences for these roles. Because Egyptian tour guide receives a concentrated portion of core knowledge which helps him/her perform part of the interpretation role of the archaeological sites, but guiding is not all about information but how to deliver the information. The portion of related courses does not help the potential tour guide to perform other expected roles as a cultural broker, which heavily relies on interpersonal skills to initiate interaction between the host and the visitors, to solve problems, to develop rapport with the group and display respect for different cultures as well as cope with the unexpected. Secondly, the existing system of selecting potential tour guides does not use interviews to assess the potential of candidates for roles as tour guides – if there is an interview then it does not explore a candidate’s potential in this respect and is fairly superficial in nature.

The first Faculty of Tourism and Hotels in Egypt was established in 1962 at Helwan University. The other faculties of Tourism and Hotels were established later, but
followed the curricula of the Faculty of Tourism and Hotels in Helwan with only minor differences. The curricula of the departments of tour guiding at faculties of tourism in Egypt are divided into two main sections: the core knowledge; related subjects. The core knowledge provides detailed and in-depth knowledge of all the key Egyptian tourist sites. Because Egypt’s main tourism product is culture and heritage, most of core knowledge courses cover the historical and archaeological heritage, including Ancient Egyptian history and archaeology, Greco-Roman period in Egypt, Coptic church in Egypt, Islamic Egypt and modern Egypt. There are about twenty-one related subjects divided into four parts: languages, geography, information technology (IT) and other courses (e.g. basic economics, law and accounting). Lotaif and Saleh’s (2003) analysis of the tour guiding curriculum indicated that the curricula do not meet the needs of the tour guide.

<table>
<thead>
<tr>
<th>Core knowledge</th>
<th>Related subjects as</th>
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<tr>
<td>Ancient Egyptian history</td>
<td>Languages</td>
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<tr>
<td>Ancient Egyptian archaeology</td>
<td>Geography</td>
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<td>Ancient Egyptian language and literature</td>
<td>Information technology</td>
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<tr>
<td>Greco Roman history</td>
<td>Economics</td>
</tr>
<tr>
<td>Greco Roman archaeology</td>
<td>Law</td>
</tr>
<tr>
<td>Islamic history</td>
<td>Accounting</td>
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<tr>
<td>Islamic archaeology</td>
<td></td>
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<tr>
<td>Coptic archaeology</td>
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Table 1.1: Major subjects at the Egyptian curriculum
Although the recommendations of the Egyptian General Tourist Guides Syndicate (EGTGS) is to stop licensing new tour guides for languages such as English, French, and German, the faculties of Tourism and Hotels and private institutions keep graduating potential tour guides mostly in English and French speaking language as the Ministry of Higher Education is responsible for deciding the numbers of the students who are willing to join the faculties regardless of the real need of the market. As the result many of them suffer unemployment which reflects the absence of any coordination between the key stake holders.

In Egypt, in addition to basic roles, the tour guide’s role extends to perform marketing role either intentionally or unintentionally. Unintentionally, as many tourism researchers, e.g. Geva and Goldman (1991) suggested, the tour guide is selling the next tour through satisfying and enriching tourists’ experience which may lead to repeat purchasing or encouraging friends to go to the destination. Intentionally, the tour guide is responsible for up-selling new sites as extras. For example, in relation to tourist visitations to the Pyramids, observational studies have shown that the majority of visitors spend only 90 minutes at the site (Evans and Fieling, 1998). There is very little encouragement for them to stay any longer and the extent to which visitors gain any understanding of the significance and meaning of the pyramids and remaining structures depends upon the professionalism of their guide (Evans and Fieling, 1998). Next to the Great Pyramid of Cheops lies the Boat Museum which contains the funeral boats of the founder of the great pyramid. However, only 10% of the tourists visiting the Giza plateau go to the Boat Museum.
and have their experience enriched (Evans and Fieling, 1998). The major reason for non-visitation is that the up-selling abilities of the tour guides is limited and many visitors leave totally unaware of the existence of the Boat Museum.

For many years, students have joined departments of tourism guidance without undergoing a personal interview. As a result students may lack the appropriate personality and communication skills essential for a successful career in tour guiding. This situation may be exacerbated by an absence of any Continuing Professional Development (CPD). Although tour guides are required to undergo an official Egyptian Ministry of Tourism training programme to renew their licenses every five years, these programmes focus on core knowledge and do not meet the professional needs of the tour guides.

Despite the diversification of the tourism product in Egypt, all the curricula at the Egyptian Tour Guiding departments continue to concentrate on preparing tour guides for the man-made heritage represented in temples, tombs, churches, mosques, museums and palaces. The rise in participation rates in ecotourism activities (with their focus on geology and indigenous flora and fauna) and adventure-based activities (e.g. wilderness camping, backpacking, abseiling, climbing, caving, orienteering, canoeing, rafting, pack animal trips, sailing and cross-country skiing) leads to the need to develop a more proactive, long-term approach to interpretation that is not only focused on trying to protect the environment but forces a more diverse approach to the issue of interpretation. Most
outdoor adventure programmes (not only in Egypt) provide numerous opportunities for interpretation and stem from opportunities directly related to the activity, i.e. the river or the rock face, to more in-depth information on the ecosystems that exist within these elements. Interpretation is at optimal effectiveness when four factors operate together: the audience, the interpreter, the activity design, and the facility itself. The teacher or interpreter has some control factors and has the ability to combine them effectively (Wearing and Archer, 2002). Curricula in Egyptian universities need to accommodate this diversity to meet the needs of Egypt’s diversifying tourism product so preparing of potential tour guides should consider the diversification of tourism product to develop the skills of the tour guides to work in different contexts.

Other examples of the mismatch between research conducted for Master and PhD degree at faculties of tourism at tour guiding departments and tour guiding work is that researchers are only studying subjects from a historical and archaeological point of view (e.g. the researcher’s subject for a Masters degree was the sarcophagi of birds and animals in ancient Egypt). The research does not aim to utilize the historical, cultural and archaeological information for delivery to tourists within a story line and theme. Consequently the result is that the research of the tour guiding department and the research of the faculty of the archaeology is very similar and reflects the overlapping aims of the two faculties. The distinction between these two departments might be that one should focus on a detailed understanding of the cultural heritage and the other should focus on its
interpretation and commodification into a range of tourism products to meet the needs of different tourist groups.

Finally however, the key problem for the tour guiding curriculum in Egypt is the imbalance between knowledge and communication skills for the tour guides in addition to the absence of curricula to prepare tour guides for the expected roles.

1:3 Research agenda.

This study will focus on alternative approaches to tour guide education in selected regions around Great Britain through a comparative case study of tour guiding curriculum to answer the following research questions:

- What role does the tour guide play in tourists' satisfaction particularly in relation to promoting greater cultural understanding?
- What skills and knowledge are needed to be a good tour guide?
- What are the education and training systems used for tour guides in Egypt and UK?
- How effective are the education and training systems in Egypt in preparing tour guides?
- How can new ideas for the curricula be put into practice at tourism institutions in Egypt?
Chapter one: Introduction

1:4 Aims and Objectives

The aim of this study is to identify the appropriate balance between knowledge, skills and competences to appropriately prepare students for a career in tour guiding and to develop a tour guiding curriculum appropriate for use in Egyptian departments of tour guiding for the preparation of tour guides in Egypt.

Objectives:

The first objective was to undertake a critical review of the literature on tour guiding and heritage tourism. This objective was combined with analyzing secondary data from journals, books and various reports. This objective is important to review previous opinions and concepts of tour guiding curriculum and roles.

The second objective was to explore the techniques used by Egyptian tour guiding professors to teach prospective tour guides about cultural brokerage in relation to the influence of woman in ancient Egypt and tourists’ expectations about the preferred interpretation by focusing on scenes from ancient Egyptian monuments representing women in ancient Egypt. The researcher took the scenes of women as an example of how should the tour guide should perform the cultural brokerage role during the interpretation because women are a very important issue and are often the subject of discussion between tourists and the tour guide because tourists see women in Egypt wearing a dress code different from that of the western dress code,
so tourists ask questions about the status of women in Egypt. As long that most of the cultural programmes include visiting tombs of ancient Egypt, most of the tombs are having scenes representing women, so it is an opportunity for the tour guide to perform the cultural brokerage role by making a comparison between women in ancient Egypt and women in modern Egypt. So selecting women of ancient Egypt just as an example of how the tour guide should perform the different roles while interpreting and the most important is the cultural brokerage.

The third objective was to identify and analyse best practice in relation to the design and delivery of tour guiding curriculum. This objective was achieved by analyzing primary data from interviews, surveys and document analysis to compare and contrast different models of tour guiding course in Great Britain against the benchmark European standard and the extent that the different models develop tour guiding competences and support tourism product development.

The fourth objective was to review the Egyptian tour guiding curriculum offered at the various departments of Tour Guiding in Egyptian universities and to explore with key stakeholders how the Egyptian curriculum might be enhanced in relation to the delivery of communication and presentation skills to better prepare potential tour guide students for careers in tour guiding, particularly in relation to cultural brokerage.
Chapter one: Introduction

The fifth objective was to make recommendations for the Egyptian tour guiding curriculum that would better prepare potential tour guides for careers in tour guiding and to revise the proposed curriculum in response to comments from key Egyptian tour guiding stakeholders.

1.5 Overview of Thesis

This thesis comprises seven chapters; chapter one is the introduction and has presented the importance of the tourism to the Egyptian economy, the tourist product in Egypt. The problem of the tour guides in Egypt, the research agenda, a set of research questions and the aims and objectives of the study are also presented.

Chapter two is entitled the research approach. It is divided into the theoretical approach, which includes epistemology and theoretical perspective, and practical approach, which comprises methodology and the methods for collecting the data as interviews, questionnaire, document analysis and direct observation.

Chapter three is the literature review and it comprises an introduction about tour guides, cultural heritage tourism, cultural heritage tourist, tour guides’ concept of cultural tourist, the roles of tour guide, personal competences of tour guides, tourist’s satisfaction, tour guide performance and finally education of tour guides in Egypt.

Chapter four provides the justification for choosing the influence of woman in ancient Egypt as the title of the thesis. The researcher attempts to apply the expected different
roles of the tour guides in interpreting what the tourists see during their trip to Egypt in the archaeological sites. The chapter includes women in ancient Egypt as their political life, priesthood and women, women in public life, women and legal rights, women and funeral beliefs and women in daily life. Then the researcher presented some scenes to the professors of tour guiding department to find out whether they consider the different roles of the tour guide while interpreting the scenes. An additional part of interpretation about women in modern time and the modified interpretation was presented to interviewees to decide which interpretation they prefer. The issue of women in ancient Egypt was an example of an issue to explore in depth – it could be applied on any other issue while performing the cultural role.

Chapter five discusses the European standard for tour guiding profession which comprises the element of common subjects, the element of area specific subject and practical training and the Great Britain which includes Wales, England, North Ireland and Scotland which is studied in detail as it has a university educational system for training tour guides. This part discusses the role of Scottish Tourist Guides Association (STGA), ordinary membership of the STGA, regional affiliate of STGA, standards of performance of STGA, the obligation of members of the STGA, the principles of good professional practice, STGA tour guide and survey about STGA. In addition to focusing on tour guiding in Wales and Wales Blue Badge course. The reason for focusing on both Wales and Scotland, is that the training course for tour guides in both contexts is held in a higher education context and lasts for two years in a situation similar to that of Egypt. Wales and Scotland
Chapter one: Introduction

therefore probably provide more similarities than other contexts and so are worth exploring in more detail.

Chapter six discusses the Egyptian tour guiding context and includes the categories of tour guides in Egypt, the regulations organizing working as a tour guide, the problem of tour guiding profession in Egypt, the curricula in Egypt, what do they think of the tour guiding curriculum in Egypt, what should the Egyptian tour guiding curriculum look like and finally consultation of the new curriculum.

Chapter seven presents the conclusion of the study and how the aims and the objectives of the study were achieved and presenting a proposed curriculum to better prepare potential tour guides to work in tour guiding career.
CHAPTER TWO
Research Approach

2.1 Introduction

2.2 Theoretical approach

2.2.1 Epistemology
2.2.2 Theoretical perspective

2.3 Practical approach

2.3.1 Methodology
2.3.2 Methods
2.3.2.1 Semi structured interviews
2.3.2.2 Questionnaire
2.3.2.3 Document analysis
2.3.2.4 Observation
2.3.2.5 Triangulation
2.3.2.6 Reliability
2.3.2.7 Validity
2.3.2.8 Ethical considerations
2.3.2.9 Sampling and avoidance of bias

2.4 Practical approach: objective two

2.4.1 Email interviews
2.4.2 Semi-structured interviews

2.5 Practical approach: objective three

2.5.1 Semi-structured interviews
2.5.2 Participant observation
2.5.3 Questionnaire survey
2.5.4 Document analysis

2.6 Practical approach: objective four

2.6.1 Semi-structured interviews

2.7 Summary
2.1 Introduction.

The ultimate aim of this study is to identify the appropriate balance between knowledge, skills and competences to appropriately prepare students for a career in tour guiding and to develop a tour guiding curriculum appropriate for use in Egyptian departments of tour guiding for the preparation of tour guides in Egypt. One key outcome of the study will be a set of recommendations for a new Egyptian tour guiding curriculum that will better meet the needs of the dynamic tour guiding market for potential implementation in the departments of Tour Guiding in Egyptian universities.

The study will explore UK and European practices in relation to tour guiding curricula and will involve a comparative case study between Egypt and UK.

Crotty (1998) presents an overview of research from epistemology through theoretical perspective, methodology and methods (see figure 2.1). Epistemology and theoretical perspective are together considered the theoretical approach and methodology and methods the practical approach. This chapter will discuss the theoretical approach in section 2.2 and move on to discuss the practical approach for each of the practical objectives, i.e., objective 2.3 and in sections 2.4, 2.5 and 2.6 respectively.
Figure 2.1: Research string comprising epistemology, theoretical perspective, methodology and methods (Crotty, 1998 p.4)

2.2 Theoretical approach

2.2.1 Epistemology

Epistemology is defined by Matthias Steup in the Stamford Encyclopaedia of Philosophy (2005) as follows:

*Epistemology is the study of knowledge and justified belief. As the study of knowledge, epistemology is concerned with the following questions: What are the necessary and sufficient conditions of knowledge? What are its sources? What is its structure, and what are its limits? As the study of justified belief, epistemology aims to answer questions such as: How we are to understand the concept of justification? What makes justified beliefs justified? Is justification internal or external to one’s own mind? Understood more broadly, epistemology is about issues having to do with the creation and dissemination of knowledge in particular areas of inquiry (Steup, 2005: np)*
Moreover, Crotty (1998) suggests that it deals with the nature of knowledge, its epistemology, scope and general basis. Matters of epistemology have been defined by Goodson and Phillimore (2004, p75) as: ‘those insights and questions which help understand the relationships between knower (the inquirer) and the know (the knowledge)’.

The basic question of epistemology is ‘How we know what we know?’ as epistemology provides a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both satisfactory and justifiable (Crotty, 1998). Also, epistemology tries to answer the question ‘what is knowledge?’ (Helinghen et al. 1995).

Crotty (1998) presents three types of epistemology; objectivism, subjectivism and constructionism

**Objectivism:**
Crotty (1998) confirms that objectivism holds the meaning of the reality which exists as such apart from the operation of any consciousness. He gives a clear example of objectivism as follows:

That tree in the forest is a tree, regardless of whether anyone is aware of its existence or not. As an object of that kind (‘objectively’, therefore), it carries the intrinsic meaning of ‘tree-ness’. When human beings recognise it as a tree, they are simply discovering a meaning that has been lying there in wait for them all along.

(Crotty 1998, p.8)
• **Subjectivism:**

A second epistemological stance - meaning does not come out of between subject and object but is imposed on the object by the subject. Here the object as such makes no contribution to the generation of meaning (Crotty 1998).

• **Constructionism:** rejects this view of human knowledge.

> There is no objective truth waiting for us to discover it. Truth, or meaning, comes into existence in and out of our engagement. There is no meaning without a mind. Meaning is not discovered, but constructed. In this understanding of knowledge, it is clear that different people may construct meaning in different ways, even in relation to the same phenomenon. ... In this view of things, subject and object emerge as partners in the generation of meaning.
> (Crotty 1998, p.8-9)

Gray (2004) echoes the same meaning as follows:

> Truth and meaning do not exist in some external world, but are created by the subject’s interactions with the world. Meaning is constructed not discovered, so subjects construct their own meaning in different ways, even in relation to the same phenomenon.
> (Gray 2004, P.17)

As Crotty emphasises - this is precisely what we find in moving from one era to another or from one culture to another?

On the way to understand constructionism Ernst von Glasersfeld (1988, cited in Johnson, n.d) explains one of the basic principles of constructionism ‘Knowledge is not passively received either through the senses or by way of communication, but is actively built up by the cognising subject’
The epistemology adopted in this research will be constructionism because research works to explore the different cultural interpretations/ understandings of tour guiding in Egypt and UK. The research works to explore the different perspectives of key stakeholders in Egypt to identify the problems of tour guiding in Egypt and their opinion about the proposed curriculum.

2.2.2 Theoretical perspective:

Crotty (1998: 7) describes the term theoretical perspective as the ‘philosophical stance that lies behind our chosen methodology ... [and] provides a context for the process and grounds its logic and criteria’. He added that the theoretical perspective is an approach to understanding and explaining society and the human world and grounds the set of assumptions that researchers typically bring to their methodology of choice.

The theoretical perspective used in this study is interpretivism as the interpretive methods were used to seek understanding and enable meaning to be understood in terms of the actors in tourism. The term interpretivism has been described by Gray (2004) as:

> looks for culturally derived and historically situated interpretations of the social world. There is no, direct, one-to-one relationship between ourselves (subjects) and the world (object). The world is interpreted through the classification schemas of the mind. In terms of epistemology, interpretivism is closely linked to constructivism. Interpretivism asserts that natural reality (and the laws of science) and social reality different and therefore require different kinds of methods. While the natural sciences are looking for consistencies in the data in order to deduce laws, the social sciences often deal with the actions of the individual.  

(Gray 2004, p.20)
2.3 Practical approach

2.3.1 Methodology:

Crotty defined methodology as:

*The strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes.*

(Crotty 1998, p.8)

Research methodology can be described as a convenient plan of getting from point “A” to point “Z”, where A is the research aim and objectives and Z is the sought conclusion (Hamza 2004).

The most suitable methodology for achieving the aim and the objectives of this study is the case study. When it is deemed desirable to learn from the experience of others, researchers often resort to using a case study. In developing a case study a comprehensive description and analysis is made of one or several situations that are similar to the one being studied. The emphasis may be on an entire organization with great attention paid to detail in order to understand and document the relationships among circumstances, events, individuals, processes, and decisions (Ryerson University 2007). Breweton and Millward (2001) summarised the case study’s advantage as it helps more in-depth assessment of a particular situation and it helps the researcher to describe events in detail (Breweton and Millward 2001, cited by Ibrahim 2005). Figure 2.2 provides the multiple methods for collecting the data for a case study.
Figure 2.2: Developing a case study using multiple sources of evidence (Yin 2003:100)

Yin (1994) described the case study purpose as to study an existing phenomenon as it is in real life situation especially when the limits between the phenomenon and the context are not clear and many sources of evidence can be used.

The essence of a case study, the central trend among all types of case study, is that it tries to shed light on a decision or set of decisions: why they were taken, how they were implemented, and with what result (Yin 2003).

The case study as a research strategy comprises an all-encompassing method covering the logic of design, data collection techniques, and specific approaches to data analysis. According to this a case study is a comprehensive research strategy (Yin 2003).
Saunders, et al. (2003) defined a case study as a:

*Research strategy that involves the empirical investigation of a particular contemporary phenomenon within its real-life context, using multiple sources of evidence.*

(Saunders, et al 2003, p. 437-93)

Case study as a strategy will be useful to a researcher if she or he wishes to gain a rich understanding of the context of the research and the process being enacted (Morris and Wood 1991, cited by Saunders, et al. 2003).

Finn et al., (2000) defined case study research as:

*A detailed investigation, often with data collected over time, of one or more organizations or groups within organizations. The aim is to provide an analysis of the context and processes of whatever is being researched. Thus the case study is not distinguishable from its context. A project or programme in an evaluation study would be suitable for case research. For example, this could be the setting up of a new leisure centre or the introduction of community participation in a sustainable tourism project.*

(Finn, et al. 2000, p. 81)

According to Bryman and Bell (2003) a case study may comprise a single case or may comprise several case studies for the purpose of the comparison, in other words case study is a research outline which includes the detailed and comprehensive analysis of a case or some sometimes the case study covers more than one case for comparative reason.
Case studies, limited to a particular set of interactions, still allow one to examine how particular sayings and doings are embedded in particular patterns of social organization (Seale 2001).

Two case studies are planned in this study, the first to cover the Egyptian tour guiding context and the second is divided into further three case studies to cover Wales, Scotland and England which will be combined through cross case analysis to represents a case study of the UK context.

Considering the previous aim, the justification support the suitability of using case study to fulfil this aim, as Yin (2003) claimed that case study is appropriate for comparing patterns. A case study approach is ideal for understanding contemporary issues and it depends on methods as observation and interviews with persons related the problem of the research (Manyara 2005). In this research multiple case studies were considered as the research is making comparisons between different models of tour guiding in Great Britain and Egypt.

Gray (2004) suggests that the case study is considered ideal method when questions as how or why is being asked about a contemporary set of events and the researcher has no control over. (Gray 2004, p.124) as one of the questions of the research is how effective are education and training systems in preparing tour guide?
Case study is seeking an answer of what is going on? (Bouma and Atkinson, cited by Ibrahim 2005) as one of the questions is trying to spot light on different education systems, what are the education and training systems in Egypt and Great Britain?

2.3.2 Methods

Crotty (1998) defined methods as:

*The techniques or procedures used to gather and analyse data related to some research question or hypothesis or as the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes.*

(Crotty 1998, p. 5)

During the research qualitative and quantitative methods were used. A preference for qualitative data – understood simply as the analysis of words images rather than numbers.

Qualitative research differs from quantitative research in the following ways:

- The data is usually gathered using less structured research instruments
- The findings are more in-depth since they make greater use of open-ended questions
- The results provide much more detail on behaviour, attitudes and motivation
- The research is more intensive and more flexible, allowing the researcher to probe since she/he has greater latitude to do so
- The results are based on smaller sample sizes and are often not representative of the population,
Chapter Two

- The research can usually not be replicated or repeated, given it low reliability
  
  (Ryerson University 2006).

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At the level, qualitative research involves an interpretive, naturalistic approach to the world. This means the qualitative research study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (Ritchie and Lewis 2003).

Qualitative research can be described as any social science research that produces results that are not obtained by statistical procedures or other methods of quantification. Some of the data may be quantified, but the analysis is qualitative. It can refer to research about people’s lives, their stories, and behaviour and it can also be used to examine organizations, relationships, and social movements. The methods used by qualitative research include participant observation, unstructured interviews, and life histories (Bouma and Atkinson 1995).

During the research the following methods were used: semi structured interviews, questionnaire, document analysis and participant observation. These will be discussed in turn below, see figure 2.2 representing the different methods used in a case study.
2.3.2.1 Semi-structured interviews

According to Yin, interviews focus on case study topic (Yin 2003). Interviews come into their own when we need to ask numerous open-ended questions and where the interviewer has to record the answers given by the respondents. Such open-ended questions are important in allowing the respondents to say what they think and to do with great richness and spontaneity.

Interviewers can give a prepared explanation of the purpose of the study more convincingly than a covering letter can, offer standardized explanations to certain problems that arise; to prevent many misunderstandings (Oppenheim 1998).

Semi-structured interviewing is best in situations where the researcher will not get more than one chance to interview someone. It has much of the freewheeling quality of unstructured interviewing, and requires all the same skills, but semi structured interviewing is based on the use of an interview guide. This is a written list of questions and topics that need to be covered in a particular order. The list of questions demonstrates that the researcher is fully in control of what she/he wants from the interview but leaves both the interviewer and the interviewee to follow new leads. It shows that the researcher is appropriately prepared and competent but that she/he is not trying to impose extreme control over the respondent (Bernard 2000).
Semi-structured interviews help the interviewer to ask more questions to investigate more detailed responses when some thing needs more clarification (Gray 2004).

The semi-structured interview was used to get the feed back about the proposed new Egyptian tour guiding curriculum developed from the best practices evidenced in the UK and European case studies. Interviews were used to gather information from relevant stakeholders. Experts include: university professors; tour operators and representatives of the Egyptian General Tourist Guide Syndicate. Each expert was interviewed using a question schedule relating to the subject of the research so that each one could declare separately his/her opinion. The expert responses were analyzed and integrated into a revised Egyptian tour guiding curriculum.

The semi-structured interview is the most appropriate method to collect data from the expert panel as the researcher can approach them face to face and seek as detailed data as possible which can be best achieved by interview.
2.3.3.2 Questionnaire

The questionnaire as a quantitative method used in the research is a formal approach to measuring characteristics, attitudes, motivations, opinions as well as past, current and possible future behaviours. The information produced from a questionnaire can be used to describe, compare or predict these facts (Ryerson University, n.d.).

During the research the researcher used a questionnaire survey (Dillman, 2000) which is arguably the most commonly used in leisure and tourism research (Veal, 1997).

There are various definitions of the term questionnaire (Oppenheim, 2000). Some practitioners, e.g. Kervin (1999), reserved it exclusively for self-administered and postal surveys where the person answering the question actually records their own answers. Others, e.g. Bell (1999), used it as a more general term to include interviews that are administered either face to face or by telephone (Saunders et al, 2003). The word questionnaire is also sometimes used to distinguish a set of questions, including perhaps some open-ended ones, from more rigidly-constructed scales or tests (Oppenheim, 1998).

During the research a postal questionnaire was conducted which, as with all research tools, has advantages and disadvantages. A questionnaire is commonly used in leisure and tourism research because of its basic mechanics is easily understood (Veal, 1997).
The main advantages of a postal questionnaire are: avoidance of interviewer bias and ability to reach respondents who live at widely dispersed addresses or abroad (Bernard 2000). and give privacy in response as well as allow respondents to answer the questions at times that are convenient (Manqione, 1997)

The main disadvantage of using questionnaires are low response rates, no opportunity to correct misunderstandings or to probe, or to offer explanation or help, no control over the order in which questions are answered, no check on incomplete responses, incomplete questionnaires or the passing on of questionnaires to others (Oppenheim 1998; Bernard, 2000).

In some cases, the researcher may want a respondent to answer a question without the respondent knowing what’s coming next. This is impossible in self-administered questionnaire (Bernard, 2000).

Questionnaire has been used to collect data from tour guides. The large number of tour guides makes it difficult to interview each one of them independently, taking into consideration their existence in various places in Wales and Scotland.
2.3.2.3 Document analysis:

Documents as a data collection method include gathering information from organizational and institutional documents and state financial, political and legal records (Gray, 2004)

According to Denscombe (1998), documents can be treated as a source of data in their own right- in effect an alternative to questionnaires, interviews or observation. According to Yin (2003) documentation’s strength is that it is stable and can be reviewed constantly and contain details of an event in addition that for case study the use of documents confirm evidence from other sources (Yin, 2003).

During the research, documents such the regulations and rules of the different faculties of Tourism and Hotels in Egypt and Tour Guiding Act in Egypt were analysed in addition to the web sites of professional tour guides organizations.

2.3.2.4 Observation:

According to Somekh and Lewin (2005) observation is gathering sensory data through sight, hearing, taste, smell and touch, is considered one of the most important methods of data collection. In observation the self becomes the primary research instrument.

There are two categories of observation; participant observation and direct observation.

Participant observation is described as:
Participant observers gain unique insights into the behaviour and activities of those they observe because they participate in their activities and to some extent, are absorbed into the culture of the group. Disadvantages include that they may be distracted from their research purpose by tasks given to them by the group and note-making becomes much more difficult and may have to done after the event, ideally the same evening.

(Somekh and Lewin 2005, p140)

Direct observation

Direct observation involves the observation of a subject in a certain situation (Dawson 2002). Yin (1994) defines direct observation as follows:

By making a field visit to the case study site, you are creating the opportunity for direct observations. Assuming that the phenomena of interest have not been purely historical, some relevant behaviors or environmental conditions will be available for observation such observations serve as yet another source of evidence in case study

(Yin 1994, p.86)

2.3.2.5 Triangulation:

In this research qualitative and quantitative methods are adopted to check information against at least one other source and that is what is called the triangulation which is defined by May (2002) as follows:

Triangulation is a method developed within mainstream qualitative sociological research for dealing with problems of validity and refers to the injunction to check pieces of information against at least one other independent source before regarding them as credible.

(May 2002, p.189)
In this study, triangulation is achieved through the use of different methods as interviews, surveys and document analysis. The case study with it range of different sources is an extremely useful methodology to achieve triangulation.

2.3.2.6 Reliability

Seek to guarantee that different observers make the same interpretations of particular objects. Multiple differing interpretations are unacceptable, as it is supposed that a single valid version is the goal of research (Seale 2000, p.41). Reliability could be as follows:

- Internal reliability refers to the extent to which different researchers identify similar constructs.
- External reliability refers to the overall duplication of research findings in re study exercises (Seale 2000, p.42)

2.3.2.7 Validity

The validity is concerned with the data collected and if it is a true picture of the study. Different methods were used for collecting the data such as semi-structured interviews, surveys, document analysis and participant observation to make sure that the data collected is a true picture of the study. Some of the validity standards followed during the interviews included recording the interview to double check the accuracy of the information and minimize the wrong interpretation of the answers. During the
interviews the aim of the study was explained to make sure the participants understand the motivation of asking the questions to allow more related answers.

2.3.2.8 Ethical considerations

The researcher did his best to make the interviewees aware of the aim and the nature of research and that all the participants were voluntary participants in both the interviews and the surveys and he or she could stop the interview at any moment during the interview.

Privacy and confidentiality was taken into the consideration throughout the research process. Personal data has been treated with extreme care and caution.

The research ensured the accuracy of data collected by avoiding fabrication, errors and contrivance.

2.3.2.9 Sampling and avoidance of bias

The survey was sent to all the tour guides in the list of The Wales Official Tourist Guides Association (WOTGA) and The Scottish Tour Guides Association (STGA) in both Scotland and Wales in order to reach all working tour guides and get their opinions about tour guiding in both contexts.
Chapter Two

The interviews with Egyptian professors of Tour Guiding Departments were conducted at various universities to cover the geographical areas of Egypt and to make sure that the different opinions were considered. In addition to conduct the interviews with different levels of the tutors such as lecturers, assistant professors and professors to make sure that all opinions were presented to avoid the bias to specific opinion.

2.4 Practical approach: objective two

To achieve the second objective to explore the techniques used by Egyptian tour guiding professors to teach prospective tour guides about cultural brokerage in relation to the influence of woman in ancient Egypt and tourists’ expectations about the preferred interpretation by focusing on scenes from ancient Egyptian monuments representing women in ancient Egypt.

Two methods were used as email interviews and semi-structured interviews.

2.4.1 Email interviews

Email interviews were conducted with staff at the Tour Guiding department at three universities representing the Egyptian universities, an assistant professor at Alexandria university which represent the northern part of Egypt, an assistant professor at Helwan university which represent the central part of the Egypt and a lecturer at Al Minya university which represents upper Egypt. The professors were emailed scenes
representing women in ancient Egypt and were asked about how they interpret these scenes of the women in ancient Egypt to the potential tour guides.

2.4.2 Semi-structured interviews

Semi-structured interviews were conducted with eleven potential tourists to get their feedback about the interpretation and if they are satisfied with the interpretation or another interpretation which added information about the women in modern Egypt and which interpretation meet their expectations of the tour guide.

2.5 Practical approach: Objective three

2.5.1 Semi-structured interviews

To achieve objective three which was to identify tour guiding courses for in-depth analysis, semi-structured interviews has been used in Wales. It was good opportunity to interview Welsh tour guides in the annual meeting of Wales Official Tourist Guides Association which was held 12 November 2005 to find out the main features of tour guiding context in Wales, the nature of the work in Wales as a tour guide and the main obstacles they are facing. The interviews were conducted while tour guides were having a day tour in Cardiff city to refresh their information and that was good opportunity to observe how a CPD is organized and how the experienced tour guides transfer their knowledge and experience to the others.
Other interviews were conducted with the tutors of Cardiff School of Management in 2007, the main purpose of the interviews with academic stuff at Cardiff School of Management to understand and approach the methods and the way of teaching, in addition to find out the learning outcomes of teaching the subjects at the courses of tour guiding at the school. The interviews were held at the premises of Cardiff School of Management. The interviews were conducted in English.

2.5.2 Participant observation

Participant observation was used to collect data; the researcher participated in a day tour in Cardiff city to refresh the information of the tour guides the members of Wales Official Tourist Guides Association (WOTGA) that was a part of a CPD which was organized by WOTGA, the researcher observed how the experienced tour guides transfer their knowledge and experience to their colleagues.

2.5.3 Questionnaire survey

For approaching the tour guiding context in Wales a survey instrument was presented designed to capture relevant characteristics using the total design method (Dillman, 2000). The findings presented are based on the research instrument, which is a Questionnaire. Designing the questionnaire lasted three months and before sending it a pilot test was conducting by interviewing a small number of tour
guides on the phone, before sending it to the total sample 49 tour guides registered in the Wales Tourist Board's list of registered tour guides (WOTGA, n.d.) by mail. After 22 days only 18 respondents had sent in their answers so a reminder letter was sent. No further responses were received so the response rate for the survey was 38.77%.

For Scotland a survey instrument was presented designed to capture relevant characteristics using the total design method (Dillman, 2000). The findings presented are based on the research instrument, which is a questionnaire. Designing the questionnaire relied on the basic questions of a previous survey conducted in Wales to get an idea about the tour guides working context in Wales, the completed survey was sent to the total sample 276 tour guides registered in list of The Scottish Tourist Guides Association. Within the next weeks 96 respondents sent their answers back. Fourteen unanswered questionnaires were sent back, the reason for not completing the questions included retirement reasons and the death of the member. Three questionnaires were sent back as failure delivery despite they were sent to the address listed in the list of STGA.

2.5.4 Document analysis

Document analysis was used to collect data to achieve objective three by analysing the documents of the European standard for tour guiding profession, in addition to the regulations and rules of the different faculties of Tourism and Hotels in Egypt, Tour

2-24
Guiding Act in Egypt were analysed and the web sites of professional tour guides organizations.

2.6 Practical approach: objective four

2.6.1 Semi-structured interviews

The semi-structured interviews were used to get the feedback about the proposed new Egyptian tour guiding curriculum developed from the best practices evidenced in the UK and European case studies. Interviews were used to gather information from relevant stakeholders. Experts include: university professors; representatives of the ministry of Tourism; tour operators and representatives of the Egyptian General Tourist Guide Syndicate. Each expert was interviewed using a question schedule relating to the subject of the research so that each one could declare separately his/her opinion. The expert responses were analyzed and integrated into a revised Egyptian tour guiding curriculum.

Interviews were conducted with a panel tour guiding experts and professors of the Egyptian universities, who are in charge of Tour Guiding education system in Egypt. The interviews were conducted in Arabic the national language of Egypt and a language in which all the Egyptians can communicate fairly well. The researcher speaks both English and Arabic, so there was no need for a translator. The researcher conducted the translation. The Interviews were conducted on October 2007 at different
Egyptian universities representing the different regions of Egypt. As Alexandria university which represents the northern part of Egypt, Helwan and Ain Shams university which represent the central part of Egypt and Al Minya and fayoum university which represent the upper part of Egypt. The reason for conducting the interviews with the professors to get their opinion about the current curriculum at the Egyptian universities and the proposed curriculum.

The researcher conducted interviews with the representatives of the Egyptian General Tourist Guides Syndicate (EGTGS) in Egypt to approach their opinions about how to improve tour guides performance and their opinion about the current curriculum at the Egyptian universities and the proposed curriculum.

The researcher conducted interviews with vice president of the Egyptian Travel Agent Association in Egypt to get his opinion about the performance of tour guides and how this could be enhanced.

The researcher used note taking and audio recording to record the interviews.

2.7 Summary

This chapter has detailed the research process in this study and presented the epistemological and theoretical perspective of the research. The chapter has further detailed the methods that were used to achieve the aim and the objective of the study.
CHAPTER THREE

Literature Review

3.1 Introduction

3.2 Cultural heritage tourism

3.3 Cultural heritage tourist

3.4 Tour guides’ concept of cultural tourist

3.5 The roles of a tour guide

- 3.5.1 Information giver
- 3.5.2 Leader
- 3.5.3 Interpreter
- 3.5.4 Facilitator
- 3.5.5 Motivator
- 3.5.6 Cultural broker or mediator
- 3.5.7 Social role
- 3.5.8 Quality manager
- 3.5.9 Entertainer

3.6 Personal competences of tour guide

- 3.6.1 Presentation, communication and interpretation skills
- 3.6.2 Customer service skills
- 3.6.3 Cross cultural awareness
- 3.6.4 Ability to follow health and safety procedures
- 3.6.5 First aid qualification
- 3.6.6 Group management and leadership skills
- 3.6.7 Knowledge of local tourism resources and the tourism industry
- 3.6.8 Ability to research, develop and update tour content

3.7 Tourist’s satisfaction

3.8 Tour guide performance

3.9 Education of tour guides in Egypt

3.10 Curriculum design

3.11 Summary
3.1 Introduction

This chapter presents a critical overview of literature to understand the nature of cultural heritage tourism and tourists and the role and the requisite competences of a cultural heritage tour guide. Section 3.2 identifies cultural heritage tourism and the importance of cultural heritage tourism products, for the economies of many countries including Egypt. Section 3.3 explores the tour guides’ concept of cultural heritage tourists. Section 3.4 goes on to discuss the many roles of cultural heritage tour guides and section 3.5 looks at the personal competences of tour guides. The chapter then reviews how tour guides can enhance tourists’ satisfaction in section 3.6. Tour guide performance is discussed in section 3.7. The chapter concludes in section 3.8 with a summary which exposes requisite competences against the various roles of the tour guide.

3.2 Cultural Heritage Tourism

This study focused on the role of the tour guide in cultural heritage tourism, especially man-made heritage. It is important to define heritage tourism and its contribution to the tourism industry. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO): “heritage is our legacy from the past, what we live with today, and what we pass on to future generations” (World Heritage Centre, 2008).
Some of the world’s most outstanding and important heritage sites have been recognised by UNESCO as world heritage sites which ensures their ongoing protection for future generations. The World Heritage Convention on 16 November 1972 adopted the following definition of world heritage sites as: “areas or sites of outstanding universal value recognized under the convention for the protection of the world’s cultural and natural heritage”. World heritage sites are scattered all over the world and include natural and man-made heritage sites, e.g. East Africa’s Serengeti, the Great Barrier Reef in Australia, the Baroque cathedrals of Latin America and perhaps most importantly in this context are the Pyramids of Egypt.

Cultural heritage tourism, which is main source for tourism in many countries particularly Egypt, is defined as the “interplay between tourism, the use of cultural heritage assets, the consumption of experience and products, and the tourists” (McKercher and Cross, 2002, p.6) while Alzua, et al. (1998, p.3) defined heritage tourism as “the movement of persons to cultural attractions away from their normal place of residence, with the intention to gather new information and experiences to satisfy their cultural needs”. The same idea is echoed by Zeppel and Hall (1991) who described cultural heritage tourism as the way in which the traveller is actively engaged in ‘decoding’ the cultural environment in which he or she moves.

Poria, Butler and Airey (2004) divided heritage tourism into sub-groups including: maritime heritage, man-made heritage, culinary heritage, rural heritage, local heritage and dark tourism.
Summary

Cultural heritage tourism is an important trend of tourism. The World Tourism Organization estimated that cultural heritage tourism currently accounts for 37% of all tourist trips and that demand is growing by 15% per annum (Richard, 1996, cited by McKercher 2002) although Mckercher (2004) suggested that the real numbers of true cultural tourists who visit a tourist destination for cultural reasons is far below that figure.

3.3 Cultural Heritage Tourists

It is important to identify those who are the subject of a cultural heritage tour guides' role. Mckercher (2004) defined a cultural tourist as:

"someone who visits, or intends to visit, a cultural tourism attraction, art gallery, museum or historic site, attend a performance or festival, or participate in a wide range of other activities at any time during their trip, regardless of their main reason for travelling".

(McKercher 2002, p.30)

Therefore cultural tourists included:

"A person who steps into a temple in Hong Kong to avoid a rainstorm or joins a sightseeing tour that includes a 15 minute stop at a cathedral would be defined as a cultural tourist"

(McKercher 2004, p.96)
McKercher (2004) identified a number of researchers, (e.g. Richards 1996; Craine 1998; Formica and Uysal 1998; Kerstetter, Confer and Bricker 1998; Prentice, Witt and Hammer 1998; Taubman 1998; Kemerling-Clack 1999 and Shifflet et al. 1999), who have suggested that cultural heritage tourists, in terms of their age, level of education and income, are older, better educated, and more affluent than the general travelling public. Silberberg (1995) also included other factors, e.g. gender, spending and duration of stay, suggesting that cultural heritage tourists are more likely to be female, spend more, and stay longer. (Silberberg 1995 cited Martin, Bridges and Valliere 2004). According to a study by the Travel Industry Association of America, people who participated in historic and cultural activities spend more, do more, and stay longer than other types tourists in the United States of America (Hargrove 2002). A visitor survey conducted by the US National Trust for Historic Preservation showed that almost 70% of visitors are female; 40% are aged between 21 and 35 (a younger-than-expected group); and 80% to 90% have college degrees (Tighe 1985, cited Zeppel and Hall 1991).

The results of a study of arts audience profiles in the USA, which identified the general characteristics of culture heritage clients in terms of factors such as income, occupation and education, supports this. Arts audiences in the USA are composed largely of individuals who are professionals or managers with college or graduate school education and who earn higher than average incomes (Tighe 1985 cited Zeppel and Hall 1991).
Martin, Bridges and Valliere (2004) in their study of cultural heritage tourists echoed the same view of previous writers regarding their age but were more specific as they described cultural tourist as being about 5 years older on average than other visitors. Most cultural heritage tourists were between 50 and 79 years of age, with an average age of 56. Non-heritage tourists had an average age of 51. However, their study results differed from those of other researchers by suggested that cultural heritage tourists have a similar gender profile, income and education level.

Christie and Mason’s (2003) studied in Canada the characteristics, recreational activities and economic impact of 780187 visitors to the special Tutankhamun exhibition (heritage exhibition) on display at Toronto’s Art Gallery in 1979 showed that the majority of visitors were aged between 20 and 49 years of age (62%), with an average age of 38.5 years. The majority (62%) were married and were all well educated (52%) with at least education to degree level. Again their cultural heritage tourists show a gender bias with more females than males attended the exhibition.

McKercher (2002) thought that tourists have different abilities to engage with cultural and heritage attractions, based on many factors including their level of education, awareness of the site prior to the visit, preconceptions of the site, their level of interest in site, its meaning to them and the time they have available for the visit.

Cultural heritage tourists are identified by their motivation to visit heritage and cultural sites. Poria, Butler and David (2004, p.79-103) in their study about how tourists decide
which heritage site to visit supported the idea that the perception of the site in relation to the tourist's own heritage lies:

“At the heart of an understanding of tourist’s visitation patterns, and whether they choose the place or not, is closely linked to their perception of the site in relation to their own heritage”. (P.79-103)

This suggestion is incorrect since it would not explain why people from all over the world visit the Pyramids of Egypt - there is no relationship between the Pyramids and their own heritage. The pyramid is a local product developed in a shape and for a purpose which serves and symbolizes a meaning related to the ancient Egyptian religion and thus related to Egypt and Egyptians. The popularity of visiting the pyramids is more easily explained by Timothy (1998) who identified four levels of heritage tourism attractions: world, national, local, and personal. World heritage attractions that raise feelings of wonder encourage large masses of tourist to visit, but they probably do not invoke feelings of personal attachment. By contrast, national, local and personal sites engender progressively stronger feelings of personal connectivity and probably facilitate different depths of experiences by the visitors (Timothy 1998 cited McKercher 2002).

McKercher (2002) identified five different types of cultural heritage tourists reflecting the relationship between the centrality of cultural heritage tourism as a reason for destination visitation and the depth of experience (see Table 1) of which the first four types account for the vast majority of cultural heritage tourists at any destination.
Understanding the differences between the needs of tourists looking for deep experience and those looking for a shallow experience is an important aspect of a tour guide’s role.

<table>
<thead>
<tr>
<th>Type of cultural tourist</th>
<th>Centrality of cultural tourism as a reason for destination visitation</th>
<th>Depth experience</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposeful</td>
<td>High</td>
<td>Deep</td>
<td>Learning about other cultures or heritage is a major reason for visitation and provides a deep cultural experience.</td>
</tr>
<tr>
<td>Sightseeing</td>
<td>High</td>
<td>Shallow</td>
<td>Learning about other cultures or heritage is major reason for visitation but the experience is shallow and entertainment-oriented experience.</td>
</tr>
<tr>
<td>Casual</td>
<td>Modest</td>
<td>Shallow</td>
<td>Cultural tourism plays a limited role in the visitation decision and the experience is shallow.</td>
</tr>
<tr>
<td>Incidental</td>
<td>Low</td>
<td>Shallow</td>
<td>Cultural tourism plays little or no meaningful role in the visitation decision and at the destination the experience is shallow.</td>
</tr>
<tr>
<td>Serendipitous unexpected</td>
<td>Low</td>
<td>Deep</td>
<td>Cultural tourism plays little or no role in the decision to visit a destination but at the destination the experience is deep.</td>
</tr>
</tbody>
</table>

Table 3.1: Types of cultural tourists (adapted from McKercher 2002).

McKercher (2004) estimated that 10% of the total cultural heritage tourists and about 3% of all tourists are looking for deep experience. The other types of cultural heritage
tourists were described as casual cultural tourists as culture influenced a little part to in their decision to visit.

**Summary**

Most studies accept that cultural tourists are more educated and more likely to be female. However, the evidence on age is contradictory. Five different types of cultural heritage tourists reflecting the relationship between the centrality of cultural heritage tourism as a reason for destination visitation and the depth of experience were identified.

### 3.4 Tour guides' concept of cultural heritage tourists

Tourist satisfaction is critically important for a tourist to consider repeat visitation or to consider recommendation to others to consider visitation. It is important to understand tourist motivations for choosing destinations. The United States Tourism and Travel Administration (USTTA) conducted a series of surveys among potential Japanese, Australian, UK, West German, and French vacationers to the USA. Pizam and Jeong (1996) identified major differences amongst these nationalities regarding vacation preferences and the importance of many factors in choosing destinations. According to Levy, Lloyd and Scheriber (2001), understanding the behaviour of tourists of different nationalities is essential for meeting and exceeding their expectations and ensuring that they have a fulfilling experience.
Human beings have complex brains, different learning styles and different personal experiences. However there are similarities between tourists from the same nationality from which national stereotypes emerge. There are differences between the leisure behaviour of various nationalities - Pizam (1999) suggested that this difference was not caused by economic factors but mainly by differences in the value systems of the different societies.

Pizam and Reichel (1996) and Pizam (1999) suggested that tourists of different nationalities behave in different ways. For example, Japanese travellers always travel in groups and take short holidays. They only come to a destination once there is an established infrastructure able to support larger groups - their character being neither pioneer nor adventurer. Reisinger and Waryszak (1994, p. 34) suggested that:

“It is difficult for the Japanese to mix together with those who do not speak the Japanese language; Many Japanese tourists are reluctant to speak English in front of native English speakers in order to avoid making mistakes or losing face”.

Koreans have been identified as devoted to the Korean way of living - they insist on going to Korean restaurants and prefer to travel in groups like the Japanese. Pizam and Jeong (1996) described Europeans as more individualistic and fully using their holidays which may last 2-4 weeks. All noted that the Muslim/Arab style of travelling was clearly less active and more socially-oriented than the European style - Arabs usually feel comfortable with cash in hand, tending to show off their cash and spending freely.
Many studies have aimed to identify the behavioural characteristics of different nationalities during guided tours - Pavitt and Haight (1985), for example, assumed that individuals hold preconceived mental images of the place they are intending to visit constructed from previous knowledge derived from reading, media, extra and then their impressions of local people's behaviours based on these perceptions which then influence tourists' behavioural response, e.g. in terms of dress code or ethics around alcohol consumption (Pavitt and Haight 1985 cited Leclerc and Martin 2004).

Different studies were conducted (Pizam and Jeong 1996; Pizam and Reichel 1996) to identify the perceptions of British, Korean and Israeli tour guides about the behaviour of American, Japanese, French, French and German tourists according to different factors as:

(A) Activities factors which include knowledge about destination, people and artefacts, novelty and familiarity, authenticity and staging, food preference, trust tourist-trade people and trip planning.

(B) Trip type factors which includes trip length, adventuresome and safe, active and passive and congregate with tourists of other nationalities.

(C) Commercial transportation factors which include buy souvenirs, shopping, buy gifts and photography

(D) Social interaction factors which include interacting with other tourists and socializing with other tourists

(E) Bargaining factors at shopping

(F) Group travel factors, as travel in groups or travel by self.
An examination of the differences between the perceptions of the four nationalities on each of twenty behavioural characteristics showed that two of the characteristics: ‘trip planning’ and ‘letter writing’, failed to demonstrate any significant differences between the four nationalities. A study by Abraham and Reichel (1996) on British tour guides’ perceptions of Japanese, American, Italian and French tourists concluded that in 90% (18/20) of the researched behavioural characteristics the tour guides perceived significant differences between the four nationalities. The majority of the differences between the four nationalities resulted from cultural influences and not geographical factors or linguistic factors.

Pizam and Jeong (1996) conducted a study on Korean tour guides’ perceptions of Japanese, Korean and American tourists on bus tours concluding that Korean tour guides perceived a significant difference between the three nationalities. A paired comparison found that the tour guides perceived Japanese and Koreans to be the most similar to each other in their behaviour, followed by the Japanese and Americans and culminating in Koreans and Americans.

A paired comparison of Israeli tour guides’ perceptions of French, British, German and American tourists concluded the following: the pairs that were perceived to be most similar to each other were French–British (15% differences) followed by French–Germans (40% difference), then the French–Americans (45% difference), Americans–Germans (70% difference) and Germans–British (70% difference). The most dissimilar pair was American–British (75% difference) (Pizam and Reichel 1996). These results
go against the belief that nationalities of the Anglo-Saxon heritage are similar to each other and different than the French. In our case, the Israeli tour guides alleged the French–British tourists to be the most alike, and the American–British tourists the most unlike.

Summary

There are differences between the leisure behaviour of various nationalities. Pizam (1999) suggested that this difference was not caused by economic factors but mainly by differences in the value systems of the different societies.

3.5 The roles of tour guide

The role of the tour guide is important to the satisfaction and achievement of a deep experience for tourists. Ap and Wong described the tour guide as a front-line player in the tourism industry (Ap and Wong 2001), especially in the context of cultural heritage tourism, which is the main tourism product in Egypt and important in the UK. One study indicated that two thirds of tourists to the UK seek cultural experience as a part of their trip although it may not be the main motivation for travelling to the UK (McKercher, 2002). The importance of the tour guide is highlighted by one study of 122 heritage sites which found that 95% of tourists used guided tours at 84% of the sites (Beck and Cable 2002).
Chapter Three

Cohen (1985) dated the origin of the modern tour guide back to the Grand Tour of the 17th and 18th centuries. The main roles of the tour guide were as pathfinder and mentor. Although such roles are still performed by local youths who are hired as pathfinders in many remote areas of the world. For example, in the hill tribe villages of Northern Thailand local youths volunteer to lead visitors from one village to another. Path finding becomes a specialized occupation, serving special interest tourists and includes hunting guides, fishing guides and mountain guides leading climbers and trekkers in many mountainous areas around the world (Cohen 1985). As emphasized by Mancini (2001, p. 4):

"A tour guide is someone who takes people on sightseeing excursions of limited duration. There are many kinds of tour guides. Specially, an on-site guide conducts tours of one or several hours at a specific building or limited area. The tour may be given on foot or in some sort of vehicles".

(Mancini, 2001, p.4)

The tour guides’ job has now been professionalized and is recognized by a number of professional associations. The International Association of Tour Managers and European Federation of Tourist Guide Associations (EFG) define a tour guide according to his/her job description as:

"A person who guides groups or individual visitors from abroad or from the home country around the monuments, sites and museums of a city or region; to interpret in an inspiring and entertaining manner, in the language of the visitor's choice, the cultural and natural heritage and environment"

(Ap and Wong 2001, p. 551)
The definition of the tour guide on which the formulation of European standards for tour guide is based, as specified in EN 13809:2003, is:

*A person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area, which person normally possesses an area-specific qualification usually issued and/or recognized by the appropriate authority*”

(WFTGA, 2008)

These definitions of a tour guide indicated that the main role of the tour guide is interpretation, but in fact the roles are wider and some writers indicated that there is a main role with a number of sub-roles. Tourism writers showed interest in the roles played by tour guides and whether they are simply to be regarded as a combination of educator, sales person, and caretaker who inform (Fine and Speer 1985). Black and Weiler (2005) summarized the role of the tour guide as information giver, leader, interpreter, facilitator, motivator, cultural broker or mediator, social role, quality manager, entertainer and navigator - ten roles as discussed below.

3.5.1 Information giver

Information giving is a key element of the tour guide’s role as emphasized by Holloway (1981). In the same vein, Martin and Leclerc (2004: 194) and Reisinger and Waryszak (1994) talked about the provision of information, advice and assistance. Tour guides are expected to offer a very wide range of knowledge relating not only to tourist sites and attractions but also to the whole way of life (Holloway, 1981).
Rabotic (2004-2005) suggested that all people receive new information through the following ways: visual, auditory and kinaesthetic. One or more of these receiving styles normally dominates. Tour guides should take into consideration all three styles to enhance all members of the guided group the opportunity to become involved (Rabotic 2004-2005).

3.5.2 Leader

Holloway (1981) and Pond (1993 cited Ap and Wong 2001) both emphasized the role of tour guide as leader, i.e. that they lead tour groups on coach, at site and on foot. Leadership is defined as the “underlying personality structures of the individual that motivates his behaviour in various leadership situations” (Lopez, 1980, p. 20). The tour guide plays an essential role in fostering group interaction and solidarity, providing security and protection in the face of the difficulties encountered in the host country, and mediating tourist-host interactions (Crompton 1979; Lopez; 1980; Holloway 1981; Pearce 1982; Cohen 1985; Quiroga 1990). Chang and Bowie indicated in their study that the tour leader is influencing the success of the tour product (Chang and Bowie 2005).
3.5.3 Interpreter

Tour guides are interpreters and educators (Pond, 1993, cited Ap and Wong, 2001). They interpret cultures and societies for many who will not have any other direct contact with the places they visit or at least contact of the sort in which they can ask questions and form an understanding of what they see (Breast 1997, p. 15), Guides are responsible for exposing objects and sights of interest (Hughes, 1991; Pond 1993 cited Christie and Mason, 2003). Rabotic, who is a tour guide in Belgrade, suggested that interpretation is the core of the guide’s role by enriching tourists’ experience (Rabotic 2004-2005).

Interpretation has been described, in the classic definition of Freeman Tilden as:

"Interpretation can help promote understanding and learning, as well as encouraging interaction and adding enjoyment. It can contribute significantly to your visitors' experience".

(Millennium Institute 2005)

Garrigos’s definition is:

"Interpretation is a communication process, to reveal the meaning and the links between our Cultural Heritage by means of objects, artefacts, landscapes, area”.

(Garrigos 2002, p.621)
Heritage interpretation is defined as “the art of using tangible assets selectively to tell the story of places or artefacts so that it has a memorable impact” (Fladmark 2000, p. 243).

Wallace has worked as a guide in Scotland since 1980. She described her role as a tour guide:

“My objectives are educational: I would like all my visitors to experience Scotland in a way that sheds light on their own society and cultural background. I would like them to go home thinking about our society in a slightly different way”.

(Wallace 1997, p4)

As interpreters, Beck and Cable (2000) believed that tour guides should seek to convey only well-documented, accurate information. This responsibility raises very important questions about the credibility of the information of the tour guide. The information provided by tour guides may serve a political purpose, for example:

“The Israeli authorities incorporated Jaffa, a largely Palestinian city, into the boundaries of Tel Aviv, attempted to erase its Palestinian Arab Character, and then tried to create “old Jaffa” as a quaint and ancient port city where tourists can experience the past and, of course, shop. At the same time, Israeli planners are attempting to remove the Palestinian Arab population of the city. The Palestinian residents of Jaffa resist by calling streets by their original Arab names, by staging festivals and theatre performance”.

(Gallagher 2004, p110)

In this case the credibility of the Israeli tour guide will be suspect. A similar situation from Australia is reported by McDonnell – that is that an Australian tour guide may
choose not to inform tourists that until the late 1960s, Australia had an immigration policy that discriminated against non-Europeans or that Australia has an aboriginal population that many claim were unfairly removed - facts that have had a large effect on Australia’s contemporary history (McDonnell 2001).

Rabotic (2004-2005) suggested that tour guides may lean to fabrication, either intentionally e.g. (by presenting something with the intention to convince tourists that, a missed part of the tour has been realized) or non-intentionally (by giving information due to the lack of the tour guide’s knowledge).

Also Rabotic (2004-2005) purported that Eastern Europe, before the late 1980s, used tour guides to give a polished image about the situations in their countries for political purposes. False information was taught on special courses and seminars guides were trained how to present to foreign tourists a better image of their country and everyday life of the working class during the communist era in Eastern Europe. Rabotic (2004-2005) also suggested that the tour guides in Third World countries are not immune to non-intentional fabrication although he did not specify in which country and generalized the idea without evidence. The choice of potential tour guides is based on linguistic abilities. Non-intentional fabrication may occur when young people acting as tour guides may be familiar with the Western culture of their guests but are less familiar with their own culture (Rabotic 2004-2005).
3.5.4 Facilitator

Tour guides resolve emergencies and solves problems (Pond, 1993 cited Ap and Wong 2001). If something goes wrong the tour guide will change the order of the itinerary of the tour in order to maintain the tour’s quality and keep the participants satisfied. Schmidt (1981 cited by Quiroga 2000) suggested that the tour guide’s role is to solve tourists’ problems for them, these problems include arrangements for luggage, rooms and meals and solving language problems whenever necessary. Coping with shopping, theft, and illnesses are sub-roles. Quiroga (2000) reported that it is common for older tourists to ask the tour guide to organize optional visits or excursions in their free time, with younger members of tour groups usually doing their own thing. Tour guides may help tourists with their shopping as a result of linguistic difficulties – for example Japanese tourists often have very limited English and may need advice (Hobson and Christensen 2001).

3.5.5 Motivator

Holloway (1981) emphasized the role of the tour guide in motivating tourists by planning and presenting the destination in depth for guided tours. Quiroga (2000) suggested the tour guide’s role is a way of influencing tourists in their selection of places to visit. Rabotic emphasised that it is the tour guide who selects what is going to be interpreted and from which viewpoint. It is the process by which the guide determines the route of the tour (Rabotic 2004-2005).
3.5.6 Cultural broker or mediator

The role of the tour guide as a cultural broker or mediator between two usually different cultures of the host culture and that of the guest (Rabotic 2004-2005), i.e. one who tells the tourist about the culture of the host country, cannot be ignored (Holloway 1981; Martin and Leclerc 2004; Hughes 1991). Tour guides need an extensive knowledge, not only of the culture being visited but also of the culture of the visitors (Hughes 1991). Boucher’s (1973) described a mediator as one who exhibits a “belief in the common unity of mankind, cultural relativism of values, cognitive flexibility, membership in international social networks and supra-national reference group” (Koester and Olebe 1988, p. 234). Culture clashes can occur when visitors come from further field, speak other languages, are from different religious groups or political and ethnic backgrounds. The tour guide is the shock absorber and the go-between who link the two cultural groups. S/he has to step with the extreme care and make every effort to help understanding, minimise offence and avoid value judgement (Wallace 1997). The role of the mediator is performed by interpreting the expressions, intentions, perceptions and expectations of each cultural group to the other, that is by establishing and balancing the communication between them. In order to serve as a link the mediator must be able to participate to some extent in both cultures. Thus, a mediator must be to some extent bicultural (Taft 1981), and act as an ambassador (Pond, 1993 cited Ap and Wong 2001). Wallace (1997) talked of the ambassadorial role of tour guides indicating that she would like tourists to go home thinking about the host society in a slightly different way.
Lotaif and Saleh (2003) concluded in their study about the expected role of the tour guide in light of contemporary cultural trends that 89% of Egyptian tour guides thought that they have to perform cultural mediator role and 11% were having no specific opinion.

### 3.5.7 Social role

Tour guides need to be able to develop and maintain positive working relationships with clients. Wallace (1997) emphasised the similarities and connections between the host culture and the visitors in developing these relationship.

### 3.5.8 Quality manager

The tour guide must manage activities to meet quality requirements (Black and Weiler 2005). Especially tour guides are key elements in facilitating the quality of Tourists’ experience so many governments are exploring strategies for increasing the quality of tour guides performance (Black and Weiler 2005).

### 3.5.9 Entertainer

The tour guide must be able to entertain visitors (Holloway 1981). Rabotic thought that sense of humour is extremely important for tour guides; humour can be casually used to
cheer up a presentation and to lighten up tourists so that they enjoy the interpretation (Rabotic 2004-2005).

Figure 3.1: The roles of the tour guide

In addition to the key roles identified by researchers cited above, one additional role of the tour guide needs to be taken into consideration, i.e. marketing. Tour guides are responsible for selling tours - by exceeding customer needs and expectations the tour guide will be enhancing word of mouth promotion even if she/he is not intentionally
involved in selling or promoting local products. All eleven roles of a tour guide are shown in figure 3.1.

**Summary**

Tour guide is expected to perform different roles such as interpreter, information giver, leader, motivator, social role, cultural broker, navigator, tour manager, public relation, facilitator and marketing.

### 3.6 Personal competences of tour guides

The nature of tour guiding and the skills required by an individual guide can vary widely. For example, specialist eco-tourism guides require one set of skills, while city tour guides require a completely different skill set. Tour guides leading extended tours require more complex leadership and group management skills and may also require high-level navigational skills, knowledge of remote areas, first aid and evacuation procedures (Weiler and Ham 2001).

At mentioned previously, tour guides must possess an extensive knowledge not only of their own culture but also of the culture of the visitors (Hughes 1991) as tourism trade practitioners suggest that tourists of different nationalities behave in different ways. The visitor’s questions and observations reflect their different outlook on life – their housing, manners, food, meal times, political attitude and recent historical experience (Wallace 1997).
A study conducted by Quiroga (2000) revealed that the personal qualities of the tour guide are not the only qualities important for success. Other requisite qualities include clarity of expression, organizing ability, stamina, self-confidence, and a good sense of humour. Of lesser importance were a sense of reserve, a demanding nature, good appearance and being serious.

Communication skills play an important role for local hosts receiving tourists (Martin and Leclerc 2004) and communication skills are essential tools for successful interpretation. Interpreters have a passion for educating, enlightening, and inspiring people. They often feel a sense of obligation, out of respect for the resource and those who have come to enjoy it, to craft a worthy interpretation of the place. The interpreter’s role is to try to understand people, to be patient, and to enlist visitor’s higher capacities to appreciate where they are at the moment (Beck and Cable 2002).

The gender of the guide is not important to tourists when selecting tour guides, but interestingly, when they are able to indicate a preference, they tend to select a female tour guide. In their opinion, the ideal age for a guide is between 20 and 40 (Quiroga 2000).

Pond (1993) suggested that guides need the following qualities: a broad-based knowledge about the area they are guiding within, enthusiasm, commitment to life-long learning, empathy and sensitivity for people, flexibility, and pride in serving others.
According to Canadian Tourism Human Resource Council (1996) and Tourism Training Australia (1999 cited Weiler and Ham 2001) there are some skills that are necessary for all types of guided tours, i.e.: presentation, communication and interpretation skills; customer service skills, as discussed below.

3.6.1 Presentation, communication and interpretation skills

In order to achieve a successful presentation it is vitally important that the interpreter uses appropriate language. However, the cadence of language is what really secures that the attention of a tour guide’s audience. Levy, Lloyd and Scheriber (2001, p106) explained in the following communication model how communication occurs. According to their definition communication is:

“A process in which a person, group, or organization creates a message and send it through a channel to a receiver who could be a person, group or organization. Both the sender and receiver are affected by life experience”.

This is illustrated in figure 2. In a tour, the sender is the tour guide. The message is the tour content, which includes information about the site and its organization. The channels include the guide’s words, non-verbal communication (gesture, labels), and the physical evidence of the site. The receiver is the tourist (Levy, Lloyd and Scheriber 2001). Tour guides, use verbal and non-verbal methods. When a person’s words and body language are consistent we believe that person, when their words and body
languages are inconsistent, we doubt the words and believe the body language (Siegel 1997).

Non-verbal communication, body language, adds credibility to our verbal communication. Siegel (1997) echoed the importance of non-verbal language suggested by Martin and Leclerc (2004) but added more examples of positive and negative body language which could enhance face-to-face communication and gives an indication of satisfaction or dissatisfaction of tourists. Martin and Leclerc (2004) suggested that communication competence includes non-verbal dimensions, verbal dimensions and trait dimensions (see table 3.2).
Chapter Three

Communication competence

<table>
<thead>
<tr>
<th>Nonverbal dimensions</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approachability</strong> smile, laugh, and pleasant facial expression.</td>
<td></td>
</tr>
<tr>
<td><strong>Attentiveness</strong> maintaining direct eye contact, paying close attention, use gestures, and nodding head, leaning towards the person.</td>
<td></td>
</tr>
<tr>
<td><strong>Touch</strong> shaking hands, touching other person.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal dimensions</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language adaptability</strong> use appropriate grammar, present ideas clearly, choose words carefully, speak the other person, and compliment the other person.</td>
<td></td>
</tr>
<tr>
<td><strong>Assertiveness</strong> forcefully use words, agree, talk a lot.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trait dimension</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>The traits include the following open-mindedness, enthusiasm, interesting, perceptive and honest.</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2: Non-verbal dimensions (Adopted from Martin and Leclerc 2004, p.188)

Positive body language is an indication of interest in the interpretation only if it is used without exaggeration (see Table 3.3).

<table>
<thead>
<tr>
<th>Signs</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relaxed posture</strong></td>
<td>Comfortable seated relaxed breathing, no visible stiffness or abrupt movements. These indicate no major barriers to communication.</td>
</tr>
<tr>
<td><strong>Good eye contact</strong></td>
<td>A looking in other's persons eyes, particularly when they are speaking, indicates interest in that person. Proper Eye contact involves looking away occasionally to avoid staring.</td>
</tr>
<tr>
<td><strong>Nodding agreement</strong></td>
<td>Nodding used as an indication of agreement, understanding and interest of what other has said.</td>
</tr>
<tr>
<td><strong>Taking notes.</strong></td>
<td>Taking notes on what the other is saying reflects interest and involvement.</td>
</tr>
<tr>
<td><strong>Smiling/adding humour.</strong></td>
<td>This gives indication of happy and personal relationship.</td>
</tr>
<tr>
<td><strong>Leaning closer.</strong></td>
<td>Leaning closer during some is speaking reflects interest of the conversation.</td>
</tr>
<tr>
<td><strong>Gesturing</strong></td>
<td>Explaining by hands while speaking, particularly with palms</td>
</tr>
</tbody>
</table>
**warmly**

open, indicates interest in the conversation and openness to other person.

<table>
<thead>
<tr>
<th>Signs</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body tense</td>
<td>Stiffness, wrinkled brow, jerky body motion, hands clasped in front or palms down on the table. These can indicate concern with the topic or dealing or dealing with the other person.</td>
</tr>
<tr>
<td>Arms folded in front</td>
<td>Indicates a distance and objection to what is being said.</td>
</tr>
<tr>
<td>Hand on face.</td>
<td>A hand over one's mouth is a closed gesture. Leaning on one's elbow with the chin in the hand express boredom.</td>
</tr>
<tr>
<td>Fidgeting.</td>
<td>Unconcentration by moving a round a lot playing with things, and drumming fingers are signals of boredom, nervousness, or impatience.</td>
</tr>
<tr>
<td>Arms behind head, leaning back.</td>
<td>It signals an attitude for control or power especially with new relationship but with good relationship it could signals relaxed mode.</td>
</tr>
<tr>
<td>Yawning. Boredom, confusion.</td>
<td>The other person is talking too much or in too technical details.</td>
</tr>
<tr>
<td>Impatience.</td>
<td>Trying to interrupt what the other person is saying, opening one's mouth frequently as if to speak.</td>
</tr>
<tr>
<td>Distraction.</td>
<td>Eyes flicking about, blank stares, flipping through literature without really reading it, looking at the person's body or clothing.</td>
</tr>
</tbody>
</table>
Table 3.4: Negative body language (Adopted from Siegel, 1997: 52-54)

<table>
<thead>
<tr>
<th>Leaning away.</th>
<th>Avoiding moving closer, even when something is handed to the person, is strongly negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative facial expressions.</td>
<td>These include shaking head, eye narrowed, scowling, frowning</td>
</tr>
</tbody>
</table>

The words a tour guide uses are very important. Fine and Speer (1985) described the speaking performance of their guide in a historical house and how she was careful to select words to reflect the value and the importance of the house:

”this is more than even a family home; it is, as they say, a” treasure,” “a little jewel.” The jewel metaphor predominates in the hostesses’ talk, supported by a pattern of recurring superlative adjectives- “so beautiful,” “prettiest,” “most fantastic,” “gorgeous,” “precious”.

(Fine and Speer 1985, p.81)

The conversation between tour guide and tourists differs in different ways between using selective words or poetic during interpretation to a friendly way even to ask tourists to comment on their narrative.

“The discourse between the tour guide and tourists varies among expressive, referential, conative, poetic, meta lingual and phatic functions. In addition to the taken -for- granted image of tour guides as speakers of referential discourse about sight features. Even meta lingual discourse occurs, when guides comment on their own performances, other tours they have given, ask tourists to correct or supplement remarks, or show their interest in developing a certain line of narrative”.

(Fine and Speer 1985, p.81)
Knudson et al. (1995) also discussed the basic qualities of a guide when examining how to be effective speaker. They suggested these are good humour, enthusiasm, confidence, delivery and organization. While Knudson et al (1995) acknowledged some of these qualities are not subject to an educational input, they indicate that that it is vital that interpreters are trained. Good interpreters usually develop slowly through careful study, the gaining of much experience and continued training.

3.6.2 Customer service skills

This is the ability to work with colleagues and customers that include the following: give the customers a positive impression about yourself, deliver reliable customer service, develop customer relationship, resolve customer service problems, support customer service problems, develop personal performance through developing customer service, promote additional products.

- Customer personality and behaviour patterns
- Communication problems and solutions
- Customer service on the telephone
- Listening to the customer
- Understanding the customer
- Negotiation skills
- Working with upset customers
3.6.3 Cross-cultural awareness

A tour guide is performing an advisory role responding to questions from tourists, e.g. about places of shopping. To answer the question requires some cross-cultural awareness she/he should understand their needs according to their culture, for instance the shopping behaviour of the Japanese tourists. Many Western retailers simply do not understand the level of service that Japanese tourists are expecting to receive. Japanese people belong to a highly customer-oriented society. They want to get a sense of belonging to a select class by shopping at world famous stores and will tell their friends and relatives about shopping in such places, for example, if they go to New York City, they have to shop at Macy’s and Tiffany’s (Hobson and Christensen 2001).

Ruben (Ruben 1976 cited Koester and Olebe 1988, p. 236) identified seven dimensions of intercultural competence:

- display of respect (the ability to express respect and positive regard for another person);
- interaction posture (the ability to respond to others in descriptive non-evaluating and non-judgmental ways);
- orientation to knowledge (the term people use to explain themselves and the world around them);
- empathy (the capacity to put oneself in another’s shoes or to behave as if one could).

This competence is echoed by Wallace - she believed that only a human tour guide with cultural insight, sensitivity and empathy can respond to ‘culturally created’ questions (Wallace 1997).
• role behaviour (including task roles or behaviours that involve the initiation of ideas related to group problem-solving activities, relational roles or behaviours associated with harmonizing and mediation in a group, and individualistic roles which highlight the actions, needs, and behaviours of individuals in a group);
• interaction management (skills in governing contributions to an interactive situation to meet the needs and the desires of participants);
• tolerance for ambiguity (the ability to react to new and ambiguous situations with little visible discomfort).

Abe and Wiseman (2001) emphasized the competence of the tour guide as cultural broker as follows: (1) the ability to communicate interpersonally, (2) the ability to adjust to different cultures, (3) the ability to deal with different societal systems, (4) the ability to establish interpersonal relationships, and (5) the ability to understand others.

Abe and Wiseman (2001) suggested that people working in other cultures should possess four personality characteristics: (1) they should be resourceful and buoyant; (2) they should have environmental awareness; (3) they should possess intellectual curiosity; (4) they should have a talent for “building institutions” (Abe and Wiseman 2001).

Attwood (1997, p.13) suggested the value of being well-travelled in developing cross-cultural awareness and adaptability:

“Generally, tour leaders are expected to be already well travelled and therefore culturally adaptable, able to relate to all kinds of people and deal with any problems and emergencies, which arise, even if they are not already familiar with a particular country before working there”.

3-33
3.6.4 Ability to follow health and safety procedures.

Tour guides should have general awareness of health and safety management principles. These procedures will give broad-based guidelines for safe conduct.

3.6.5 First aid qualifications.

Tour guides should be qualified as first aiders able to deal with any emergency. Tour guides should have the ability to present emergency treatment to an injured or sick tourist before professional medical care is available.

3.6.6 Group management and leadership skills.

The tour guide plays an essential role in fostering group interaction and solidarity, providing security and protection in the face of the difficulties encountered in the host country, and mediating tourist-host interaction (Cohen 1985; Crompton 1979; Holloway 1981; Lopez 1980; Pearce 1984 Quiroga 1990). Thus group management and leadership are essential. Scholl listed three different ways in leadership style as follows: Socio-Emotional versus Task, Autocratic versus Participative Leaders and Transformational Versus Transactional Leadership (Scholl, n.d.).
3.6.7 Knowledge of local tourism resources and the tourism industry.

In order to provide tourists with comprehensive information the tour guide needs to be knowledgeable about the tourism product. The tour guide’s knowledge of history and culture of the host destination is one of the key elements in enhancing a tourist’s appreciation and understanding of the host country (Canadian Tourism Human Resource Council 1996; Tourism Training Australia 1999; cited by Weiler and Ham 2001; Reisinger and Waryszak 1994).

As well as a good knowledge of local resources and the tourism industry, it is important that a tour guide has integrity. If a visitor becomes abusive, e.g. by disturbing other people or harming the resource, then with certainty the tour guide must notify the guest that such behaviour is inappropriate (Beck and Cable 2002). Overcrowding of visitors seriously accelerates deterioration of heritage resources. For example, the tombs in Egypt were closed and buried in sand for thousands of years in the Valley of the Kings. After their discovery, they became a major attraction for both local and foreign tourists. The movement of visitors into and out of the tombs, bringing with them dry air as they enter and humid air as they leave, has accelerated the loss of colours from the painting on the walls. For the tomb of Nefertari, this has resulted in the Egyptian Antiquities Authority being forced to close the tomb to the public. Moreover, the movement of tourists’ motor vehicles causes chemical emissions, which can decay the exterior decoration of the monuments. Vibration from vehicles also produced cracks in the monuments (Hang and Kong 2001).
3.6.8 Ability to research, develop and update tour content

Tour guides should keep researching to update and develop his/her information on an ongoing basis.

Summary

The nature of tour guiding competences can vary widely. For example, specialist eco-tourism guides require one set of skills, while city tour guides require a completely different skill set. Tour guides leading extended tours require more complex leadership and group management skills and may also require high-level navigational skills, knowledge of remote areas, first aid and evacuation procedures (Weiler and Ham 2001).

3.7 Tourist satisfaction

Travel researchers have tried to determine the factors, which may enhance tour member’s satisfaction with tour quality. Although most definitions of tourist’s satisfaction refer to the travel experience as a whole, recent studies indicate that this concept may include a number of components or dimensions. These include: cost, quality of facilities, and extent of commercialisation (Pizam et al 1978); naturalness, and social relationships (Dorfman 1979); relaxation (Loundsbury and Hoops 1985); customer service (Whipple and Hoops 1985).
Tourists’ satisfaction has been defined as “the result of the interaction between a tourist’s experience at the destination area and the expectations he had about the destination” (Reisinger and Waryszak 1994, p.31). The tour guide’s performance, skills and ability to interact with tourists determines the tourists’ perceptions of the tour and their evaluation of the tour quality. Satisfied tourists give more positive evaluations. Reisinger and Waryszak (1994) suggested that service quality could be measured by the difference between consumer’s expectations of the service they will receive and their perception of the service actually provided.

Lopez (1981), studying travelling tour parties, demonstrated the importance of the tour guide’s personality by showing that a poor tour guide can ruin an entire holiday experience through insensitivity, communication problems or an authoritarian style projected at the wrong time (Lopez 1981, cited Pearce 1984, p.135). A question emerges as to exactly what incidents led to the ruin of an entire holiday experience, and how can these incidents be analyzed, explained, and avoided. A 1984 visitor survey to Stonehenge in England (an archaeological site visited by over 500,000 people a year), revealed that tourists were disappointed with their experience of Stonehenge because of many factors including interpretation by the tour guides, which was perceived to be inadequate (Zeppeal and Hall, 1991).

Visitors have expectations of guided tours and tour guides. The responsibility for achieving tourists’ satisfaction is mostly dependent on the tour guide who is in the best position to customize the tour to meet the individual needs and preferences as she/he in
continuous and intense contact with the tour participants throughout the entire duration of the tour. It is generally accepted that it is the tour guide who sells the next tour (Geva and Goldman 1991; Groenroos 1978), a conclusion based on the assumption that satisfaction with the tour guide’s performance will directly translate into an enhanced image of the tour company, and in turn will lead to a repeat purchase and favourable recommendations to other customers (Groenroos 1978 cited Geva and Goldman 1991).

Tourists expect to enjoy the guided tour safely and with a minimum of discomfort, with satisfied level of information and entertainment. Their expectations are often determined by information provided in the tour brochure. Most researchers measured the satisfaction levels of tourists on guided tours have found visitors to be satisfied with their experience (Geva and Goldman, 1991; Blamey and Hatch 1996 cited Ham and Weiler 2001).

Geva and Goldman (1991) asserted that a large part of a tourist’s satisfaction derives from the skills of the tour guide. As communications competence is one of tour guides’ skills, Leclerc (2004) suggested that nationalities value the importance communications competence differently. American tourists considered non-verbal and verbal competence more important than the European tourists and react to it differently (Leclerc 2004).

Ham and Weiler (2001) suggested that participants in specialized guided tours have also indicated that they are motivated not only by the ease of travelling with a tour
guide, but by the opportunity to learn something new (Ham and Weiler 2001). Khalifa is the representative of World Federation of Tourist Guide Association (WFTGA) in Africa and Middle East agreed with the previous opinion and said:

"Most people join a tour to learn more about an area in terms of history, geography, architecture and everyday life; see as much as possible in a short time; be introduced to an area by someone with detailed information and personal experience; enjoy being taken care of avoid getting lost and meet new people".  

(Khalifa 2005)

Tour guides can promote optimal experiences through intentional and caring programme and facility design. People come to places of cultural and natural significance during their leisure time. The tour guide must understand that not everyone is seeking the same experience and perceptions of what is the enjoyable experience differs between tourists. Many tourists simply need directions or basic information and are satisfied once they reach their destination. Tour guides should provide clear goals for their participants. On a guided tour the stated purpose must capture the tourists’ interest and attention (Beck and Cable 2002). It is important to take into consideration that tourists seeking to learn will seek a qualitatively different experience than those visiting for the most part to be entertained. Tourists seeking a deep experience are likely to want to connect to the destination at a deeper level than those seeking fun. Products need to be shaped differently to reflect these different goals (McKercher 2004). Professional tour guides should differentiate between tourists who are looking for learning something new and those who less interested, as well as between those seeking a deeper experience and those seeking a shallower one. Holloway (1981, p.384) observed that:
“Coach seats tend to fill from front to rear as tourists board, these front passengers are more demanding and aggressive than others; these front passengers are more interested, more critical, and more questioning of their guides”.

Tourists at the front of the bus are interested in follow the interaction between the tour guide and the driver and may involve themselves in those conversations. On the other hand tourists choosing rear seats prefer a sense of privacy as they are not totally interested in the activity. Tour guides should try to involve those sitting in the rear seats by walking down the aisles and talking to them (Holloway 1981).

Professional tour guides should understand that delivering numeric facts, such as dates, dimensions, statistical data, are meaningless if they are not connected to an interesting story and that the quantity of such information given to clients will not raise the quality of his/her interpretation (Rabotic 2004-2005). Khalifa agreed with the previous meaning as he said:

“Guides in Egypt can generally guide anywhere since we have solid knowledge of its rich history. In some countries, guides are strictly classified into driver guides, site guides or museum guides”.

(Khalifa 2005)

Fine and Spree (1985) echoed this by suggesting that the professional tour guides should use stories, proverbs, and superstitions as these serve a poetic function. Levy, Lloyd and Scheriber (2001) suggested that to achieve the most successful memorable interpretation a tour guide should focus on a few big ideas that are divided into smaller ideas (Levy, Lloyd and Scheriber 2001).
Professional tour guides should understand that tour guiding is not just about giving information but is also about the way that the information is delivered and the art of delivery.

Rabotic thought that tourist satisfaction is not a justification for spreading false information in order to satisfy tourists according to their beliefs (Rabotic 2004-2005).

One of the characteristics of the tour guide which contributes to tourists' satisfaction is leadership style. A review of the literature on leadership style and its effect on different types of groups supports the superiority of the democratic over authoritarian method of leadership in promoting tour group satisfaction (Lopez 1980). Optimal experiences are stimulated when people notice that they have some sense of control. Allowing visitors control over their experiences can be promoted by interpreters who encourage a degree of choice or input in their program (Beck and Cable 2002).

Quiroga (2000) suggested that tour group dynamics have a significant influence on the degree of satisfaction at the end of the trip. Researchers (e.g. Cohen 1979; Holloway, 1981) claimed the tour guide's communication with the tour group enhances group morale and interaction, thereby enhancing tourist's evaluations of their experience. Hughes’s (1991) study supported this claim, as those who thought the tour guide’s interaction was good also reported satisfaction with the entire trip.
Enjoyment appears at the boundary between boredom and anxiety, when the challenges of the tour are balanced with the person’s knowledge or physical ability (Beck and Cable 2002). Perceptions of time can also measure satisfaction. This characteristic of time flow may be expressed in two ways: time seems to accelerate (hours seem to pass like minutes) or the opposite occurs (minutes seem to pass like hours). Time flies when we are having fun! Interpretation that contributes to enriching experiences may result in an altered sense of the passage of time - usually with visitors wondering how the time passed so quickly (Beck and Cable 2002).

If the tour guide is joyous and enthusiastic, representing a noble passion or love for the resource they interpret and those who have come to be inspired by it this will contribute to tourists’ enjoyment of the tour. Beck and Cable suggested that the most valuable factor for effective interpretation is love of whatever is being interpreted. Tourists feel this positive energy, and it will result in powerful and enriching interpretive experiences (Beck and Cable 2002).

Fine and Speer (1985) in their observation of a guided tour of small group of four to six tourists in a historical house with a professional tour guide noticed how the tour guide wanted tourists to share her passion and love for the place by encouraging them to be physically involved in the exhibit by saying “touch that,” “feel this,” “come and run your hand over the end of the bed. The tour guide thus reflected his/her feelings towards the exhibit to direct the involvement of the tourists (Fine and Speer 1985). She expressed her love to the place by saying:
"Attesting to the home's jewel is my love I just love it when I come here in the evening. And I come by every evening and I come in and I look around and I check it over. And it's just like, you know, I could talk to it...it just seems so loved."

(Fine and Speer 1985, p.81)

Rabotic also agreed that one of success of information giver is love or passion that the tour guide feels towards the site and that love is reflected during interpretation so tourists recognized it immediately (Rabotic 2004-2005).

The tour guide is highly motivated to work toward the achievement of a high level of satisfaction of tourist as the employing tour guide company, as a basis for determining the tour guide's gratuity, often uses satisfaction measures. Furthermore, the tour guide's position within the company and his/her reputation in the industry is largely determined through satisfactory evaluation (Geva 1991).

Hughes (1991) summarized tourists' satisfaction of their tour guide on three factors: information dissemination, interaction with the tour group, and general organisation skills (Hughes 1991).

**Summary**

Tourist's satisfaction refers to the travel experience as a whole, recent studies indicate that this concept may include a number of components or dimensions. These include: cost, quality of facilities, and extent of commercialisation (Pizam et al. 1978); naturalness, and social relationships (Dorfman 1979); relaxation (Loundsbury and Hoops 1985); customer service (Whipple and Hoops 1985). Also the responsibility for
achieving tourists’ satisfaction is mostly dependent on the tour guide who is in the best position to customize the tour to meet the individual needs.

3.8 Tour guide performance

Holloway (1981) identified the issue of acting ability in the success of tour guides. Each coach excursion is a new situation with its own circumstances and different people. The first moments of communicating with tourists are vital for the tour guide as he/she will decide the best of dealing with them. Many find these first moments of contact with tourists a scary experience. For tourists also the, first moments of the tour are important as they evaluate their tour guide (Holloway 1981).

Tour guides, like theatrical actors experience “stage fright,” so they try to rehearse their performance before meeting the tourists (going on to the stage). However, the fear starts to fade away after a successful interaction with tourists and is replaced by self confidence once they find out that they have managed to get the trust and the respect of the tourists. Building trust and respect is seen as personal triumph boosting the self-image (Holloway 1981).

Siegel (1997) suggested that not only do tour guides feel nervous at the beginning of the tour but so too do the tourists. Sigel (1997) advised tour guides to observe tourists’ body language. At the beginning of the meeting, it is normal for tourists to appear somewhat reserved or nervous as their trust in the tour guide has not yet developed.
Once the tour starts open body language is more apparent and if it is positive that means that the tour guide is on the right track, however if it is negative it suggests that is something wrong (Siegel 1997). It is important that the tour guide responds to the body language appropriately. Fine and Speer describe their experience of how the professional tour guide managed to overcome the first moments of tour and how that added a warm and comfortable feeling for all:

“One frame used by the hostesses creates a sense that visitors are being welcomed into a private home. The hostess responds to nonverbal cues she observes in individuals, such as when she announces that Goethe and Lidheimer were first cousins, is greeted by a surprised look, and acknowledge the look with “oh yes! This kind of planned intimacy and friendly rapport with the audience grows out a desire to make visitors feel a warm affection for the home”.

(Fine and Speer, 1985, pp. 77-78)

Levy, Lloyd and Scheriber (2001) suggested that a successive interpretive experience includes a carefully organized message that helps visitors remember what is important about a historic site. Good interpretative experiences, no matter what their form, share five organizing elements: the storyline; themes; physical evidence; short biographies and historical context.

These elements provide the pointers to best way to enrich the experience of tourists visiting a site in ways that are educational, coherent, outstanding, and even fun. They are described in turn below.
Chapter Three

The Storyline:

A short story summarizes the significance of the site. A storyline should follow a logical sequence and be told in clear language. The main idea of the storyline could be memorable (Levy, Lloyd and Scheriber 2001). Stories should be recounted in an attractive way through careful selection of words, and not by sounding like numerical information (Rabotic 2004-2005).

Themes:

The theme represents an important idea interpreted at the site. A tour guide should focus on three to five themes that pass on the most important ideas about a site. When these themes are connected together, they provide a perfect storyline with summary of the important ideas, events and summary that make a site special. Themes convey messages tour guides want tourists to remember, much like tourists remember the moral of a story in a short story is easy to be memorized (Levy, Lloyd and Scheriber 2001). Rabotic suggested that the tour guide should try to involve tourists to understand the value of the place and receive the message it carries within it (Rabotic 2004-2005).

Physical Evidence:

This includes the buildings, the landscape and its related outbuildings, and the collections of three-dimensional objects and two-dimensional manuscripts, maps, photographs, and painting. Guided tour will be memorable by tourists with help of the physical evidence.
Short Biographies:

History tells us about human experience. Historical sites offer us an idea about the daily life of people how they lived in, what is the shape of their houses, clothes and tools. Physical evidence helps tourists to picture the site’s interpretive messages; understanding history could bring life to historical sites.

Historical Context:

Identifying the historical background is necessary to ensure that visitors understand the significance of a site. This historical background provides the related information that adds understanding to the history (Levy, Lloyd and Scheriber 2001).

The tour guide must be aware that she/he is a tour guide for the entire group and she/he must give his / her attention to all group members not focus on a small number of individuals. This could happen, for example, by dividing his/ her conversation with all group members. During Nile cruises tour guides sit with different individuals during the meal time to show care and interest.

Fine and Spree (1985) noticed in their guided tour of the historical house that besides formal conversation the tour was frequently punctuated by chit-chat as the tour guide got to know the individual tourists (Fine and Spree 1985).
Summary

Each coach excursion is a new situation with its own circumstances and different people. The first moments of communicating with tourists are vital for the tour guide as he/she will decide the best of dealing with them.

3.9 Education of tour guides in Egypt:

Generally, the educational system and methods of training in Egypt continue to produce graduates whose aptitudes have little relevance to the actual skills required by the labour market. This has been concluded through several studies which have evaluated achievements pertaining to education in Egypt. These studies have been done by the United Nations (2003). Although, Egypt has made substantial progress with regard to access to education, no major improvements in the quality of education in terms of curriculum which can equip students with the necessary skills, have been raised (United Nations, 2003). In spite of there is not much written about them, the tourist guidance curricula at the faculties and institutions of tourism and hotels in Egypt are also suffering from the same problem and throughout chapter six the matter will be debated.

Summary

Tour guiding education is not equipping the potential tour guides with the necessary skills required for tour guiding profession.
3.10 Curriculum design

The term “curriculum” has been used almost exclusively in educational circles to refer to plans for the conduct of learning lessons in school classrooms (Moore, 2004) or as a planned sequence of learning experiences. Designing a curriculum, whether for a whole degree programme or for a particular unit, involves the planning of an academic 'journey' for students – during the process students meet a series of experiences that will result in them learning what was intended for them to learn by the curriculum designer.

Tyler suggested that for developing curriculum, it is necessary to answer for fundamental questions as follows (Tyler, cited by Tanner, 1975, p.57):

- What educational purposes are sought to be attained?
- What educational experiences should be provided that are likely to attain these purposes?
- How can these educational experiences be effectively organized?
- How can it be determined that these purposes are being attained?

Curriculum design includes consideration of aims, intended learning outcomes, syllabus, learning and teaching methods, and assessment. It also involves ensuring that the curriculum is accessible and comprehensive (The University of Manchester, n.d, n.p.).
Aims

The aims of the curriculum are the reasons for undertaking the learning process - its overall purpose or rationale from the student's point of view. The stated aims of a curriculum tell students what the result of studying it is likely to be.

Intended Learning Outcomes

Learning outcomes are what students will be trained if they follow the curriculum successfully. Intended learning outcomes' is used to refer to the expected results of completing the planned process. In framing learning outcomes it is good practice to:

a) Express each outcome in terms of what successful students will be able to do.
b) Include different kinds of outcome. The most common are cognitive objectives (learning facts, theories, formulae, principles etc.) and performance outcomes (learning how to carry out procedures, calculations and processes, which typically include gathering information and communicating results). In some contexts affective outcomes are important too (developing attitudes or values, e.g. those required for a particular profession). (The University of Manchester, n.d, n.p.).

Learning outcomes are often defined at a programme level as well as for modular programmes at a module level. Clearly the individual module learning outcomes need to achieve the programme level outcomes. Probably the most comprehensive development of learning outcomes for subject disciplines have been published by the Quality Assurance Agency for Higher Education in the UK in their subject benchmarks (QAA, 2008) which cover a range of areas including hospitality, leisure, sport and tourism. The tourism-related award titles they identify include:
Adventure tourism management; ecotourism; European tourism; European tourism management; European travel management; international travel; international tourism; international tourism management; rural tourism management; rural/countryside tourism; sports tourism; sustainable tourism; tourism business management; tourism management; tourism operations management; tourism planning; tourism studies; travel agency management; travel and tourism management; travel management; and visitor attractions management. However, this list does not include tour guiding. It does however provide a useful basis for developing appropriate programme level intended learning outcomes for tour guiding programmes.

**Syllabus**

This is the 'content' of the programme or unit; the topics, issues or subjects that will be covered as it proceeds. In selecting the content for inclusion in a learning journey the following principles should be taken into consideration:

a) *It should be relevant to the outcomes of the curriculum.*
b) *It should be appropriate to the level of the programme or unit.*
c) *It should be up to date and, if possible, should reflect current research.* (The University of Manchester, n.d, n.p.).

**Teaching, Learning and Assessment Strategies**

In developing the curriculum consideration of the student experience is paramount, not only in terms of the teaching and learning experiences but also in terms of the assessment experience.
Active teaching and learning experiences are considered more effective, particularly in relation to skills development, than passive experiences and so the practical activities that comprise a programme, particularly a vocational programme such as tour guiding, are critically important. To develop the various tour guiding competences identified in Figure 3.3 a range of teaching and learning strategies are likely to be required which enable student to hone their skills.

In the subject benchmark statements for hospitality, leisure, tourism and sport the QAA (2008) emphasises that learning opportunities should be designed to ensure that students are provided with a range of learning opportunities appropriate to their programme of study, including:

- Specialised facilities (which for tour guiding are likely to be museums and galleries, religious and heritage sites).
- Contact with the industry, associations or professional bodies. This might be achieved through fieldwork and other practical activities, e.g. visits and visiting speakers. In the UK there are a range of tour guiding associations from which to draw visiting speakers - e.g. the Institute of Tourist Guiding. In Egypt the Egyptian General Tourist Guide Syndicate.
- Use of specialised equipment, e.g. data projection of photographs of tourist sites and use of equipment such as the microphone on a coach.
- Access to relevant applied information technology systems, such as the increasing range of equipment and media used for technology-enhanced guiding.

Appropriate assessment strategies need to be developed to ensure that students have developed the requisite knowledge, understanding and skills. Clearly for a vocation such as tour guiding the practical competences are critically important to success as a
tour guide and will require assessment of practical competences as well as knowledge and understanding.

Summary

Curriculum" has been used almost exclusively in educational circles to refer to plans for the conduct of learning lessons to equip the students with necessary skills for the profession.

3.11 Summary:

Tour guides are essential element of the success of guided tours of cultural heritage tourism which is an important type of tourism in many countries such as Egypt. The literature review has indicated the contribution that tour guides make to tourists' satisfaction. Tourists' behaviour in guided tours differs according to their nationality. This understanding could be used in preparing potential tour guides and teaching them how to deal with different nationalities according to its culture and values.

Tour guides performance was discussed in this chapter and one of the necessary elements of the success of the performance of the tour guide is their love of the tourism product and that could be noticed and received positively by tourists.

Tour guides' of cultural heritage tourism roles are as follows: information giver, leader, interpreter, facilitator, motivator, cultural broker or mediator, social role, quality
manager, entertainer, navigator and marketing. All these roles require essential personal competences; Figure 3.3 matches the roles of the tour guide and the requisite competences for success in that role. This framework will be used in the next chapters to provide analyses of the UK and Egyptian tour guide curricula.
Figure 3.3: Matching between the roles of tour guide and required competences:
CHAPTER FOUR

The influence of woman in ancient Egypt

4.1 Introduction

4.2 The influence of woman in ancient Egypt
   4.2.1 Women in political life
   4.2.2 Women and priesthood
   4.2.3 Women in public life
   4.2.4 Women and legal rights
   4.2.5 Women and funeral beliefs
   4.2.6 Women in daily life

4.3 Interpreting women scenes

4.4 Tourists’ preference for interpretation

4.5 Discussion

4.6 Conclusion

4.7 Summary
4.1 Introduction:

This chapter provides the justification for choosing the influence of woman in ancient Egypt as the title of the thesis; the researcher attempts to apply the expected different roles of the tour guides in interpreting what the tourists expect to see during their trip to Egypt in the archaeological sites. The researcher has selected some scenes that represent the influence of woman in ancient Egypt in order to examine the professionalism of tour guides whilst interpreting the scenes in the tombs, temples and museums in Egypt and whether they mix the ancient and modern role of women or not.

The way of teaching the curriculum at the departments of tour guiding develops potential tour guides as information givers, especially giving information on the Pharonic period in uninteresting way. As long as the researcher developed a new curriculum, it is better to present a new interpretation technique for the ancient pieces of monuments and compare them to modern Egypt and of the tourist' countries modern habits of women so that potential tour guide could perform the cultural broker role. In this chapter selected scenes of the women in ancient Egypt in different roles during the daily life were presented to a group of lecturers in Egyptian universities, who were asked to comment on the way they would present the pieces of the monuments to a group of tourists.

Then the researcher reinterpreted the pieces involving a comparison between past and present roles of women in Egypt and asked a group of potential tourists to select the preferred way of interpreting to these figures.
Chapter Four

The results of the interviews give an indication of what is expected from the tour guide when they interpret the archaeological site and the different roles that should be performed by tour guides.

The researcher took the scenes of women as an example of how the tour guide should perform the cultural brokerage role during the interpretation because women are a very important issue which are often the subject of discussion between tourists and the tour guide. Tourists see women in Egypt wearing a dress code different from that of the western dress code and so ask questions about the status of women in Egypt. As long that most of the cultural programmes include visiting tombs of ancient Egypt, most of the tombs are having scenes representing women, so it is an opportunity for the tour guide to perform the cultural brokerage role by making a comparison between women in ancient Egypt and women in modern Egypt. So selecting women of ancient Egypt just as an example of how the tour guide should perform different roles while interpreting and the most important is the cultural brokerage.

4.2 The influence of woman in ancient Egypt:

In ancient Egypt, starting from the old kingdom from the third dynasty (about 2611 BC), women were much freer than their counterparts in other lands. The important role of the wife and mother was recognized by her place in Egyptian society. Egyptian women in
ancient Egypt had a free life, compared to her contemporaries in other lands. She had more luck than other women in other countries and she could reach the highest positions if she was from the right class. She had a normal life just like any woman in a modern society; she could have a job, or be a mother if she chose. She could live by herself or with her family. She could buy and sell to her heart’s content. She could learn to write if she had the chance. She helped her husband, she ran her household (Seawright, 2001).

4.2.1 Women in political life:

Ancient Egypt women wielded political power as well as having influence in public life (Lesko 1995). For example, between 3000 and 1000 B.C, several females ruled Egypt as pharaoh. Queen Nitokret from 6th Dynasty, Sobeknefru from the Eighteenth Dynasty and Queen Hatshepsut and Tauseret from the Nineteenth Dynasty. They held the title “Mistress of the house” which reflects the vital role of women. Apart from the queens who ruled Egypt, there were also important women who acted as regents for young kings. Another played an important role in political life. The King Ahmose honors his mother Ah hotp in his stela. She seemed that she had wielded real authority. Ah Hotep Ahmose’s mother, considered the grandmother of the ancestors of the Eighteenth Dynasty kings. Also Queen Tiy played a main role during the reign of her husband Amenhotep III and her son Akhenaton. Queen Tiy was widely respected and had influence to the decision making of the state (Lesko, 1995).
Chapter Four

The royal wife held a powerful title, especially from the Eighteenth Dynasty, “God’s wife of Amun in the cult of Amon at Thebes. Queen Ahmose Nefertari wife of king Ahmose, Merytamun-wife of king Amenhotep I and Hatshepsut held this title. Many scenes represented “God’s wife participating in Temple ritual, being purified in the sacred lake (Robins, 1993).

Of all the royal women, the most important were the king’s mother and king’s principal wife. Although it can be said little about them as individuals, the evidence suggests that these women held a position that was to some extent divine. Ritually, they were the most important of the royal women (Robins, 1993).

Later, the title was changed to the God’s adorner. Anyhow, the holder of this title had great power and influence, as shown interacting directly with the deities in the scenes and had a priestly role within the cult of Amun (Enyclopadia Vol.III, Robins, 2001)

4.2.2 Women and priesthood:

The ancient Egyptians worshipped female deities and built temples for them. The most well known of them are Isis, Hathor and Neith. The worship of Hathor was popular with women because of the goddess’s connection with sexuality, fertility and child birth. There are priestesses in the Temples especially those belonging to the female deities. The holder of a priestly title had a certain amount of prestige, responsibility and intellectual capabilities (Watterson, 1994). In divine worship the special function of women was to
provide music, singing and dance in the service of the presiding deity of the temple, whether god or goddess (Robins, 1993).

4.2.3 Women in public life:

Apart from the political and religious role of women in ancient Egypt, she held other titles occupation and positions in the public state. There are several recorded examples of women who held positions of trust as treasurers of estates and supervisory positions such as superintendent of the dining hall, overseer of the wig-shop, overseer of singers, overseer of amusements, mistress of royal harem, overseer of the house of weavers (Lesko, 1995). Also, there are a few female scribes, as some daughters inherited from their fathers or sometimes the scribe’s wife took charge of giving the rations on payday on time the scribe was out of the town, such as Nesamenopet (Lesko, 1994).

Midwifery was a position held by women. There was a school of midwifery in the temple of Neith at Sais, in which women were trained by the temple staff (Watterson, 1994).

Although as a rule, women did not hold public office, there is evidence from titles held by women in the Middle Kingdom, that in this period at least, some women in the private sector held positions of trust such as treasurer (Watterson, 1991).
“Knowing Women” is one of the important feminine roles which are indispensable to the ancient Egyptian society. She had the power to predict events, settling disputes, healing the sick and finding lost articles (Lesko, 1995). Besides, there are dancers and mourners women represented on the scenes of the tombs.

The ancient literature and wisdom texts were concerned with the male behaviors towards mothers and wives. The instructions of Ani, praises the mother’s active role in making sacrifices for her son. Also, the instructions recognize that women could be highly skilled managers and should be represented for that ability (Lesko, 1995).

From the Middle Kingdom, the married woman was called “Mistress of the house”. She was in charge of running a house, grinding of grains, baking, spinning and weaving were traditionally regarded as women’s work. Besides, their responsibilities, bearing and rearing children were vital. Such responsibilities gave her influence over the economic and material influences of their children (Robins, 2001).

The relationship between husband and wife was represented on the walls of the tombs and the statues which were preserved for us reflected the affection and love between the couple as they were represented, the wife with her arm tenderly round her husband’s neck, the children standing by the side of their parents, or the youngest daughter crouching under her mother’s chair (Erman, 1971).
The Egyptian texts urged men to treat women in the best way since happy marriages depend largely upon the husband’s behavior toward his wife (Donadoni, 1997). Women were highly respected and never considered as a sex object for man’s pleasure, but women were considered important because of their association with birth and fertility (Watterson 19991).

4.2.4 Women and legal rights:

The ancient Egyptian woman was a full legal personality, never needing a guardian to run her property. She was treated as a separate individual responsible for her actions. She could own land, slaves, property and could enter into business transactions and trading; the ancient Egyptian women were full legal personality with her legal independence and run her property (Lesko, 1995).

The ability of women to own land, enter into business and gain independent income would have given them a potential role in public life through their contributions to the economy of the community. They would probably have been elite to practice influence within the family and local community (Robins, 2001).
Women in ancient Egypt were allowed to be landlords and own property. In an inscription which dates back to the Third Dynasty, an official called Metjen tells how he had inherited fifty arouras of land from his mother Nebsent. An aroura is about two thirds of an acre. In the fifth Dynasty another official called Tjenti refers in a text to two arouras of land which had come to him from his mother (Robins, 1993).

From a legal point of view, women were equal to men; this is clear during the treatment of the children in the home as there was no difference between girls and boys (Selim, 1992). Woman, regardless of whether she is married or not, can perform all legal activities which she needs without any sponsor and she had the right to practice independent economic activities (Selim, 1992).

The wife was an equal with her husband under Egyptian law. She was left in full control of her own property, gained by inheritance, both before and after her marriage. She also get a third of the marital property on the death of husband (Lesko, 1995).

Women represented in art standing with their feet almost together with yellowish lighter brown color (Robins, 2001), the yellowish or the creamy colour of women's body is probably to represent that women had less exposure to the sun (Watterson, 1991). Through the ancient Egyptian history until the fourteenth century B.C. women were represented in tight- fitting dresses that were secured with wide shoulder straps and that
revealed their slender figures (Donadoni, 1997). Scenes and statues represented couples showing their relations to one another (Robins, 2001).

### 4.2.5 Women and funeral beliefs:

From at least the Old Kingdom, men and women shared the same funerary beliefs and practices. The body of the deceased women received the same sort of treatment as that of a man and was buried with similar types of funerary equipment and receiving mummifications to preserve their bodies as women (Robins, 1993). Women were loyal to their deceased husbands and this was clear for preparing the burial process for the deceased husband, from the New Kingdom the widow Iy buried her husband Hwy who apparently inherited from him, since she ordered a coffin and paid for it. She said: ‘I want to make a coffin for my husband. I want to bury him. So she said. She spoke to the scribe Imn-nht: make a coffin for Hwy’ (Qasrawy, n.d., p.28).

### 4.2.6 Women in daily life:

Unlike the Greek women who had to stay at home and were not allowed to go out where they pleased, ancient Egyptian women enjoyed the liberty to go anywhere (Watterson 1991, Donadoni 1997). They were free to go and join a job, no better example of that than the textile industry seems to have been dominated by women, both as workers and as
supervisors (Waterson, 1991). Despite the fact that women in ancient Egypt were free to have a job, the evidence shows that the main roles of the Egyptian women were to bear children, to run the household and manage its economy, to help gather wealth through the exchange of surplus goods (often of their own production), to weave textiles which were fundamental for clothing and to produce flour and bread, basic to the Egyptian diet (Robins, 1993).

For ordinary classes the scenes in tombs and the servant statues that were placed in the tomb to work for the deceased in the after life, giving evidence that women engaged in indoors domestic activities such as the preparation of food and cleaning in their own house or working as servants in the houses of the others where they worked in kitchen to cook, bake bread and brewing beer, or as servants serving the guests at banquets (Watterson 1991). There are many evidences that women worked as stewards and they were responsible for store houses and supplies as food and cloth (Fischer, 1989).

For high class women, they were excluded from the official bureaucratic structure. It was boys who were sent to schools and encouraged to dedicate their efforts to becoming scribes (Robins, 1993) but it is generally believed that girls did not go to school; they were not denied access to knowledge (Donadoni, 1997). Since women could not join the bureaucracy, they were not obliged to develop literacy skills. This does not necessarily mean that women never learned to read and write but unfortunately there is no evidence one way or the other (Robins, 1993).
Apart from the occupations that were deemed to be largely the province of women, there were five professions open to them, priesthood, midwifery, mourning, dancing and music. The most prestigious was priesthood (Watterson, 1991).

Summary

Women in ancient Egypt were much freer than their counterparts in other lands. Women in ancient Egypt were involved in political life as few of them reached the throne of ancient Egypt. Women were contributed positively in daily life in ancient Egypt as they had all legal rights to involve in daily life. They shared men the same funerary beliefs.

4.3 Interpreting women’ scenes

In this part the researcher selected scenes representing women in Ancient Egypt in different roles and from different social levels, the reason for selecting the scenes is to find out how a depiction represents women in ancient Egypt as an example of ancient monuments is interpreted by members of staff at the departments of Tour Guiding at the Egyptian universities, and whether the interpretation takes into consideration the different roles performed by tour guides such as interpreter, cultural broker, marketing and the other roles mentioned in the literature review, or whether the interpretation is just archaeological information without trying to make a difference between the archaeologist and tour guides.
Professors of the universities are following a unified approach for the interpretation of the pieces of the monuments as an Assistant Professor at the Faculty of Tourism and Hotels at Helwan University explained the steps he follows when interpreting a piece of monument:

*When I describe photos to my students we deal with:*
- Origin of the scene (monument: tomb/temple/Stella, etc.).
- Dating.
- Description.
- Artistic characteristics.
- Reading the Egyptian text.

The previous information was a part of an e-mail discussion with the assistant professor at Helwan University. It is clear that the process he follows to interpret the piece of monument just relies on giving all archaeological information related to the piece of monument. That makes the role of the tour guide similar to that of archaeologists, as he/she have archaeological information only. However there is a difference between the archaeologist and the tour guide. The latter should learn how to deliver the information in an attractive way and present it in context which helps him/her to perform the different roles and that is clear from the definition of tour guide

*A person who guides groups or individual visitors from abroad or from the home country around the monuments, sites and museums of a city or region; to interpret in an inspiring and entertaining manner, in the language of the visitor’s choice, the cultural and natural heritage and environment*

(Ap and Wong 2001, p. 551)

The following is an email discussion with the assistant professor at Helwan University.
Good morning.

I use the datashow to show pictures to my students. I don't teach the photos that u sent to me and if u need a full commentary on them, it will need a library work that I don't have time to do at the time being because I am preparing for two important seminars. But when I describe photos to my students we deal with:

- Origin of the science (monument: tomb/temple/stela, etc.).
- Dating.
- Description.
- Artistic characteristics.
- Reading the egyptian text.

Best regards.

Would you please comment on the attached pictures

Thank you very much

Maged radly

Friday, November 30, 2007 8:31 AM
In an e-mail discussion with a lecturer at the faculty of Tourism and Hotels, Minya University, she explained that how she interprets the pieces of monuments.
The lecturer, when interpreting the piece of monument underlines the following:

1- The occupation and its development.

2- The details about the character as the beauty and finesse such as style of dresses and wigs.

3- The appreciation of the society to women

In the same vein, an assistant professor at the faculty of Tourism and Hotels, Alexandria University explained how she would interpret the scenes representing women in ancient Egypt:

*Interpret the site from where the scene came from. To which period belongs. Then describe the scene in details including their hairstyle, dress, jewellery and colours, the way they are standing or sitting or bending. Also the scene describes certain function of the person depicted—mother, wife, servant, etc... Also the text accompany the scene is so important cause it clarifies many things such as titles, and from the titles you conclude their status and role. All these details reflect their position in the society.*

Her interpretation is similar to the assistant professor of Faculty of Tourism and Hotels, Helwan University, in that she describes the scene as follows:

1- The historical period

2- The description of the scene represented in the hair style, dress, jewellery and colours.

3- The function of the woman in the scene and in the society in this period.

4- The place where the piece of monument came from.
It is obvious that the professors are concentrating on the archaeological and historical information without trying to connect the pieces to modern time of Egypt to enrich the experience of the tourists. They did not take into consideration the different roles should be performed while interpreting the pieces of monuments, such as cultural broker, marketing, sales.
Chapter Four

The reason in selecting professors of the three universities, that they represent the different regions of Egypt, Alexandria University represents the Northern region, Helwan University represents the central region and finally Minya University represents Upper Egypt.

The following are scenes representing women in ancient Egypt performing different roles. The scenes are interpreted by two ways the first is just interpreting the scene from archeological point view and that was presented by the lecturer at the faculty of Tourism and Hotels, Minya University, while the second interpretation is adding an additional interpretation to compare the influence of woman in ancient Egypt with the women in modern Egypt despite that tour guide should talk more about different things in addition to the archaeological information. But the addition is an example that the archaeological interpretation is not sufficient.

The first interpretation was presented as follows:

In the tomb of Nakht TT52 at Qurnah, Thebes there is a scene of banquet party which showing a maid servant touches the neck of one lady of the guests. She is completely nude except for a thin belt over her waist. She is so charming and full of finesse. There is a similar scene at the tomb TT.77 but with maid servant pouring ointment on the lady’s hair which may be a kind of beauty care for the hair and body.

Then an addition was added to previous interpretation

Servants in modern Egypt are taking care of the lord guests by providing them with welcome drinks and snacks. However, they do not present ointment to the guests. They are also completely dressed, even the whole guests are women.

Plate 4.2: Nobel lady in ancient Egypt (Adopted from http://www.historel.net/femmegypt/index.htm)
The interpretation of the second figure was presented as follows:

*She is a noble lady from the late 18th dynasty from the tomb of Menna, she is walking at the field at the time of harvest and she couldn’t be one of the servant or peasant and we can tell that from her style of dressing and ornamentation. She seems to be so delicate, pretty and innocent among the lotus flowers and the small chicks in her hands.*

An addition was added to previous interpretation as follows:

High class ladies in modern Egypt do not go to the field to catch geese and flowers; everything is brought to her by peasants.

Most probably her fields used to be cultivated by peasants. Harvest and fruits are sold by them as well and she just receives money.

Plate 4.3: Family in ancient Egypt (Adopted from http://www.historel.net/femmegypt/femegypt02.htm)

The interpretation of the third figure was presented as follows:
This scene is representing Egyptian woman as a loving wife and caring mother who keen on being depicted with her husband and children in a very impressive scene of intimacy between parents and children in ancient Egypt.

The following addition was added to the interpretation

The intimate relationship inside the modern Egyptian family is still strong especially in the countryside. Wives are caring of their husbands and children. However, due to the effect of globalization, this relationship is facing very strong counter effect that threatens this intimacy.

Plate 4.4: Woman in the field (Kilany, 2007)
The interpretation is as follows:

In the tomb of Menna TT69 at Qurnah, Thebes, there is a very famous and interesting scene of female collecting figs. She is represented sitting on stool under a fig tree, collecting figs from the tree and puts them in a full basket in front of her. At the same time she is doing her job as a mother by nursing her baby, who sits on her lap. She wraps him to her body with a piece of white cloth. She has a short hair and very wide eyes. Nothing can be seen from the body of her baby except his head, his little arm grasping the mother’s hair and a hanging little leg. This scene is so adorable and expressing the everlasting job and feelings of woman.

An addition sentence was added as follows:

The scene is very common nowadays in modern Egyptian villages. The woman is helping her husband in the field and, at the same time, care for her children.
Plate 4.5: Musicians in ancient Egypt (Kilany, 2007)

The interpretation was presented as follows:

In the tomb of Nakht TT52 at Qurnah, Thebes, there is a scene of female musicians. They are part of banquet scene. They are three female musicians playing different instruments. The first one is playing a double oboe, the second one is playing lute and the third is playing a harp. The flutist lowers her head as often done by flutists. The middle one has a duplicate role; she plays a long-necked lute and dance at the same time. She separates her legs and turned head toward the rear. Here the artist broke the traditional canon of Egyptian art by shifting the lutenist’s navel and depicting her left breast frontally. She is naked except for a thin woven belt put low on her hips. The other two musicians, the harpist and the flutist, with their feet together, are wearing long white dresses. All of
them have rich, heavy jewelry around the neck and the arms. They also wear luxurious shoulder length wigs. That hair style is secured by a diadem of lotus petals and smeared with fragrant grease. The movements of the fingers are highly depicted. The whole scene is considered to be a master piece.

An addition was presented as follows:

Women and musicians in modern Egypt are different nowadays they used to work in very elaborate casinos, night clubs, floating boats and cruises in the Nile.

In modern time dancer is professional in belly dancing, similar to the flutist in middle of the ancient scene. She is also wearing transparent light clothes on her body.

Women musicians in modern Egypt are using more advanced musical instruments. Ancient dancers and musicians were keen to preserve their own style stuck to the ancient Egyptian traditions rather than nowadays artists whose style has partly influenced by the western music.

The interpreter of the pieces should be aware of the understanding cross cultural communication, that was mentioned in the literature as one of the tour guide’s roles is a cultural broker or mediator between two usually different cultures of the host culture and that of the visitors (Rabotic 2004-2005). The interpreter should understand the differences of people from other cultures; the differences are many as language, value, gestures, emotional expression, norms, rituals, rules, expectations and life experience. If we do not understand these differences of the cultures that could be a barrier preventing
Chapter Four

us from understanding people from other societies and preventing them from understanding us.

Cultures also differ in the meaning of wording if speaker does not speak a classical language, even if people think they are speaking the same language for example in Ireland when people say “I was pissed” it means “I was drunk” not “I was mad” as it means in America. Irish people say” where’s the crack in this town? To refer to parties and fun not drugs.

So the interpreter should give examples from tourists’ culture to make it easy for tourists to understand the specialty of the Egyptian culture.

Summary

In this part the researcher selected scenes representing women in Ancient Egypt in different roles and from different social levels, the reason for selecting the scenes is to find out how the professors at Tour Guiding departments at the Egyptian Universities interpret the heritage sites, and whether the interpretation takes into consideration the different roles performed by tour guides such as cultural brokerage role and if the interpretation meet tourists’ expectations,
4.4 Tourists’ preference for interpretation:

Interviews were conducted with a number of interviewees representing different nationalities. The interviewees were classified to two categories Egyptian and Arab nationalities and foreign nationalities. The reason for selecting both categories that Arabs and Egyptians may have a different perspective towards the ancient monuments and may require a different interpretation.

The first interviewee had visited Egypt before twice and when the pictures were presented to her with both interpretations, she preferred the interpretation with the additional information about modern Egypt as she thinks that it is better to make a comparison about the women in both societies in ancient and modern Egypt.

*Making comparison is better to know if things are getting better or worse*

The second interviewee preferred the interpretation with the additional information as she thinks it is better than sticking to the past only.

The third interviewee said that he prefers the second interpretation with the additional information but to be written in more attractive way, in other words he said as a tourists he wants to know about ancient Egypt and modern Egypt as well.

The fourth interviewee is an assistant lecturer at the faculty of Tourism and Hotels, Fayoum University, he said:
Chapter Four

I prefer to add a comparison between the difference roles of women in ancient Egypt and their nowadays roles as in my opinion it attracts the attention of tourists, it provided relevant answers raising in the thoughts of the tourists and they are going to ask about these questions later. Thus I meet the tourist expectations by interpreting in this way.

The fifth interviewee is a lecturer at the faculty of Tourism and Hotels Fayoum University she said the following:

I prefer that the interpretation should include the comparison not only between ancient and modern Egypt when interpret to tourists but I prefer to add interpretation related to tourist' culture to make it easy for the tourists to imagine and enrich their experience.

The sixth interviewee is a lecturer at Cardiff School of Management; she preferred the second interpretation with the addition of the information about modern Egypt as she thinks that comparison is better to know what is going on between both societies.

The seventh interviewee is a lecturer at Cardiff School of Management she preferred the second interpretation with the information about modern Egypt but by using other sentences for example she used another sentences to interpret the picture of the servants in the banquet by saying:

Servants in modern Egypt still take care of their employee and employs quests but nowadays they would be providing food and drink and they would be fully clothed.
Specialist services like hair dressing is provided by specialists

The eighth interviewee expressed his satisfaction of the interpretation which combined the past and the modern as it gives more information about what is the situation in modern Egypt.
The ninth interviewee who is a lecturer at Cardiff School of Management is supporting the idea that when the tour guide interpret the ancient Egyptian monuments it is better to connect to the present to see how relevant you are and to know how things are going nowadays as well.

The tenth interviewee who is from Libya and accustomed to the Egyptian society said that he would be interested in the interpretation of the ancient pieces only without the addition. He would be keen to know information about specific points of the pieces.

The eleventh interviewee is interested in more information about ancient and modern Egypt so she prefers to have the second interpretation with the addition about modern Egypt.

From the eleven interviews, ten supported the idea for combining both interpretation of past and modern Egypt. That gives indication of the needs of the tourists and their expectations of what the tour guide should do when interpret the pieces of monuments. That means that the tourists expect the tour guide in addition of being archeologist who presents an accurate information about the pieces of monument, they expect him/her to be a cultural broker who transcends different cultures to make the interpretation easier for them to be understood.
Summary

Tourists were expecting that the potential tour guide would take into consideration the cultural brokerage role while the interpretation and provide a comparison between the status of women in ancient Egypt and women in modern Egypt.

4.5 Discussions:

The role of women in ancient Egypt as depicted in the paintings on the walls of tombs and temples was very different from the role of women in modern day Egypt which is different again to the role of women in Western countries. It is therefore potentially a major challenge for Egyptian tour guide to appreciate the differences between the tourist’s experience of the role of women in their home country, the role of women in modern day Egypt and the role of women in ancient Egypt to be able to interpret this according to the tourist’s requirements.

To perform the cultural brokerage role that requires a competences and skills as mentioned in Chapter three, e.g. tour guides need extensive knowledge, not only of the culture being visited but also of the culture of the visitors (Hughes 1991). So it is important to take that into consideration while designing the curriculum for potential tour guides.
Chapter Four

The interpretation of the three professors from the three universities from different regions of Egypt are sharing the same point view of interpretation of the pieces of monuments which relies on the archaeological and historical information, and this interpretation is helping the potential tour guides to perform the role of the information giver. But the way of interpretation does not include the cultural brokerage role, marketing role, the facilitator and the other roles.

The assistant professor of Faculty of Tourism and Hotels, Alexandria University when she said that she gives an idea about the place where the piece of monuments were discovered, she meant that, she gives a historical background about the place only. But it is important to give information about its importance to be visited and if there are other important monuments and tourist attractions deserve to be visited in this area. That makes tourists look forward to visit these sites even if these sites are not included in the itineraries. This makes tour guide perform marketing, motivator and tour manager roles.

All the professors neglected to talk about the place where the piece of monument exists, as they should give information about the services, safety rules, how to access to it and the regulations for visiting the place for example if it is allowed to tourists to use cameras. This information is a part of the facilitator, motivator, navigator and leader, public relation role should be performed by tour guide.
The professors did not give any comment about how to stand with the group during the interpretation according to the place if it is in-door or out door place. This is a part of the leader and facilitator role.

None of professors made any comparison or link between the occupations, fashion, accessories and different aspects of the woman of ancient Egypt and modern Egypt or try to link it to the roles of women in tourists’ societies. This information is covering the cultural broker, interpreter, information giver role as mentioned in chapter three.

The professors did not link between the materials which are used in making the piece of monuments in ancient time and if this materials are still used to produce a copy of the products so they can get a souvenirs representing replicas of the ancient Egypt monuments, and from where tourists can buy it and the range of its value. In addition to the materials of the piece of the monuments they have to give brief information about other products presented in the scene for example papyrus, jewelry, perfumes and gold and where they can see these products are manufactured to buy souvenirs if they wish. This is a part of the marketing and facilitator role which should be performed by tour guide.
4.6 Conclusion:

In this chapter the researcher tried to present an example of the way of interpreting the piece of monuments according to the concept of the professors of the Egyptian universities and comparing it with the preference of the tourists. The results indicated that the professors do not take into consideration the different roles should be performed by the tour guide, and the most important is the cultural broker. As the tourists come from different culture and the tour guide then should be shock absorber and the go-between who link the two cultures, cultures of the host culture and that of the guest. Tour guide is the one who tells the tourist about the culture of the host country in modern time as well. Tour guides need an extensive knowledge, not only of the culture being visited but also of the culture of the visitors.

The interviewees indicated that they prefer to get an idea about the women in modern time as well when they are listening to an interpretation from a tour guide. The professional tour guide should have an idea about the culture of the visitors to give examples from their own culture to make it easier for them to understand what message tour guide wants to deliver.

That concurs with Rabotic, as he mentioned:

*It can be said that the guide makes '...translation of the strangeness of a foreign culture into a cultural idiom familiar to the visitors.' So, the tour guide acts as a mediator between two usually pretty different cultural environments - that of the host and that of the guest.*

(Rabotic, 2004-2005, P.1)
The cultural brokerage role in the profession of tour guides could be applied on any ancient piece of monuments and any theme the interpretation is focusing on, in this chapter the researcher took the influence of woman in ancient Egypt as an example of how the tour guide can perform a cultural brokerage role.

The cultural brokerage skills could be developed if the curriculum studied at the Tour Guiding departments added cultural subjects of the host country in addition to the foreign cultures as well. That makes tour guides able to make it easier for tourists to understand the difference between cultures but in the same time with respecting the specialty of each culture.

The curriculum should consider that cultural brokers require a set of competencies that enable them to work cross-culturally and that include awareness, knowledge, and skills as described below.

-Cultural brokers should be aware of their own cultural identity.
- The cultural identity of the members of various cultures.
- The social, political and economic factors affecting diverse of cultures.
- Cultural brokers essentially understand values and beliefs of visitors as well.
- Cultural brokers have a range of skills that enable them to communicate in a cross-cultural context, communicate in two or more languages, interpret and/or translate information from one language to another, mediate and manage problems.
The researcher in chapter five has developed a curriculum which tried to take into consideration the needs to develop the necessary competencies to improve the cultural brokerage skills.

Cultural brokers should be aware of their own cultural identity. So the proposed curriculum included core knowledge subjects represented in ancient Egyptian archaeology and history, in addition to Egyptian life which includes the customs and the tradition of the Egyptian people in modern time.

- The cultural identity of the members of various cultures. This could be gained by studying world history, arts and literature.
- The social, political and economic factors affecting diverse of cultures. That subject is studied in the legal and political system.
- Cultural brokers innately understand values and beliefs of visitors as well. This subject is included the religion and philosophical movements.
- Cultural brokers have a range of skills that enable them to communicate in a cross-cultural context, communicate in two or more languages, interpret and/or translate information from one language to another. This skill is developed by studying two foreign languages, English as a first language and one of the rare languages required by the Ministry of Tourism in Egypt.
4.7 Summary

The chapter provides a linkage to one of the important roles performed by the tour guide as mentioned in the literature in chapter three. In chapter three different roles of the tour guides were identified, and during chapter four the researcher took the scenes representing women in ancient Egypt as an example of how tour guide should consider these different roles during the interpretation to enrich the experience and the satisfaction of the tourists and that could lead to the repetition of the visit or making recommendation for a friend to visit the destination.
CHAPTER FIVE
The Great Britain and European Context for Tour Guiding

5.1 Introduction

5.2 European standard

5.2.1 Common subjects
5.2.2 Area-specific subjects
5.2.3 Practical training

5.3 The Great Britain context for tour guiding

5.3.1 Introduction
5.3.2 England
5.3.3 North Ireland
5.3.4 Scotland
5.3.4.1 Background
5.3.4.2 The role of STGA
5.3.4.3 Ordinary membership of the STGA
5.3.4.4 Regional affiliate of STGA
5.3.4.5 Site affiliate of STGA
5.3.4.6 Code of conduct of STGA
5.3.4.7 The obligation of members of the STGA
5.3.4.8 The principles of good professional practice
5.3.4.9 STGA tour guides
5.3.4.10 STGA survey
5.3.4.11 Results of the survey of Scottish tour guides
5.3.4.12 Discussion
5.3.5 Wales
5.3.5.1 Wales Blue Badge course (2006-2008)
5.3.5.2 Welsh survey
5.3.5.3 Results of the survey of Welsh tour guides
5.3.5.4 Summary
5.3.5.5 Interviews with WOTGA members

5.4 Scottish/Welsh comparison

5.5 Discussion

5.6 Summary
5.1 Introduction

This chapter first analyses the European Standard for Tour Guiding which exposes the tour guiding contexts in Wales, Scotland and England. The section presents the results of surveys conducted in both Scotland and Wales in addition to analysing data from the website of Institute of Tourist Guiding (ITG) in England. The reason for conducting surveys in both Wales and Scotland, and not in England, is that the training course for tour guides in both contexts is held in a higher education context and lasts for two years in a situation similar to that of Egypt. Wales and Scotland therefore probably provide more similarities than other contexts and so are worth exploring in more detail.

5.2 European standard.

A draft for the European standard for tourism service and the requirements for the provision of professional training and qualification programmes of tour guides is under discussion between Comité Européen de Normalisation (CEN) members which are the national standards bodies of thirty European countries (CEN 2008). The European Federation of Tourist Guides Association (FEG) introduced recommendations for minimum standards in tour guide training and qualifications as one of its aims when it was founded in 1986 to improve the quality of service offered by the tour guide profession at a European level (APTG, 1999). The process of producing a unified standard passed through a number of different stages, including programming, planning and drafting. In 2005, the European standards were drafted and disseminated for public consultation in each of 30 countries across Europe. The comments from the stakeholder consultation were then evaluated by WG5, the European committee
working to create the standard, who prepared the modified text and the final draft (Newlands, 2005). The final meeting of WG5 took place in Athens on 26th and 27th April 2007 and was attended by tour guiding experts from various countries. The draft standard then goes for voting and if accepted will become a CEN (European committee for standardization) sometime during 2008 (WFTGA, 2008). Having established the European standard this is then adopted (or not) in each European country through the national standard institute in each country. So if and when adopted in the UK it is the British Standards Institute which will regulate the profession and will be obliged to publish an official English Language Text. The aim of the European Standard is to emphasise high quality tour guide services in all European countries by specifying minimum requirements for the provision of professional training and qualification programmes of tour guides.

The training programme will be designed taking into consideration tour guides competencies to enable tour guides within their area of qualification, enable tour guides to balance tourists’ needs and to enable tour guides to be knowledgeable (see Table 5.1).

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Area of qualification</th>
<th>Tourists’ need</th>
<th>Knowledgeable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represent the area</td>
<td>Assess their audience</td>
<td>Tourism industry and the profile of visitors in their area</td>
<td></td>
</tr>
<tr>
<td>Guide tourists around natural and man-made heritage of an area</td>
<td>Selecting appropriate information to suit tourists’ interest and requirements.</td>
<td>Relevant rules and regulations, including health and safety</td>
<td></td>
</tr>
<tr>
<td>Research and develop information.</td>
<td>Present the appropriate information in a comprehensive and communicative way.</td>
<td>Taxation and insurance requirements</td>
<td></td>
</tr>
</tbody>
</table>

| Interpret for visitors | Help visitors to |  |

5-3
understand and what they view and visit.
Inform tourists on all the related aspects of life in the area.
Develop itineraries for guided tours in their area.
Use appropriate language

Table 5.1: Competencies of training programmes (British Standards Institute, 2006)

The suggested training programme will consist of three elements: common subjects; area-specific subjects; and practical training, totalling a minimum of 600 training units.

A training unit is defined within the standard as equivalent to 60 minutes. Training units may include: lectures; tutorials; e-learning; practical training; private study; assignments. The minimum duration of practical training should not be less than of 40% of the duration of the training programme, i.e. 240 training units. The training programme is designed with the assumption that the potential trainees have studied 12 years of general education (British Standards Institute, 2006). Figure 5.1 shows the main elements of training programme.

![Training programme diagram]

Figure 5.1: The elements of the training programme.
5.2.1 Common subjects

The common subjects comprise three key elements: theoretical knowledge; guiding techniques and skills; and business knowledge and skills. Each of these will be discussed in turn below (British Standards Institute, 2006).

Figure 5.2: Common subjects
Chapter Five

Theoretical knowledge:

The standard requires that training programmes shall comprise an introduction to the following list of theoretical subjects:

- World history and culture;
- Legal and political system of the European Union;
- Religion and philosophical movements;
- History of arts and architecture;
- Arts and literature;
- World geography and geology;
- Professional ethics.

This list is a fairly standard list of subjects that is likely to comprise the core of most tour guide programmes.

Guiding techniques and skills:

The training programme shall comprise an introduction to the following:

A- General.

B- Presentation techniques: the training programme shall comprise the following:

- Voice projection, diction, microphone use, breathing techniques.
- Eye contact, stance, body language, posture.
- Personal appearance and behaviour.
- Style and vocabulary.

C- Communications techniques: the training programme shall comprise the following:

- Adaptation to audience requirements and environmental conditions,
- Interpersonal skills,
- Selection, structuring and linking of information.
- Handling and use of questions.
- Stress management.
Chapter Five

- Time management.
- Clear explanation and description of top visual priorities.

D- Group management: the training programme shall comprise the following:
- Positioning of guide and group.
- Neutral approach and politeness.
- Group dynamics.
- Risk assessment.
- Crisis and conflict management.

E- Guiding for persons with special needs: the training programme shall comprise the following:
- Awareness of potential special needs of tourists.
- Adaptation of guided tours which allow access for those disabled or aged.
- Adaptation of guided tours taking child safety into account.

Business knowledge and skills: The training programme shall comprise the following:
- Fundamental of economics.
- Tourism industry worldwide, its importance and development.
- Tourist guide profession, the position of the profession in the tourism industry.
- Sustainable tourism
- Commercial aspects of the tourist guide profession.
- Legal aspects of the tourist guide profession.
- Research, planning, developing and updating guided tours.
- Health and safety regulations, management of emergency situations.
- Debriefing and quality control.
5.2.2 Area specific subjects

Figure 5.3: The element of area specific subjects

Theoretical knowledge

General:

The training programme shall be designed such to enable the trainee to interpret the heritage of an area and its sustainability.

Human history: The training programme shall comprise the following:

- Political, social and economic history,
- Archaeology,
- History of art,
- Architecture.

Environment:

The training programme shall comprise the following:

- Geography and geology,
- Natural heritage,
- Flora and fauna,
- Ecology,
- Environmental impacts of industry and agriculture,
- Weather and climate.

Culture:

The training programme shall comprise the following:

- The arts (performing and visual),
- Literature and linguistics,
- Customs, folklore, traditions and mythology,
- Famous historical figures

Economics:

The training programme shall comprise the following:

- Agriculture,
- Manufacturing,
- Services.

Contemporary life:

The training programme shall comprise the following:

- Legal and political system,
- Social demographics,
- Education system,
- Social care and health system,
- Science,
- Intercultural issues,
• Leisure, recreation, entertainment and sports,
• Food and drinks,
• Celebrities.

**Working conditions:** The training programme shall comprise the following:

- Working conditions related to the tourist guide profession,
- Statutory and private professional organisations related to the tourist guide profession,
- Tourism and cultural heritage related legislation.

### 5.2.3 Practical training

The training programme shall comprise demonstration tours and field trips to places and monuments, which includes all the major heritage sites of the area of qualification. The field trips shall include coach or other moving vehicle, site and walking tours. The field trips shall cover the rural and urban environment of the area of qualification and should include related visits e.g.:

- To museums,
- Art galleries,
- Historical sites,
- Archaeological sites,
- Places of architectural and cultural importance, including sacred sites,
- Natural heritage areas.

The practical training shall require trainees to practise during field trips the skills and apply the knowledge acquired.

For assessment of the qualifications the potential trainees should demonstrate their qualifications within written and oral examinations in addition to practical
demonstration on site, on foot and on a coach or other moving vehicle. Potential trainees should demonstrate their ability to communicate fluently in tourists’ language (potential trainers should demonstrate broad range of language, accuracy, fluency, interaction and coherence) and using appropriate terminology and communicate effectively in emergencies.

Training providers should use a balanced range of trainers, they should have both qualification and experience for the parts of the training programme they deliver with up-to-date skills and knowledge as for demonstration tours and practical training the trainers should be experienced tour guides and for presentation training of field trips should be experts in the field (British Standards Institute, 2006).

Summary

The aim of the European Standard is to emphasise high quality tour guide services in all European countries by specifying minimum requirements for the provision of professional training and qualification programmes of tour guides.
5.3 The Great Britain context for tour guiding:

5.3.1 Introduction

Heritage is a very important motivator for tourism to and within the UK. Given that two-thirds of tourists to the UK are seeking a cultural experience as a part of their trip although it is not the main motivation for travelling to UK (McKercher, 2002). In fact, one can argue that virtually all tourism in the UK is at least partly motivated by natural or cultural heritage. In general, heritage is far more important for the success of the UK’s tourism than for many of its competitor destinations, where sun, sea and sand rank very high. This can be shown through the results of the Overseas Visitor Survey. The 1996 survey asked leisure visitors to the UK (i.e. excluding business visitors) how important certain activities in Britain were in the decision to visit the country. The enormous significance of the country’s heritage in motivating tourism by overseas visitors was illustrated, with heritage being listed directly or indirectly in each answer mentioned by 4% or more of the survey’s respondents (Nurick, 2000).

Great Britain can be divided into three main areas in relation to tour guide training: Scotland, Wales and England. Blue Badge tour guides serve some 4 million visitors each year (The Guild of Registered Tourist Guides, 1999).
Figure 5.4: Different areas for working as a tour guide

5.3.2 England:

The Institute of Tourist Guiding was set up to be the standards body not only for Blue Badge guides, but for the whole tour guiding sector throughout Great Britain, excepting Scotland, The Institute provides examinations, accredits courses which meet its standards and offers a variety of services to its members. The Institute’s code of conduct includes a commitment to Continuing Professional Development (CPD) and encouragement for tour guides to record it. The Institute has established a subcommittee to examine ways of formalising CPD. The Institute currently offers CPD opportunities through refresher courses/updates, specialist knowledge and marketing skills.

The Institute has three categories of involvement relating to national educational level which qualify potential tour guides to be one of three types as following:
Site guide:

Level two of the Institute of Tourist Guiding qualification offers a national qualification for tour guides working on a single site and that includes a fixed route in a single environment which may be either a man-made or a natural environment or a mixture of both (ITG, 2008). Typical sites include: museums, galleries, cathedrals, stately homes and theme parks. The interpretation can be on a walk, or exceptionally a moving vehicle, such as a boat or an open-top bus. There are plans at Windsor Castle to give their in-house trained tour guides the opportunity to obtain this national qualification (ITG, 2008). There is a one-day assessment for potential site tour guides.
Green Badge:

Those tour guides having a Green Badge are qualified for a specified area of a city, town or defined area of countryside. The Green Badge involves a flexible route commentary in two different environments – one indoors and one outdoors on a site and walk.

Blue Badge:

Blue Badge tour guide is considered the highest standard of professional tour guides in England. A Blue Badge tour guide can provide commentary for a flexible route covering a wider geographical area with multiple combinations and variety of site, walk and moving vehicle. Working environments within the area will be both man-made and natural.

The Blue Guide for England course includes the following components which form an integrated course of study (Tourist guides net, 2001):

- Core knowledge - a wide knowledge of the cultural background of Great Britain. The subjects covered include: history, geography and geology, agriculture and countryside, law, English literature, visual and performing arts, monarchy, government, tourism, sport, industry and commerce, finance, various galleries and museums in London, religion, architecture and current affairs.

- London knowledge - an in-depth local knowledge of key sites including: St. Paul's Cathedral; the British Museum; Tate Modern; the Tower of London; Westminster Abbey.
Chapter Five

- Regional knowledge - covering sites frequently visited from London. Regional sites include Oxford, Stratford-on-Avon, Windsor, Stonehenge, Salisbury, the Cotswolds, Bath and Canterbury.

- Guiding techniques - communication and presentation skills for guiding on foot, on site and from a moving vehicle.

- Business skills - learning to work as a self-employed guide within the tourist industry.

The course is designed to be part-time, with lectures supplemented by private home study. There are two evening lectures in central London each week and practical training sessions outside normal office hours most Saturdays. Students are expecting to spend several hours each week on private research and study. In addition to this, the holiday breaks are intended as study leave (Tourist guides net, 2001).
Figure 5.6: Structure of the Blue Guide for England course. (Adopted from ITG)

Having completed the course with the training provider, the course director will submit students for practical and written assessment administered by the Institute of Tourist Guiding. Successful candidates must pass the written examinations of core knowledge, and regional knowledge in addition to practical site and coach assessments.

The next figure illustrates those who accredit tour guide trainers:
Registered guides and students on guide training courses are required to take an oral language test before guiding in any language(s) other than their mother tongue (ITG, n.d.). On passing the test, registered tour guides will be issued with the Institute of Tourist Guiding Language Proficiency Certificate and the language(s) tested will be included in the guide’s entry on the Institute of Tour Guiding’s Register, the Guild of Tour Guides’ list, and the Association of Professional Tourist Guides (APTG) Register (ITG, n.d.).
Tour guides in England are mainly freelance and self-employed. Work is seasonal, often involving unsocial hours, and tour guides promote themselves by contracting directly with tour operators. Marketing skills are essential for a tour guide to successfully establish a strong client base. As for tour guides in Scotland and Wales, tour guides in England negotiate their fees with clients. The actual fee depends on the type of work being undertaken. Table 5.2 shows the fees published by the Guild of Registered Tourist Guides (2008).

### Table 5.2: Fees for English tour guides (The Guild of Registered Tourist Guides, 2008)

<table>
<thead>
<tr>
<th>Details</th>
<th>Fees range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tours taking place in London</strong></td>
<td></td>
</tr>
<tr>
<td>For a half day of up to 4 hours, morning or afternoon (before or after 13.00) or (before 23.00)</td>
<td></td>
</tr>
<tr>
<td>In English</td>
<td>£115-£135</td>
</tr>
<tr>
<td>In another language</td>
<td>£130-£150</td>
</tr>
<tr>
<td>In two languages</td>
<td>£175-£205</td>
</tr>
<tr>
<td>In three languages</td>
<td>£230-£260</td>
</tr>
<tr>
<td>Where services are required for longer than 4 hours, up to 9 hours, ending before 18.00</td>
<td></td>
</tr>
<tr>
<td>In English</td>
<td>£175-£200</td>
</tr>
<tr>
<td>In another language</td>
<td>£200-£225</td>
</tr>
<tr>
<td>In two languages</td>
<td>£265-£300</td>
</tr>
<tr>
<td>In three languages</td>
<td>£350-£390</td>
</tr>
<tr>
<td>Where service required for one-day excursions which depart from London. It is customary for such tours to finish at 19.00 (and for the guide to enjoy a lunch break of an hour)</td>
<td></td>
</tr>
<tr>
<td><strong>Over-time / unsociable hours (per hour) where services are required in addition to the above:</strong></td>
<td></td>
</tr>
<tr>
<td>07:00-23.00</td>
<td>£24-£32</td>
</tr>
<tr>
<td>22:00-07:00</td>
<td>£32-£44</td>
</tr>
<tr>
<td>Lunch allowance (if lunch is not provided)</td>
<td>£10.00</td>
</tr>
<tr>
<td>Dinner allowance (if dinner is not provided)</td>
<td>£20.00</td>
</tr>
</tbody>
</table>

**Summary**

Tour guides in England are freelancers and there are three categories of tour guides in England as follows: site guide, green badge guide or regional guide and Blue Badge.
guide which is the highest standard of tour guides in England. The Institute of Tourist Guiding was set up to be the standards body not only for Blue Badge guides, but for the whole tour guiding sector throughout Great Britain, excepting Scotland. The training programme is following the benchmark of the European standard.

5.3.3 North Ireland:

Blue Badge Tour guides in Northern Ireland are qualified as they are carefully selected, trained and examined by the ITG, they have the same procedures to have Blue badge as they are trained and in depth and assessed with written and practical examinations (NITGA, n.d)

Three levels of tour guides are recognized as follows: national guide, city guide and local guide.

Also the fees of the tour guides are negotiable as in all Great Britain but the recommended fees by the Northern Ireland Tourist Guide Association is as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full day rate (English)</td>
<td>£130</td>
</tr>
<tr>
<td>Half day rate (English)</td>
<td>£75</td>
</tr>
<tr>
<td>Full day rate (French, German, Spanish)</td>
<td>£155</td>
</tr>
<tr>
<td>Half day rate (French, German, Spanish)</td>
<td>£90</td>
</tr>
</tbody>
</table>

Table 5.3: Fees for Irish tour guides (NITGA, 2008)

Tour guides in Northern Ireland is trained by Failte Ireland (NITGA, n.d), Failte Ireland is the National Tourism Development Authority was established in 2003 to guide and promote tourism to support the Irish economy (Failte Ireland, n.d.).
AATGI is the professional body representing the national, city and regional guides in Ireland, they have around 200 membership (AATGI, 2008).

5.3.4 Scotland:

Scotland has an active tour guide association - the Scottish Tour Guides Association (STGA), which is recognised by VisitScotland. (Personal communication, 2005).

5.3.4.1 Background

STGA is non-profit making organisation was founded in 1959 (STGA, n.d.). Until 1996 it consisted of four autonomous Branch Associations which sent representatives to the National Council to discuss matters of mutual interest. It was felt that this structure could be improved and with the financial assistance of the Scottish Tourist Board, a report was commissioned to research, consult and survey the options for the change and make recommendations (Personal communication). The STGA became a company limited by guarantee in 1996 (STGA, n.d.) For its first two years of operation (1996-1998) STGA obtained funding from Scottish Enterprise, Highlands Enterprise and the Scottish Tourist Board. The STGA has two full-time members of staff based at their Stirling office: an Administrator and a Booking Secretary. STGA also use the services of a Training Manager and an Editor on a part-time basis. The STGA provides a booking service for its members, which is largely funded by commission paid by members receiving work from it (Personal communication, 2005).
Chapter Five

Categories of membership of STGA:

- Ordinary member, belonging to four geographical branch areas Edinburgh as follows: Lothian and the Borders; Glasgow, West and South-west Scotland; Aberdeen and Grampian, Dundee, Angus and Fife; Highlands and Islands
- STGA student members who are trainee Blue Badge guides.
- STGA non-practising Ordinary Members/Blue Badge guides, who are not currently working as guides
- STGA retired Members
- STGA honorary members who have received awards for distinguish service to the STGA.
- Regional affiliates, guides who are qualified to work in a limited area of Scotland and have completed an approved training course.
- Site affiliates, guides who work on a site e.g. Castle House, Nature Reserve and have undergone an approved training course.
- STGA Associates - organizations wishing to maintain links with the STGA.

(Personal communication, 2005)

5.3.4.2 The role of STGA:

STGA is the accrediting body for tour guides in Scotland and does not train guides. STGA selects and approves training providers and tutors and sets criteria for approved courses and training programme. It offers trainer training to qualified tour guides and holds a list of approved tour guide trainers. Training Providers and Courses must be approved by STGA (STGA, n.d.). In Scotland there are three categories of STGA tour guide as shown in Figure 5.5:
The number of ordinary members has reached 284 (Newlands, 2005). Ordinary members are qualified for guiding in whole Scotland as a result of holding of the Blue Badge qualification. Scottish Blue Badge guides provide guiding services in English and seventeen other languages with many of the Blue Badge guides being native speakers of the languages they guide in (STGA, n.d.). Admission priority is given to candidates who are fluent in a foreign language and are willing to travel throughout Scotland. For its 2008, entry priority is being given to speakers of Russian, Mandarin, Cantonese, German and Central and Eastern European languages (STGA, n.d.). Non-native speakers are examined using the European Federation of Tourist Guide Association (FEG) Common Language Test for non-mother tongue languages – a test
which lasts approximately 30 to 40 minutes and consists of four parts as follows (FEG, 2004):

- A - General conversation to test the guide’s oral competence;
- B - A prepared talk for five minutes on any topic of the guide’s choice;
- C - Sight translation lasting seven minutes - the guide will be asked to translate a passage from the local language into the foreign language;
- D - Summary- the guide should summarize the important information from a document in the local language into a foreign language.

The examination that the STGA uses for language proficiency is very similar to that of the ITG which aims to ensure a well-balanced commentary, ease of conversation with tourists and the ability to summarize information. The candidate should be able to demonstrate a good accent, clarity, fluency, grammatical accuracy and understanding the language (ITG, n.d.).

Potential ordinary members must apply to the STGA to undertake the two-year Blue Badge training programme involving 1300 study hours. The programme is run by the University of Edinburgh on behalf of the STGA. Participants must have at least two recognised qualifications or skills appropriate for tourist guiding e.g. a foreign language, a degree or diploma, work experience or an outdoor activity qualification. They must also have a depth of interest in Scotland and some basic IT skills (Cookson, 2005). They are interviewed and language screened and then if accepted they go on a four-day introductory course. The introductory course assesses potential skills in oral presentation, customer care and academic ability. They have to do presentations and a
written assignment. If they achieve a minimum of 60% they are invited to become Student Associate Members of STGA (Personal communication).

At the end of the two-year programme candidates apply to sit the STGA membership exam which lasts for four days and includes a written exam, four essays and a project, oral questions on any area of Scotland and oral questions on practical issues (Newlands, 2003). Potential tour guides are also assessed while providing commentary on a coach, on foot and on site (Newlands, 2003). They are assessed in English but have to do the practical sessions in English and in any language they intend to guide in (whether it is their native language or not). If they achieve 70% they are then awarded the Blue Badge - an award offered jointly by the STGA and the University of Edinburgh Certificate and a Certificate in Scottish Studies (which can count towards a degree if the candidate so desires) (Newlands, 2003).

Current requirements are for the part-time study course which includes web-supported learning and requires weekend and summer school attendance at the University of Edinburgh and in the field throughout Scotland. The total minimum learning hours amount to 1300 hours (STGA, n.d.). The course covers core knowledge: including: Archaeology and History; Physical Environment; Human and Natural Environment; Society Culture and Institutions. It is offered over weekends and through web-based support. It also covers Professional Guiding Skills and Regional Studies covering the following five modules: Interpretation and Presentation Skills; Running a Tourism Business; Tour Planning and Customer Care; Highlands and Applied Knowledge; Lowlands Applied Knowledge. This programme includes a substantial proportion of field work (Newlands, 2003).
Chapter Five

The STGA guide training course consists of the following subjects, core knowledge and professional guiding skills and regional studies. Figures 5.9 and 5.10 explain the course subjects.

Figure 5.9: Core Knowledge of STGA programme (Adopted from personal communication)
Figure 5.10: Professional guiding skills and regional studies of STGA programme
(Adopted from personal communication)

STGA has set a standard and the required qualifications of programme directors and of
 tutors for the STGA course are as follows:
Chapter Five

Figure 5.11: Qualification of course directors and Tutors of STGA course (Adopted from personal communication).

5.3.4.4 Regional Affiliate of the STGA:

There are 71 Regional Affiliates (STGA, n.d.), who are accredited to guide only in the specific areas in which they trained as the following regions: Argyll islands, Caithness and Sutherland, Invergordon and Environs, Orkney, Shetland, Skye and Lochalsh and Western Isles (STGA, n.d.)
STGA also accredits guides at Level 3 - who are qualified for an island or group of islands within Scotland only (regional affiliate) - they do a shorter course but the standard of guiding that is expected is the same - just for a smaller geographical area.

Candidates must have at least one from each of the following qualifications or skills suitable for guiding: Highers or equivalent school leaving qualification or STGA Level 5 Qualification; IT skills: at least one of the following: foreign language fluency, related work experience, outdoor activity qualification, a depth of interest in Scotland (STGA, n.d.)

The total minimum learning hours for Affiliationship were 245 (STGA, n.d.). Courses are run on demand, usually initiated by local tourist boards or enterprise companies. Current Accredited Training Providers include: One Step Ahead Training, who are a private company based in Edinburgh, and Orkney and Shetland Touring Company, a company based in Scotland.

Training, through a designated Training Provider includes 45 hours of Core Knowledge, 40 hours of Professional Guiding Skills / Regional Study and 150 hours of Additional Self-Directed Study (STGA, n.d.).

The current course covers Core Knowledge, Professional Guiding Skills and Area Studies. Total Minimum Learning Hours amount to 600 hrs (STGA, n.d.)
The assessment is held under the direct control of the STGA Board of Directors, lasts for two days and involves submission of tour notes and a tour plan, oral questions on Regional Core Knowledge, interview on practical matters, language testing if appropriate, and practical coach tour, walking tour and site assessments (STGA, n.d.)

5.3.4.5 Site Affiliate of STGA

STGA will also accredit Site Guides - people who work on one site, e.g. castles or who do a fixed route, e.g. an open bus city tour or a fixed walk (STGA, n.d.) There are 34 Site Affiliates in Scotland (STGA, n.d.)

Training is currently provided by approved companies who provide training for their own staff to agreed STGA standards. Companies who are interested in having their guides assessed for site affiliation can apply to STGA to have their own training programmes approved or can obtain a list of approved trainers from STGA.

Companies currently providing this training for their own staff are City Sightseeing Glasgow and Stirling, National Trust for Scotland and Mercat Tours. Mercat is the first and the only walking tour company in Edinburgh and it employs qualified historians.

The following give a brief idea about the company.

Mercat Tours was founded in 1985 by a group of Edinburgh history teachers who were determined that their tours would tell the true story of the city's past. From the very start, the Royal Mile tour and the Ghosts and Ghouls proved very popular; the portfolio has expanded to include the most extensive tours of Underground Edinburgh, highly original corporate events, and tours abroad to the battlefields of the First and Second World Wars.
Mercat Tours guides are all university-trained historians with a flair for dramatic presentation. Whichever tour they conduct, above or below ground, history or ghosts, they bring with them knowledge, enthusiasm and a great love for their subject. There are now over 50 Mercat Tours guides who can regularly be seen taking tours, re-enacting characters from history, delivering talks and lectures and promoting Scotland’s heritage.

(Mercat Tours, 2005)

Candidates must have at least one from each of the three following qualifications or skills suitable for guiding: standard grade or equivalent school leaving certificate; IT skills and at least one of the following: foreign language fluency, relevant work experience, an outdoor activity qualification, a depth of interest in local area of Scotland (STGA, n.d.).

Training was including 30 to 40 hours of Core Knowledge with site-specific emphasis, 20 to 30 hours of Professional Guiding Skills / Regional Study and 120 hours of Additional Self-Directed Study (STGA, n.d.), but the current training includes 200 learning hours (STGA, n.d.)

Assessment for site guides is held under the direct control of the STGA Board of Directors, it lasts one day, and it includes oral or written questions on site-specific core Knowledge, language assessment if appropriate and practical site assessment.
5.3.4.6 Code of conduct of STGA:

STGA has developed a Code of Conduct for tourist guides (STGA, 1998). Its aim is to inform, entertain and care for visitors to Scotland and enhance their Scottish experience. The standard of performance is relying on integrity, adaptability, professionalism and safety. The standard of performance is explained in figure 5.11.

![Standards of Performance of STGA](image)

Figure 5.12: Elements of performance of STGA
5.3.4.7 The Obligations of Members of the STGA

Members of the STGA are committed to the achievement and to the maintenance of the standards of professional conduct as established by the Code of Conduct. This Code of Conduct defines the standards required by the Articles of Association. It is in two parts (STGA, n.d.)

The Rules of Conduct

These define the professional standards which members must maintain as a condition of membership. Devotion to these rules is obligatory. Failure to do so may cause disciplinary action being taken against the member in accordance with the Complaints Procedure.

In general members shall:

(a) Comply with the laws and ethical customs and practices of any country with which they work. Expressions of prejudice, bigotry, or other offensive remarks on the subject of race, religion, colour, sex are totally unacceptable.

(b) Uphold and safeguard the reputation and standards of the STGA.

(c) Declare to the STGA any conflict of interest which might arise in the course of representing the Association.

(d) Not misuse their authority for personal aggrandisement or gain.

(e) Respect the confidentiality of information.
(f) Maintain a proper balance between the interests of employer or proprietor and customers or clients.

5.3.4.8 The Principles of Good Professional Practice

These principles expand on the basic standards set down in the Code of Conduct (STGA, 1998) which indicates the standards which members should seek to achieve in the interests of good practice. Failure to achieve these standards alone would not lead to disciplinary action but in the event of any complaint being considered under the Complaints Procedure, such failure would be admissible in evidence and taken into account in proceedings before the Complaints Subcommittee or Board.

Tour guides should seek to maintain and promote the following standards:

(A) **In respect of STGA and fellow members:**

i. Avoid injuring or damaging directly or indirectly the reputation, interests or prospects of fellow members.

ii. Promote and recommend the Association and its standards.

iii. Uphold the educational standards and policies of the Association and support the advancement and acquisition of education, training and qualifications.

iv. Avoid bringing the Association into disrepute.

v. When acting as a representative of STGA, the interests of the Association should be paramount to personal or employers’ interests.
vi. Not knowingly misrepresent the corporate views of the Association in public.

vii. Avoid professional criticism by maintaining the standards of performance.

(B) Personally

i. Regulate their professional affairs to a high standard of integrity and uphold their statutory responsibilities in all respects.

ii. Make proper use of resources available.

iii. When in pursuit of personal ambitions and interests, take account of the interests of others.

iv. Maintain their standards of professional competence, knowledge and skill.
   Take advantage of opportunities for training and education offered to advance and improve professional standards.

(C) In respect of their employers

i) Carry out duties and responsibilities conscientiously and with proper regard for the employers' interests.

ii) Disclose immediately and fully to an employer any interest which conflicts with those of the employer.

iii) Consult with and advise the employer on the implementation or adoption of any change of itinerary as there may be legal implications.

iv) Have full regards for the interests of the profession and the public interest in fulfilling obligations to the employer.

(D) In respect of tourist industry colleagues

i) Promote good relationships through effective communication and cooperation.
ii) Establish their confidence and respect for himself (the member) and his qualification.

iii) Members of the STGA must never allow their badge to be used by anyone else in any circumstances.

(E) **In respect of customers, clients and employers**

i) Promote the standing, impartiality and good name of STGA

ii) Establish good, but detached relationships

iii) Establish and develop with customers, clients and employers a relationship leading to mutual confidence.

iv) Protect at all times the health and safety of customers.

v) Arrive punctually for each engagement. It is recommended that this should be not later than 15 minutes before the start of any tour.

vi) Appear appropriately and presentably dressed at all times.

vii) To guide only in those languages for which they hold appropriate qualifications as recognised by the STGA.

viii) Work provided by the STGA booking service must not be given to non-Blue-badge guides without the approval of the agent.

(F) **The environment**

Protect the reputation of tourists by making every endeavour to ensure that guided groups treat with respect the environment, wildlife, sites and monuments, also local customs and sensitivities.
5.3.4.9 STGA Tour Guides:

STGA members are self-employed and are responsible for generating their own income. The majority of STGA members travel throughout Scotland with visitors on extended tours of a general or specialist nature. Some members do only part-time or local guiding from choice. Demand for guides fluctuates markedly with the holiday seasons. Guides need to be flexible and many seek other employment in the winter (personal communication).

The majority of STGA members developed good working relationships with various key clients, e.g. Tour Operators, Incentive Companies, Conference organisers, Corporate clients, Tourist Boards, Individuals for walk and Car Driver Guiding, Convention Bureaux, Local Government, Scottish Office and consequently obtain direct repeat booking (personal communication).

One of the methods to promote STGA members’ business is through the centralized booking service of STGA; however STGA estimates that less than 10% of all work has been received by this means.

Key roles of a tour guide in Scotland are those mentioned in chapter three, as follows: interpreter, information giver, leader, motivator, social role, cultural broker, tour manager, public relation and facilitator, except the navigator role and marketing role (Personal communication, 2005). The navigator role is not an issue as the itinerary is fixed. Scottish tour guides are not allowed to upsell.
Regarding tour guides fees, as tour guides are self-employed and some are VAT registered (STGA, n.d.) it is therefore impractical for STGA to set guiding fees, so all fees and expenses are agreed between operator/agent and the STGA member before the tour starts. Tour guides should be included in meal/ accommodation arrangements during the tour, or an allowance should be paid. On full-day tours, this will normally be lunch; on longer tours this will be dinner, bed and breakfast and lunch or meal allowance.

The recommended fees for STGA members (before STGA stopped putting guidelines for the fees on its web site) are shown in next table (STGA, n.d.)

<table>
<thead>
<tr>
<th>Language</th>
<th>Half day up to 4 hours</th>
<th>Full day up to 8 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>£68</td>
<td>£104</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>£89</td>
<td>£136</td>
</tr>
</tbody>
</table>

Table 5.4: STGA tour guides fees

Operators/agents should also notify STGA members immediately of any alterations to their tours or terms and conditions.

Cancellation charges -the STGA member will be paid 50% if the tour is cancelled within 7 days of the tour (½ or full day) and will be paid 100% if the tour is cancelled within 48 hours of the tour. For tours extending over 1 day, the pre agreement by the tour guide and operator is usually 28 days.
5.3.4.10 STGA Survey:

A survey instrument was presented designed to capture relevant characteristics using the total design method (Dillman, 2000). The findings presented are based on the research instrument, which is a questionnaire. Designing the questionnaire relied on the questions of a previous survey conducted in Wales to explore the tour guides working context in Wales. The survey was sent to a total sample of 276 tour guides registered on the list of The Scottish Tourist Guides Association. Within the next four weeks 96 respondents sent their answers back. Fourteen unanswered questionnaires were sent back, the reason for not completing the questions included retirement reasons and the death of the member. Three questionnaires were sent back as failed deliveries despite the fact that they were sent to the address listed on the STGA.

5.3.4.11 Results of the survey of Scottish tour guides

The following results represented the opinions of the participants; most of the respondents were STGA ordinary members (99%). The respondents were female 69% and male 30%. Generally the respondents were over 60 (44%); with 39% aged between 50 to 59; 13% aged between 40 to 49 and 3% between 20 to 29.

The results matching what was mentioned in the literature review that the gender of tour guide is not important to tourist when selecting tour guides, but interestingly, when they are able to indicate a preference, they tend to select a female tour guide.
How many days do you work each year as a tour guide?

The largest group of respondents indicated that they work 26-50 days (23%), and with only 8% working 126-150 days, the reset of the percentage is explained in figure 5.13.

![Working days in Scotland](image)

Figure 5.13: Working days in Scotland.

Which months are normally the busiest for you as a tour guide?

The busiest month for tour guides was August 43% mentioned that they work more than 14 days during that month, followed by June with 37% reporting working more than 14 days. In December 63% of tour guides do not work at all followed by January (58%) and November (56%).
Chapter Five

Figure 5.14: Busiest working month in Scotland.

Figure 5.15: Quietest month in Scotland.
How do you mainly work as a tour guide?

STGA members are self-employed and are responsible for generating their own income. Results indicated that tour guides in Scotland are working as freelancers indicated by 89%, while freelance tour guides work mostly with one company without a contract 7%, freelance and with contract 1%, works with all types 1% and other 1%, as follows in figure 5.16

![How a tour guide works](image)

Figure 5.16: How a tour guide works in Scotland.

Why do you select this way of working?

Most tour guides (57%) indicated that they selected this way of working because of its flexibility, to give them the freedom to choose with whom, where and when to work, while did not respond (10%), tour guides think that is how tour guides work (7%), travel companies do not offer contracts (4%), prefer working with small number of tourists (4%), being known for a company (1%), loving Scotland 1% and enjoy dealing with people (1%).
To what extent are you responsible for the development of your itineraries?

Tour guides reported that they follow standard itineraries (30%), can fine tune itineraries developed by tour operators (29%), practice responsibility, fine tuning and following standard itineraries (14%), fine tune and follow a standard itineraries (13%), 9% reported total responsibility for developing the itineraries, 4% said they were sometimes responsible for developing itineraries and given standard itineraries.

<table>
<thead>
<tr>
<th>Developing itineraries</th>
<th>9%</th>
<th>29%</th>
<th>50%</th>
<th>14%</th>
<th>4%</th>
<th>13%</th>
<th>1%</th>
</tr>
</thead>
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<td>Totaly responsible</td>
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<tr>
<td>Fine tune itineraries by other</td>
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<td>Given standard itineraries</td>
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<td>Fine tune and standard</td>
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<tr>
<td>No answer</td>
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<td></td>
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</tr>
</tbody>
</table>

Figure 5.17: Developing itineraries

Which sites are the most popular in Scottish itineraries?

Results indicated the variety of the most popular sites for example, Edinburgh city (45%), Edinburgh castle (43%), Lochness (40%), Stirling castle (21%), Highlands (15%), Glasgow city (14%), Loch Lomond (14%), St. Andrews (13%), Trossachs (12%), distilleries (12%).
Who are your key clients?

Tourists from different nationalities, walking groups and individuals represented the main key clients for tour guides as indicated by 64%, while other responses varied, including: Tour operators (e.g.: Travel Scotland, Hello Scotland and Gulliver travel associates) (15%), cruise ships (10%), tourist via Boscolo (5%), incentives (3%), coach companies (2%).

![Key clients chart](image)

Figure 5.18: Key clients

How does a tour guide promote his/her tour guiding business?

In addition to promoting STGA members' business through the centralized booking service of STGA, STGA estimates that less than 10% of all work has been received by this means. The majority of STGA members developed good working relationships with various key clients, e.g. Tour Operators, Incentive Companies, Conference organisers, Corporate clients, Tourist Boards, Individuals for walking and Car Driver Guiding, Convention Bureaux, Local Government, Scottish Office and in consequence
obtain direct repeat booking (Robotic). Results indicated that they promote their tour guiding business by using: word of mouth (21%), Web sites (16%), personal approach (16%) which included local contact and personal marketing, reputation (13%) networking (13%) which included colleagues, tour managers, hotels, coach companies, tourist board and tour guides professional bodies, business cards (6%), personal website (6%), yellow pages (5%) and using STGA list (2%), while 22% of tour guides do not promote their business.

Do you have another career that complements your tour guiding work?

Half of the respondents reported that they have another career that complements their tour guiding work. Teaching or lecturing topped the list at 14% followed by running a bed and breakfast business (5%), 48% do not have another career.

Figure 5.19: Having another career.
Do you have experience of accompanying overseas tourists?

The majority of tour guides with overseas tourist experience as 95% indicated while those who did not experience working with overseas tourists (4%) and did not respond (1%).

![Experience of accompanying overseas tourists](image)

Figure 5.20: Experience of accompanying overseas tourists

Which nationality of overseas tourists do you prefer to work with?

Nine percent of the respondents indicated that they have no preference which overseas nationalities they prefer to work with while the rest of the responses varied. Americans came first with 47% and followed by Canadians (24%), Germans (16%), Japanese (8%), Swedish (7%), Australian (6%), Scandinavians (6%), and French-speaking (6%).
Why do you like working with the nationality you identified in the previous question?

The reasons for their preference was down to factors such as language skills (49%), tourists' attitude toward host culture (47%), tourists' attitude towards tour guides (47%) and cultural background (43%).
Have you experienced any particular problems in guiding overseas tourists?

Sixty percent indicated that they did not experience problems with overseas tourists while 32% indicated that they experienced problems, which varied from the tourists being too demanding; problems related to cultural differences, problems with tour leaders, drivers, problems with mixed groups, over-estimated itineraries which could not be completed within the time frame, disinterest of tourists and problems with translations.
To what extent are overseas tourists interested in learning about the host culture?

In general, most of the overseas tourists are interested in learning about the host culture as results indicated: very interested (71%), are quite interested (16%), not very interested (2%), and no answer (10%). Most of the tourists interested in the host culture were those with Scottish family roots or well-educated tourists.

To what extent do you think interpretation contributes to overseas visitors’ understanding of Scottish culture?

Most tour guides think interpretation contributes significantly to overseas tourists’ understanding of Scottish culture as tour guides indicated that they significantly help tourists to understand what they see (77%), somewhat (10%), slightly (1%), not at all (1%), while (10%) did not answer. That agrees with the definition of interpretation.
identified in chapter three. Interpretation has been described, in the classic definition of Freeman Tilden as:

"Interpretation can help promote understanding and learning, as well as encouraging interaction and adding enjoyment. It can contribute significantly to your visitors' experience".

(Millennium Institute 2005)

Figure 5.24: Interpretation and understanding the host culture.

Does the age of the overseas tourists influence their interest in the host culture?

Forty eight percent of tour guides thought that the age of the overseas tourists influences their interest in the host culture, while those who do not think age influences their interest was 40%.
How do you evaluate your understanding of the culture of the overseas tourists you guide?

Tour guides’ understanding of the culture of the overseas tourists they guide as reported as: very good (43%), good (29%), excellent (21%), not very good (1%), whilst 6% didn’t answer.

![Understanding tourists' culture](image)

Figure 5.25: Understanding tourists’ culture.

How do you learn about the culture of the overseas tourists you guide?

Results indicated that tour guides relied on experience (79%), reading (49%) and education (42%) as the best three ways to learn about other cultures. Other factors such as relying on TV, conversations with tourists and colleagues, living in tourists’ countries and attending classes at the universities, accounted for just 4% of the respondents.
How important is an understanding of the culture of the overseas tourists you guide to effective tourists guiding?

Understanding of the relevant overseas culture to the effectiveness of tour guiding was considered by nearly half (46%) of the respondents as very important. Other responded: important (37%), some what important (12%), not very important (2%), no answer (2%).

The importance is related to understanding cultural differences which included not insulting their culture, helping reduce misunderstandings and promoting cultural understanding.

Figure 5.26: Importance of understanding tourists' culture.
Please indicate below, in rank order the three most important roles of a tour guide?

The most important three roles of tour guides reported in the results indicated information giver (66%), interpreter (58%) and entertainer (32%). The results confirm the literature review in chapter three which presented the different roles of the tour guide as follows: information giver, interpreter, leader, motivator, social role, cultural broker, navigator, tour manager, public relations, facilitator and marketing.

How important to the development of your competence as a tour guide was each of the components of the Blue Badge training course?

Tour guides described presentation skills as very important (68%), core knowledge as very important (60%) and regional studies as very important (57%).

Are there any subjects that you think should receive more attention in the training programme in order to develop the competences of tour guides?

Tour guides thought that there are subjects that should receive more attention in the training courses in order to develop competences of tour guides, such as: practical experience and skills, modern studies, languages, business skills and marketing (48%), 31% of respondents thought that training courses do not need any change and 20% did not answer.
In your opinion what are the key competences that enhance tour guides and business performance?

Results indicated that the top five key competences that enhance tour guides and business performance are: interpersonal skills (67%), good knowledge (49%), good presentation (25%), organizational skills (23%) and professionalism (20%). The results indicate the importance of developing the competences of tour guides despite that the nature of tour guiding and the skills required by an individual guide can vary widely as mentioned in chapter three.

Have you participated in professional development activities and learning offered by other providers since you have been a tour guide?

Results reported that 70% of tour guides have participated in activities offered by other providers since they have been tour guides.
What sort of professional development activities and learning have you participated in?

The activities included meetings, travelling abroad, attending conferences, seminars, constant reading and self-educating; visiting museums. The more common activities were attending courses (45%) and visiting sites (31%).

Who organized these activities?

Results indicated that respondents attended CPD activities organized by different professional bodies in addition to STGA. The respondents that attended CPD courses said they attended CPD course organized by STGA (31%), professional bodies such as local enterprise network, local societies, whisky society, local training companies, enterprise board, national trust, Scottish parliament (23%), universities and colleges (21%), cultural groups such as museums, museums council, historic Scotland, national library and historical society (8%), tourists offices (5%), while 30% did not attend CPD courses.

What additional competences and skills would you most like to develop in the future?

Many competences were reported such as: marketing skills, hill walking qualifications, business skills, organizational skills, presentation skills, administration skills, management skills. Increased knowledge came in as the first reported competence
(29%) that the respondents wished to be developed, followed by improving language skills (21%).

**How could further professional development and learning opportunities be provided?**

Despite 42% of the respondents not answering this question, respondents suggested courses in universities, private teaching and evening classes (17%). Thirteen percent of respondents indicated that there are already enough training opportunities, but other results indicated that could be achieved by making training materials available at reasonable cost as booklets, CDs, using internet, more tours 6%, and 13% indicated that training providers could play a role to achieve this.

**What criteria do you feel are important for potential clients to use when selecting a tour guide professional?**

Results indicated personal traits (91%), tourist guidance competences (84%), experience (82%), language (76%), age (14%) and others as price, location, availability, flexibility, knowledge, stamina, smart appearance and stability (6%).

**How satisfied or dissatisfied are you with the professional development opportunities offered by STGA to enhance tour guide performance?**
Nearly half of the respondents (43%) were mostly satisfied with CPD offered by STGA, very satisfied (19%), neither satisfied nor dissatisfied (19%), satisfied (8%), slightly dissatisfied (6%) and only very dissatisfied (2%).

![Professional development opportunities](image)

Figure 5.28: Professional development opportunities.

**How effective is the STGA code of practice as mechanism for enhancing tour guide performance?**

Results indicated that the STGA code of practice as a mechanism for enhancing tour guide performance is very good (32%), good (29%), excellent (16%) and not very good (13%), only poor (2%) and no answer (8%).
How effective is the STGA at providing services to its members?

The services provided by STGA to its members were reported as very good (39%), good (39%), not very good (10%), excellent (9%), poor (1%) and no answer (2%).
What additional services should the STGA offer its members in order to enhance tour guide performance in Scotland?

Tour guides’ answers varied about what additional services STGA should offer its members in order to enhance tour guide performance, including: improving tour guides’ standard that included further language training, winter courses and lectures, good practice in newsletter, continuing CPD for all guides, library of information and reasonable price of CPD (13%), quality assurance that included ensuring all tour guides are registered, getting rid of amateur tour guides, regular assessment, discipline in case of poor standard and guiding skills assessment (10%), internet service (5%), support regarding low fees and offer pension (4%), 7% felt that STGA are doing a good job and 52% did not answer this question.

How many years have you worked as a tour guide?

<table>
<thead>
<tr>
<th>Experience</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>10-14 years</td>
<td>32%</td>
</tr>
<tr>
<td>15-29 years</td>
<td>29%</td>
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<tr>
<td>5-9 years</td>
<td>19%</td>
</tr>
<tr>
<td>&lt;5 years</td>
<td>10%</td>
</tr>
<tr>
<td>&gt;30 years</td>
<td>5%</td>
</tr>
</tbody>
</table>

Table 5.5: How many years working as a tour guides in Scotland.
Why did you choose tour guiding as a career?

The reason for choosing tour guiding as an occupation varied, as results indicated that loving Scotland (39%), freedom which included many free days, early retirement, part time work and diversity (32%), using life skills as languages, education skills, knowledge, experience of working in tourism (28%), loving meeting people and looking after them (23%), looking for in depth learning (6%), unplanned as reading advertisement on newspapers, change of circumstances, unemployment reasons and being invited to be trained by tour operator (5%) and (5%) a career suits tour guides.

In addition to the Blue Badge qualification what other qualifications do you have?

In addition to the Blue Badge qualification about 41% reported that they have post graduate qualifications, 33% have a university degree, 14% have pre-university further education and 9% have school leaving certificates.

![Additional qualifications chart]

Figure 5.31: Additional qualifications.
5.3.4.12 Discussion:

The tour guiding context in Scotland dominated by female tour guides. Most tour guides started their career late, starting from the age of fifty and most of them are well educated as most of them hold a high university degree in addition to the Blue Badge qualification which is considered the highest standard qualification of a tour guide. Nearly half of the tour guides have another career that complements their tour guiding work as the highest percentage reported that their average days work are between 26 days to 50 days. August was reported the best month for working for tour guides while December was the least. As one of the respondents indicated that they have another job, but the reasons are not financial e.g. they work in the Scottish Parliament one day a week as their friend is a member of the Scottish Parliament (MSP) and asked them to help out and that day changes to fit in with the tour guiding. According to their opinion of the second job for tour guides:

The fact is that many tour guides are retired from previous jobs and this mean that they have a pension from their previous employer. Many over are over 60 and have a state pension. This can mean that some guides choose not to work all the time and only do it when they want to as they have financial security. Other guides do have these pensions but still choose to work as much as possible because they enjoy guiding so much.

The previous opinion was echoed by another respondent in an email message as she indicated that she is now working in a newspaper and at present she guides 5 tours (4 days each) each year during holidays as that is the maximum number of days she can work and she works for one tour operator.
Chapter Five

Correspondent (No 60) in an e-mail indicated that she looked on guiding as a paid hobby which she did when she was free in summer and she always had another job as she never considered tour guiding as a career.

The majority of tour guides work as freelancers to give them the flexibility to choose with who and when they work and they relied on word of mouth in addition to being listed on the STGA list to promote their work.

Following standard itineraries developed by tour operators and the ability of tour guides to fine tune the itineraries were the two most common ways of dealing with itineraries.

The majority of tour guides had experience of working with overseas tourists but they preferred working with North America tourists. Language skills were considered the main motivation for the preference of working with this nationality in addition to the tourists' attitude towards host culture especially those who had ancestors with roots in Scotland. In return, the majority of tour guides possessed a good knowledge of the tourists' culture, mainly developed by their experience and reading. The results of the survey indicate the importance of the cultural broker role while working with foreign visitors as mentioned in the literature in chapter three to avoid misunderstanding and promoting cultural understanding.
Most tour guides thought that they contributed to overseas tourists understanding of the Scottish culture as they thought that their main roles were information giver, interpreter to what tourists see and visit in addition to entertaining. These roles are parts of the roles mentioned in the literature in chapter three.

The components of the training programme as presentation skills, core knowledge and regional studies reflected the satisfaction of the tour guides with the components and there effect on tour guides' competences. Despite that some subjects were reported to receive more attention during the training programme, such as practical experience and skills, modern studies, languages, business skills and marketing as tour guides were considered the key competences that enhance tour guides and business performance as interpersonal skills, good knowledge, good presentation, organizational skills and professionalism.

Scottish tour guides think that the top key competences that enhance tour guides' performance are interpersonal skills, good knowledge and good presentation.

The ambitions of developing tour guiding professionalism was the motivation for the majority of tour guides to attend CPD courses, such as meetings professional tour guides, travelling abroad, attending conferences, seminars, constant reading and self-educating; visiting museums. The more common activities were attending courses and visiting sites.
Knowledge and language were reported as the most important competences tour guides wished to be developed in the future. Tour guides also thought that, in addition to personal traits, other criteria were considered important for selecting a professional tour guide, such as tour guiding competences, experience and language. The results of the survey indicated additional competences which were mentioned in the literature in chapter three as clarity of expression, organizing ability, stamina, self-confidence, good sense of humour, sense of reserve, demanding nature, good appearance, being serious in addition to fundamental competences as presentation, communication and interpretation skills, customer service skills, cross-cultural awareness, ability to follow health and safety procedures, first aid qualifications, group management and leadership skills, knowledge of local tourism resources and the tourism industry and ability to research, develop and update tour content.

STGA as a professional gathering of Scottish tour guides was according to members of STGA considered positively involved in the services of its members.

Summary

Tour guides in Scotland are freelancers. There are three levels of tour guides in Scotland as in England as follows: site guide, regional guides and blue badge guide the highest standard of tour guides in Scotland. The training programme for preparing the potential tour guides is following the benchmark of the European standard.
5.3.5 Wales:

The Wales Official Tourist Guides Association (WOTGA) was founded in 1983. It is a membership association representing members of Blue Badge and Green Badge tour guides in Wales (North, South West, South East and Mid) (Personal communication). WOTGA is the primary point of contact in Wales for most UK Travel Trade Industry Associations, including: the Coach Tourism Council; Bonded Coach Holidays; Group Travel Organisers Association; British Association of Wholesale Tour Agents (Personal communication). A service-level agreement with the Wales Tourist Board (now VisitWales) and all four Regional Tourism Partnerships have enabled WOTGA to continue to drive travel trade business to Wales. As WOTGA is a non-profit association its income relies on subscriptions, commercial Passport to Wales (Personal communication).

In Wales, as in Scotland, three levels of tour guides are recognised, with Blue Badge tour guides being the highest standard. In the first half of 2008, there were forty-six Blue Badge tour guides (WOTGA, n.d.) although this number will increase in July 2008 when a new cohort of Blue Badge guides graduate from the Wales Blue Badge course run by Llandrillo College and UWIC. Green Badge tour guides have a similar standard of competence to Blue Badge guides, but are restricted to a specific region of Wales, e.g. North Wales. The third level is that of a site tour guide who are restricted to only one site, e.g. a particular castle. Tour guides at all the three levels undergo extensive training, passing both practical and academic guiding examinations.
Chapter Five

As most of the tour guides are freelance, tour guides' fees are not fixed but are negotiable, although there are recommendations for the average fee which are very similar to the fees for Blue Badge guides in England (see Table 5.6) (WOTGA, n.d.)

Table 5.6 is the recommended average fee for both English language and foreign language tour guides (WOTGA, n.d.). Tour guides in Wales negotiate their fees directly with clients as there is no fixed rates set by WOTGA or Wales Tourist Board. The fees rate varies across the season and is generally lower outside peak periods.

<table>
<thead>
<tr>
<th>Tours</th>
<th>Fees</th>
</tr>
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<tbody>
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<td>½ Day Tours (up to 4 hours)</td>
<td>£110</td>
</tr>
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<td>Morning to finish by 13:00</td>
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</tr>
<tr>
<td>Afternoon to finish by 18:00</td>
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<tr>
<td>Day Tours and Daily Touring Rate</td>
<td>£168</td>
</tr>
<tr>
<td>(up to 10 hours, including 1 hour break)</td>
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<tr>
<td>Day Tours to finish by 19:00</td>
<td></td>
</tr>
<tr>
<td>Evenings (up to 3 hours)</td>
<td>£110</td>
</tr>
<tr>
<td>Overtime/Unsociable-Hours</td>
<td>£27</td>
</tr>
<tr>
<td>Specialist Museum or Gallery Guiding</td>
<td>£168</td>
</tr>
<tr>
<td>(½ Day)</td>
<td></td>
</tr>
<tr>
<td>½ Day or Evening (foreign language)</td>
<td>£125</td>
</tr>
<tr>
<td>Full Day (foreign language)</td>
<td>£187</td>
</tr>
</tbody>
</table>

Table 5.6: The recommended fees of Welsh tour guides (Source WOTGA, n.d.)
5.3.5.1 Wales Blue Badge Course (2006-2008)

A two year course is running at Coleg Llandrillo, offered collaboratively by Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, Cardiff. It consists of 15 modules on two levels (Higher education level one and higher education level two) and is offered over twelve weekend blocks. The level one modules are as follows:

- Introduction to Tourist Guiding: introduces tourist guiding as a profession within the tourism industry and the role of guiding in UK tourism. It explains the different opportunities for tour guiding and provides a foundation of understanding about the skills required to be a successful tour guide (Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, Cardiff, 2006).

- Research Methods and Personal Development 1:

  This module aims to provide students with the skills and techniques required to (i) identify, collect, understand, evaluate, apply and present secondary data in a range of academic and vocational contexts; (ii) develop scholarship understanding and capability in the context of issues relating to the increased emphasis upon student-centred learning and the need to develop a critical approach to academic writing and appropriate referencing, and the need to effectively manage study time; (iii) construct and present their academic work in ways appropriate to a variety of assessment methods; (iv) develop their use of ICT as an enabling tool. It will also provide the enabling framework within with students will develop an understanding of the importance and place of Personal Development Planning (PDP) in the achievement of academic, personal, and career goals (Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006, p.23).
The tutor of the course (interviewee 1) explained the aim of the course as follows:

*The emphasis was in really preparing them in many ways for the academic work to come. The emphasis was on becoming very information-literate so as to be able to evaluate the information they will find. So it helps them find the information, it helps them evaluate the information from an academic perspective and use that information once again in academic context. So we look at report writing, essay writing. Very important is the need for referencing and technically how to use Harvard system for referencing so the emphasis was very much on not perhaps the research methods the way we understand it in PhD terms of methodology more in terms of existing and driving within the academic environment.*

He went on to explain the need for teaching referencing at the course as follows:

*The need of referencing. Why there was a need for referencing, i.e. the need to avoid plagiarism the whole business to do with moving away from the background that people had of report writing from a commercial perspective to essay writing and report writing from an academic perspective. The different emphasis that there is on the academic content, on discussion ... all the things we want them to understand fully.*

(Interviewee 1)

- **UK Core Guiding knowledge** provides access to a wide range of underpinning knowledge on various aspects of the UK which would be expected of all accredited Blue Badge Guides. It also develops research skills and encourages the discipline of verifying facts using a range of sources (Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006).

- **Tourist guiding skills1, 2 and 3:**

  *Tourist Guiding Skills 1 aims to develop the skills and knowledge appropriate to the preparation and guidance of a tour, on foot, within a flexible route on a chosen site or in a built environment, with due regard to the needs of different customer groups within health and safety requirements.*

  (Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006, p.25).
The tutor of Tourist Guiding Skills 1, 2 and 3 defines the aim of this module as follows:

This module aims to teach specifically the way in which a “walking” tour is conducted. This may be on a “Site” (Ruin/Castle/Garden/Town/Street etc) which by definition is a constrained area.

(Interviewee 6)

He summarized the key skills developed in the Tourist Guiding Skills 1 module as:
identifying and holding the interests of the client group; continuity; using a range of communication skills; health and safety; using current events and topical issues to good effect; responding well to questions.

-Interest of the client group

He suggested that the tour guide should possess information about the group of the tourists before starting the tour as he indicates:

This is intelligence gathering and can be done via the Operator or Agent who made the booking as a first step. Why are they coming? Why are they coming here for this specific site? What is their age profile? What is their nationality profile? What income group? (The hotel he or she has chosen is normally a good indicator). On the day of the tour the Guide is advised to be at least 30 minutes early at the pick up point – this adds to the information if it is possible to ask their driver a few pertinent questions – where were they yesterday? Have they had a good trip so far? Where are they going tomorrow? Also it is then possible to talk with hotel staff and eventually to the clients as they board the bus or gather for a walk. The final chance is as they arrive at the various sites – by watching and listening you get a feel for the possible reaction and motivation of the group and whether the group has a cohesive or individualistic make up.

(Interviewee 6)

-Use of appropriate language

He asserts the importance of selecting appropriate language by saying:
This comes down to the net result of all the intelligence gathering and sets the pace and standard of the information delivery. — broad brush or detail? — lots of information or keeping it simple? — all technical terms have to be explained if used (so avoid them if you can) — occasional use of a medieval or antiquated architectural term can be very useful as a good and succinct explanation gives the Guide credibility. In our situation use of Welsh (with effective translation) can add credibility as well. Also use of anecdotal stories with a very local flavour adds reality. Never tell jokes — leave that to comedians — but the use of gentle humour can lift the group and increase enjoyment. (Interviewee 6)

- Continuity

He asserts the importance of the continuity of delivering the information. Pacing delivery is important:

Use their time wisely and to their advantage — never appear to be rushed — and as you will have “Set up” the visit remember the maxim: Tell them what you are going to tell them — then tell them — then tell them that you have told them! And thus fulfil their expectation (which you created). (Interviewee 6)

Having said this though there is a need to avoid over repetition:

This is basically a need to avoid over repetition by planning the delivery at the various stops on a walk. In many cases the information will be just as relevant at one stop as it will be at another — they learn to slowly add to the story as the tour progresses — bringing in new information on a kind of “Drip Feed” to maintain the attention and interest of the group. Tell stories and avoid simply using headlines — the delivery must last as long as the walk! It may also be relevant to consider the group if you have them for several days — again the stories must build and add so that interest is maintained. It is a good technique to use some references back to previous items and repeating them in a slightly different way or from a new perspective. All in all simply maintain a thread that is continuous. (Interviewee 6)

- Range of Communication skills

Interviewee 6 identified the most important communication skills a tour guide should possess on the walk tours as follows:
On a walk you are in a “face to face” situation so all your “body language” and spoken language combine to communicate a message to the group. A pleasant and meaningful smile is communicating your enjoyment and so helps theirs. Showing consideration for their comfort (advice on shoes/raincoats/brollies/toilet breaks/coffee stops/can they hear you? repeating for those at the back/spotting the one walking with a stick or impediment and showing a special interest in their welfare etc. All of these are communications and show that you care – they will not take you seriously if you are off hand and ignore their feelings.

(Interviewee 6)

He emphasised the importance of timing in relation to delivery the message to a group of tourists

Always wait for the last person to arrive before speaking – never ever talk on the move (only one or two will be close enough to hear you and the others will be left out).

(Interviewee 6)

He finished his comments on the range of communication skills by highlighting the importance of ensuring that the whole group is involved in communication with the tour guide and that no one feels left out:

Never engage in conversation with one person – again the others will be feeling left out. Address questions to the whole group so that they all benefit from the answer (it also makes the person who asked the question feel that they have contributed). Use of varying pace/pitch and volume adds interest to your delivery. Careful positioning of the group so that they can see the subject. Getting them out of the wind so that your voice can be heard. Use of a “strong” (as opposed to limp) arm when pointing. Use of lots of adjectives (particularly colours) so that they correctly locate the subject i.e. “That house over there on the hill” is meaningless and confusing – but – “over to your left, just beyond that large green tree there is a low hill. On the top of the hill you can see a large building with a grey roof – the house just to the left and slightly in front of that is the one I want you to see – it has a red tiled roof and there is smoke rising from the chimney – can you all see it?” will get your message in focus. Finally a frequent “are there any questions?!” will help you to keep the message flowing and sometimes acts as a prompt for your next delivery – even if you had it planned the question allows the group to contribute and feel a personal involvement.

(Interviewee 6)
Chapter Five

-Health and safety

The tour guide is responsible for the health and safety of the group. He summarized some of the issues relating to the health and safety procedures:

This is a minefield – it covers everything you do and particularly everything that you ask the group to do. Uneven ground/lower barriers/road crossings/overhanging bushes/possible tripping points/alighting from the bus/getting back on the bus/keeping them in the cold for too long/uneven stairways/low thresholds in buildings/absence of fences/animals/walking too fast-or too slow so that they bunch up/obstructing the footpath so that others cannot pass safely/etc etc.

He highlighted some of the issues to mixed groups where one person may be much less mobile than other members of the group for a variety of reasons.

Differing needs of customer groups can range from an elderly and thus slower group or a group with one slow walker, or one that includes wheelchairs or other walking aids or a group that includes children of varying ages etc etc. (Interviewee 6)

He asserted the importance of forward planning in knowing a site and its associated health and safety challenges:

Students are taught to visit the site and assess the risks in advance whenever possible. If not it becomes an ongoing and constant assessment as you go – so you have to be ready to change the route if necessary on the day. (Interviewee 6)

-Current events and topical issues to good effect

The skill to cope with the event and use the event to your advantage is a very important skill.
These are just that – if you are speaking about a church and a Bridal party emerges you must respond – the group will only be interested in the Bride! Anything from the sudden appearance of a vintage car or the sound of a Brass Band or the actions of a bunch of children in a park will need to be addressed as they occur. You may come upon a street fair or an agricultural show in a distant field or a circus parade – in fact anything can happen! You cannot plan for them and they always happen when you least expect it. What you must do is use the event to your advantage and include reference to it as you speak.

(Interviewee 6)

-Responding well to Questions

Tourists always ask questions so it is important to react properly to questions:

I mentioned earlier the need to react properly to questions. Avoid the glib and instant answer – repeat the question for the whole group and then give a considered response. If you are at all unsure – say so and then promise to find out and tell them later. Never forget to tell them even if you are still unable to be complete with the answer. Your group may well include an expert in that subject and they may not tell you – but they will if you are wrong!

(Interviewee 6)

Tourist Guiding Skills 2

This module aims to

Acquire the skills and knowledge appropriate to the preparation and guidance of a tour within the confines of a museum, gallery or religious building, whilst paying due regard to customer needs within the specific limitations of the building and/or cultural influences

(Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006, p.31).

He indicates the aim of Tourist Guiding Skills 2 is as follows:

This is for tours in a gallery or Church and the tour has to meet the needs of your group and also to be aware of others and their enjoyment of the building whilst you are there.

(Interviewee 6)
Chapter Five

The tutor of the course explained how he gives instruction of how to deliver information in a gallery or church and that depends on if the visit is planned or not.

The “needs” may be simply that you have chosen to go indoors out of the weather so their need is for comfort and shelter – not a detailed analysis of the paintings.

When the visit is a planned event their needs will be determined by the “Intelligence” gathered at the beginning – are they experts? Are you speaking at the right level of interest and knowledge? Do they need a simple guidebook to help you get the message across at the beginning or should you give them out at the end as a reinforcement tool? Never assume any prior knowledge – it will become obvious when you start if the group are well versed or simply curious.

(Interviewee 6)

He advised potential tour guides to be selective during the visit by choosing the most important material and avoiding what is less important or items they were unsure about:

This is simply the adequate use of your surroundings. The tools of the trade are your ability to be selective in what you say and use so that they get the most from any visit.

The visible things are the obvious things to use and the bigger and more prominent it is then the more important they are that you use them.

TOP VISUAL PRIORITY is a constant theme in lessons and practice. Another aspect of being selective is to leave out the unimportant and also to avoid any item that you are unsure about (if you do not introduce it the client will never know that you made a conscious choice). Introduce your own weaknesses at your peril!

(Interviewee 6)

He asserted the need for the tour guide to be flexible and aware of acoustic effects and the comfort of others, to respect the needs of the others, especially in places like churches. The tour guide needs to be aware of his /her positioning and that of the group as well to ensure that every one get close:
Acoustic effects and the comfort of others are practiced in appropriate settings. Group positioning can be critical in an Art gallery if the subject is small – you may need to split the group so that they all have a chance to get close (and then keep the other part of the group close while you deliver) Always avoid obstructing the view yourself by careless choice of where you stand. In a church you must always be aware of others and their needs for solitude and silence - at times you may have to move away and choose another subject – the one sure thing about the unexpected is that it will hap

(Interviewee 6)

He asserts the importance of an awareness of cultural-influences which can be nationality-driven or influenced by religion:

Differences such as Japanese clients who do not shake hands – but always bow and smile a greeting or farewell. They also have a lovely way of always saying yes – even when they mean no! Men always remove hats in Anglican and other churches but ladies do not. In Catholic churches ladies must always cover bare arms and shoulders. Korean people generally have no interest in churches. Some Eastern Bloc people will still be very Communist in their beliefs and have a habit of “crowning” all your stories with a bigger/better/faster/cheaper one of their own. Some Asian people like a lot of personal space etc.

(Interviewee 6)

Tourist Guiding Skills 2 module emphasises the importance of taking into account physiological needs in the design of tours. Comfort stops and refreshment breaks are important and must be incorporated into a tour, as should the opportunity for purchasing souvenirs.

As interviewee 6 asserts:

Again, comfort stops and refreshment or shopping opportunities must be allowed for.
Acquire the skills and knowledge appropriate to the preparation and guidance of a tour, and to comment on the visible and invisible sights for a group travelling in a moving vehicle a car or a coach so as to enhance the customer experience of Wales. The route of the vehicle needs to be flexible to encompass the best and relevant sights for the customer group (Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006, p.39).

The tutor suggests how to react in the bus tour:

On a coach tour you only get a face to face with your audience at the beginning and at any stops on route. – capitalise on those moments to get your smile factor going. – when you are out of sight on the microphone at the front of the bus they can not see you. - you still need to keep them in touch with you and let them know that you are not a recorded message! You can do this by answering questions (even made up ones) and bringing in personal references to earlier events perhaps. Keep them involved and do not let it turn into a lecture.

(Interviewee 6)

In terms of knowledge aspects, the tutor thinks that the practical part of the course is the most important:

the practical side I think is more important in knowledge in that at the student level you almost assume that the student has got the interest in the knowledge aspects already that they are really coming to us for practical training and how to adapt that knowledge in the face to face interactions with the client, whether you are interpreting a building, remembering that the building was built at a certain time, by whom and for whom, how is used, how has it changed, how has adapted to the modern world and what can still be seen, what has disappeared, that is the difficult thing is rebuilding the past to try and get tourists to realise how it was, everybody looks at a castle, how it looks to a modern eye like a medieval castle but, did it look like that in that period. so it is how to interpret this to people who have never seen one, so we assume that they have got the knowledge of the medieval period as far history is concerned and we try and get them to bring that knowledge to the ruins and how to face up to a group or an individual. Individuals are the worst because they are more inquisitive.

(Interviewee 6)
Chapter Five

The most important part of the programme is the development of problem-solving skills. The course puts potential tour guides into range of situations and ask him/her to react to the situation:

one of the questions.....for example last year’s paper students were told that a tour leader.....17 minutes into your tour the M4 West is closed by a road accident and it is going to take two hours out of your day, you still have to get the tourists back to the hotel for six o’clock, proceed.... And you can’t get to Bath, what are you going to do, how do you solve the problem, do you phone the tour operator and say I am on the M4 what do you want me to do? Or should you solve it yourself.

(Interviewee 6)

These courses are taught and moderated according to the tutor as follows:

All types of tours are demonstrated first - then the student gets an allotted segment (or Art Work) to research and on the second visit the students deliver their bit. This is assessed and discussed with them individually. On the coach we allocate a long segment to teams of three who then decide who does what amongst themselves - this builds in a little team work and helps the group dynamic. On the tour all the students participate in a peer review and give an assessment of each delivery - I also comment and I also have another Blue Badge Guide on board for an independent view - these are then collated for a complete feedback score for the students. They get lots of handouts.

(Interviewee 6)

- Cardiff and Industrial South Wales:

This module aims to develop the student’s knowledge of Cardiff and Industrial South Wales through a series of visits to sites, attractions and locations associated with the regions’ development. Specialist tutors will direct students to supplementary research sources and encourage continuous independent acquisition of knowledge about the region, with consideration to its appeal to visitors. It will provide opportunities for learners to demonstrate their developing research and communication skills and to evaluate a variety of other sources with consideration to currency, relevance and accuracy.

(Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006, p.29).

- Finance for small business:
Chapter Five

This module aims to develop a detailed understanding of finance as it applies to self-employed persons and a broad overview of relevant financial concepts and day-to-day financially-related responsibilities of running a business (Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, Cardiff, 2006). The tutor of the course (interviewee 2) explained the course as follows:

First of all the actual purpose of the module was to support each individual in terms of setting up their business because it was clear that each person was in the programme was actually going to setting up their business and either some time in the future or had already done so and the financial module the aim of that was to give them a base understanding of all of the financial requirement that was need to set up their own business and make sure that they knew from regulatory and legal perspective the requirement from them as individuals so they could then set up their business run it but also not get themselves and avoid any form of trouble from regulatory perspective what I mean for example when you set up your business you need to have to submit accounts on regular bases, financial account the loss and the profit sheets.

(Interviewee 2)

He indicated that the course lasted for one day:

_It is one day module, yeh probably with lunch it was around seven hours in total. In the morning we covered the base level of understanding what is valued tax what are requirements and then the after noon we basically we looked at what we need to submit how we need to submit them what the specific forms whether they need to submit stuff on and how they actually go back manage the accounts on day by day bases_

(Interviewee 2)

He explained his personal experience by saying

_I have a financial background and I also run my own business so this two things together made it quite appropriate for me to run it and I can talk to the students with a very practical bias so for example I can talk to them the theory and what was required but I can also talk to them about what it was like in practice and they need to do and some of the things look at for._

(Interviewee 2)
The course is considered as practical for financing during the work or how do you finance business and interviewee (2) confirmed this by saying:

_That is exactly what it was, it is backing something they are going to be doing – i.e. running and managing their own business. This module talked to them from a financial perspective - what they need to do to make sure they will be legislatively-compliant and they conform to the regulations and they actually understood where they were in terms of profit and loss, the disposable income - you know whether have money to do marketing and how to go back planning all of that._

(Interviewee 2)

- North Wales:

This module aims to:

_Develop the student’s knowledge of North Wales through a series of visits to sites, attractions and locations associated with the region. Specialist tutors will direct students to supplementary research sources and encourage continuous independent acquisition of knowledge about the region, with consideration to its appeal to visitors. It will provide opportunities for learners to demonstrate their developing research and communication skills and to evaluate a variety of other sources with consideration to currency, relevance and accuracy._

(Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006, p.35)

- Marketing:

This module gives students an introduction to key concepts underlying marketing theory and practice - marketing orientation and consumer behaviour, marketing research and the services marketing mix in dynamic marketing environments (Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, Cardiff 2006). The tutor of marketing course (interviewee 3) indicates how the course is the same course delivered at UWIC for undergraduate students.

*marketing module is the same module we deliver here in UWIC to our undergraduates so it is the level two standard marketing module and back when I have been asked that I would deliver the two-day course for the students of the foundation degree students I literally I took the notes*
Chapter Five

that I use with the graduates here in UWIC and used them in Abergavenny.

(Interviewee 3)

He explained the differences in the way that he approached the teaching of the tourism guidance students as a result of the age gap between the undergraduate students and the potential tour guides. The latter group comprises mature students with considerable life experience:

I taught it from tourist guide slant. When you deal with older people - more mature people - they obviously bring more life experience than 18-19-20 year old undergraduates therefore the way of teaching is very different. Although the core content is the same, the way they are taught is very different. There is a lot more interaction. There is small number of them - I think 18-20 foundation degree students whereas when lecturing marketing here in UWIC you teach much larger groups - maybe up to 70 - 80 - 90 students at a time. The smaller groups lend themselves to a more informal interaction as they bring with them all their life experience. I thought it is really, well sometimes you have concerns that you are going to be teaching them something they already know. For most of them though unless they were working in marketing they did not understand the principles of marketing, they come across marketing obviously on a day to day basis but they did not understand the theoretical principles of marketing. It is useful to teach the curriculum exactly the same as you would teach it in UWIC but just to teach in more informal relaxed context allowing them to bring in their own experiences. We talked rather than I talked yes, so we sort of shared learning through the experience. What it is normally is me teaching and the students are going away learning from me. I have learnt a lot from them. It was two-way interaction rather the students just using me as a bit of font of all knowledge. Traditionally lectures are talks rather than interaction.

(Interviewee 3)

The tutor described the difference in delivering the course for undergraduate students and potential tour guides and as follows:

when I teach to big audiences there is no room for discussion - it is just me talking and they take notes whereas with more mature people I think they learn far more effectively if there is interaction and they get involved in the discussion and using their life experiences to draw upon what the module is all about. Although I'll change the module, the delivery style essentially is very different I think. For the undergraduate
it works effectively as a large audience one way interaction but with smaller audiences it gotta be two way, more informal, more discussion base, allowing them to learn through their experience, allowing them to test their experiences against the theory I trying to get across.

(Interviewee 3)

He explained the content of the module as follows:

The marketing level 2 is very much about marketing theory - it focuses on the four Ps: price; product; promotion; place, anybody doing marketing, well an introduction to marketing, which is what the level 2 module is all about. Looking at some consumer behaviour, consumer segmentation and the four Ps, spending quite a lot time on things like promotion and product which are key things in relation to hospitality, tourism, events.

(Interviewee 3)

- South and West Wales:

This module aims to

Develop the student's knowledge of South and West Wales, through a series of visits to sites, attractions and locations associated with the regions' development. Specialist tutors will direct students to supplementary research sources and encourage continuous independent acquisition of knowledge about the region, with consideration to its appeal to visitors. It will provide opportunities for learners to demonstrate their developing research and communication skills and to evaluate a variety of other sources with consideration to currency, relevance and accuracy

(Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006, p.41)

- Developing a Business:

The aim of this module is to

enable students to develop and evaluate a business idea through the business planning process. Students will work in groups to construct a business plan for the development of a limited company. Should the business plan be feasible the students will be encouraged to realise the business idea through the Young Enterprise Graduate Programme
The tutor of the course (interviewee 4) explained what the Developing a Business is about:

*What I wanted them to know about with the various ways you could start business and the actual process that you can go through to starting your own business to become self employed.*  
(Interviewee 4)

However he experienced a problem in delivering his module as the person who had delivered the finance module had strayed into the area to be covered by the Developing a Business module:

*What I did not realize that another colleague had come and he talked all about my module before I went so that was another shock I suppose so left me very little actually to talk about.*  
(Interviewee 4)

He reacted to the fact that the students had more or less done the assignment that he was going to set for this module by asking them to write a report for a friend on how to go about setting up a tour guiding business:

*I decided to ask them to write a report or a letter or they will give some advice to a friend who wanted to start their own tour guide business what I have asked them to do is to look in the market research they can do so where they look what sort of things they are asking in terms doing interview, doing research questionnaires what legal issues are involved in starting in business of that sort I think was like insurance what sort of registration they need to have and sort of funding there is available so I was able to adopt the business planning side of it to make them do some research and then write a report.*  
(Interviewee 4)

He explained how he had modified his module to fit the weekend delivery of the Foundation degree programme:

*One day, when I teach here I teach over a period of six weeks so they had six hours of lectures and then another six workshops which are an*
hour and half long so there is time to interface and do some background exercises all works that gonna help them produce the business plan assignment.

The short course that I did for tourism guiding was over six hour period so I then selected the elements I thought important and to deliver in one particular day that just how that particular programme was set up but the module I am running here I have six hours lectures and then another six workshops which an hour and half I get the chance to have greater contact so it was just because part time the foundation degree because people are working full time or running their own business there is only certain time when we can get together so have them in weekends, so I have to adopt my material to allow for days. (Interviewee 4)

He explains the meaning of setting up business:

Setting up business means what you will do, you would have business cards, you would have company brochures so you have got a price list, you got the types of tour guides you going to be offerings so the services you offering. Setting business means you have got structure to the operation you want but you operating as freelance person you are working together with other people, it is how you sell your business to potential customers so you got internet web site or you got a brochure you hand out or you advertise in local paper or you advertise so actually what I am taking them through is how structure the business how to get the business started, how to collect the information about the customers so the market research they do weather they do that by looking to the competitors weather they look to at where people are basically, where their customers are gonna come from to looking to specific group and how they then are able to mark that business the side is what legal issues are required so how again to structure the company. I tell them what they have to do for the business plan assignment to set up a limited company but you might want take that for in depending on what the legal structure are and how business is set up so, because it works together in terms of group it is quite good to actually go through the process of the registry the company because then you have a series of directors that manage the business on daily bases. (Interviewee 4)

He commented about the potential merging of the four business and management modules the finance module, developing business module, marketing module and e-commerce module and the suggestion that then could
go into two pairs the finance and the developing business modules and the marketing and e-commerce modules another pair.

*I think it will be good because then you get the chance to see them again after they looked to one element then you come back with questions.* (Interviewee 4)

He talked about the focus of each of the six lectures:

*I am trying to do to give them the tools they need we then spend couple of weeks one of them the market research and how to primary research in what available in terms of secondary research resources because all of lot information whether from high street bank, whether the welsh assembly government whether department trade industry or charity organization there are organizations provide information ...... Then the legal issues that involved, and then the final lecture I come back to some final points of the financial..... where to get money from what sort of thing you include what cost you need to find out , where and how you calculate your revenue things like that, then as whole series to the workshop ...............by that time I got them working in groups and all taking specific roles within the group the beauty of doing group work is you can add up a number of words the individual plans so for a group of five I let them write business plan ....with all have contributed to various sections with he business planning process and comes together at the end.* (Interviewee 4)

- **Mid Wales:**

This module aims to

*Develop the student’s knowledge of Mid Wales, through a series of visits to sites, attractions and locations associated with the regions’ development. Specialist tutors will direct students to supplementary research sources and encourage continuous independent acquisition of knowledge about the region, with consideration to its appeal to visitors. It will provide opportunities for learners to demonstrate their developing research and communication skills and to evaluate a variety of other sources with consideration to currency, relevance and accuracy.*

(Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006, p.45)

- **Individual Research project:**
This module provides an opportunity for the learner to combine all aspects of the course in the production of a detailed study for a coach tour in Wales including all commentary notes and relevant costing and communication with the client.

Emphasis will be placed upon accuracy, relevance and currency of information within the devised tour, together with flair, professionalism and commercial reality in written communication
(Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006, p.47)

- Electronic-Commerce

Firstly, this module aims to

Explore the opportunities offered by electronic commerce, its foundation in the development of Internet and World Wide Web (WWW) technologies, and the philosophies underpinning these technologies. Secondly, it explores the new retail and marketing paradigms emerging from electronic commerce, with opportunities for new business models as well as enhancing the existing marketing mix, and shortening the distribution chain. Finally, the module will explore ethical and legal issues engendered by this global technology. Issues relating to security, access, intellectual property rights, publishing, and law will also be considered, as will future technological developments and their applications
(Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006, p.49).

The tutor of the course (interviewee 5) explained the course as follows:

E commerce is fundamental for businesses - you can’t interact with business, you can’t be a business really without at least being aware of the opportunities that E commerce provides for you - the new ways of generating income particularly the new ways of providing using multi media and provide high quality information for your customers. Now it seems in terms of particular attractions which the tour guides are very much involved with - they need to understand how the internet can be used to better market those attractions and provide very high quality services for the people who are visiting those attractions. It moves away from the situation you go to the attraction you interact and you go away again you go in the next attraction. The internet can be used to provide
an experience if you like the visitors can interact with and can use over a period of time so adding value to that attraction ... so ... really broadening out from just the attraction being a physical place to being a wider experience.

... if we looking at it from a business perspective of tour guides they are running their own business so e commerce provides all sources of opportunities for everything from what ... providing the information about the product they have an offer not static information very dynamic information, information that is multi media so they can provide moving pictures ... but also enabling them to distribute the product more effectively perhaps providing online booking for tours for the customers and finding out the best mechanism for booking engines available to us.

( Interviewee 5)

5.3.5.2 Welsh survey

For the tour guiding context in Wales, a survey instrument was presented designed to capture relevant characteristics using the total design method (Dillman, 2000). The findings presented are based on the research instrument, which was a Questionnaire. Designing the questionnaire lasted three months and before sending it a pilot test was conducting by interviewing a small number of tour guides on the telephone, before sending it to the total sample of 49 tour guides registered on the Wales Tourist Board's list of registered tour guides (WOTGA, n.d.) by mail. After 22 days, only 18 respondents had returned their answers, so a reminder letter was sent. No further responses were received, so the response rate for the survey was 38.77%. This section will present the results of the survey. The questionnaire comprises five sections as follows: working as tour guide; guiding overseas tourists; tourist guiding competencies; training and designing itineraries; personal profiles of the participants.
5.3.5.3. Results of the survey of Welsh tour guides

Section 1: Working as a tour guide.

How many days do you work each year as a tour guide?

Findings indicate that most of the tour guides having many free days all the year round. As results reported the following: working no more than 75 days in a year (67%), working 26-50 (28%), working 51-75 (28%), working 126-150 (22%) and working 151 days more (11%), working 1-25 days (11%).

![Working days](image.png)

Figure 5.32: Working days in Wales.

Which months are normally the busiest for you as a tour guide?

The majority of tour guides 56% do not work at all during December, January and February. The busiest month was June and July as 28% were working fifteen days or more, followed by May (22%), August and September (17%), March, April and
October (11%), while January, February, November and December all tour guides reported that they never work fifteen or more days in these months.

Figure 5.33:  Busiest month in Wales.

Figure 5.34:  Quietest month in Wales.

**How do you mainly work as a tour guide?**

Most of tour guides work as freelance guides (89%) and the rest work with a specific company, either by contract or without.
Which would be your preferred way of working?

The results indicated that 67% preferred to be a freelance tour guide.

To what extent are you responsible for the development of your itineraries?

Tour guides reported that they were totally responsible for developing itineraries (39%), can fine tune itineraries developed by tour operator (33%), collaborating with others (11%) and finally adhere to given standard itineraries (11%).

![Developing the itineraries](image)

Figure 5.35: Developing the itineraries.

Which category reflects the major proportion of your work as tour guide?

The majority of Wales’s tour guides are regional guides with the percentage of 89%, city guide (5%), and site guide (5%).

Who are your key clients?

Key clients of tour guides are; tour operators (44%), companies (22%), Schools (22%), cruise ships (22%), corporate companies (6%), hotels (6%), and Wales Tourist Board (now Visit Wales) (6%).
How, in addition to being listed in the Wales Official Tourist Guides Association, do you promote your tour guiding business?

In addition to being listed in the Wales Official Tourist Guides Association publication, 83% promote their guiding business with different methods and it is possible that tour guides promote by many methods at the same time. For example, the respondents report the following methods of promotion: Word of mouth (28%), institute of tour guiding (28%), web sites (28%), Guild of registered tour guides (28%), previous clients (11%), by phoning the travel agencies (6%), reputation (6%), business cards (6%), county council (6 %) and colleagues (6%).
Do you have another career that complements your tour guiding work?

Half of the respondents indicated that they have another career in addition to tour guide work, such as interpreter, officer, semi retired, operator, property.

Section 2: Guiding overseas tourists.

Do you have experience of accompanying overseas tourists?

All the tour guides reported that they have experience of accompanying overseas tourists.

Which nationality of overseas tourists do you prefer to work with?

Americans were the most preferred nationality to work with as reported by 33% of respondents, Americans and Europeans (11%), Japanese (28%) and 17% had no preference. Other preferred nationalities mentioned were Germans (11%), Italians (6%), New Zealanders (6%), Canadians (6%) and Scandinavians (6%).
Why do you like working with the nationality you identify in previous question?

The reasons for the preference of these nationalities differed, but attitudes towards the host culture topped the list at 72%, followed by attitudes toward tour guides (67%), their interest in interpretation (61%), cultural background (56%), language skills (50%), and financial ability (39%).

Figure 5.39: Reasons for working with preferred nationalities.
Have you experienced any particular problems in guiding overseas tourists?

61% had not experienced any problems, while 39% of tour guides experienced problems in guiding overseas tourists for a variety of reasons, including: lack of a shared language; mismatch between tourists’ expectations and reality; perceptions of the quality of food; insecurity of Japanese couriers. Despite English being a common language, some nuances of meaning and context led to misunderstandings with North American visitors.

![Figure 5.40: Problems with the overseas tourists.](image)

To what extent are overseas tourists interested in learning about the host culture?

78% of overseas tourists were very interested and 22% were quite interested in learning about the host culture.

Does your interpretation contribute to overseas visitors’ understanding of Welsh culture?

All respondents thought that their interpretation contributed to understand the host culture.
Chapter Five

Does the age of overseas tourist influence their interest in the host culture?

67% of the responding tour guides believe that the age of overseas tourists influenced their interest in the host culture.

How do you evaluate your understanding of the culture of the overseas tourists you guide?

11% of the respondents thought that their understanding of the culture of the overseas tourists was excellent, 50% thought that it was very good, 17% thought it was good.

Figure 5.41: Understanding the culture of overseas tourists

How do you learn about the culture of the overseas tourists you guide?

The sources cited for learning about the culture of overseas visitors were topped by experience, followed by reading and education, then media and then other sources (e.g.: Academic research, growing up in theses countries, living abroad).

How important is an understanding of the culture of the overseas tourists you guide to effective tourist guiding?
The majority of tour guides 56% believed that it was very important to understand overseas cultures, 39% thought it important and 6% thought it not important.

![Importance of understanding the culture of the tourists](image)

Figure 5.42: Importance of understanding the culture of the tourists.

Section 3: Tour guides competencies.

**How important to the development of your competences as a tour guide was each of the components of the Blue Badge qualification?**

In depth local knowledge 83%, national core knowledge 50% and presentation skills on bus, on foot and on a coach 78%.

**Are there any subjects that you think should receive more attention in the training programme in order to develop the competence of tour guides?**

72% of tour guides thought that there were subjects that should have received more attention in the Blue Badge programme they had studied (this was a previous programme offered in Wales – not the Coleg Llandrillo/UWIC programme) in order to
develop the competence of tour guides. These included: presentation skills (17%); history of Wales (17%); marketing skills (11%); natural history; agriculture; geography; Welsh language; business skills, itinerary planning; foreign languages (6%).

In your opinion what are the key competences that enhance tour guides and business performance?

Results were very varied, but were topped by pleasant personality followed by knowledge, flexibility, communication skills, efficiency and presentation at the same level of importance and then business skills, such as dealing with people, understanding UK culture, understanding overseas culture, leadership, administration responsibility, safety awareness, route planning and tolerance all at the same level of importance.

Have you participated in professional development activities and learning since you obtained your Blue Badge?

The vast majority of tour guides (94%) had participated in professional development activities and learning since they had obtained their Blue Badge.

What sort of professional development activities and learning have you participated in?

Professional development activities varied from attending courses in food and wine appreciation, meetings, visiting sites, attending university courses on Welsh place names, attending lectures, continuing professional development (CDP) weekends, week ends with Welsh tour guides and Welsh language courses.
Who organized these activities?

The activities are organized by different organizers as WOTGA, Local universities, private, various organizations as ITG and the Guild.

What competencies and skills would you most like to develop in the future?

Tour guides wish to develop competences and skills like languages, voice projection, knowledge in depth, keep up to date in all knowledge and dealing with non European culture.

How could further professional development and learning opportunities be provided?

Professional development and learning opportunities are provided through more courses, personal research, adult education, on line, visits and CPD with WOTGA.

What criteria do you feel are important for potential clients to use when selecting a tour guide professional?

The most important criteria is tour guiding competences 89% followed by experience 78%, personal traits 56% and languages 56%, age 28% and finally gender 16.7

Section 4: Contribution to designing itineraries.

Only ten respondents answered the section related to their contribution to designing itineraries.
Chapter Five

What products/services/additional sites do you upsell?

Only seven tour guides responded that they upsell additional sites, products and services. Accommodation topped the list at 11% followed by sites, extra days, theatre and shopping.

What is your motivation for upselling?

The motivation for upselling included personal motivation (28%) and product extension (22%).

Do you get a commission for upselling?

Six of the eight responses to this question said that they did not take commission. Two respondents said that they did take commission.
Section 5: Personal profiles of the participants

Amongst the 18 respondents, 12 were female and 5 were male. Age profiles were as follows: over 60 (50%); 50-59 (22%); 40-49 (17%); 30-39(6%) and no answer (6%).

How many years have you worked as a tour guide?

The majority of the respondents had worked as guides for 5-9 years (39%) followed by 15-29 years (28%), more than 20 years (17 %), 10-14years (11%). The remainder did not answer.
Chapter Five

How many years working as a tour guide

<table>
<thead>
<tr>
<th>Years Working</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>39%</td>
</tr>
<tr>
<td>5-9 years</td>
<td>11%</td>
</tr>
<tr>
<td>10-14 years</td>
<td>28%</td>
</tr>
<tr>
<td>15-29 years</td>
<td>17%</td>
</tr>
</tbody>
</table>

Figure 5.45: How many years working as a tour guide.

Why did you choose tour guiding as a career?
All the respondents said that using their experience and their language skills were the most important reasons for choosing tour guiding as a career. The second reason was meeting people (39%). Being self employed, enjoying giving information, showing their country, liking travelling, interested in history were reasons for 11% of the respondents. Finally, an interest in places, having free time for myself, education, knowledge and enthusiasm were cited by 6% of the respondents.

In addition to the Blue Badge qualification what other qualifications do you have?
The responses to this question are summarized in Table 5.7

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leaving certificate</td>
<td>72%</td>
</tr>
<tr>
<td>Pre university further degree</td>
<td>39%</td>
</tr>
</tbody>
</table>
Table 5.7: Education levels of Welsh tour guides.

Which of the following categories best describes your tour guiding income per year?

Income data indicates that 50% their income ranged from £5,000 to £9,999 per year, 11% less than £5,000 per year, and 22% ranged from £10,000 to £14,999 per year and only 6% of respondent receive £25,000 income per year or more.

Table 5.8: Tour guiding income per year
Chapter Five

The income

<table>
<thead>
<tr>
<th>Income Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than £4999</td>
<td>11%</td>
</tr>
<tr>
<td>£5000 to £9999</td>
<td>50%</td>
</tr>
<tr>
<td>£10000 to 14999</td>
<td>22%</td>
</tr>
<tr>
<td>£25000 and more</td>
<td>6%</td>
</tr>
</tbody>
</table>

Figure 5.46: Tour guiding income per year.

5.3.5.4 Summary:

The majority of the respondents were freelance regional tour guides participating in developing itineraries or fine tuning them with tour operators. Tour guides in Wales have many free days all the year round. The busiest months for tour guides were Jun and July and the least busy months were December, January and February. Tour guides generally have other careers to supplement their work as tour guides.

The majority of respondents identified Americans as the best nationality to work with. The motivation for their preference was the attitude of the American tourists towards the host culture. All tour guides selected that tour guiding as a career to enhance their life experience and utilise their language skills.

The majority of tour guides participated in professional development activities and learning since they obtained their Blue Badge which reflected their enthusiasm for
improving their skills. Tour guides considered the essential competences for tour guides were a pleasant personality combined with knowledge, flexibility, communication skills, efficiency and presentation.

Despite the fact that the majority of overseas tourists were interested in the host culture, only half of the respondents described their knowledge about overseas cultures as very good and the main sources of their knowledge were experience and reading.

5.3.5.5 Interviews with WOTGA members

Interviewing members of WOTGA revealed that one of the major problems for the tour guiding context in Wales is the shortage of foreign language-speaking tour guides. This issue is leading WOTGA to encourage European Union citizens with different language competences to settle and work in Wales as tour guides rather than encouraging Wales' tour guides to learn new languages. This result matches those from a study conducted by Haven and Jones (2004) into the labour market and skills needs of the tourism-related sectors in Wales which indicates that there is a “shortage of tour guides with foreign language skills” (Haven and Jones 2004, 36). The results of the survey reported in the previous section also support this as it suggested that lack of a shared language was one of the problems experienced by tour guides when working with overseas tourists.

One of the problems of tour guiding in Wales is that some tour guides are using electronic translators when they guide to different nationalities for which they do not
have sufficient language competence and that affects human relations, so the visitors miss out on the tour guides' personality as indicated by one interviewee:

*Sentence: Sometimes I guide for Japanese tourists but by using an electronic translator. I think that the electronic translator affects the human relation and misses out on tour guide's personality which is a key part of the experience.*  
*(Interviewee 6)*

Another problem relates to the lack of the work which results in many tour guides reducing their fees to get work, as indicated by some interviewees. One interviewee, a WOTGA member, agreed that some tour guides lower their fees to get work, especially those who do not have other sources of income, while some tour guides as interviewee 8 who have pension so he do not rely on tour guiding as their main source of income.

Interviewee 7, who guides for English-speaking, Italian and French tourists, thought that different nationalities of tourists behave differently and their interest in interpretation is different – *'the French are very interested and very educated whereas the Italians have a very high sense of humour and are very demanding'*. Interviewee 9 (WOTGA member) believes that American tourists are interested in their ancestors' culture, while interviewee 10 (WOTGA member) thinks that the way of guiding is different according to nationality. As for foreign tourists he confirms the special identity of Wales from the rest of UK. However, respondents were clear that for guiding UK tourists it is important to avoid making them feeling uncomfortable.

**Summary**

Tour guides in Wales are as follows: site guide, regional guide and blue badge guide the highest standard of tour guides. The training programme in Wales is following the standard of the European standard to graduate a qualified tour guide.
5.4 Scottish/Welsh comparison

The following table provides a direct comparison between Scottish and Welsh tour guides.

Common responses relate to:

- The highest percentage of respondents indicated they work no more than 75 days in the year.
- The busiest months for working were May, June, July, August and September, whilst the quietest months were November, December, January and February.
- The vast majority of tour guide work as freelancers.
- Half of tour guides in Scotland and Wales have another career.
- The vast majority of tour guide in Wales and Scotland have experience of accompanying overseas tourists.
- Americans were the preferred nationality to work with.
- The majority of tour guides in Wales and Scotland did not experience any problems with overseas tourists.
- The majority of tour guides in Wales and Scotland thought that overseas tourists are interested in the host culture.
- The vast majority of tour guides in Wales and Scotland thought that their interpretation contributed to understanding of the host culture.
- The highest percentage of tour guides in Wales and Scotland thought that the age of overseas tourists influenced their interest in the host culture.
- The highest percentage of the respondents of tour guides in Wales and Scotland described their understanding of overseas tourists’ culture as very good.
The sources of learning about the culture of overseas tourists were experience, reading and education in this order.

Understanding the culture of overseas tourists was considered very important in Wales and Scotland.

The highest percentage of tour guides in Scotland and Wales thought that there were subjects that should have received more attention in the Blue Badge programme (this was a previous programme offered in Wales not the Coleg Llandrillo/UWIC programme),

The majority of tour guides participated in professional development activities.

There were differences in responses to:

- In Scotland 47% indicated they work 76 days or more whilst in Wales there was no indication of working 76 days or more.
- The order of the busiest months differed. In Scotland August was the busiest month whilst in Wales June and July were the busiest months.
- Tour guides differed in Wales and Scotland in the responsibility of developing itineraries. In Wales the highest percentage was totally responsible whilst in Scotland the highest percentage follow standard itineraries.
- The reasons for working with the preferred nationalities differed in Wales and Scotland. In Wales the most important reasons were the attitudes toward the host culture followed by attitude toward tour guides, whilst in Scotland the most important reasons were the languages skills followed by tourists’ attitude toward host culture.
Chapter Five

- The top five key competences that enhance tour guides and business performance differed in Wales and Scotland. In Wales, the following were rated highly: pleasant personality, knowledge, flexibility, languages and communication skills, whilst in Scotland interpersonal skills, good knowledge, good presentation, organisational skills and professionalism were rated highest.

<table>
<thead>
<tr>
<th>The questions</th>
<th>Scottish survey</th>
<th>Welsh survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many days do you work each year as a tour guide?</td>
<td>Approximately 48% of the respondents indicated they work no more than 75 days in the year, while 47% indicated they work 76 days and more.</td>
<td>The highest percentage of respondents working no more than 75 days in the year as 67% indicated working 26-50 (27%), working 51-75 (27%), and working 1-25 days (11%).</td>
</tr>
<tr>
<td>Which months are normally the busiest for you as a tour guide?</td>
<td>The busiest month for tour guides was August 43% mentioned they work more than fifteen days during that month followed by June 37% reported making more than fifteen days, July 35%, May 28%, September 23%, April 7%, October 6%, March 2%, November 1%, while January, February and December all tour guides reported that they never work fifteen or more days in these months. In December 63% of tour guides do not work at all followed by January 58% and November 56%.</td>
<td>The busiest month was June and July as 28% were working fifteen days or more, followed by May 22%, August and September 17%, March, April and October 11%, while January, February, November and December all tour guides reported that they never work fifteen or more days in these months. The majority of tour guides 56% do not work at all during December, January and February.</td>
</tr>
<tr>
<td>How do you mainly work as a tour guide?</td>
<td>89% of the tour guides in Scotland are working as freelance, while freelance tour guides works mostly with one company without a contract 7%, freelance and with contract 1%, works with all types 1% and other 1%.</td>
<td>Most of tour guides work as freelance guides 89% and the rest is working with a specific company either by contract or without.</td>
</tr>
<tr>
<td>To what extent are you responsible for the development of your itineraries?</td>
<td>Tour guides reported that they follow standard itineraries 30%, can fine tune itineraries developed by tour operators 29%, practice responsibility, fine tuning and following standard itineraries 14%, fine tune and follow a standard itineraries 13%, reported total responsibility for</td>
<td>Tour guides reported that they were totally responsible for developing itineraries 39%, can fine tune itineraries developed by tour operator 33%, collaborating with others 11% and finally stick to given standard itineraries 11%.</td>
</tr>
</tbody>
</table>

5-107


<table>
<thead>
<tr>
<th>Chapter Five</th>
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</table>

| Who are your key clients? | Tourists from different nationalities, walking groups and individuals represented the main key clients for tour guides as 64% indicated, while other results varied which included Tour operators which included Travel Scotland, Hello Scotland and Gulliver travel associates 15%, cruise ship 10%, tourist via Boscolo 5%, incentives 3%, coach companies 2%. |

| Key clients of tour guides are; tour operators 44%, companies 22%, Schools 22%, cruise ships 22%, corporate companies 6%, hotels 6%, and Wales Tourist Board 6%. |

| Do you have another career that complements your tour guiding work? | Half of the respondents reported that they have another career that complements their tour guiding work. |

| Half of the respondents indicated that they have another career in addition to tour guide work. |

| Do you have experience of accompanying overseas tourists? | Majority of tour guides with overseas as 95% indicated while those who did not experience working with overseas tourists 4% and did not respond 1%. |

| All the tour guides reported that they have experience of accompanying overseas tourists. |

| Which nationality of overseas tourists do you prefer to work with? | Americans came first with 47% and followed by Canadians 24%, Germans 16%, Japanese 8%, Swedish 7%, Australian 6%, Scandinavians 6%, and French speaking 6%. While 9% have no preference. |

| Americans were the most preferred nationality to work with 33%, Americans and Europeans 11% and Japanese 28%, 17% had no preference. Other preferred nationalities mentioned were Germans 11%, Italians 6%, New Zealanders 6%, Canadians 6% and Scandinavians 6%. |

| Why do like working with the nationality you identify in previous question? | The reasons for their preference to work with the nationalities topped by factors as languages skills 49%, Tourists’ attitude toward host culture 47%, tourists’ attitude towards tour guides 47% and cultural background 43%. |

| The reasons for the preference of that nationality differed but attitudes toward the host culture topped the list at 72% followed by attitudes toward tour guides 67%, their interest in interpretation 61%, cultural background 56%, language skills 50%, and financial ability 39%. |

| Have you experienced any particular problems in guiding | 60% indicated that they did not experience problems with overseas tourists while 32% indicated that they experienced problems varied from tourists are |

<p>| 61% did not experience any problem, while 39% of tour guides experienced problems in guiding overseas tourists for a variety of reasons including: lack... |</p>
<table>
<thead>
<tr>
<th>overseas tourists?</th>
<th>too demanding, problems related to cultural differences, problems with tour leaders, drivers, problems with mixed groups, over estimated itineraries could not be completed as a result of lack of time, disinterest of tourists and problems with translations.</th>
<th>of a shared language; mismatch between tourists’ expectations and reality; perceptions of the quality of food; insecurity of Japanese couriers. Despite English being a common language some nuances of meaning and context led to misunderstandings with North American visitors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent are overseas tourists interested in learning about the host culture?</td>
<td>In general most of overseas tourists are interested to learn about host cultural as results indicated very interested 71%, are quite interest 16%, not very interested 2%, and no answer was 10%. Most of the interested tourists in host culture are those having Scottish roots or well educated tourists.</td>
<td>78% of overseas tourists were very interested and 22% were quite interested in learning about the host culture.</td>
</tr>
<tr>
<td>Does your interpretation contribute to overseas visitors’ understanding of host culture?</td>
<td>Most of tour guides think interpretation contributes significantly to overseas tourists’ understanding of Scottish culture as tour guides indicated that they help significantly tourists to understand what they see 77%, somewhat 10%, slightly 1%, not at all 1%, while did not answer 10%.</td>
<td>All respondents thought that their interpretation contributed to understanding the host culture.</td>
</tr>
<tr>
<td>Does the age of overseas tourists influence their interest in the host culture?</td>
<td>Tour guides thought that the age of overseas tourists influence their interest in the host culture as 48% reported, while those who do not think age influence their interest 40%, finally the rest didn’t answer.</td>
<td>67% of the responding tour guides believes that the age of overseas tourists influenced their interest in the host culture, and 28% don’t think so.</td>
</tr>
<tr>
<td>How do you evaluate your understanding of the culture of the overseas tourists you guide?</td>
<td>Tour guides’ understanding of the culture of the overseas tourists were reported very good 43%, good 29%, excellent 21%, not good 1% while no answer 6%.</td>
<td>50% of the respondents thought that their understanding of the culture of the overseas tourists was very good, 17% thought it was good, 11% was excellent, while no answer 22%.</td>
</tr>
<tr>
<td>How do you learn about the culture of the overseas tourist you guide?</td>
<td>Results indicated that tour guides relied on experience 79%, reading 49% and education 42% as the best three ways to learn about other culture. Other factors such as relying on TV,</td>
<td>The sources cited for learning about the culture of overseas visitors were topped by experience 83%, followed by reading 72%, travelling 67%, education 67%, then media 44%</td>
</tr>
</tbody>
</table>

5-109
### Chapter Five

<table>
<thead>
<tr>
<th>How important is an understanding of the culture of the overseas tourists?</th>
<th>Understanding of the culture of overseas to the effectiveness of tour guides was considered by nearly half of the respondents very important 46%, important 37%, some what important 12%, not very important 2%, no answer 2%.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any subjects that you think should receive more attention in the training programme in order to develop the competence of tour guide?</td>
<td>48% of tour guides thought that there are subjects should receive more attention in the training courses in order to develop competences of tour guides, as practical experience and skills 23%, modern studies 5%, languages 5%, business skills 5% and marketing 5%, while 31% of tour guides thought that the training courses do not need any change, and no answer 20%.</td>
</tr>
<tr>
<td>In your opinion what are the key competences that enhance tour guide and business performance?</td>
<td>Results indicated that the top five key competences that enhance tour guides and business performance are as follow: interpersonal skills 67%, good knowledge 49%, good presentation 25%, organizational skills 23% and professionalism 20%.</td>
</tr>
<tr>
<td>Have you participated in professional</td>
<td>Results reported that 70% of tour guides have participated in activities offered by other</td>
</tr>
<tr>
<td>development activities and learning?</td>
<td>providers since they have been tour guides.</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>What sort of professional development activities and learning have you participated in?</td>
<td>The activities included meetings, travelling abroad, attending conferences, seminars, constant reading and self educating; visiting museums but the more common activity was attending courses 45% and visiting sites 31%.</td>
</tr>
<tr>
<td>How many years have you worked as a tour guide?</td>
<td>The majority of the respondents had worked as guides for 10-14 years 32%, followed by 15-29 years 29%, then for 5-9 years 19%, less than 5 years 10%, and finally more than 30 years 5%.</td>
</tr>
<tr>
<td>Why did you choose tour guiding as a career?</td>
<td>The reason for choosing tour guiding as an occupation varied as results indicated that loving Scotland 39%, freedom which included many free days, early retirement, part time work and diversity 32%, using life skills as languages, education skills, knowledge, experience of working in tourism 28%, loving meeting people and looking after them 23%, looking for in depth learning 6%, unplanned as reading advertisement on newspapers, change of circumstances, unemployment reasons and being invited to be trained by tour operator 5% and 5% a career suits tour guides.</td>
</tr>
<tr>
<td>In addition to the Blue Badge qualification what other qualifications do you have?</td>
<td>In addition to the Blue Badge qualification about 41% reported that they have post graduate studies qualifications, 33% university degree, 14% pre-university further education and 9% school leaving certificates.</td>
</tr>
</tbody>
</table>

Table 5.9: Common questions for tour guides in Scotland and Wales.
5.5 Discussion

This section discusses the problems in Great Britain. Table 5.10 gives a detailed example of the problems.

<table>
<thead>
<tr>
<th><strong>Tourism industry</strong></th>
<th>The seasonality of the tour guiding profession.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tour guides fees</strong></td>
<td>A tour guides fees study should be conducted on its impact on performance standard, as be cause the fees are negotiable that could encourage some to lower their fees just to keep working at the expense of quality. Other European examples could be taken into consideration. Turkey, for example, were recommended fees are discussed between Guides’ Associations, tour operators and are approved by the Ministry of Culture and Tourism.</td>
</tr>
<tr>
<td><strong>Professional bodies</strong></td>
<td>All associations of tour guiding are a non-profitable association e.g. STGA, it relies on courses fees to cover the cost of running the training course by university of Edinburgh. The average cost of the introductory course £225 and £5250 for the main two years course. Although fees are payable in instalments. Career Development Loans may be available and STGA will assist students with applications for local funding, although this cannot be guaranteed but that could be a potential reason for many candidates for not applying for the course.</td>
</tr>
<tr>
<td><strong>Set code of conduct</strong></td>
<td>Professional tour guiding organizations set a code of conduct as STGA set code of conduct, it is difficult to enforce and lack of monitoring and evaluation of codes of conduct to determine their uptake and effectiveness.</td>
</tr>
</tbody>
</table>

Table 5.10: Problems of tour guides in Great Britain

The literature review indicated that the tour guides perform different roles e.g. Black and Weiler (2005). They identified eleven roles, while tour guides in Wales indicated in the interview that the tour guides in Wales do not perform all these roles as Interviewee 12 a tour guides from Wales said she thinks that roles are interpretation, entertainer and ambassador trying to paint a picture about everything. While interviewee 6 thinks that the role of a tour guide is interpretation in addition to entertaining, as a tour guide is trying to make people enjoy as he / she mentions stories with sense of humour according to the group as every group is different and has its own dynamic.
Chapter Five

The Welsh tour guiding programme which is held at Coleg Llandrillo and Cardiff School of Management, University of Wales Institute is compatible with The European standard for the profession’s training programme as it includes 15 modules which cover the common subjects and area specific subjects of the European standard as the overall strategy is to combine the theory with the practice The 15 modules are covering most of the main elements of the European standard as follows:

Common subjects which includes guiding techniques and skills this element is covered by tourist guiding skills modules.

Business knowledge and skills is covered by the modules of finance for small business, E-commerce, research methods and personal development and developing a business.

Area specific subjects which includes theoretical knowledge and working condition

Working condition is covered by introduction to tourist guiding module.

Theoretical knowledge is covered by the following modules mid Wales, north Wales and south and west Wales.

The Welsh training programme is preparing a professional tour guide as it comprises as follows:

Transferable key skills are developed through integrated teaching and learning strategies and integrated into assignments across the range of modules. The skills are not limited to purely technical or behavioural abilities; however, encompasses abilities to apply knowledge and develop understanding from real situations, to cope with problems of an unpredictable character and to deal with a variety of people in the work environment.

(Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, 2006, p 6)
The teaching strategies include lectures, tutorials, demonstration tours, guest speakers, student centered learning and Blackboard.

The Scottish model is compatible to the standards of the European Union for tour guiding profession as its modules are covering the elements of the European Union standard as follows: Subjects as Archaeology, pre-history and history is matching human history at the requirements of European standard.

Subjects such as Geology, Geography, farming, fishing, and natural heritage are matching the Environment at the European standard.

Subjects such as politics, law and comparative religion are matching the theoretical knowledge of the common subjects at the European standard.

Subjects such as the tourist guide profession and product knowledge of Scottish tourism are matching the business knowledge and skills at the European standard.

Subjects such as Business studies and running your business are matching working condition at the European standard.

Interpretation and presentation skills are matching guiding techniques at the European standard.

Table 5.11 summarizes the three context of tour guiding in Great Britain.

<table>
<thead>
<tr>
<th>Site guide</th>
<th>Scotland</th>
<th>Wales</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td>Candidates must have at least 2 recognised and verifiable qualifications or skills appropriate for guiding</td>
<td>Qualification is open to all</td>
<td>Qualification is open to all</td>
</tr>
<tr>
<td>Training</td>
<td>Companies who are interested in having their guides assessed for site affiliation can apply to STGA to</td>
<td></td>
<td>50-70 contact hours of which 20 -30 hours must be practical sessions on site and a minimum</td>
</tr>
<tr>
<td>Assessment</td>
<td>Additional Self-Directed Study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Under the direct control of the STGA Board of Directors, takes 1 day and involves oral or written questions on site-specific core Knowledge, language assessment if appropriate and practical site assessment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                  | Four elements of assessments, one is unseen paper taken in test conditions, there should be two practical assessment, one for each of the routes or sites selected. |

have their own training programmes. The total learning hours is 200 hours. Of 3 hours exclusively for communication and presentation skill. 120 self-directed study hours.
<table>
<thead>
<tr>
<th>Regional guide</th>
<th>Scotland</th>
<th>Wales</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional affiliation, for a smaller geographical area.</td>
<td>Green Badge guide restricted to a specific region of Wales</td>
<td>Green Badge guide (Associate). For specified area. Flexible route in two commentaries in two different environments.</td>
<td></td>
</tr>
<tr>
<td>Qualification</td>
<td>Two recognized and verifiable qualifications or skills appropriate for tour guides.</td>
<td>Qualification is open to all.</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>Total minimum learning hours was 245. Course by local tourist boards or enterprise companies. Currently the minimum total hours is 600 hours</td>
<td>80-100 contact hours of which 30-40 hours must be practical sessions on site and a minimum of 4 hours exclusively for communication and presentation skills training in an appropriate environment. 180 self-directed study hours.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>1-2 days and involves submission of tour notes and a tour plan, oral questions on regional core knowledge, interview on practical matters, language testing, practical coach tour, walking tour and site assessments.</td>
<td>There should be a minimum of two elements of assessment one should be an unseen written paper taken in test conditions, the other should be a practical assessment.</td>
<td></td>
</tr>
</tbody>
</table>
Chapter Five

<table>
<thead>
<tr>
<th>National guide</th>
<th>Scotland</th>
<th>Wales</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinary membership (Blue Badge). For Scotland.</td>
<td>Blue Badge guide for Wales.</td>
<td>Blue Badge guide (member) for England covering a wide geographical area, e.g. London and the surrounding area.</td>
<td></td>
</tr>
<tr>
<td>Qualification</td>
<td>Two recognized and verifiable qualifications or skills appropriate for tour guides.</td>
<td>Qualification is open to all with the appropriate enthusiasm for Wales assessed by interview.</td>
<td>Qualification is open to all.</td>
</tr>
<tr>
<td>Training</td>
<td>Two years at Edinburgh University. 1300 minimum learning hours.</td>
<td>A comprehensive course of study involving 15 modules over two years and leading to a Foundation Degree award. The course is run collaboratively by Coleg Llandrillo and Cardiff School of Management, University of Wales Institute, Cardiff.</td>
<td>14 month training course including, 200–250 contact hours of which 110-140 hours must be practical sessions on site and 16 hours must be for the communication seminar. At least half the practical sessions should be on a coach or similar moving vehicle. 500 self-directed study hours.</td>
</tr>
<tr>
<td>Assessment</td>
<td>4 days written exam, a project, oral questions on any area of Scotland, oral issues on practical issues and assessment on coach, site and walk.</td>
<td>Students will be assessed in accordance with the assessment schedule identified for the Foundation Degree award through a range of methods. Assessment for the Blue Badge is made externally and involves Institute of Tour Guiding examiners.</td>
<td>Seven elements of assessment - two unseen written knowledge papers taken under test conditions. A minimum of four practical assessments one for each of the routes and sites selected. In addition a written practical assessment.</td>
</tr>
</tbody>
</table>

Table 5.11: The three context in Great Britain
5.6 Summary

This chapter presented the tour guiding contexts in Wales, Scotland, Northern Ireland and England. The three tour guiding contexts of Great Britain: Scotland, England and Wales have similarities in the types of tour guides as each has three types of tour guides: national guide, regional guide and site guides. The majority of tour guides are freelance. Both Scotland and Wales have university degrees for qualifying tour guides, where the course lasts for two years. The accrediting body for offering the Blue Badge is the Institute of Tourist Guiding. The training programmes in England, Scotland and Wales are following the benchmark of the European standard. The next chapter will discuss the tour guiding context in Egypt.
CHAPTER SIX
The Egyptian Context for Tour Guiding

6.1 Introduction

6.2 The Egyptian Tour Guiding Context
  6.2.1 Categories of tour guides in Egypt
  6.2.2 Regulations
  6.2.3 The problem in Egypt
  6.2.4 Curricula in Egypt

6.3 What do they think of the Tour Guiding curriculum in Egypt?
  6.3.1 Curriculum
  6.3.2 Delivery
  6.3.3 Graduate Skills

6.4 What should the Egyptian Tour Guiding curriculum look like?

6.5 Consultation of new curriculum

6.6 Summary

6.7 Discussion: Comparison of Egypt and Great Britain

6.8 Conclusion
6.1 Introduction

This chapter gives a detailed description of tour guiding context in Egypt and analyses the transcribed interviews and provides detailed presentation and discussion of the results from the interviews with key stakeholders of different universities in addition to the President of Alexandria Tourist Guides Syndicate. The chapter includes the following: Section 5:2 The Egyptian tour Guiding Context 5:3 What do they think of the Tour Guiding curriculum in Egypt and the perspective of professors and the syndicate about tour guide curriculum.5:4 What should the Egyptian Tour Guiding curriculum look like and expected model of the curriculum 5:5 How would it get approved? 5:6 Consultations on the new curriculum and finally the summary.

6.2 The Egyptian Tour Guiding context

6.2.1 Categories of tour guides in Egypt:

Tour guides in Egypt can be divided into two categories although their qualifications and procedures for obtaining the tour guide license are the same. The first category includes tour guides who accompany tourists during their entire itinerary from arrival to departure. The second category includes tour guides who working in specific archaeological sites, e.g. temples, tombs, pyramids and museums. The majority of the second type of tour guides is forced to work in limited areas as they were unsuccessful in accompanying tourists during their entire itineraries or for personal reasons, e.g. family constraints. The majority of their work relies on tourists who seek information
about a particular site and they contact tourists directly and do not involve tour operator or other intermediaries. In rare cases tour operators arrange the services of a site guide.

This chapter focuses on the first category of tour guides, who go along on with the tourists and interact with the tour participants playing a central role. The main portion of a tour guide's work is generated through direct contact with tour operators. During the tour, the tour guide is the company's representative. It is the tour guide's job to solve problems and, if something goes wrong; to change various components of the tour in order to maintain its quality and keep participants satisfied. The company becomes highly dependent on the tour guide at this stage. The bond that developed between the tour guide and the tour participants is stronger than the bond between them and the tour company. This is due to the fact that the tour guide fulfils not only the instrumental task of ensuring that the participants will be provided with important services, but also has leadership role with the touring group. The tour guide plays an essential role in fostering group interaction and solidarity, providing security and protection in the face of the difficulties encountered in the host country, and mediating tourist-host interactions. (Sometimes the tour is accompanied by a tour leader, he/ she is considered the representative of the tour operator in that case the tour guide's role is limited to interpretation)
6.2.2 Regulations

Tour guiding in Egypt is monitored by the Egyptian Ministry of Tourism (MOT) and The Egyptian General Tourist Guides Syndicate (EGTGS) is the official gathering represents the tour guides.

The Tour Guides Service Act in Egypt was legislated in 1967 to regulate the tour guide profession created under the supervision of MOT. The process of obtaining a tour guide license would be incomplete unless the tour guide applies for the membership of EGTGS as it is the professional gathering of tour guides and offer services to its members as cited by the Area Representative for Africa and the Middle East of WFTGA:

EGTGS have established a data base and filing system for recording information about their members. The EGTGS managed in the last 3 years to triple the guide’s salary fees (officially). EGTGS also have doubled its funds in the last three years to reach almost 10,000,000 Egyptian pounds (1,500,000 USD), and they have a separate fund account for pensions which takes up to 80 percent of this amount! Such pensions will be given to those who have served for more than 20 years in the business (Khalifa, 2005).

In 1983, the committee that created EGTGS presented revised legislation regulating tour guiding in Egypt to the Egyptian Parliament according to the Egyptian Constitution. In 1984, final approval of the Egyptian Parliament was granted after deliberations and the laws were duly signed by the President in compliance with the constitution and issued under the Number 121/1983 (EGTGS).
Despite a number of advantages of the Tour Guides Service Act which included a code of act to regulate working as a tour guide, one of its disadvantages that it prohibits tour guides to speak on issues like religion or politics. That hinders the tour guide to perform as a cultural mediator which is one of the expected roles and this act restricts a tour guide’s roles to interpretation only.

To be a tour guide in Egypt it is necessary to study for four years for a degree at a Department of Tour Guiding in one of the faculties or institutions of tourism or alternatively for two years for a postgraduate diploma for graduates of any discipline. Alternatively in a small number of cases potential tour guides with foreign language ability beyond English, French, German, Spanish and Italian can apply to take a tour guide licence by taking the MOT examination.

Language competence of tour guides is a critical issue and it is important that supply meets demand. However, the number of tour guides speaking particular languages does not match the real needs of the dynamic market as a result of the absence of any co ordination between the Ministry of Higher Education which sponsors all the universities and MOT to determine languages needed for the market. The next table (Table 1) shows the number of tour guides, the number of tourists and the average of working days in 2001. The average number of working days is low for all but Italian tour guides (who work an average of 234 days per year) and possibly German tour guides (who work an average of 112 days per year). Even at these higher levels the industry has curtailed further training (McDonnell, 2001).
<table>
<thead>
<tr>
<th>Language</th>
<th>Tour Guides</th>
<th>Tourists</th>
<th>Average of Working Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3447</td>
<td>479310</td>
<td>35</td>
</tr>
<tr>
<td>German</td>
<td>2218</td>
<td>853347</td>
<td>112</td>
</tr>
<tr>
<td>French</td>
<td>1921</td>
<td>351775</td>
<td>53</td>
</tr>
<tr>
<td>Italian</td>
<td>699</td>
<td>594549</td>
<td>234</td>
</tr>
<tr>
<td>Spanish</td>
<td>646</td>
<td>108330</td>
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</tr>
<tr>
<td>Japanese</td>
<td>135</td>
<td>64036</td>
<td>104.35</td>
</tr>
<tr>
<td>Chinese</td>
<td>31</td>
<td>12962</td>
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</tr>
<tr>
<td>Russian</td>
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<td>73570</td>
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</tr>
<tr>
<td>Polish</td>
<td>9</td>
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</tr>
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<td>Turkish</td>
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<td>15578</td>
<td>813</td>
</tr>
<tr>
<td>Hebrew</td>
<td>32</td>
<td>109424</td>
<td>28</td>
</tr>
<tr>
<td>South Korean</td>
<td>4</td>
<td>24390</td>
<td>702.43</td>
</tr>
</tbody>
</table>

Table 6.1: working days for tour guides with different languages (Source EGTGS)

The latest figures emphasize that mismatch between supply and demand which has resulted in restrictions on licenses for guides in certain languages but it is important to take into consideration that not all tourists join guided tours as they head to resorts in Sinai.
Regarding the numbers of the tour guides in Egypt and according to the report of EGTGS which recommended the following.

English speaking Tour guide, the report declared that there is no need to offer new licenses for English speaking tourists as many of them are suffering from unemployment as their number reached 5178 tour guides.

For French speaking tour guides, the market does not need more French speaking tour guides who are suffering unemployment; they reached 1974 tour guides, so the Egyptian General Syndicate of Tourist Guide recommended curtailing new French speaking guide license.

For German speaking tour guides (1522), there is no longer need more German speaking tour guides as 65% of German tourists are heading to Sinai and coastal areas and few German tourists are interested in Cultural tourism.

For Spanish tour guides (695), they suffer from unemployment as the number of tourists from South America is limited comparing to its number of population.

For Italian speaking tour guides (829), as about 20% of the Italian tourists are interested in cultural tourism and the rest prefer the coastal areas and the average of working days for the Italian speaking tour guide are 21 per month. The travel agencies did not report the need of more Italian-speaking tour guide, so (EGTGS) recommended (MOT) to stop issuing new licenses for that language (EGTGS).
Although the recommendations of EGTGS to stop licensing new tour guides for previous modern European languages, the faculties of Tourism and Hotels and private institutions keep graduating potential tour guides mostly for English and French speaking language as the Ministry of Higher Education is responsible for deciding the numbers of the students who are willing to join the faculties regardless of the real conditions of the market. As the result many of graduates suffer unemployment.

In a telephone interview with the deputy of EGTGS interviewee (6) he mentioned that:

\[EGTGS \text{ reached an agreement with the Minister of Higher Education that the students of tourism guiding at the different Faculties of Tourism will obtain a license for tour guiding beyond the five mentioned languages after attending a language course at the cultural centers starting from 2007.}\]

(Interviewee 6)

This is unlikely to occur because students can not afford paying the cost of language courses especially it is required to be taken in cultural centers and not within centers belong to their universities.

To enhance the performance and the proficiency of tour guides in Egypt it is required that tour guides attend a seven-day block training course every five years to renew their tour guide licences. The training course is sponsored by the (MOT) with the cooperation of (EGTGS) and lectures include core knowledge and general subjects offered by professors from the universities but it lacks lectures presented by professional tour guides who have field work experience. Training courses are usually held in Cairo,
Alexandria, Luxor and Aswan in indoor halls rather than field visits to different touristic places to expose the latest development and information needed during work.

The researcher attended three training courses but for me as a non-practicing tour guide, they did not help me to cope with changes of programs and sites included in itineraries, in other word training courses do not help non-practicing tour guides to refresh their information and do not help them to go back to their career as the course without field visits is useless.

6.2.3 The problems in Egypt:

A major issue for tour guides in Egypt is that several international tour operators prefer foreign tour guides rather than Egyptian tour guides. However, because it is illegal to use a foreign tour guide they hire an Egyptian tour guide to act as a silent tour guide accompanying the tourists just to give a cover to deceive tourism police. This presents problems for both tourists and Egypt. Foreign tour guides can not perform the role of cultural mediator between the tourists and the host culture, as they do not understand the core of the Egyptian culture, habits and customs. So the interpretation offered will be inappropriate which will affect the tourists’ experience. It is also possible for a foreign tour guide to isolate tourists from the community being visited; effectively depriving them of the very connection they came to experience. The tourist may be unaware that their experience is an ‘insulated adventure’ experience. Those tourists in search of something different and exotic may be dissatisfied and the experience may fall far short of achieving mutual understanding (Xin, Weiller and Ham, 2001). The tour guide and tour operator can therefore give a misleading view of a tourism destination’s culture by
selecting only those examples of a destination cultures that they think their customers wish to see and experience, or what they consider to be an acceptable face of that destination (EGTGS).

In relation to representation of the country’s culture, the foreign tour guide does not perform as an ambassador for the country as would an Egyptian tour guide. As a result of the culture gap between the visitors and host culture the tour guide is suppose to act as an ambassador, or in other words only Egyptian tour guide who is familiar and knowledgeable of all aspects of the host culture and understanding the culture of the guest can do so. The national tour guide will try to expose the good image of his image of her/his country. That reflects the example cited in the literature review (McDonnell 2001) of an Australian tour guide who may choose not to inform tourists that until the late 1960s Australia had an immigration policy that discriminate against non-Europeans, or that Australia has an aboriginal population that many claim were unfairly displaced. These facts have had a large effect on Australia’s contemporary culture (Newlands). Foreign tour guides may thus misrepresent Egypt intentionally or unintentionally, e.g. by presenting something in a manner intended to convince the audience that, for instance, a fake painting is original, or that a missed part of the tour has been realized or by providing misinformation or due to the lack of the guide's knowledge (WFTGA).

Many studies have invoked a range of terms to describe the tour guide’s mediating role in cross-cultural or intercultural settings. These include cultural mediator, go-between, cultural broker, cultural buffer and intermediary (Xin, Weiller and Ham, 2001). Foreign tour guides can never perform this role in the way that a national tour guide can do. For
example, Japanese tourists' perceptions of Australian tour guides being significantly less informative than expected were as a result of the Australian tour guides' inadequate knowledge of the Australian tourism product (Reisinger and Waryszak 1994).

Tourists join guided tours for a variety of reasons, but there is increasing evidence that the desire to enjoy new and rewarding intercultural experiences, and to avoid interaction difficulties in foreign land, is a central motivation to international visitors who engage the services of a guide. As many researchers as Zeppeal and Hall (1991) has observed, the tour guide's performance influences the tourist's experience in a fundamental way, for example, the guide may influence where tourists go, what they see and what aspects of the host culture they are exposed to. Likewise foreign tour groups depend on their guide for language translation, for striking the right balance between cultural buffering and immersions and for mediating the groups' interaction with host communities and social settings. Thus tours groups traveling abroad largely experience the visited country in a way that is at least partly filtered and structured by a single mediator, their guide. It is this ability to undertake this role in relation to Egypt that makes the use of a foreign tour guide so problematic for tourists.

The problem of variable fees is considered as one of the major problems facing new tour guides in Egypt as a result of the excess supply of tour guides of most languages, tour operators may not pay the nationally-agreed fees for tour guides fully in return that they offer them a percentage of the revenue for up-selling additional sites are not included in the itineraries or a percentage of the tips offered by tourists as an indication of the
satisfaction of the tour guide’s performance. According to the telephone interview with
the deputy of EGTGS interviewee (6):

Local tour operators collect hefty money for the fees of the tour guides from international tour operators but in fact they lower the fees of tour guides under the level of fixed fees by the ministry of Tourism. For example, the full day fees for English tour guide is 130 pound but the local tour operator offer only 80 pounds and in some cases tour guides do not even get any fees.

(Interviewee 6)

Additionally:

Tour guides in Egypt in the end of the tour may be offered a gift from tourists which is usually a sum of money (tips), it depends on the number of the tourists and which reflects satisfaction of tourists. For some tour operators the tips are fixed but are never obligatory. Local tour operators usually impose a percentage to be taken of the tips.

(Interviewee 6)

Insuring the safety of tour guides is other important problem as most of the tour guides do not have insurance in the case of accidents, According to the telephone interview with the deputy of EGTGS (Interviewee 6):

Tour operators do not insure the tour guide against any accidents during work. For example a tour guide died in an accident on the road leading to Abu Simble and her family did not get any compensation.

(Interviewee 6)

Personally I knew a tour guide who died in a car accident on the road leading to Al Alamin and the tour operator did not pay compensation to her family and EGTGS paid approximately 3000 Egyptian pounds. This is a very low figure for compensation.
Accommodation standard for tour guides in Nile river cruises is lower than that for the tourists, and in many cases tour guides may share the same room during the trip. According to the deputy of EGG (Interviewee 6):

Working conditions are poor, for example tour operators do not offer appropriate accommodation for tour guides on Nile cruises.

(Interviewee 6)

In addition to the roles of the tour guides mentioned by many of tourism writers, the role extends to performing a marketing role. The tour guide is responsible for up-selling new sites and local products as an option that relies on his/her professionalism. For example, the pyramids are now the only remaining Wonder of the Ancient World and are listed by UNESCO as a world heritage site. The majority of visitors spend only 90 minutes at the site. There is very little encouragement for them to stay any longer or for visitors to gain any understanding of the significance and meaning of the pyramids and remaining structures can depend upon the professionalism of their guide (Evans and Fielding). Next to the great pyramid lies the boat museum which contains the funeral boats of the founder of the great pyramid but only 10% of the tourists visiting the Giza plateau go to the boat museum (Evans and Fielding, 1998). and that rely on the skills of tour guide.

According to the telephone interview with the deputy of EGTGS (Interviewee 6):

"Tour operators are running souvenir shops (perfumes, handcrafts, papyrus papers) and insist that tour guides deal only with those souvenir shops".

(Interviewee 6)
As a result, souvenir shops offer very little commission to tour guides who mainly rely on it as a source of income (note: accepting any commission and tips is illegal according to the Tour Guides Service Act).

In addition to tourism's seasonal nature, it is an industry that is vulnerable to any factor such as epidemics for example bird flu, natural disasters, terrorism and wars and may result in tour guides suffering. As in 1991, as result of the first Gulf War, the tourism industry in Egypt was affected badly despite the distance between the Gulf area and Egypt.

6:2:4 Curricula in Egypt:

Egyptian tour guides receive a concentrated portion of core knowledge which helps him/her to perform the interpretation role of the archaeological sites but the art of guiding is not all about information but how to deliver the information.

Many tour guides thought that as long as a tour guide possesses solid knowledge of the history of a site that qualifies him/her to interpret it. The representative of WFTGA for Africa and Middle East said:

Guides in Egypt can generally guide anywhere since we have solid knowledge of its rich history. In some countries, guides are strictly classified into driver guides, site guides or museum guide.

(Kalifa, 2005)

The portion of related courses does not help the potential tour guide to perform other expected roles as cultural broker which heavily rely on interpersonal skills to initiate
interaction between the host and the visitors, to solve problems, to develop rapport with
the group and display respect for different cultures as well as to cope with unexpected.
As the success of a tour guide’s cultural mediation depends mainly on three factors the
guide knowledge, attitudes and interpersonal communication skills. It has been
identified by numerous researchers Dahles (2002); McDonnell (2001); Gurung et al.
(1996); that communication is indeed the kernel of the professional guide’s roles
(Vine, n.d.).

Two important processes of professional tour guide communication have been
identified in the literature. One is communication for the purpose of interpretation. The
other is communication for the purpose of cultural understanding. Gurung et al. (1996)
has defined these two aspects of the communicative role of the professional guide as
experience management. (Vine, n.d.)

Regarding the curricula of the departments of guiding at faculties of tourism in Egypt
they are divided into two main sections, as outlined below:

The first is the core knowledge which gives the student detailed and deep knowledge
of the tourist site, because Egypt’s main tourism product is cultural and heritage, most
of core knowledge courses cover the historical and archaeological heritage include the
ancient Egyptian history, Greco Roman history of Egypt, Coptic church in Egypt, Islamic Egypt and Modern Egypt.
Despite that the importance of the core knowledge, it is obvious that the curricula are concentrated only on Pharonic monuments and their history as if those sites are the only sites available to be visited, but the fact that the itineraries include many modern and Islamic sites but they do not receive the same attention. The following figure represents the percentage of the hours for the subjects of core knowledge at faculty of Tourism and Hotels at Helwan University which was considered as a model for newly-established faculties of Tourism and Hotels in Egypt. It was the first faculty of Tourism and Hotels in Egypt, the idea of establishing that faculty started in 1962 by establishing two institutions for Tourism and Hotels and the duration of study was for two years and in 1968 they were replaced by two higher institutions for tourism and hotels and the duration of the study was four years. In 1975 the institutions were merged to form the Faculty of Tourism and Hotels. The faculties of Tourism and Hotels that were established later followed the curricula of the Faculty of Tourism and Hotels in Helwan with some slight differences.

Figure 6.1: Core knowledge courses in the Egyptian universities
It is obvious that ancient Egypt occupied the largest portion of core knowledge study with 68% followed by Islamic sites with 16%, Greco Roman sites with 8%, modern sites with 6% and finally Coptic sites 2%.

Although Egypt did not witness a Coptic era throughout Egyptian history, some universities as Helwan University, Minya University and Ain Shams University added Coptic sites to curriculum.

In the same vein all faculties of tourism in Egypt, ancient Egypt’s sites topped the priority and the order of the following subjects could differ from one faculty to another.

As a result of the concentration on ancient Egyptian history at all the faculties of Tourism and Hotels most tour guiding graduates do not have a proper knowledge about other core subjects and related issues, e.g. during guided tour at the historical mosques, in addition to the historical background. Interpretation would be incomplete without giving an idea about the principles of Islam and its impact on the art of mosques.

Lotaif and Saleh (2003) in their study about the expected role of the tour guide in light of contemporary different cultural trends concluded that 61% sometimes explain the principles of Islam at Islamic sites, 24% avoid talking about it and 15% explain. The lack of knowledge was the first obstacle to talk about the principles of Islam.

Lotaif and Saleh (2003) concluded that tour guides are incapable to talk about the Islamic culture as 65% of tour guides described their knowledge of Islamic culture as
adequate, 26% good and 9% poor knowledge. The result reflected that tour guides graduated with shortage knowledge of their own culture as a direct result of the mismatch between the needs of the tour guides’ roles and the studied curricula.

Lotaif and Saleh (2003) concluded that tour guides rely on their own effort to develop their knowledge about Islamic culture and media was their first source of knowledge followed by preachers of mosques and academic study was mentioned once. Lotaif and Saleh study concluded that they need more knowledge about Islamic culture as the study concluded that 94% of tour guides were asked questions about Islamic culture. In this case only the professional and qualified tour guide could perform the mediator and ambassador role as the study showed that about 68% of tourists have neutral knowledge about Islamic culture, 19% of tourists have negative knowledge and 13% have positive knowledge.

The assessment of potential tour guides of core knowledge through written exams rather than orally despite that only one course which is methods of guiding examines students competence orally. That does not reflect students’ competences as the examiner consider historical information as a measure of assessment.

The related courses were divided into four parts: languages; Geography; IT and other courses (such as basis of economy, principles of law, tourist legislation, accounting, sustainable tourism and environment, clients’ psychology, tourist souvenirs, tourist transportation, political system). It is obvious that curricula do not meet the needs of tour guides and sometimes contradict with the limits of the role of the tour guide.
according to tour guides service act, e.g. article 16 of law 121 for 1983 prohibits the tour guide to express political opinions during their work, so what is purpose of teaching political system without canceling the contradictory article.

Related subjects are 21 subjects. Despite that related courses occupy about 51% of studying hours at Helwan University and that figure differs slightly at the rest of the universities. It lacks subjects could improve the competences of potential tour guides. It is obvious that no mention about overseas cultures, communication skills, marketing and contemporary issues.

Lotaif and Saleh (2003) concluded that 99% of tour guides are demanding that overseas cultures should be studied with its language during undergraduate study and the two years diploma and during the training course for renewing tour guides’ license.

Table 5.2 presents a comparison of studying hours of related subjects at Egyptian universities.

<table>
<thead>
<tr>
<th>Faculties</th>
<th>languages</th>
<th>computer</th>
<th>geography</th>
<th>others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helwan</td>
<td>32</td>
<td>0</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Menya</td>
<td>32</td>
<td>0</td>
<td>6</td>
<td>12</td>
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<tr>
<td>Fayoum</td>
<td>64</td>
<td>0</td>
<td>7</td>
<td>46</td>
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<tr>
<td>Alexandria</td>
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<td>7</td>
<td>6</td>
<td>34</td>
</tr>
<tr>
<td>Menoofeya</td>
<td>80</td>
<td>7</td>
<td>6</td>
<td>34</td>
</tr>
<tr>
<td>Ismaileya</td>
<td>64</td>
<td>16</td>
<td>6</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 6.2: Comparison of studying hours of related subjects at Egyptian universities.
Despite that languages occupy the largest portion of related subjects but only languages as English, French, German, Italian and Spanish could be studied despite that MOT curtailed issuing tour guides' licenses through the exam of the MOT. It is necessary that the contents of curricula should be reviewed regularly to meet the real needs of the market. For example, language competence is assessed only through written exam. So it is no wonder that most of the potential tour guides can not express themselves orally as they have had insufficient practice.

Summary

Tour guides in Egypt are two categories the national guide and site guide. Tour guiding profession in Egypt is controlled by law and monitored by the Ministry of Tourism. The official gathering of tour guides is the Egyptian General Tourist Guide Syndicate. There are problems related to the work of tour guides as the problems with tour operators and the problems of preparing the potential tour guides during the training course.

6.3 What do they think of the existing Tour Guiding curriculum in Egypt?

This first section will consider the reaction of academic staff in the Egyptian departments offering Tour Guiding programmes and experienced tour guides who employers are representing EGTGS the comments can be organized under three headings: curriculum; delivery; graduate skills.
6.3.1 Curriculum

In Egypt there are many tour guiding department in different universities. However all the departments have similar curriculum and regulations as all new departments followed the steps of the first department opened at the faculty of Tourism and Hotels, Helwan University. There was a suggestion to make a unified curriculum and books for all the departments but the idea did not get the approval as the ex-dean of Faculty of tourism, Alexandria University mentioned during an interview.

*We tried to make a unified curriculum and books for all the departments of tour guiding in Egypt but we did not get the approval.*

(Interviewee 5)

Opinions about the curriculum (The term curriculum has been used almost exclusively in educational circles to refer to plans for the conduct of learning lessons in school class room) of Tour Guiding differs according to the perspective and the awareness of the roles of the tour guides and the role of the department, so that the difference of opinions become so apparent when speaking to tour guides who have different perspective from professors of the universities. For Example, the head of Alexandria Tourist Guides Syndicate (Interviewee 3) commented about the curriculum by saying:

*That he is totally dissatisfied with the programmes course and the curriculum of Tour guiding department as he thinks that sometimes curriculum includes subjects which are not related to the needs of tour guides, for example in lectures of ancient Egyptian archaeology, they include sites and temples which are never visited by tourists and rarely added to itineraries.*

(Interviewee 3)
He added that the course is designed by professors according what they had already studied during their MA and PhD study.

Interviewee (3) added that the training programmes and the curriculum neglect very important skills and subjects as the aim of the study is not clear.

Interviewee (3) commented that the courses neglect very important skills which are related to the needs of work and which makes difference between qualified tour guide and unqualified tour guides.

*There are skills and subjects that the training programme should focus on for graduating tour guides such as how to deliver information and the curriculum does not consider key competences that enhance tour guides and business performance.*

(Interviewee 3)

This perspective regarding the curriculum was echoed by some professors at Alexandria and Fayoum Universities. As (interviewee 1) who is an assistant professor of Egyptology in tour guiding department in the faculty of tourism and Hotels management, Alexandria University.

*I do not think the curricula are sufficient for preparing tour guides for the following reasons:
- The studying hours are insufficient to cover all the Egyptology topics
- The curriculum does not include important studies to prepare good tour guides as presentation skills to prepare a tour guide able to speak to groups of different cultures.
- The absence of courses approaching to the psychology and cultures of different people.*

(Interviewee 1)
Also the head of tour guiding department, Fayoum University (interviewee 4) said:

*Thinks that the current curricula are not sufficient for preparing qualified tour guide as they concentrate on archaeological information. A tour guide should have environmental knowledge as well regarding the surrounding environment represented in agriculture, animals, in addition to a good knowledge of contemporary history as there is difference between archaeological lecture and interpretation of a tour. That is why a new branch of study was opened is called environmental tour guiding.*

(Interviewee 4)

Interviewee (4) criticised the current curriculum by saying:

*I think the current curriculum may develop the basic information of the archaeology, ancient Egyptian history and ancient Egyptian language but it does not develop and cover other subject which are very necessary for tour guides as result the current curriculum does not prepare potential tour guides for the different roles of tour guides.*

Most of the curriculum and the regulations of the faculties of the tourism are the same as they were copied from each other. Interviewee (2) commented on the current curriculum by saying:

*The current curriculum is a modified copy of the curriculum of other Tour Guiding department as the department of Tour Guiding in Helwan University. He agrees that some of the subjects should be changed as they are not useful for tour guides.*

(Interviewee 2)

Interviewee (8) the head of tour guiding department, Helwan University thinks that the current curriculum is concentrating on teaching history and archaeology as she said:

*The current curriculum is concentrating on the cultural tourism so the students study a great portion of archaeology and history. She agrees*
that the curriculum should include subjects to cover new tourism trends as environment.

(Interviewee 8)

The Dean of Sheraton Institute (Interviewee 9) agrees with Interviewee (8) that the curriculum concentrates on the core knowledge:

Tour guides may have good information about the archaeological sites but the department do not prepare tour guides to perform the different roles.

(Interviewee 9)

Interviewee (10) the Dean of the Faculty of Tourism and Hotels, Minya University agreed with previous opinion by saying:

The faculty changed the curriculum four years ago and the curriculum could be changed next year. As the most important trends of tourism in Egypt are cultural tourism, entertaining tourism and eco tourism. The current curriculum do not cover the new trends of tourism but it concentrate on cultural tourism and archaeological sites. So the current curriculum needs more amendment to cope with the need of new demand.

(Interviewee 10)

Interviewee (9) criticised the current curriculum as he said:

I agree that new trends of tourism appeared as Safari tours, diving and religious tourism but unfortunately the curriculum did not includes these new trends so the students graduate without having idea about these trends of tourism.

(Interviewee 9)

Also interviewee (9) criticised the current curriculum that it does not help to develop the language skills as he said:
Chapter Six

The curriculum do not develop the language skills of the students, students do their efforts and rely on languages centres as the British Council to develop language skills.

(Interviewee 9)

Interviewee (11) the ex deputy of faculty of Tourism and Hotels, Minya University said that despite that the cultural tourism is decreasing and other tourism trends are increasing but the curriculum does not follow this development

The cultural tourism which relies on archaeological sites decreased by 20% and the other trends of tourism increased as diving tourism and entertaining tourism but our curriculum and regulations did not follow the changes, the curriculum is working for four years and we still have one year to be able to change the curriculum to follow the new trends of tourism.

(Interviewee 11)

Interviewee (12) the head of Tour Guiding department, faculty of Tourism and Hotels, Minya University said in the current curriculum they are trying to put new places to be visited as a practical training but these places do not include ecological sites:

We started to teach different trends of tourism like healing tourism and beach tourism and we started to concentrate on visiting Sharm Al sheikh and Hurghada to meet the need of the market. In the first year which is a general year students study environment but it is a general idea because to specialize in tour guiding it starts from second year. Of course the student need more study and to concentrate on natural reserves and its flora and fauna to be able to guide in these sites, but that did not happen yet completely.

(Interviewee 12)

He added that the current curriculum does not help in developing necessary skills:
As the tour guiding do not develop necessary skills as communication skills, I think that new subjects should be added to the curriculum like crisis management and cultures.

(Interviewee 12)

Interviewee (10) said that there are problems emerged when applying the current curriculum

During applying the current curriculum many obstacles emerged and the colleagues of Tour guiding department recommended to change the curriculum next year. The colleagues said that they need to concentrate on some historical eras.

(Interviewee 10)

He criticised the current curriculum by saying:

I am not satisfied with the current curriculum as he thinks that it do not prepare students to work as tour guides as most of the study is theoretical and the percentage of practical training is very low. He wonders that how a tour guides interpret an archaeological site and he never visited it before. He thinks that the students are memorizing the historical back ground of the archaeological sites so they are performing a single role which is information giver but can’t perform other roles.

(Interviewee 10)

Other professors think that the curriculum is good enough to prepare qualified tour guides as, the ex-Dean of the faculty of Tourism and Hotels, Alexandria University (interviewee 5) says:

The curricula as she thinks that they cover all subjects except religion. New systems of studying will be applied depending credit hours. During this system students should study for number of hours to be qualified.

(Interviewee 5)
The difference of the opinions reflect the absence of arrangements between the stakeholders of tourism as Tourist Guides syndicates, Ministry of Tourism and the faculties of tourism and even between the faculties of tourism, as asking professors if there is benefiting from the experience of other faculties when changing the curriculum most of them replied that the depends on their needs regardless of the experience of other faculties.

Interviewee (5) mentioned:

To change the curricula they take into consideration the needs of the students without any cooperation with Ministry of Tourism or EGTGS.

The same meaning echoed by the head of Tour Guiding Department, faculty of Arts, Ain Shams University (interviewee 2). Asking him if he benefited from the experience and the rules of other similar department

When changing the regulations and the rules of the department, that took place every five years, he mentioned that modify the rules according to the needs of the department regardless the experience of other departments.

The only faculty that extended cooperation other stakeholders was the Faculty of Tourism and Hotels, Fayoum University as they asked the president of EGTGS to teach the field visits,

At the same time the President of Alexandria Tourist Guides Syndicate branch tried to convince the Dean of the Faculty of Tourism and Hotels, Alexandria University to let
experienced tour guides give the practical course but he did not get an answer from the university.

The only cooperation between EGTGS and Tour guiding department is through lectures delivered by professors in the department during the seven-day course for renewing the license for tour guides and lectures about specific topics.

Summary

The aim of the curriculum at Tour Guiding departments is not clear and the designer of the curriculum did not consider the basic questions mentioned in chapter three about developing curriculum as Tyler suggested that for developing curriculum, it is necessary to answer for fundamental questions as follows (Tyler nd cited by Tanner, 1975, p.57):

- What educational purposes are sought to be attained?
- What educational experiences should be provided that are likely to attain these purposes?
- How can these educational experiences be effectively organized?
- How can it be determined that these purposes are being attained?

6.3.2 Delivery:

Most of the academic staff at the Egyptian universities did not work as tour guides, so they lack the knowledge of the needs of the tour guides, in addition that they are nominated to their occupation automatically by law as long they achieved the highest grades in the certificate of the final year of the high education. The head of the department has no authority to select the administrators (post graduate student nominated to complete MA and PhD and then nominated to be academic staff).
Interviewee (2) indicated that the first student this year suffers from health problems that may make her unable to go for the field visits but department can't refuse her nomination.

At the same time qualified tour guides are deprived from teaching the practical course at the Egyptian universities except Fayoum University which hired the president of EGTGS to teach the practical course.

6.3.3 Graduate skills

Practical training is considered very important in the Tour Guiding curriculum but it does not receive enough attention in the curriculum as that lead to unqualified tour guides as interviewee (3) said:

Practical training was not sufficient during training programme to prepare potential tour guides without the need of personal field visit as he considered it is useless as it is a part of the lectures. As a result potential tour guides have never practiced tour guiding during field visit few of them lack self confidence and are afraid when speaking in front of groups of people.

(interviewee 3)

Interviewee (3) gave an example of the negative impact of not giving the students the chance to speak up in front of group of people during the practical course as follows:

That one of his colleagues was afraid to speak in front of a group of tourists at the Egyptian museum until her colleagues encouraged her. That was a result of the system of practical course where professor who only speaks and students just listen without giving the chance to students to practice speaking in front of group of people.

(interviewee 3)
Practical training in the faculties of Tourism and Hotels is not preparing the students to be a qualified tour guide who perform the different roles. Professors of the universities commented on the practical training existed at Tour Guiding departments.

Interviewee (4) agrees that the practical training does not prepare students for the required roles of tour guide:

_The practical training of tour guides does not prepare tour guides to perform the different roles of tour guides and it does not develop the necessary competences and skills and he gave example that the tour guides will not be ready to react to any circumstances in the case of emergency and the current curriculum does not have any subjects develop these skills and competences, may be there is subject such as first aid but they study it theoretical and not practical._

(Interviewee 4)

Interviewee (2) agrees with interviewee (4) that the practical training at the departments of tour guiding does not prepare students for the required qualifications

_The practical training does not provide the students with important skills as communication skills and crisis management and these subjects should be added to the curriculum._

(Interviewee 4)

Interviewee (2) underlines the importance of the practical training as it should be 40% or 50% of the course:

_He agrees of the importance of practical training and it should be 40% or 50% of the duration of the course. The practical training is more useful than lectures. It is hard to take student for example to Luxor every week but this can be solved by using simulators of the archaeological sites. But the practical training should not be heavily concentrated in the first year to give the students the information first._

(Interviewee 2)
Interviewee (8) and interviewee (9) demands that the practical training to be all the year round rather than the second term.

In the same vein interviewee (12) agrees totally that the practical training hours increased in the proposed curriculum.

Interviewee (3) emphasized that if the curriculum was sufficient he would not have experienced problems and that these problems could have been avoided if training programmes had been designed to suit tour guides needs how to deal with trouble makers and other practical problems experienced in guiding groups.

Language is one of the graduate skills and most of the students lack these skills as results of the current curriculum and most of the interviewees criticized students' language skills as Interviewee (1) suggested that any development in the curriculum should aim to improve language ability of the graduates

*Focusing on good command of foreign language which considered one of the elements of communication skills.*

*(Interview 1)*

As the proposed curriculum suggested that the second language to be one of the rare languages which needed in the market rather than being of Germany, French, Italian or Spanish

Interviewee (13) the Dean of the Faculty of Tourism and Hotels, Helwan University agrees with the proposed curriculum that the second language should be one of the rare languages.
I agree that the second language should be one of the rare languages or he will cancel the second language as he thinks that the faculty's role is not teaching new languages but polishing the languages.

(Interviewee 13)

At the same time he criticized the duration of teaching guiding techniques.

Interviewee (2) agrees with interviewee (13) by saying:

We are planning to add rare languages to be study in the curriculum as Turkish, Hebrew and Chinese but the problem they are facing that they do not have a staff specialized in the rare languages. During the course they will give the students the basic principles of the language and the student develop the language skills in specialized centres.

(Interviewee 2)

Interviewee (9) underlines the importance of studying a rare language

I think that studying a second language which is not one of the rare languages is useless but they started to teach rare languages but not enough.

(Interviewee 9)

Interviewee (11) agrees that studying rare languages is important:

It is important to study rare languages as Chinese, Russian and Japanese as figures indicated that tourists from these countries started to come and visit Egypt. The question is there qualified staff at the university to teach these languages or we will use foreign tutors. Any way the students study these languages on their expenses.

(Interviewee 11)

Interviewee (10) expressed his support rare languages

I agree that the tour guiding department should teach rare languages. I met with the president of EGTGS who asked the universities to teach rare languages rather than English, French, German, Italian and Spanish as the number of tour guides of these languages outnumbered the need of the market. He said the problem of teaching rare languages is the absence of the qualified staff especially that it is difficult to use foreigners to teach in the university as it needs to overcome administrative obstacles.

(Interviewee 10)
Interviewee (12) is not satisfied with students’ skills

Language which is one of the tools of communication skills, I am not satisfied with students skills as their level is low and the reason of that the tutors from other faculties do not teach special course for tour guides but they teach only general rules of the language. Even the tutors are not qualified as they do not have experience of teaching as they do not hold PhD degree.

(Interviewee 12)

Interviewee (12) the reason for poor language competence of students’ qualifications refers to the absence of the interview.

As one of the results of the absence of the interview to join the faculty, most of the students join the faculty do not have language skills. They used to memorize few sentences and write it down in the exam but they miss the skills of speaking, reading and listening.

(Interviewee 12)

Interviewee (10) agrees that the absence of the interview is the reason for the low language skills qualifications:

I agree that the language skills of the students of tour guiding department is not good enough to work as a tour guides and the reason of that they joined the faculty without an interview and most of them came of schools the study in it was in Arabic so they miss one of the essential tools of communications, in addition to that in the university, the tutors are not qualified enough as most of them are not holding PhD and they do not have experience.

(Interviewee 10)

Interviewee (2) confessed that the faculty does not meet the need of the market.

He thinks that faculty does not meet the need of the market as it does not graduate tour guides in required languages for example tourists come from Bosnia but we do not have tour guides speaking this language.

(Interviewee 2)

Interviewee (6) is wishing that all the subjects be in English during the study,
I think that the classification of first and second language should be cancelled and the most important is to study the subjects in English. And let the students to study one of the rare languages as Turkish and Chinese

(Interviewee 6)

Interviewee (8) agrees that many students at the faculty of tourism do not have the language skills.

Some students are having language skills and some do not have especially they join the faculty without interview but those do have language skills they can develop it by joining course in the language centres.

(Interviewee 8)

Summary

The majority of the professors of Tour guiding at various departments of Tour guiding expressed their dissatisfaction of the current curriculum, as they mentioned that the current curriculum does not equip the potential tour guide with the necessary skills and competences to work as a professional tour guide.

6.4 What should the Egyptian Tour guiding curriculum look like?

Some Professors and tour guides think developing is worthwhile to the curricula for example interviewee (1) who is a current member in the council department which is responsible for giving suggestions to develop curricula says: of course developing is worth while, we need to develop our curricula to include the following bases:

The bases I wish to develop my departments are:
- Developing the criteria for the new students to be capable in the guiding field
- Focusing on good command of foreign language which considered one of the elements of communication skills.
- wishing to decrease the number of the students when applying to the Guiding Department, because the big numbers are being obstacle to do the out field visits

(Interviewee 1)

Similar bases interviewee (2) wished the development is based on as he said:

the major problem to achieve that development is the big numbers of the students who join the department as they join the department because of their high grades and he can't make control over the number of the students as a result of the policy of education, but he added that despite their high grades but their level of foreign languages is bad and he gave example as a student did not know the difference between the meaning of the word of king and queen. In the mean time the department can't refuse those students because it is the policy of education in Egypt.

(Interviewee 3)

The tour guiding department at Fayoum University has established a new branch of study of tour guiding is called eco tour guiding that branch is seeking to increase the environmental knowledge of tour guides in subject relating to the surrounding environment as agriculture and animals.

The president of Alexandria Tourists Guide Syndicate thinks that for enhancing tour guiding profession, attention should be paid to language during study when speaking about language he meant oral language and not written language and attention should be paid to practical courses.

After studying the curriculum and the regulations of the departments of tour guiding in the Egyptian universities and the curriculum of the Foundation degree for Tour Guiding at University of Wales Institute, Cardiff (UWIC), and the European and British standard, a model of tour guiding curriculum has been developed and discussed in details in chapter seven and was the main focus point in experts' panel interviews.
Chapter Six

The researcher tried to add new modules which help to develop the competences of the potential tour guides to be able to perform the different required roles of a professional tour guide. Modules as world history, world geography and geology, tourism industries, religion and philosophical movement, international tourism, guiding techniques and skills, marketing, environment, life in contemporary Egypt, professional ethics, legal and political system were added in addition to the core knowledge represented in the ancient Egyptian history and archaeology.

The curriculum was balanced between the lectures and the practical training as the later represented about 40% of the total hours of the curriculum.

Summary

The key stake holders expressed their opinions of what should the tour guiding curriculum looks like to better prepare potential tour guides to meet the needs of the dynamic market. Their hopes did not cope with current curriculum at Tour Guiding Departments at the Egyptian Universities.

6.5 Consultation on the new Curriculum

Some of the professors agreed with the proposed curriculum in some points and do not agree in some points as interviewee (13) explained the following:

\[ I \text{ agree with the proposed curriculum but he does not agree in some points as the introduction of the Islamic history should not be in the first year and then repeat the Islamic history in other year. Contemporary and modern history should be divided into two subjects. Subjects as } \]
customer satisfaction, first aid and human rights should be added to the curriculum. He does not agree that guiding technique and skills be studied in the four years. He thinks that the 35 hours per week is too much.

(Interviewee 13)

While other professors agreed without any comments on the subjects of the proposed curriculum as interviewee (4), he emphasised the importance of the proposed curriculum as follows

I think that the proposed curriculum if applied in all over the country, it will be very useful and will change the tour guiding career in Egypt as it will help tour guides to perform the required roles of tour guides

(Interviewee 4)

Comparing the proposed curriculum with European standard, interviewee (4) thinks that the proposed curriculum is more applicable for the Egyptian context.

I think it is suitable to the Egyptian context and better to be applied than following the European standard as the proposed curriculum is considering the Egyptian nature of education in addition that it is adopted to the Egyptian context. He expressed his hope that the proposed curriculum will be applied as it is excellent.

(Interviewee 4)

He expressed his pleasure with the new subjects which were added to the proposed curriculum as follows:

I think that proposed curriculum added subjects which are such as marketing which is very important because some times itineraries do not include some touristic sites which are important and if the tour guide has good knowledge about marketing he/ she can promote to such sites.

(Interviewee 4)
While other professors agreed without any comments on the subjects of the proposed curriculum but expected some problems as fund and number of the students as interviewee (2) the Head of Tour Guiding Department, Faculty of Arts, Ain Shams University said:

*He thinks the proposed curriculum is excellent but the problem of applying it is fund and the numbers of the students.*

(Interviewee 2)

Interviewee (8) expressed her satisfaction about the proposed curriculum by saying:

*I think that the proposed curriculum is good and it is applicable and it introduced subjects which was not exist before and the proposed curriculum develop the necessary skills and competences required for tour guides and with slight additions the curriculum will be very good.*

(Interviewee 8)

Interviewee (9) expressed his support to the proposed curriculum by saying the following

*I believe the proposed curriculum is very good one and it covers many subjects as archaeology, history and ancient Egyptian religion but he wishes to increase the portion of ancient Egyptian religion. I think that if the proposed curriculum is applied that will be excellent.*

(Interviewee 9)

Interviewee (11) agreed with the proposed curriculum by saying

*For The proposed curriculum I think it is very good model especially that it added new subjects like marketing, environment and natural reserves, and I think that the increasing number of the practical training is important because the nature of the work rely on field visits and practical training*

(Interviewee 11)

*I agree totally with the proposed curriculum that hours of the practical training should increase in the second term as in the first term the student study theoretical subjects in the second term field visits start to visit what he/she studied in the first term*

(Interviewee 11)
Interviewee (12) agrees completely with the proposed curriculum

For the proposed curriculum, I support it completely as I think that reflect my personal vision about the curriculum as tour guide should have good knowledge about the religions, history, politic and languages

(Interviewee 12)

Interviewee (10) expressed his satisfaction with the proposed curriculum by saying:

I think that the proposed curriculum is covering many new and important subjects and the proposed curriculum will help in preparing qualified tour guides having political, religious, cultural, environmental and archaeological knowledge. I believe that the proposed curriculum is excellent especially that it covered new courses as Guiding Technique which is not existed in any curriculum of other university.

(Interviewee 10)

Interviewee (14) the ex head of the supreme council of antiquities and the ex Dean of the faculty of Archaeology, Fayoum University expressed his pleasure with the proposed curriculum

The curriculum covers the core knowledge and languages but I am happy that you added subjects as the world history and the history of the countries which provide us with tourists, geography of the world and its geology, industry of tourism as tour guides are part of tourism industry, study of the environment especially that faculties of tourism started to pay attention to the environment, marketing is very important as it will help promote for a museum or archaeological site and this is one of the roles of the tour guides, world history and literature is very important as tour guides should know about the globalization and the common ground of world culture and also to know the differences between the western and eastern culture and the study of religions

(Interviewee 14)

He added

The proposed curriculum is almost complete as it covers the educational part and the cultural part and I think it is difficult to add another subjects but I believe it worth to add something related to ethics matters and legislations but I see that you added the professional ethics and
politics and legal system. By this curriculum we almost have an ideal tour guide who has an idea about law, legislation, external and internal matters.

I congratulate you for the proposed curriculum and I hope it will be applied in all Egyptian universities because it reflects a complete study for preparing tour guides to be perfect tour guide.

(Interviewee 14)

Interviewee (15) the lecturer at Tour Guiding Department, faculty of Tourism and Hotels, Minya University agreed with the proposed curriculum as follows:

The proposed curriculum is excellent and it will help to meet the needs of tour guiding to cover all trends of tourism, not only tour guiding related to interpret the archaeological sites as temples, pyramids, churches and mosques but new trends of tourism as eco tourism and Safari tourism

(Interviewee 15)

Interviewee (16) Deputy of Faculty of Tourism and Hotels, Fayoum University, satisfied with the proposed curriculum

I think that there is great effort and she hopes that curriculum could be applied in Egypt and it will have excellent impact on the graduate student.

I want to thank you for adding Guiding technique and skills as it is good to be added to the curriculum but she wishes to add protocol to this subject to include body language, how to dress, voice tone, eye contact. In addition to Marketing she wishes to include public relation as it will develop the necessary skills She thinks that a subject like corps and plants, it is too much hours dedicated to it and could be in the third year it is better to put more core knowledge in third year.

(Interviewee 16)

Interviewee (2) assistant lecturer, Faculty of Tourism and Hotels, Alexandria University expressed her satisfaction with the proposed curriculum by saying

I believe that the proposed curriculum is applicable in the Tour Guiding departments in the Egyptian Universities. It is considered as an ideal
example of curriculum as it copes with the need to develop all required skills, the academic and practical experiences. The curriculum supports and enriches the tour guide with all aspects in different fields of tourism in Egypt.

(Interviewee 2)

The stake holders for tourism industry expressed their opinion about the proposed curriculum

Interviewee (17) the vice president of the Egyptian Travel Agent Association commented on the proposed curriculum by saying

_It covers new subjects such as marketing as he thinks that it is important for tour guides to study marketing especially the owners of travel agents may use tour guides in promoting destinations in Egypt in international exhibits._

(Interviewee 17)

Interviewee (6) expressed his satisfaction on the proposed curriculum as follows

_It is good to be true and wish this curriculum to be applied as I think the proposed curriculum is excellent. The proposed curriculum covered subjects we did not study them before_

(Interviewee 6)

Interviewee (6) commented on the some new subjects added to the proposed curriculum

_For Guiding techniques and skills, it is excellent to be added to the curriculum and it will help to save at least five years working to get the experience and this is first time that subject to be added to the curriculum._

(Interviewee 6)

**Summary**

Finally the majority of the key stake holders expressed their satisfaction with the proposed curriculum and wished to be applied as they think it will enhance tour
guides performance as it helps to develop the skills and competences of potential
tour guides.

6.6 Summary:

The educational system and methods of training in Egypt continue to produce graduates
whose aptitudes have little relevance to the actual skills required by the labour market.
Several studies have assessed achievements pertaining to education in Egypt. They
conclude that Egypt has made substantial progress with regard to access to education, but has failed to improve the quality of education. Indeed the education system in Egypt fails to equip students with the necessary skills (United Nations, 2003).

Professors of the universities explained that Ministry of Higher Education is not
following a policy for determining the number of students who join the faculties
according to the needs of the market but according to the number of the students up
graded from the secondary schools. That resulted in many problems in the faculties
especially those need practical training, because the outnumber of the students make it
difficult to conduct the required practical training.

Interviewee (13) explains these problems by saying the followings:

The main obstacle for any reform of the high education is the number of
students as they are outnumbered and that is a real problem for
applying a practical training for the Guidance Department as the
number of the student is about 300 students in one year and they can’t
divide the number of the students into groups as the number of the
professor is not enough to cover the number of the groups and the law
forbid to use those who are not holding PhD degree so they take the
students during the practical training to the Egyptian museum only in regular bases.

Interviewee (2) agrees with interviewee (13) that the number of the students is considered a real problem which hinders any reform. Especially that the Ministry of Higher Education provide the faculties with students over their capacity

The quality of education will not be ideal unless the number of the students decreased, he gave example that he asked the Ministry of Higher education to decrease the number of the students and they send 600 students and that number reached 1000 after the transfer from other faculties.

(Interviewee 13)

The problems related to the curriculum and the delivery of the information at the Egyptian universities.

(I) Academic staff have no practical experience. Academic staff are not allowed to practice tour guiding in addition to their academic work, as the Tour Guiding Act prohibits to have another career in addition of being a tour guide, that resulted that most of the academic staff have no knowledge about the needs of tour guides as the presentation skills, information and personal competences in addition to the itineraries that make them teach sites and subjects are not used during work.

(II) Perpetuation of what they were taught as students. Academics are perpetuating their perspective about tour guiding. Most of the Academic staff in Egypt think that there is only one type of tour guides which is related to cultural tourism despite the difference types of tour guiding.
(III) Too much focus on Egyptology and little attention paid to contemporary
issues. The reasons for that the Egypt is so rich of monuments date back to
Pharonic period, and the common perspective that tour guiding is related to
cultural tourism
(IV) No practical competences developed
(V) No application of competences required for tour guides
(VI) Little use of experienced tour guides in delivery of practical elements of
the programme. As most of the academic staff think that they are the only
qualified tutors for delivery the information, while tour guides lack many
competences and the knowledge that is why they are required attending
refreshment course every five years to renew their license.
(VII) Graduates don’t have the requisite skills for employment. There is no
serious interview for potential tour guides before joining the Tour Guiding
department that resulted in that most of the students lack the necessary and
requisite skills needed to work as a tour guide.
(VIII) No opportunities for EGTGS to comment on to curriculum development.
In addition that experienced tour guides are not hired to teach the practical
course, they are not represented in Tour Guiding Department Council
which is responsible for the affairs of the department as developing
curriculum.
6.7 Discussion: Comparison of Egypt and Great Britain

Tour guides profession in Egypt is regulated by Law and controlled by the MOT and it is prohibited for any one to work as tour guide without a license issues from MOT. In contrast, Great Britain context, tour guiding profession is not regulated by legislation. In Scotland and Great Britain in general there are unqualified guides and there are no laws to prevent that but STGA has support from the Scottish Executive and the Tourist Board and hopes to bring more of them into the fold through the different categories. So that makes licensing is a mechanism to be reviewed that may improve guide performance. As Hoskins(1986) indicates that the reason of licensing is often to restrict a profession to those who are considered qualified or to delimit the working for particular profession. The advantage of licensing are it enforces through law or regulation a minimum standard that must be met by all tour guides, and it provides an element of consumer protection (Issaverdis, 1998, 2001, cited Black, Weiler 2005).

Tour guiding in Egypt is only limited to the Egyptians but in Great Britain there is no limitation on foreigners working as tour guides e.g. in Wales WOTGA encourage people of other EU countries who wish to work as tour guide to come and stay rather than teaching tour guides foreign languages. Regarding those who wish to deliver with a language in addition to their mother tongue, they have to pass a qualifying test in the Institute of Linguists.

Tour guides training programmes differ completely between the Egyptian context and UK context as training programmes in Egypt is designed to all tour guides regardless to
their potential work as a regional, site and country guide. In Great Britain context for the three cases of Wales, Scotland and England the training programmes designed to meet the real need of the potential tour guide to match his/her expected nature of work.

Tour guides’ training programmes in Egypt are heavily concentrating on the core knowledge on the expense of other important subjects as professional and communications skills. It was obvious from the literature review that tour guiding is not all about knowledge but the art of giving the information, so it is very important to pay attention to communication skills on equal foot to core knowledge and in addition that field visits occupy very limited hours.

In sharp contrast training programmes in Great Britain are balancing between the core knowledge and the professional and communication skills, in addition that filed visits occupy especial importance for the assessment.

Training programmes trainers in Egypt are professors at the Egyptian universities and rarely to find a professor worked as a tour guide because the law prohibits any person to practice the dual professions. As a result the trainer train potential tour guides for something he/she never practiced.

Egypt has many heritage sites as huge temples, hundreds of tombs and pyramids all in good state of preservation with wonderful scenes. It is inappropriate for potential tour guide to study all those archaeological sites as his/her job is differing from the archaeologists. Curricula suppose to cope with the real need of work.
In Great Britain context training programmes trainers are experienced tour guides thus they can understand the real need of the potential tour guides.

Despite the tourism industry in Egypt being reliant on overseas tourists, the curricula does not brief potential tour guides about overseas tourists’ culture and that rely on tour guide’s effort, the same condition is existed in Great Britain training as well.

Curricula do not meet the actual roles performed by tour guides as marketing role that affect the tour guides’ skills and the potential income as well.

Curricula at the departments of tour guiding lack teaching students conducting research and the skills of lecturing as some tour operators ask the tour guides to give a lecture for tourist on the Nile cruises so some guides became reluctant or perform it in inappropriate way.

Great Britain training programmes for potential tour guides e.g. STGA appears to be a mechanism that has the potential to enhance a wide range of tour guide role.
Next figure summaries the tour guiding context in Egypt.

Figure 6.2: Tour guiding context in Egypt.
6.8 Conclusion

Table 6.3: summarize the differences between tour guiding in Egypt and Great Britain

<table>
<thead>
<tr>
<th>Training</th>
<th>Egypt</th>
<th>Great Britain</th>
<th>Scotland</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre requisite</td>
<td>High school certificate or graduate students from any discipline.</td>
<td>-Two recognized and verifiable qualifications or skills appropriate for tour guides</td>
<td>-Ordinary members and Regional members attend course accredited by university of Edinburgh and STGA. Site affiliate attends a course provided by tour operator under the supervision of STGA.</td>
<td>No prior qualifications are required.</td>
</tr>
<tr>
<td>Accredited bodies</td>
<td>-Faculty of Tourism and Hotels</td>
<td>University of Wales institute, Cardiff/Llandrillo College</td>
<td>-</td>
<td>For the three levels courses should be attended by course providers and accredited by ITG.</td>
</tr>
<tr>
<td>The Study</td>
<td>Four years study at the department of Tour Guiding. -Two years study as a diploma for graduate students from any discipline. -Passing the exam of for special languages. -Curricula concentrate on Core knowledge information on</td>
<td>Curricula interested in core knowledge in addition to professional skills.</td>
<td></td>
<td>Curricula interested in core knowledge in addition to professional skills.</td>
</tr>
<tr>
<td>Professional bodies.</td>
<td>EGTGS, launched</td>
<td>WOTGA</td>
<td>STGA</td>
<td>ITG, was launched in 2002</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td>-------</td>
<td>------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Tour guides’ trainers</strong></td>
<td>Professors of the universities</td>
<td>Experienced tour guides.</td>
<td>Experienced tour guides.</td>
<td>Experienced tour guides possessing qualifications higher than the level they teach.</td>
</tr>
<tr>
<td><strong>CPD</strong></td>
<td>- CPD is obligatory for tour guides to renew their license every five years. - EGTGS’ non compulsory lectures to enrich tour guides’ information but only in core knowledge. - EGTGS’ non compulsory field trips to EGTGS members in archaeological sites.</td>
<td>- CPD is not compulsory and relying on tour guides wish to develop competencies</td>
<td>- CPD is not compulsory and relying on tour guides wish to develop competencies</td>
<td>- CPD is not compulsory and relying on tour guides wish to develop competencies</td>
</tr>
<tr>
<td>Working as tour guide.</td>
<td>Egypt</td>
<td>Great Britain</td>
<td>England</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------</td>
<td>---------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td><strong>Legislation</strong></td>
<td>Tour guiding profession is a career legislated by law and monitored by MOT. It is prohibited to work as a tour guide without a tour guiding license obtained from the MOT and a membership of EGTGS.</td>
<td>Tour guiding profession is not recognized by low, no official authority monitor the profession. Three levels of tour guides are recognized by WOTGA to maintain professional standard.</td>
<td>Tour guiding profession is not recognized by low, no official authority monitor the profession. Three levels of tour guides are accredited by ITG to maintain a professional standard.</td>
<td></td>
</tr>
<tr>
<td><strong>Area of work</strong></td>
<td>-Most tour guides in Egypt are freelance tour guides able to work in all Egypt as despite that every tour guide is licensed for a specific area and if He/she works outside this area, permission from MOT should be obtained.</td>
<td>Blue Badge guide no specific area for work, Green badge tour guide works only in a specific area of Wales. Site guide for specific area.</td>
<td>Blue Badge tour guide restricted to no specific area for work. Regional tour guide restricted to a specific region. Site tour guide restricted only to one site, either man built or natural environment.</td>
<td></td>
</tr>
<tr>
<td><strong>Way of working</strong></td>
<td>Most Egyptian tour guides are freelance</td>
<td>-Most of Blue Badge and Green Badge tour guides are freelance.</td>
<td>Most of Blue Badge and Regional affiliate tour guides are freelance.</td>
<td></td>
</tr>
<tr>
<td><strong>Tour guides’ fees</strong></td>
<td>-Tour guides’ fees are fixed by MOT and differ according to the Way of working.</td>
<td>-Tour guides’ fees are negotiable despite WOTGA</td>
<td>- Tour guides’ fees are negotiable despite WOTGA</td>
<td></td>
</tr>
</tbody>
</table>
Table 6.3: The differences between tour guiding in Egypt and Great Britain

<table>
<thead>
<tr>
<th>Supply and demand</th>
<th>Egypt</th>
<th>Great Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>No matching between the supply and the demand as tour guides for specific languages out numbered the real need of the market at the same time universities keep graduating potential tour guides for those languages.</td>
<td>The ITG and STGA have a relationship in that they have an accord of recognition of qualifications. ITG and STGA work closely together on international committees including the CEN project to develop standards for the qualification and training of tour guides. STGA Blue Badge qualifications are equivalent (and regarded worldwide as best practice) and STGA have developed them together over the past 20 years and where necessary fought together against attempts to make the qualification an SVQ/NVQ which STGA and ITG all agreed was inappropriate. STGA and ITG then both sat on appropriate committees eg People 1st to ensure that the standard was maintained and recognized. Before the ITG was formed STGA worked with the training providers. When the ITG was being developed, the head of STGA acted as an advisor to ITG as the Scottish Blue Badge was always and already under the control of tour guides in Scotland ie the STGA (since 1959). In England before the ITG was formed it was controlled by several Tourist Boards and the standard was not uniform.</td>
<td>With regard to supply and demand - STGA try to find out what the industry wants through our close connections with Visit Scotland and tour operators especially in foreign language requirements. So right now we have been trying to get Mandarin and East European speakers on our next course (Newlands 2006)</td>
</tr>
</tbody>
</table>

Table 6.4: Supply and demand in Egypt and Great Britain
### Table 6.5: Problems of tour guides in Egypt

<table>
<thead>
<tr>
<th><strong>Problems of Egypt</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Co-operation between key stakeholders</strong></td>
<td>The absence of planning and studying the needs of the market as a result of the absence of cooperation between the Ministry of Tourism and the Ministry of Higher Education. Ministry of Higher Education is responsible for determining the numbers of students at the faculties of Tourism and Hotels regardless the needs of the market.</td>
</tr>
<tr>
<td><strong>Tour guides service act</strong></td>
<td>Tour guides service act should be modified to exclude article 16 of law121 of 1983. Prohibiting tour guides to speak in religion and politics to let tour guides perform the cultural broker role.</td>
</tr>
<tr>
<td><strong>Tourism industry</strong></td>
<td>Tour guides service act is not implemented in the dynamic market. That is very clear regarding tour guides fees, the regulations are not implemented and tour operators may reduce the fixed fees of tour guides and sometimes tour guides accept to work without any fees and relying on commissions of upselling local products although that is illegal.</td>
</tr>
<tr>
<td><strong>Tour operators</strong></td>
<td>Tourism is a vulnerable industry could be affected for any reason in Egypt, so tour guides’ work is vulnerable as well as long tourism industry is relying on overseas tourists. Tour guiding profession should encourage local tourists to change their attitude and use tour guides during their tours.</td>
</tr>
<tr>
<td><strong>Tour guides and EGTGS</strong></td>
<td>Tour operators hire unqualified or inexperienced tour guides who accept to work with low fees or without fees at all as the experienced and qualified tour guides ask for their fixed fees determined by the Ministry of Tourism which affect the quality of guiding.</td>
</tr>
<tr>
<td><strong>Market needs</strong></td>
<td>The tour guides’ reluctance to complain to the EGTGS or the department of tour guides at the Ministry of Tourism as they fear that the tour operators will abandon dealing with them in the future.</td>
</tr>
<tr>
<td><strong>As a result that the numbers of tour guides</strong></td>
<td>As a result that the numbers of tour guides are over the need of the dynamic market, some tour guides accept to work as a silent tour guide just for getting work.</td>
</tr>
</tbody>
</table>
CHAPTER SEVEN

Conclusion

7.1 Introduction

7.2 Review of objectives
   7.2.1 Objective one
   7.2.2 Objective two
   7.2.3 Objective three
   7.2.4 Objective four
   7.2.5 Objective five

7.3 Major findings

7.4 Contribution of the thesis
   7.4.1 Contribution to theory
   7.4.2 Contribution to practice

7.5 Limitations of study

7.6 Opportunities for further research
Chapter seven

7.1 Introduction

This chapter concludes the study of the influence of woman in ancient Egypt as an example of applying interpretation of tour guides in Egypt. The chapter opens with a review of the objectives of the study see section 7.2 and moves on to identify the major findings see section 7.3. Section 7.4 summarizes the contribution of the study to practice and theory. Section 7.5 is about the limitations of the research and section 7.6 is about the opportunities for further research.

7.2 Review of objectives

7.2.1 Objective one

To undertake a critical review of the literature on tour guiding and heritage tourism.
This objective was combined with analyzing secondary data from journals, books and various reports. This objective was important to review previous opinions and concepts of tour guiding and related subjects. This objective was achieved in chapter three as the researcher explored the different issues and opinions are relating to tour guides and tour guiding. Exploring the literature revealed better understanding of the environment where tour guides work and resulted in exposing new subjects as cultural heritage tourism, cultural heritage tourist, the personal competences of tour guide, the different roles of the tour guide and tour guide’s performance and its impact on tourists’ satisfaction. After reviewing all
these subjects a model of how tour guides competences match the roles of the tour guide was developed.

7.2.2 Objective two

To explore the techniques used by Egyptian tour guiding professors to teach prospective tour guides about cultural brokerage in relation to the influence of woman in ancient Egypt and tourists’ expectations about the preferred interpretation by focusing on scenes from ancient Egyptian monuments representing women in ancient Egypt.

As tour guides are expected to perform different roles, as mentioned in at Chapter three, one of these roles is to perform as a cultural broker. The way of teaching to students in Egypt does not give a model for performing this challenging role. This objective was achieved by presenting five scenes depicted on some ancient Egyptian monuments representing women performing different roles in ancient Egypt to eleven potential tourists to explore their opinions and find out the best model of interpretation is expected from the tour guide to perform the cultural brokerage. At first an interpretation of the scenes was presented and focused only on the influence of woman in ancient Egypt, and then other interpretation presented the roles of Egyptian women in both ancient and modern times. The results indicated that most of the potential tourists are wishing to get an interpretation representing a comparison between the roles of women in ancient Egypt and those of women in modern Egypt. That was important to give an indication of the needs of the tourists so when the proposed curriculum was presented, it includes the
subjects which support tour guides to perform the different roles especially the cultural brokerage role.

7.2.3 Objective three

To identify and analyse best practice in relation to the design and delivery of tour guiding curriculum.

This objective was achieved by analyzing primary data from interviews, surveys and document analysis to compare and contrast different models of tour guiding course in Great Britain and the extent that the different models support tourism product development and that tour guiding education and training programmes to prepare tour guides for the different expected roles.

The European standard for the tour guiding profession was used as a benchmark. The European standard prescribes key elements of the training programme, i.e. the common subjects, area-specific subjects and practical training. The European standard was at an advanced stage of its development at the time of this study and involved consultations with professional bodies in different counties and has been signed up to by a number of different European countries. It is effectively as a global standard which can act as a benchmark for other provision.
Different models of tour guiding were explored and analyzed in Great Britain as in England, Scotland and Wales. Scotland and Wales were presented in more details as they are utilise models of education more similar to that of Egypt, i.e a university based course. This objective was achieved by exposing the role of STGA and the different memberships of STGA, i.e. ordinary membership, regional affiliate and site affiliate. The standards of performance were exposed in addition to discussing the results of a survey which was conducted for tour guides in Scotland. The tour guiding profession in Wales was studied through a survey of Wales Official Tourist Guides Association (WOTGA) Blue Badge guides; interviews with professors at UWIC were conducted to explore the training programme for tour guides in Wales.

7.2.4 Objective four

To review the Egyptian tour guiding curriculum offered at the various departments of tour guiding in Egypt and to explore with key stakeholders, how the Egyptian curriculum might be enhanced in relation to the delivery of communication and presentation skills to better prepare potential tour guide students for careers in tour guiding, particularly in relation to cultural brokerage.

This objective was achieved in chapter six where the researcher analysed the curriculum of the Tour Guiding Departments at the Egyptian universities to identify the strengths and weakness of the Egyptian tour guiding programmes against the European benchmark. This analysis was consolidated with previous studies regarding the Egyptian curriculum.
and the interviews with the professors at the Tour Guiding departments at the Egyptian universities and the members of the EGTGS to get their opinion about the current curriculum at Tour Guiding departments.

7.2.5 Objective five

To make recommendations for the Egyptian tour guiding curriculum that would better prepare potential tour guides for careers in tour guiding and to revise the proposed curriculum in response to comments from key Egyptian tour guiding stakeholders.

This objective was achieved by presenting a proposed curriculum based on the principles of the European standard to the professors of the Egyptian universities and getting their feedback and opinions about applying such curriculum at Tour Guiding Departments in Egypt in addition to present the proposed curriculum to key stakeholders represented by the members of EGTGS and the vice president of Travel Agents Association.

The proposed curriculum aims to provide a broad-based professional business education suitable for individuals seeking employment as professional tour guides and to provide an educational experience responsive to a rapid rate of technological, organisational and environmental change.

The curriculum is divided into two main parts: the area-specific subjects 60% and common subjects 40%. The reason for this percentage is that according to the results of
the research of Lotaif and Saleh (2003), if the percentage is lower than that potential tour guides suffer the lack of knowledge. The practical training is included within the subjects of both parts and it is in the range of 40% of the total studying hours.

The average of the total studying hours for each of the two terms is 37 hours per week over 4 years, 2 terms in the year each of 14 weeks. The practical training in the second term is more than the first term because historical subjects are studied in the first term and they have no practical hours, while in the second term archaeological subjects related to this historical period will be studied and practical hours will be devoted to them. That is why studying hours will increase in the second term. Practical hours could be gathered during a field visit trip lasting several days.

The study of area-specific subject is in the first language which is English or French or German or Italian or Spanish. A second language is studied but this language should be one of the rare languages (i.e. not English, French, German or Spanish, Italian which are already in plentiful supply) as determined by the Ministry of Tourism, because the tour guiding license is issued with the first language and if the tour guide wishes to add another language, she/he must pass the linguistic exam of the Ministry of Tourism.

Compared to the old curricula of the seven Tour Guiding Departments at Egyptian Governmental Universities, more area-specific subjects will be added such as the environmental subjects and cultural subjects. According to the survey conducted with tour guides in Egypt, studying hours of some subjects should increase for the modern history, Coptic then Islamic and then Greco-Roman in this order. For ancient Egypt
subjects hours will remain the same because the itineraries concentrate on ancient Egyptian archaeological sites.

For common subjects, guiding techniques continues for four years to be applied with each historical period. Theoretical knowledge subjects will be distributed throughout the four academic years.

Subjects such as economics (agriculture, manufacturing, services) and culture (customs, traditions, folklore, famous historical figures, mythology) will be added to modern and contemporary subjects.

The following are the area specific subjects and the common subjects with their proposed percentages.

**Area-specific subjects:**

Ancient Egyptian: (20%) (60 hrs) it includes ancient Egyptian language, civilization, history and archaeology.

Greco Roman: (5%) (15 hrs) it includes history, civilization and archaeology.

Coptic: (5%) (15 hrs) it includes history, civilization and archaeology.

Islamic: (10%) (30hrs) it includes history, civilization and archaeology.

Modern and contemporary: (15%) (45hrs).

1. History and sites: (5%) (15 hrs) it includes the history and modern tourist sites.
2. Economics: (5%) (15 hrs) it includes agriculture, manufacturing and services.
Chapter seven

3. Culture: (5%) (15 hrs) it includes the arts, literature, linguistic, customs, folklore, traditions, mythology and famous historical figures.

Environment: (5%) (15 hrs) it includes geography, geology, natural heritage, flora, fauna, weather, climate and environmental impacts of industry and agriculture.

Common subjects:

Languages: (15%) it includes the first language and the second language. The first language is English, French, German, Italian, Spanish and the second language is one of the rare languages determined by Ministry of Tourism, for example Japanese, Chinese.

Theoretical knowledge: (5%) It includes

- World history
- Legal and political system
- Religion and philosophical movements
- History of arts and architecture
- Arts and literature
- World geography and geology
- Professional ethics

Guiding techniques and skills: (15%) it includes

- Presentation techniques;
- Communication techniques;
- Group management;
- Guiding for persons with special needs.

Business knowledge and skills: (5%)

- Fundamentals of economics;
- Tourism industry world wide
- Marketing

The following is the proposed four year curriculum for tour guiding departments in Egyptian universities
<table>
<thead>
<tr>
<th>Subjects</th>
<th>1st Term</th>
<th></th>
<th>2nd Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language I</td>
<td>4</td>
<td></td>
<td>Language I</td>
<td>4</td>
</tr>
<tr>
<td>Language II</td>
<td>2</td>
<td></td>
<td>Language II</td>
<td>2</td>
</tr>
<tr>
<td>Guiding Techniques and skills</td>
<td>2</td>
<td>4</td>
<td>Guiding Techniques and skills</td>
<td>2</td>
</tr>
<tr>
<td>History of ancient Egypt</td>
<td>2</td>
<td></td>
<td>Archaeology of Ancient Egypt</td>
<td>2</td>
</tr>
<tr>
<td>Ancient Egyptian (language and religion)</td>
<td>4</td>
<td>2</td>
<td>Ancient Egyptian (language and literature)</td>
<td>4</td>
</tr>
<tr>
<td>Introduction of Islamic history and civilization</td>
<td>4</td>
<td>4</td>
<td>Introduction to Greco Roman history and civilization</td>
<td>2</td>
</tr>
<tr>
<td>World History</td>
<td>2</td>
<td></td>
<td>Introduction to Christianity and church history</td>
<td>2</td>
</tr>
<tr>
<td>World geography and Geology</td>
<td>2</td>
<td></td>
<td>Religion and Philosophical movements (I)</td>
<td>2</td>
</tr>
<tr>
<td>Tourism industry</td>
<td>3</td>
<td></td>
<td>International tourism organizations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>10</strong></td>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td></td>
<td><strong>37</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total AS hrs</strong></td>
<td><strong>36, 50%</strong></td>
<td></td>
<td><strong>Total CS hrs</strong></td>
<td><strong>36, 50%</strong></td>
</tr>
<tr>
<td><strong>Total Lectures</strong></td>
<td><strong>48, 67%</strong></td>
<td></td>
<td><strong>Total practical training</strong></td>
<td><strong>24, 33%</strong></td>
</tr>
</tbody>
</table>

Table 7.1: First year
### Chapter seven

#### Table 7.2: Second year

<table>
<thead>
<tr>
<th>Subjects</th>
<th>1st Term</th>
<th>2nd Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
<td>Practical training</td>
</tr>
<tr>
<td>Language I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Language II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Guiding Techniques and skills</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>History of ancient Egypt</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Ancient Egyptian (language and religion)</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Museum (ancient Egypt)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Marketing (Egyptian touristic product)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Greco Roman history and civilization</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Egyptian environment (Geography and Geology)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Environment (natural heritage, flora and fauna)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Total AS                                      | 48       | 63%      | Total CS    | 28        | 37% |
| Total Lectures                                | 46       | 61%      | Total practical training | 30 | 39% |</p>
<table>
<thead>
<tr>
<th>Subjects</th>
<th>1st Term Lectures</th>
<th>1st Term Practical training</th>
<th>2nd Term Lectures</th>
<th>2nd Term Practical training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language I</td>
<td>4</td>
<td></td>
<td>Language I</td>
<td>4</td>
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<tr>
<td>Language II</td>
<td>2</td>
<td></td>
<td>Language II</td>
<td>2</td>
</tr>
<tr>
<td>Guiding Techniques and Skills</td>
<td>2</td>
<td>4</td>
<td>Guiding Techniques and Skills</td>
<td>2</td>
</tr>
<tr>
<td>Ancient Egypt (History)</td>
<td>2</td>
<td></td>
<td>Ancient Egypt (Archaeology)</td>
<td>2</td>
</tr>
<tr>
<td>Museum (Greco Roman)</td>
<td>2</td>
<td>4</td>
<td>Museum (Coptic)</td>
<td>2</td>
</tr>
<tr>
<td>Coptic (history, concepts and symbols)</td>
<td>2</td>
<td></td>
<td>Coptic Archaeology</td>
<td>1</td>
</tr>
<tr>
<td>Islamic history</td>
<td>2</td>
<td></td>
<td>Islamic archaeology</td>
<td>2</td>
</tr>
<tr>
<td>Islamic concepts and Civilization</td>
<td>2</td>
<td></td>
<td>Egyptian Life (cultural: customs, folklore and tradition)</td>
<td>5</td>
</tr>
<tr>
<td>World Arts and Literature</td>
<td>2</td>
<td></td>
<td>Egyptian Environment (natural heritage)</td>
<td>2</td>
</tr>
<tr>
<td>Religion and philosophical movement (II)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>8</strong></td>
<td><strong>22</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td><strong>Total AS</strong></td>
<td><strong>46</strong></td>
<td><strong>62%</strong></td>
<td><strong>Total CS</strong></td>
<td><strong>28</strong></td>
</tr>
<tr>
<td><strong>Total Lectures</strong></td>
<td><strong>44</strong></td>
<td><strong>59%</strong></td>
<td><strong>Total practical training</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Table 7.3: Third year
### Table 7.4: Fourth year

<table>
<thead>
<tr>
<th>Subjects</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Term</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lectures</td>
<td>Practical training</td>
</tr>
<tr>
<td>Language I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Language II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Guiding Techniques and Skills</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Ancient Egyptian History</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Museum (Islamic)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Islamic history and civilization</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Modern and Contemporary history</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Ecology (Weather and Climate)</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Modern Trends of Tourism</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Legal and Political System</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Total AS</td>
<td>49</td>
<td>62%</td>
</tr>
<tr>
<td>Total Lectures</td>
<td>49</td>
<td>62%</td>
</tr>
</tbody>
</table>

**Table 7.4: Fourth year**
<table>
<thead>
<tr>
<th>Subjects</th>
<th>AS</th>
<th>CS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>AE</td>
<td>GR</td>
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187 lectures

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(Table 7.5 major subjects of the four years)

AS  Area  Specific Subjects
AE  Ancient Egypt
GR  Greco Roman
COP Coptic Church
IS  Islamic Egypt
MC  Modern and Contemporary
Env Environment

CS  Common Subjects
Lang Languages
GTS Guide Techniques and Skills
TKS Theoretical knowledge Subjects
BK  Business Knowledge
T  Theoretical
P  Practical
Chapter seven

Common subjects represent about 41% of the total studying hours. Guiding Techniques and skills 16%, theoretical knowledge 5%, business knowledge 4% and language 16%.

Area-specific subjects cover about 59% of total hours, ancient Egyptian represents about 19% of total studying hours as this subject cover a long period and very rich with archaeological sites scattered all over the country, Greco Roman 5%, Coptic 5%, Islamic 10%, Environment 5% and modern and contemporary 14%.

The studying hours of the ancient Egyptian subjects were kept high because of its importance but its percentage was reduced, that was done by increasing the total hours of studying and increasing the percentage of area specific.

Area-specific subjects were less than 50% and that affected the standard of knowledge of students but in proposed curriculum it reached 59%.

There was a problem regarding Islamic and foreign culture, in that the tour guides suffer a lack of knowledge. It was solved by adding theoretical knowledge subject and increasing the studying hours of Coptic and Islamic and adding the subject of culture within contemporary subject.

There are no guiding skills subject and that affect the standard of potential tour guides. In the proposed curriculum guiding skills were added for four years to be applied for the archaeological sites of each term.
Environment was not included in old curriculum but in the proposed curriculum it was added.

The following model represents how the curriculum (based on European Standard 5.5) affects the competences of the tour guides and how these competences are reflected in the roles of the tour guides (based on the literature 3.49).

Figure 7.1: Matching between the competences, the curriculum and the roles of tour guides

After being discussed with the professors of Tour Guiding departments at the Egyptian Universities, the majority of them approved the proposed curriculum. As the proposed
curriculum is aiming to develop the competences and skills of tour guides, so it directly enhances the different roles expected from the tour guide as follows:

The area-specific subjects contribute to increase the competences of the tour guide such as communication skills, customer service skills cross culture awareness and knowledge of local tourism resources; these competences help the tour guide to perform different roles such as interpreter, information giver, motivator, social role (as he/she studies subject of Egypt life in which he learnt the folklore, customs, and traditions of Egyptian society), culture broker, and marketing (as he is up-selling some products for example papyrus paper or alabaster or perfumes, and he relies on his/her knowledge which he got it in area-specific subjects).

Languages help to develop the communication skills which help to perform the roles of interpreter and cultural broker.

Theoretical knowledge develops the competences of cross culture awareness and customer service skills as the learning outcome is an understanding the arts, history and literature of foreigners which lead to more understanding of their needs. That helps to perform the roles of interpreter and culture broker.

Guiding techniques and skills curriculum develop the competences of communication skills, customer service skills, cross culture awareness, ability to follow health and safety procedures, first aid qualification, group management and leadership skills, knowledge of
local tourism resources and ability to research develop and update tour content. These competences help the tour guide to perform all their roles.

Business knowledge develops the competence of knowledge of local tourism resources and that helps to perform marketing role because learning outcome is to demonstrate the ability to up-selling touristic sites which are not included in the itineraries.

7.3 Major findings

The study is a result of four-year research about tour guiding in Egypt and comparing it to the tour guiding context in Great Britain.

The literature review showed that there are different roles are expected to be performed by the tour guide as follows interpreter, information giver, leader, motivator, social role, cultural broker, Navigator, tour manager, public relations and facilitator.

In addition to the different roles assigned to tour guides to be performed according to the tourism writers, a marketing role is consider a vital role for the Egyptian tour guide. As promoting to new destinations out of the itineraries and promoting to local products is expected from the tour guide.

The tour guiding context in Scotland is dominated by female tour guides. Most of tour guides started their career lately starting from the age of fifty and most of them are well-educated, holding a high degree from universities in addition to the Blue Badge.
qualification which is considered the highest standard qualification of a tour guide in the United Kingdom.

Nearly half of tour guides have another career that complements their tour guiding work, such as teaching or lecturing. The majority of tour guides in Scotland work as freelancers to give them the flexibility to choose with who and when they work and they relied on word of mouth in addition to being listed on STGA list, to promote their work. Scottish tour guides follow standard itineraries developed by tour operators and tour guides are able to fine tune the itineraries.

The majority of tour guides in Scotland had experience of working with overseas tourists but they preferred working with North America tourists. Language skills were considered the main motivation for the preference of working with those nationalities in addition to tourists' attitude towards host cultures especially those whose ancestors had roots in Scotland, in return majority of tour guides possessed a good knowledge of tourists' culture mainly developed by their experience and reading.

Most of the tour guides in Scotland thought that they contributed to overseas tourists' understanding of Scottish culture as they thought that their main roles were information giver, interpreter to what tourists see and visit, in addition to entertaining.
STGA as a professional gathering of Scottish tour guides was considered according to members of STGA, to be positively involved in the services of its members.

Most of the tour guides in Wales are freelance tour guides. The tour guiding career is again dominated by women. Most of them have another career to supplement their work as tour guides, such as interpreter, officer and operator.

The majority of tour guides in Wales had experience of accompanying overseas tourists and Americans were listed as the number one best nationality to work with. The motivation for their preference was the attitude of the American tourists towards host cultures.

Despite the fact that the majority of overseas tourists were interested in host cultures, only half of the respondents described their knowledge about overseas culture as very good and the main sources of their knowledge were experience and reading.

Results of interviewing members of WOTGA indicated that one of the problems of the tour guiding context in Wales is the shortage of foreign language speaking tour guides. This has lead WOTGA to encourage citizens of European Union countries with different languages to settle and work in Wales as tour guides, rather than encouraging Wales’ tour guides to learn new languages.
The European Union has issued a standard for the tour guiding profession in Europe and it was presented in chapter four. The training programme will be designed taking into consideration tour guides competencies to enable tour guides within their area of qualification, enable tour guides to balance tourists’ needs and to enable tour guides to be knowledgeable. The suggested training programme will consist of three elements as common subjects, area-specific subjects and practical training.

With regards to tour guides in Egypt, their main problem is related to the curriculum. The problems related to the curriculum and the delivery of the information at the Egyptian universities are as follows:

(I) Academic staff have no practical experience. Academic staff are not allowed to practice tour guiding in addition to their academic work, as the Tour Guiding Act prohibits them having another career in addition of being a tour guide. As a result, most of the academic staff have no knowledge about the needs of tour guides, such as presentation skills, information and personal competences in addition to the itineraries that make them teach sites and subjects which are not used during work.

(II) Perpetuation of what they were taught as students. Academics are perpetuating their perspective about tour guiding. Most of the Academic staff in Egypt think that there is only one type of tour guides which is related to cultural tourism despite the different types of tour guiding.

(III) Too much focus on Egyptology and little attention paid to contemporary issues. The reasons for this is that Egypt is so rich in monuments dating
back to the Pharonic period, and the common perspective is that tour guiding is related to cultural tourism

(IV) No practical competences are developed

(V) No application of competences required for tour guides

(VI) Little use of experienced tour guides in the delivery of practical elements of the programme. As most of the academic staff think that they are the only qualified tutors for delivery of the information, while tour guides lack many competences and knowledge, which is why they are required to attend refreshment courses every five years to renew their license.

(VII) Graduates do not have the requisite skills for employment. There is no serious interview for potential tour guides before joining the Tour Guiding department. This results that most of the students lack the necessary and requisite skills needed to work as a tour guide.

(VIII) No opportunities for EGTGS to comment on curriculum development. In addition the experienced tour guides are not hired to teach the practical course, and not represented in the Tour Guiding Department Council which is responsible for the affairs of the department, such as curriculum development.

One of the major recommendations of the thesis is that it introduced a proposed curriculum of tour guiding department which is considered a complete curriculum which covers all the subjects needed to be added to the existed curriculum to prepare a professional tour guide aware of the different roles should be performed by tour guides. The recommended
curriculum is a result of studying different models in different context, for example the outline of the European standard for preparing tour guides and the programme in Wales to prepare tour guides were taken into consideration when the missed subjects of the Egyptian curriculum were added.

The proposed curriculum was presented to professors of Tour Guiding Departments in Egypt to explore their opinion about the new subjects added to the curriculum; the results were amazing in that most of them approved this curriculum and most of them wished it to be applied at the Egyptian universities.

One of the major findings that the researcher tried to prove was that the professors and the lecturers of Tour guiding Department when they introduced their best model of interpretation to students, is that they do not consider the real need of the tourists and their expectation of the tour guides. So most of them just present an archaeological interpretation as a best example of interpretation, while the researcher proved that tourists need more than archaeological interpretation to fulfill their expectations and enrich their experience. The researcher took the influence of woman in ancient Egypt as an example of what tourists expect from their tour guide and the actual interpretation of the scenes and statues of women in ancient Egypt presented by the professors and lecturers at Tour Guiding Departments. The results indicated a gap between the actual expectations of tourists and what is presented as an example of interpretation to the potential tour guides. This is a result of that most of the lecturers and professors of the universities never practiced tour guiding so they are not aware
of tourists’ needs and expectations, in addition, the lecturers’ research was mainly focused on archaeological issues.

The interpretation of the professors of the Egyptian universities are sharing the same point view of interpretation of the pieces of monuments which relies on the archaeological and historical information, and this interpretation is helping the potential tour guides to perform the role of the information giver. But the way of interpretation does not include the cultural brokerage role, marketing role, the facilitator and the other roles.

All the professors do not refer to the place where the piece of monument is existed, as they should give information about the services, safety rules, how to access to it and the regulations for visiting the place for example if it is allowed for tourists to use cameras. This information is a part of the facilitator, motivator, navigator and leader, public relation role should be performed by tour guide.

The professors did not give any comment about how to stand with the group during the interpretation according to the places, for example, whether it is an indoor or outdoor place. This is part of the leader and facilitator role.

All the professors did not make any comparison or link between the occupations, fashion, accessories and different aspects of the woman of ancient Egypt and modern Egypt or try to link it to the influence of woman in tourists’ societies. This information is covering the cultural broker, interpreter, information giver role as mentioned in chapter three.
Chapter seven

The professors did not make any link between the materials which are used in making the monuments in ancient time and if these materials are still used to produce a replica of the products so they can get a souvenirs representing replicas of the ancient Egypt monuments, and where tourists can buy it and the range of its value. In addition to the materials of the piece of the monuments they have to give brief information about other products presented in the scene for example papyrus, jewellery, perfumes and gold and where they can see these products are manufactured to buy souvenirs if they wish. This is a part of the marketing and facilitator role which should be performed by tour guide.

7.4 Contributions of the thesis

7.4.1 Contribution to theory

The study contributes to the understanding of tour guiding career in Egypt and compares it with different contexts. It contributes to the knowledge of the Scottish and Welsh contexts and summarizing the benefit of these contexts and trying to get the best of these models and trying to apply them to the Egyptian context. The study contributed to the theory by presenting the best theoretical model for interpretation for tour guides to be taken into consideration while interpreting the archaeological sites, and for potential tour guides to raise their awareness of the different roles that they should perform whilst interpreting.
7.4.2 Contribution to practice

The thesis contributes to practice, in that it introduced a proposed curriculum for the tour guiding department which is considered a complete curriculum and which covers all the subjects needed to be added to the curriculum to prepare a professional tour guide, including awareness of the different roles that should be performed by tour guides. The proposed curriculum is a result of studying different models in different context, for example the outline of the European standard for preparing tour guides and the programme of Wales to prepare tour guides were taken into consideration when adding subjects missing from the Egyptian curriculum.

The proposed curriculum was presented to professors of Tour Guiding Departments in Egypt to explore their opinion about the new subjects added to the curriculum; the result was amazing that most of them approved this curriculum and most of them wished it to be applied at the Egyptian universities.

7.5 Limitations of study

The research limitations are as follows:

The research subject is concerned with a new area of a study that few tourism writers tried to focus on few points regarded tour guides, so the review of the literature is limited. It was a considerable problem to find an extensive body of literature on tour guiding.
Chapter seven

Tour guides are the main focus of the research, but it was difficult to approach to them as most tour guides have busy schedules and roam in different areas, so it was difficult to conduct interviews with them, so other methods of gathering the information, e.g.: a questionnaire survey were used to enrich the data related to this issue. Interviewing would have been a preferable method of data collection but not an optional for the mentioned reasons.

To present a new vision regarding the curriculum of Tour Guiding departments at the Egyptian Universities was not an easy task, as most of the professors of the Egyptian universities are influenced by the current trend of teaching in the Tour Guiding Departments, which makes very little distinction between teaching at the tour guiding department and archaeology department. To adopt the proposed curriculum would require a very big shift in practice amongst the departments of tour guiding in Egypt.

7.6 Opportunities for further research

The tour guiding subject still needs more studies as few writers referred to this issue with a limitation of points, but the tour guiding literature needs more studies about the roles of tour guides and if these roles differ according to the gender of the tour guide. For example, with the brokerage role, if a female tour guide has a different concept than a male tour guide about the best way of delivering the information. It is important as well to study the expectations of the tourists according to their gender.
Chapter seven

As Egypt witnesses new tourism trends, such as eco tourism, the needs of new training programmes and curriculum should be a subject for further studies for preparing new tour guides to meet the new demand.

The research could be a base for future studies regarding the development of tour guides skills and competences.
CHAPTER EIGHT

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Appendix 1

Interview schedule with the professors at Tour Guiding department.

Introduction

First I would like to thank you for accepting to participate in this interview. I am a PhD researcher at the university of Wales Institute, Cardiff. I am interested in tour guides’ education in Egypt. I am hoping that you will help me with my research by sharing with me your experience and any information you provide will be treated with utmost confidentiality and only be reviewed by my supervisors. Please note that I would like to record the interviews but if you feel uncomfortable with this we can work out an alternative way of recording.

Changing market

Statistics indicate that cultural tourism is decreasing while other types of tourism are increasing, how have the universities changed the regulations and curriculum to cope with that change of tourism demand?

Existing curriculum

Tour guides said that they have shortage in knowledge of modern history and Coptic history what do you think should be done to resolve this shortage?

What would you include in relation to these subjects and how would you make space for them in the curriculum?

As long as tour guiding license is the same in the entire country, is it necessary that the curriculum and regulations are similar in all the faculties and institutions to meet the needs of tour guides?

According to the tour guides law, tour guides should practice their job with the first foreign language which he/she had studied and it is possible to add another language but to be one of the rare languages determined by Ministry of Tourism. So what is the value of studying a second language which is not one of the rare languages?

The subject of tour guidance in the current curriculum does not cover the necessary issues as communication skills, crisis management..... When do you think these issues should be studied? And how these issues do you think these should be studied?

How could you justify the balance between the studying hours of the first and second term?
Are there any rules to set the regulations and the curriculum as the percentage of lectures and field visits, the core knowledge and related subjects?

Have the core knowledge subjects been divided to meet the need of tour guides’ major role e.g. tour guide speaks in the bus about different aspects of modern /contemporary Egyptian life all the time through the trip.

Do the language skills of tour guide meet the needs of industry? And how might this be improved?

What is your opinion about the level of education of tour guides?

How can we improve the education level of tour guides?

How well do you think the present curriculum prepares a tour guide for work in the different types of tourism?

How can the universities help to improve the performance of tour guides?

Stakeholders for consultation

Should the universities cooperate with the Egyptian General of Tourists Guides Syndicate to change the curriculum and regulations to meet the needs of tour guides?

Which other stakeholders should be consulted in addition to the EGTGS?

Would you consider using experienced tour guides to teach on university tour guiding programmes?

Proposed curriculum

What comments would you make about the proposal to put a lot of practical work in the second term even if it makes an imbalance of timetabled hours?

What is your reaction to the increased practical work and development of tourism guidance skills that the proposed curriculum involves?

What do you think about the list of competences that a tour guide needs to fulfill their role and how these skills are developed through the curriculum? What comments would you make about the Tour Guiding Skills modules in developing the requisite competences?

What comments would you make about the European standards and their adoption in a wider context, e.g. Egypt? How should they be amended to meet the needs of Egyptian tour guides specifically?
What do you think about the business and management modules? Specifically what do you think about the finance module, the developing a business module, the marketing module, the e-commerce module.

One of the basic roles of tour guides is up-selling touristic products and other archaeological sites which are not included in the itineraries; would you support the proposal that tour guides have to study marketing?

What comments would you make about the proposed curriculum?

What problems, if any, would you anticipate that this curriculum would experience in getting approved for delivery in Egyptian universities?

How long would it take and what route needs to be followed to get a new curriculum approved?
Appendix 2: Questions to interviewee 6

Is there any pre requisite for the course?

Who is the accredit body? Is it UWIC?

The course is for the blue badge level, what about the other levels?

The study lasts for two years, what is the content of tourist guiding skills 1, 2 and 3?

What tourist guiding skills you intend to develop?

Is tourist guiding skills is the practical part of the course?

For marketing course, does the learning out come focus on teaching the students how to up sell tourists product?

What do you mean by introduction to Toursit Guiding? what is the contents?

I did not find in the modules any language course, what you do for those students want to work with other languages for example French

What is the contents of Finance for small business module?

What is the contents of developing a business?

What is the contents of E Commerce?

What is the benefit of teaching the last three modules?
Appendix 3: Interview schedule of members of EGTGS

Introduction

First I would like to thank you for accepting to participate in this interview. I am a PhD researcher at the university of Wales Institute, Cardiff. I am interested in tour guides’ education in Egypt. I am hoping that you will help me with my research by sharing with me your experience and any information you provide will be treated with utmost confidentiality and only be reviewed by my supervisors. Please note that I would like to record the interviews but if you feel uncomfortable with this we can work out an alternative way of recording.

Profile of respondent:

What is your position at EGTGS?
What is your education background?
Do you have another career in addition of being a tour guide?

Awareness of the effectiveness of the curricula of Tour guiding department:
Are you satisfied with training programmes you joined for working in tour guiding profession?

In your opinion, are there any skills and subjects should the training programmes focus on for graduating professional tour guide?

Do you think training courses consider key competences that enhance tour guides and business performance?

Do you think interviewing potential students is important and why?

Have you ever experienced problem with tourists which could be avoided if training programs were designed to suit your needs?
Appendixes

Do you think practical training was sufficient during the training programme to work as a tour guide without the need of personal field visits?

The role of EGTGS

How effective the professional development opportunities provided by EGTGS for covering any lack of skills as a result of the curricula of faculties of tourism?

Is there any cooperation between EGTGS and faculties of Tourism for enhancing potential tour guides’ performance?

How do you think effective cooperation could take place?

In your opinion, is there any relation between the quality of training courses and the number of intended students?

Did EGTGS tried to limit the number of potential tour guides for the sake of improving tour guides’ performance?

Closing marks

How do you think EGTGS could contribute to the development of the curricula at the universities?

How do you think could enhance tour guiding profession?

In your opinion what is the ideal training course for tour guides?

Do you have any further information that you feel would relevant to this interview?

Thank the respondent for his/ her time information given.
Appendix 4: Interview schedule of tour operators in Egypt

Introduction

First I would like to thank you for accepting to participate in this interview. I am a PhD researcher at the university of Wales Institute, Cardiff. I am interested in tour guides’ education in Egypt. I am hoping that you will help me with my research by sharing with me your experience and any information you provide will be treated with utmost confidentiality and only be reviewed by my supervisors. Please note that I would like to record the interviews but if you feel uncomfortable with this we can work out an alternative way of recording.

About the organization

What is the name of your organization?
When your organization was established?
Which nationalities of tourists do you receive?
Which itineraries do you develop most? (Cultural- leisure – adventure …..itineraries)

Tour operators and tour guides

For cultural itineraries, do you ask tour guides to fulfil the itineraries?
If yes, do you use freelance tour guides or do you have your own tour guides you work with them when needed?
Do you train tour guides before work or do you trust the quality of the graduates of faculties of tourism?
Do you think the graduates of faculties of tourism are having the same quality standard? If not, what are the reasons for the differences?
Do you think the curricula of Faculties of Tourism are the reasons for of the differences?
Which skills do you feel that tour guiding departments need to focus on for graduating a professional tour guide?

Selecting tour guides

What are the criteria for selecting tour guides?
What are the reasons for not working with a tour guide you used to work with?
Appendices

Which role do you expect the tour guide to fulfil most?
How do you evaluate the importance of the tour guide for the success of the tour?

Closing marks:
Do you think the market needs more tour guides in the near future?
Do you have any further information that you feel would relevant to this interview?

Thank the respondent for his/ her time information given
Appendix 4: Interview schedule with Welsh tour guides

Introduction

First I would like to thank you for accepting to participate in this interview. I am a PhD researcher at the university of Wales Institute, Cardiff. I am interested in tour guiding in Wales. I am hoping that you will help me with my research by sharing with me your experience and any information you provide will be treated with utmost confidentiality and only be reviewed by my supervisors. Please note that I would like to record the interviews but if you feel uncomfortable with this we can work out an alternative way of recording.

How many years do you work as a tour guide?

Which language do you guide with?

Which nationality do you work with?

Do you think tourists from different countries behave differently?

Do you think understanding tourists’ culture important?

What are the roles of the tour guides?

What are the problems of tour guides?

Thank you
Appendix 5: Questionnaire to Welsh tour guides

Current practice, professional competencies, and training in tourist guiding: A survey of Welsh professional tour guides

The purpose of this survey is to build a picture of the role of Blue Badge guides in Wales and their opinions on the skills and competencies needed to enhance the performance of tour guides. The results of this study will be used in an evaluation of the Egyptian tourist guidance industry. I have obtained your contact details from Wales Official Tourist Guides Association. Should you no longer be working as a tour guide, I would appreciate it if you would return the uncompleted survey form using the enclosed stamped addressed envelope.

The questionnaire comprises four sections:
- Your work as a tour guide;
- Guiding overseas visitors;
- Tourist guidance competencies and training;
- Designing itineraries.

It should take about 15-20 minutes to complete and a stamped addressed envelope is enclosed for your reply. I will be putting the returned surveys into a prize draw for which the prize is a £100 book token.

Thank you in anticipation of your help with my study.

Maged Rady.

Researcher
Welsh School of Hospitality, Tourism and Leisure Management
University of Wales Institute, Cardiff
UWIC
YOUR WORK AS A TOUR GUIDE
This section seeks to build a picture about your work as a tour guide.

Q1 Approximately how many days you do work each year as a tourist guide?
   1-25
   26-50
   51-75
   76-100
   101-125
   126-150
   150- more

Q2 Which months are normally the busiest for you as a tourist guide?
(Please indicate your response by ticking the relevant column for each month)

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Q3 How do you mainly work as a tourist guide?
   As a freelance guide
   For a specific travel agency or tour operator.
   By contract with a specific company.
   Other, Please specify:

Q4 Which would be your preferred way of working, please explain?

-----------------------------------------------------------------------------------------------------
Q5 To what extent are you responsible for the development of your itineraries?
I'm totally responsible
I collaborate with others
I can fine tune itineraries developed by others (like tour operators)
I'm given standard itineraries to follow

Q6 Which category reflects the major proportion of your work as a tour guide?
Site guide.
Town/city guide.
Regional guide (to more than one town & city)
Other, Please specify:

Q7 Who are your key clients?

Q8 How, in addition to being listed in Wales Official Tourist Guides Association, do you promote your tour guiding business?

Q9 Do you have another career that complements your tour guidance work?
No
Yes, please specify:
GUIDING OVERSEAS TOURISTS
This section explores your work with overseas tourists and your experience with them.

Q10 Do you have experience of accompanying overseas (non-UK) tourists?
   No, please go to question 14.
   Yes, please go to question 11.

Q11 Which nationality of overseas tourists do you prefer to work with?

Q12 Why do you like working with the nationality you identify in question 11?
   (Please tick as many apply)
   Language skills.
   Cultural background.
   Their interest in interpretation.
   Their attitude toward host culture
   Their attitude toward you as their tour guide
   Their financial ability.
   Other, Please specify:

Q13 Have you experienced any particular problems in guiding overseas tourists?
   No
   Yes, please explain.

Q14 To what extent are overseas tourists interested to learn about the host culture?
   Very interested.
   Quite interested.
   Not very interested.
   Not at all interested.
   Please identify any particular groups of visitors that are more interested in the host culture than others

Q15 Does your interpretation contribute to overseas visitors’ understanding of Welsh culture?
   No
   Yes
   Please explain
Appendixes

Q16 Does the age of overseas tourists influence their interest in the host culture?
   
   No
   Yes

Please Explain

Q17 How do you evaluate your understanding of the culture of the overseas tourists you guide?
   
   Excellent
   Very good.
   Good.
   Not very good
   Poor

Q18 How do you learn about the culture of the overseas tourists you guide?
(Please tick as many as apply)
   
   Experience.
   Education.
   Media.
   Reading.
   Travelling to tourists’ countries.
   Other

Q19 How important is an understanding of the culture of the overseas tourists you guide to effective tourist guiding?

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<th>Somewhat important</th>
<th>Not very important</th>
<th>Not at all important</th>
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</table>

Please explain


TOUR GUIDING COMPETENCIES

This section seeks to: Evaluate your Blue Badge training in the light of your experience of professional practice; to identify the competencies necessary for enhancing tour guide performance; to assess your current professional development activities; and to identify any further training needs.

Q20 How important to the development of your competence as a tour guide was each of the components of the Blue Badge qualification?

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Q 21 Are there any subjects that you think should receive more attention in the Blue Badge programme in order to develop the competence of tour guides?

No

Yes, Please Specify:

Q 22 In your opinion what are the key competencies that enhance tour guide and business performance (Please list up to five)?

- 
- 
- 
- 
-
Q 23 Have you participated in professional development activities and learning since you obtained your Blue Badge?
   No Please go to Q26
   Yes Please go to next question

Q24 What sort of professional development activities and learning have you participated in?

Q25 Who organised these activities?

Q26 What competencies and skills would you most like to develop in the future?

Q27 How could further professional development and learning opportunities be provided?

Q28 What criteria do you feel are important for potential clients to use when selecting a tour guide professional? (Please tick all that apply)
   Age.
   Gender.
   Language.
   Personal traits.
   Experience.
   Tour guidance competences
   Other, please specify:

xvi
YOUR CONTRIBUTION TO DESIGNING ITINERARIES.
Tour guides in many countries are involved in upselling, i.e. encouraging tourists to visit cultural sites additional to the standard itineraries and promoting the sale of souvenirs. This section seeks to identify your contribution to designing itineraries.

Q29  What products/services/additional sites do you upsell?

If you do not upsell please go to question 32

Q30  What are your motivations for upselling?
(Please tick as many as apply)
 Product extension
 Travel agency policy.
 Personal motivation.
 Personal gain.
 Other, please specify

Q31  Do you get a commission for upselling?
 No    Yes
 If yes, Please explain how commission rates are determined?
ABOUT YOU

Q32 Gender
- Male
- Female

Q33 In which age category are you?
- Less than 20
- 20-29
- 30-39
- 40-49
- 50-59
- 60-over

Q34 For how many years have you worked as a tour guide?
- Less than 5
- 5-9
- 10-14
- 15-29
- More than 20 years

Q35 Why did you choose tour guiding as a career?

Q36 In addition to your Blue Badge what other qualifications do you have?
(Please tick all that apply)
- School leaving certificates (GCSE, O level, A level etc).
- Pre university further education.
- University degree subject specialisation
- Post graduate studies subject specialisation
- Other, Please specify

Q37 Which of the following categories best describes your tourist guide income per year?
- Less than £5000 per year
- £5000-£9999 per year
- £10000-£14999 per year
- £15000-£19999 per year
- £20000-£24999 per year
- More than £25000 per year
Your confidentiality will be protected and the information collected in this study will only be reported holistically.

Thank you for your help.

Using the stamped addressed envelope, please return the completed questionnaire to:
Maged Rady
Welsh School of Hospitality, Tourism and Leisure Management
UWIC
Colchester Avenue
Cardiff
CF23 9XR
Appendix 6: Questionnaire to Scottish tour guides

Current practice, professional competencies, and training in tourist guiding: A survey of STGA professional tour guides

The purpose of this survey is to build a picture of the role of STGA tour guides in Scotland and their opinions on the skills and competences needed to enhance the performance of tour guides. The results of this study will be combined with the result of a survey already conducted in Wales. The results of both Welsh and Scottish survey will be used in an evaluation of the Egyptian tourist guidance industry.

I have obtained your contact details from The Scottish Tourist Guides Association. Should you no longer be working as a tour guide, I would appreciate it if you would return the uncompleted survey form using the enclosed stamped addressed envelope. Your confidentiality will be protected and the information collected in this study will only be reported holistically.

The questionnaire comprises seven sections:

- Your work as a tour guide;
- Guiding overseas visitors;
- Tour guides’ roles;
- Blue Badge training;
- Other professional development activities
- The role of STGA.
- About you.

It should take about 15-20 minutes to complete and a stamped addressed envelope is enclosed for your reply. I will be putting the returned surveys into a prize draw for which the prize is a £100 book token.

Thank you in anticipation of your help with my study.

Maged Rady.
Researcher
Welsh School of Hospitality, Tourism and Leisure Management
University of Wales Institute, Cardiff
UWIC
YOUR WORK AS A TOUR GUIDE

This section seeks to build a picture about your work as a tour guide.

Q1  Approximately how many days you do work each year as a tourist guide?
    1-25
    26-50
    51-75
    76-100
    101-125
    126-150
    150- more

Q2  Which months are normally the busiest for you as a tour guide?
    (Please indicate your response by ticking the relevant column for each month)

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</table>

Q3  How do you mainly work as a tourist guide?
    As a freelance guide
    For a specific travel agency or tour operator but without a contract.
    By contract with a specific company.
    Other, Please specify:

Q4  Why do you prefer that way of working? Please explain.
Appendixes

Q5 To what extent are you responsible for the development of your itineraries?
   I’m totally responsible
   I can fine tune itineraries developed by others (like tour operators)
   I’m given standard itineraries to follow

Q6 Which category of STGA membership do you currently hold?
   STGA ordinary member. Please go to Q7
   STGA regional affiliate. Please go to question 10
   STGA site affiliate. Please go to question 10

Q7 Which sites are the most popular in Scottish itineraries, and why?
   
   

Q8 Are there sites that are currently not generally included in itineraries which you think should be added, and why?
   
   

Q9 Who are your key clients?
   
   

Q10 How, in addition to being listed in The Scottish Tourist Guides Association, do you promote your tour guiding business?
   
   

Q11 Do you have another career that complements your tour guidance work?
   No
   Yes, Please specify:
**GUIDING OVERSEAS TOURISTS**

Q12 Do you have experience of accompanying overseas (non-UK) tourists?
   No, please go to question 24.
   Yes, please go to question 14.

Q13 Which nationality of overseas tourists do you prefer to work with?

Q14 Why do you like working with the nationality you identify in question 13? (Please tick as many apply)
   Language skills.
   Cultural background.
   Their interest in interpretation.
   Their attitude toward host culture
   Their attitude toward you as their tour guide
   Their financial ability.
   Other, Please specify.

Please explain the reasons for the rankings given?

Q15 Have you experienced any particular problems in guiding overseas tourists?
   No
   Yes, please explain.

Q16 In general what extent are overseas tourists interested to learn about the host culture?
   Very interested.
   Quite interested.
   Not very interested.
   Not at all interested.
Appendixes

Please identify any particular groups of visitors that are more interested in the host culture.

Q17 To what extent do you think your interpretation contributes to overseas visitors' understanding of Scottish culture?

   Significantly
   Somewhat
   Slightly
   Not at all
   Please explain

Q18 Does the age of overseas tourists influence their interest in the host culture?

   No
   Yes
   Please Explain

Q19 How do you evaluate your understanding of the culture of the overseas tourists you guide?

   Excellent
   Very good.
   Good.
   Not very good
   Poor

Q20 How do you learn about the culture of the overseas tourists you guide? (Please rank in order (i.e. 1, 2, 3) the best three ways to learn about other cultures)

   Experience.
   Education.
   Media.
   Reading.
   Travelling to the home countries of tourists.
   Other, please explain.
Q21 How important to your effectiveness as a tour guide is an understanding of the culture of the overseas tourists you guide?

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<th>Important</th>
<th>Somewhat important</th>
<th>Not very important</th>
<th>Not at all important</th>
</tr>
</thead>
</table>

Please explain your answer:

TOURIST GUIDES’ ROLES

Q22 Please indicate below, in rank order (i.e. 1,2,3) the three most important roles of a tour guide.

- Interpreter/educator
- Motivator
- Information giver
- Public relation
- Leader
- Entertainer
- Social role
- Navigator
- Cultural broker/mediator
- Tour manager
- Facilitator
- □Marketing

Please explain the reason for the rankings given.

BLUE BADGE TRAINING

This section seeks to: evaluate your training in the light of your experience of professional practice; to identify the competencies necessary for enhancing tour guide performance; to assess your current professional development activities; and to identify any further training needs.
Appendixes

Q23 How important to the development Blue Badge of your competence as a tour guide was each of the components of the training course?

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<td>Presentation skills</td>
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</tbody>
</table>

Q 24 Are there any subjects that you think should receive more attention in the training programme in order to develop the competence of tour guides?
   No
   Yes, Please Specify

Q25 How do you rate the cost of the current STGA training course (e.g. 2005 entry course costs were £5250 for ordinary membership)?
   □Expensive
   □Some what expensive
   □Not expensive
   □at all expensive Not

Q26 How do you rate the course in value for money’ terms?
   Very good
   Good
   Neutral
   Poor
   Very poor

Q27 In your opinion what are the key competencies that enhance tour guide and business performance (Please list up to five)?
OTHER PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Q 28 Have you participated in professional development activities offered by other providers since you have been a tourist guide?
   No  Please go to Q31
   Yes Please go to next questions

Q29 What sort of professional development activities and learning have you participated in?

Q30 Who organised these activities?

Q31 What additional competencies and skills would you most like to develop in the future?

Q32 How could further professional development and learning opportunities be provided?

Q33 What criteria do you feel are important for potential clients to use when selecting a tour guide professional? (Please tick all that apply)
   Age.
   Gender.
   Language.
   Persona traits. (eg, sense of humour, patience)
   Experience.
   Tour guidance competences
   Other, please specify.

xxvii
THE ROLE OF STGA

Q34 How satisfied or dissatisfied are you with the professional development opportunities offered by STGA to enhance tour guide performance?
   □ Very satisfied
   □ Mostly satisfied
   □ Slightly satisfied
   □ Neither satisfied nor dissatisfied
   □ Slightly dissatisfied
   □ Very dissatisfied

Q35 How effective is the STGA code of practice as a mechanism for enhancing tour guide performance?
   Excellent
   Very good.
   Good.
   Not very good
   Poor

Q36 How effective is the STGA at providing services to its members?
   Excellent.
   Very Good
   Good
   Not very good
   Poor

Q37 What additional services should the STGA offer its members in order to enhance tour guide performance in Scotland?
ABOUT YOU

Q38 Gender
   Male    Female

Q39 In which age category are you?
   □ Less than 20
   20-29
   30-39
   40-49
   50-59
   60-over

Q40 For how many years have you worked as a tour guide?
   Less than 5 years
   5-9 years
   10-14 years
   15-29 years
   More than 30 years

Q41 Why did you choose tour guiding as an occupation?

Q42 In addition to your Blue Badge qualification what other qualifications do you have? (Please tick all that apply)
   School leaving certificates( GCSE, O level, Higher/ A levels, etc).
   Pre university further education.
   University degree (please indicate subject specialization below)
   Post graduate studies (please indicate subject specialization below)
   Other, Please specify

Q43 Which of the following categories best describes the average annual income you achieve from tour guiding?
   Less than £ 5000per year
   £5000-£9999 per year
   £10000-£14999 per year
   £15000-£19999 per year
   £20000-£24999 per year
   More than £ 25000 per year
I would like to re-emphasise that your confidentiality will be protected and the information collected in this study will only be reported holistically.

Thank you once again for your help.

Using the stamped addressed envelope, please return the completed questionnaire to:
Maged Rady
Welsh School of Hospitality, Tourism and Leisure Management
UWIC
Colchester Avenue
Cardiff
CF23 9XR
### Appendix 7: Current Curricula in Tour Guiding Departments at Faculties of Tourism in Egypt

#### Current Curricula in Tour Guiding Departments at Faculties of Tourism in Egypt

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* The underlined numbers are the Practical Hours.