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Tour Guiding as Profession: Perceptions and Self-Perceptions of Guides in Serbia

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Abstract

Many actors participate in the tourism system and each one has its own role and responsibility. Big players, such as tour operators, airlines, the hotel industry and some other stakeholders, are usually in the focus of academic interest, so that those who are small, like tourist guides, remain underexposed and hence not very attractive for scientific research. When researchers deal with tour guiding, they mainly concentrate on how customers perceive and evaluate its service quality. However, the role of guides in contemporary tourism is multifaceted, and it distinguishes itself by its potential to manage and orchestrate tourist experiences, enhance destination image and implement the goals of responsible tourism. Tourist guides are front-line professionals who, unlike any other tourism actors, establish a close, intense and influencing contact with visitors serving as destination's representatives, "protectors" and "ambassadors". This paper seeks to explore perceptions of tourist guides on their own profession and their role in inbound tourism. An empirical research was carried out through twelve personal interviews with local tourist guides in Belgrade, during 2008 and 2009.

Key words: tourist guide (person), professional role, competence, self-perception.

INTRODUCTION

The services of tourist guides are usually treated as ancillary in modern tourism (Foster, 1985:95). Despite being one of the oldest human activities, tourist guiding is currently "hidden", depreciated and undervalued profession, which is why Pond (1983:47) names its members as "orphans of the industry".

In the scientific corpus on this field there are works whose authors tried to elucidate the role of tourist guides from different perspectives (Schmidt, 1979; Holloway, 1981; Pearce, 1984; Cohen, 1985; Katz, 1985; Pond, 1993; Fine & Speer, 1985; McDonnell, 2000; Bras, 2000; Dahles, 2002; Salazar, 2005; Jensen, 2010). The researchers mostly acknowledge that the role is both complex and multifaceted. Having analyzed the published studies, Zhang & Chow (2004:83) emphasized more than 16 separate roles ascribed to guides, whereas Black & Weiler (2005:26) marked ten. Nevertheless, Quiroga (1990:189) argues that the role of the tourist guide is neither well-defined nor clearly described in literature, though the practice proves its multifaceted role. The series of papers have been published referring to the consumer perception of and satisfaction with guided tours, with the special emphasis on the guide's performance (Whipple & Thach, 1988; Quiroga, 1990; Geva & Goldman, 1991; Dun Ross & Iso-Ahola, 1991; Mossberg, 1995; Black, Ham & Weiler, 2001; Wang, Hsieh, & Huan, 2000; Zhang & Chow, 2004; Bowie & Chang, 2005). However, tourist guides' perception on their professional role have rarely been examined.

The beginnings of the domicile tourist guiding in ex-Yugoslavia are associated with Dubrovnik (today: Republic of Croatia), where local authorities adopted a regulation, *The Code*

for Guiding of Tourists in the City, prior to WWII, by which the conditions for obtaining a certificate in tourist guiding were proscribed.¹

In the postwar, communist Yugoslavia, tourist guiding was regulated by separate laws in constituent federal units (republics). The first law on tourist guides in Serbia was adopted in 1957 (Official Gazette NRS, 32/57).

All these regulations were passed due to the fact that the federal and republican authorities of ex-Yugoslavia, like other communist regimes, tried to keep the interaction between foreign tourists (mostly arriving in organized groups) and the local community under “control” through local guides. The state treated guides as a “face’ of the industry and even of the country“ (Huang, & Weiler, 2010:853). The awareness on the political significance and impact of tourist guiding had an effect on adopting regulations whose implementation, at that moment, was not really feasible. Namely, the total number of foreign tourists visiting Serbia was rather limited, so the examination for guides was organized after several years of delay in line with the provisions of the first law. According to all heretofore regulations, it was understood that the tourist guide could be a person who obtained a “work permit” (i.e. license) and passed a “professional examination”, apart from meeting other criteria (citizenship, secondary school education, foreign language fluency).

Over 1000 persons have obtained the tourist guide license in the past period exceeding 40 years. However, the actual number of active guides is not possible to detect precisely. The peculiar problem is the fact that in Serbia, which is largely a travel generating region, a number of persons licensed for tourist guiding actually work as escorts (tour managers) of domestic groups traveling abroad.

Thus, how do tourist guides in Serbia perceive their role in inbound tourism and which of its components and subroles do they find particularly important? Apart from getting an answer to this question, this research also aimed at the guides self-perception on their own professional qualities as well as their attitudes on the current tourist guide licensing system in Serbia. With regards to the general problem of professional fluctuation, the author wanted to know if the guides saw their future in the same profession.

METHODOLOGY

The interview is applied in numerous social sciences. In the studies of tourism, it is an adequate means of obtaining data very similar to attitudes or opinions as well as information on one’s being well-informed. According to Page (in: Jafari, 2000:329), the interview is “the only method available to adequately assess the views of tourists, decision makers and residents in relation to tourism...” Personal interview enables the interviewer to control the circumstances in which the examination takes place, and it is usually a two-way conversation. Thus, the interview resembles social relationship, where it is necessary to make contact and cooperation between the interviewer and interviewed, with possible problems since the “unnatural“ and artificial form of contact is in question, which neither arises nor flows spontaneously.

Given the weaknesses of the structured as well as the unstructured interview, the author opted for combining both: each interview has been conducted based on the previously formulated questions, without offered answers, enabling the interviewed to express their opinion more thoroughly. Although this approach is inadequate for statistical display, it gives insight into the interviewees’ attitudes. The form of the interview for conducting a survey has been chosen due to the complexity of questions, as well as the author’s assumption that some interviewees might require additional explanations.

¹ Retrieved January 20, 2011 from <http://www.vodici-dubrovnik.hr/povijest.php>

Since the success of the interview depends on the interviewees' motivation to answer questions and it is time-consuming, the period of November-December (2008, 2009) has been deliberately chosen, the time when the guides are not so busy, relieved of daily stress in work with tourists.² Thus, Holloway's (1981) experience was avoided, who needed several months to conduct the interviews with guides, "since the guides and drivers have little spare time throughout the season often spending time on daily tours or low season vacations" (Ibid., 380).

Instead of using a dictaphone, which according to the author (who is in the same professional circle), could cause skepticism and uneasiness with the respondents, the answers were noted down. This method involves the realistic possibility for the interviewer not to put down the precise formulation of answers. After the interviewed had answered a question, the interviewer kept asking for additional explanations or details. Interestingly, in most cases, the conversation on related topics went on spontaneously after the interview had been finished. The author had the impression that guides answered the questions willingly, as if they had always wanted to be asked without ever having an opportunity to answer.

The questions were formulated as following:

- What did mostly influence your decision to become a tourist guide and how did it happen?
- In your opinion, what is the role of the tourist guide?
- Do you believe that in your manner and style of guiding (presentation) there is an aspect that could be improved?
- In your opinion, does the professional examination for tourist guides provides solid foundation for individual work, what are the advantages and disadvantages?
- Do you see your future in the profession of a tourist guide?

SAMPLE CHARACTERISTICS

Only tourist guides who work with foreign tourists in Belgrade and Serbia were chosen for the purposes of this research. They provide sightseeing services and half-day or full day tours with the passengers of the Danube river cruises visiting Belgrade and Novi Sad, mostly in English, German, French and Italian language as well as in Serbian to groups from Slovenia or some other language (for instance Greek) to *ad hoc* tourist groups, whereas one of the interviewed is specialized as a driver-guide. This selection was the author's attempt to avoid a false image created by answers of the guides who mainly escort domestic groups abroad. Despite the license, fact is that they do not work as tourist guides *per definitionem*, but as escorts which entails a different role, whatsoever.³ Even though the selected sample is comparatively small (12 interviewees), it is in this case relevant. All interviewees completed at least the secondary

² The informal setting of a downtown Belgrade café was selected as the venue for conducting the interview. It lasted around 30-45 minutes, on average. Since the interviewer has known almost all interviewees, it was natural to pick a conversation by exchanging news about work. Then, reasons and the importance of participating in the research were explained to each respondent. They were guaranteed anonymity for their privacy protection. Thus, each name was replaced by a pseudonym for this purpose. Still, *Milica (48)* asked for the interview notes and entirely agreed with the way her answers were written down.

³ Proposed by the European Committee for Standardization (CEN), the definition of the tourist guide (EN 13809) was officially adopted in 2003. According to it, the guide is a person "who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area, which person normally possesses an area-specific qualification usually issued and/or recognized by the appropriate authority", whereas the tour manager is a person "...who manages and supervises the itinerary on behalf of the tour operator, ensuring the programmed is carried out as described in the tour operator's literature and sold to the traveler/consumer and who gives local practical information" (Retrieved January 20, 2011 from <http://www.feg-touristguides.com/cen-definitions.html>).

education, which is one of the conditions for taking professional examination for guides to obtain the license. The sample consists of five female and seven male interviewees, aged varying from 23 (the youngest) to 64 (the oldest).

Seven of the total number of interviewees guide tourists in one foreign language, 4 in two, whereas one of them guides in three foreign languages. Unlike the official database on tourist guides, kept in the Ministry of Economy and Regional Development (Tourism sector), where only those foreign languages a candidate passed (also stated in the license) were recorded, the author took the data on the actual number of languages the interviewed use to guide tourists. Namely, it turned out in practice that certain guides were unable to guide in the languages they passed (their fluency was bad or they neglected the language over time). There are also those who had been learning another language in the meantime, but it is not officially marked in their license.

The interviewed also have had different work experience as tourist guides, ranging from two up to 42 years. The average work experience per interviewee is 17 years (Table 1).

Table 1. **Characteristics of the respondents**

GUIDE	SEX	AGE	FOREIGN LANGUAGE	WORK EXPERIENCE (YEARS)
“Adrijana“	female	34	one	10
“Bogdan“	male	64	three	42
“Boris“	male	27	one	3
“Janko“	male	23	one	3
“Katarina“	female	28	one	2
“Milica“	female	48	two	25
“Miloš“	male	49	two	29
“Nataša“	female	47	two	10
“Nikola“	male	48	one	19
“Oskar“	male	29	one	5
“Uroš“	male	55	one	28
“Zorica“	female	49	two	28

FINDINGS AND DISCUSSION

Entering the profession of tourist guiding is mostly unplanned and unexpected, which is confirmed by the respondents' answers. Unlike other professions (footballers, singers, physicians, actors, pilots etc.), few people are thinking or “fantasizing“ of becoming a tourist guide. At first glance, such conclusion is contradictory bearing in mind that tourist guiding appears to many people as a very attractive profession, enabling “free travelling and income, too“. However, people are dissuaded from considering guiding as their potential profession by the fact that it is generally perceived as not so serious profession: “I can see that you are educated and intelligent, why is tour guiding your only profession?” or “Is this your real job, you must be doing something else?” (Pond, 1993:ix).

Choosing this profession mostly comes as a consequence of former direct contact made by an individual (in the role of the guided tour participant; through acquaintances and friends in the tourism industry; by employment in a travel agency etc.). The half of the interviewed pointed out that it was the acquaintance with someone who already had been a guide or tour escort and thus served as a role model which influenced their decision. Some answers could be used as an illustration: *Nataša (47)* wished to become a guide during an organized tour in Italy, where the

guide made quite an impression on her and she observed what he did and how he worked: “I followed him closely, I liked it very much and I realized that ‘I was born for the job’“. *Nikola (48)* believes that it was because of his inclination towards geography from the high school membership in geography club which often organized field trips for its members. When as a high-school graduate he went on an excursion round ex-Yugoslavia, his teachers gave him an assignment of delivering “presentations“ on cities and local sites. Still, the real reason he actually applied for the professional exam was because he had been persuaded by the acquaintance, already in the business.

One of the interviewees had always wanted to become a flight attendant, but since he was repeatedly unsuccessful in fulfilling his “lifetime wish“, he found a sort of a substitute in the job of the tourist guide.

There are guides, who even before obtaining their licenses, had already made contact with the profession as group travel escorts, reps at a destination or even guiding tourists without formal qualifications. It enabled them to look into their affinity and abilities in work with tourists and to gain some experience. Also, they could meet other tourist guides and tour escorts, examine their performance and work methods and obtain more information about the profession. One of the interviewed had worked as a curator of a cultural heritage site, frequently visited by guided groups.

Since the knowledge of foreign languages is vitally important for tourist guiding, philology students, people educated abroad or those who have been learning languages since the early childhood are naturally more prone to try their luck in this job. Such is *Bogdan's (64)* case, who associates his work in tourism with the fact that he has been learning French since childhood. At the time, when the tourist exchange in ex-Yugoslavia began in 1964-65, he was a student, but he decided to become a tourist guide, as he pointed out, influenced by the news articles on foreign tourists and “a chance to speak a foreign language“. His colleague *Milica (48)*, could not find a job as a philologist (Spanish and English), finding a way to earn her living through tourist guiding.

The answers to the second question have created an impression that the interviewed are aware of the complexity of their professional role, and they each mostly mentioned the following: information-giver, educator, actor, ambassador, host, guardian, intercultural mediator (Table 2). Obviously, as it is concluded by Holloway (1981:386), the majority see themselves as information-givers, and the others as educators or “outdoor teachers“ (*Janko, 23*). According to *Nikola (48)*, the main role is “to be an information-giver, but language skills are vitally important in order to gain the visitors' trust and provide them with information they cannot find elsewhere.“ *Katarina (28)* says: “My role is to explain, in the most enticing, but simple way, so that tourists can get a clear picture about my country and understand the reasons for our circumstances and real situation.“ In *Zorica's* opinion (*49*), the guide's role is to “present the country, its culture, customs and modern life to foreign visitors“, which is why it has been associated with the role of the historian, curator and actor as well. And *Oskar (29)* believes that the guide is essentially an information-giver as well as entertainer of tourists who should make a good impression related to the city, country and its people.

Interestingly, the “actor's“ aspect of the role is not only noticed by researchers, but by the guides themselves as well. In that sense, *Miloš's (49)* stance is distinctive: “I like to be heard by the masses, I don't like dialogues, because I am like an actor.“ In his opinion, tourist guiding is obviously a type of performance with him as the principal and only actor. *Nataša (47)* also finds similarities between the guide and actor, since in both cases “the same line is repeated more than once“. In addition, she was an actress in an amateur theatre.

Several respondents primarily emphasized the “ambassador“ role of their city and country, as well as the role of the “host“ to visitors. One of the interviewees (*Miloš, 49*) notices that the guide functions as a “guardian“ of tourists (in literature: keeper, buffer, shaman) in unknown regions: “I guide tourists by showing them [country and attractions], giving them the sense of security since I belong to the local community and speak their language, which is why I can draw parallels, I can contrast.“⁴

Table 2. The guide's roles listed by the respondents

ROLE	NUMBER OF ANSWERS*
Information-giver	5
Educator, teacher	2
Interpreter and translator	2
Ambassador, PR and protector of the destination	2
Actor	2
Culture broker and mediator	1
Host	1
Entertainer	1
Escort and caretaker of visitors	1
* Total number of answers is bigger than the number of the interviewed since some of them mentioned more than one role.	

Owing to his huge professional experience, the eldest interviewee noticed intercultural mediation (in literature: culture broker, intermediary, mediator) as the guide's principal role: “With my expertise and knowledge, I assist foreigners in seeing and discovering our country from the perspective of their own culture. I help them see, learn and have a good time. The essence of guide's role is in the comparative representation of one's country through culture, customs and knowledge of people from other countries“ (*Bogdan, 64*). He was the only one to emphasize directly this important aspect of tourist guiding.

Obviously, the interviewed guides did not mention at all several roles detected and selected by the researchers: neither interpreter (probably assuming that it is understood as such), seller or reseller, i.e. the enterprising element in guiding (noted by Bras, 2000, or Dahles, 2002), nor the organizer (possibly the aspect is more pronounced in the job of tourist escort).

Presumably, the author had most difficulties in getting the answers referring to the issue of professional advantages and disadvantages of the interviewed. Some of them answered as “I really do not know“, the others were doubtful and reserved (“I might have...“), whereas there were those who solely commented on their advantages. In certain answers the author noticed that the interviewed, most possibly, on purpose, tried to present their virtue or skill as an alleged flaw. Despite that, due to the interview, one could see the guides' different views on certain elements of their service quality.

Thus, *Katarina (28)* realizes that, at first, she provided tourists with too much information or too many details, but then shortened her commentary and is now trying to present only the “just“. Additionally, she would like to have more humorous elements in her presentation, considering it

⁴ Although *Uroš (55)* did not give a precise answer, he pointed out that as a “passionate Belgrader“ he tries to present his city to visitors, so that they like it as well as he does, “with all its flaws“. He looks on the tour bus as his “living room“ with tourists paying a visit and mentions the words such as “kindness“, “hospitality“, and particularly “manners“ which in his opinion accounts for 50% of the total quality of the guide.

as an important ingredient of each guiding presentation. *Bogdan (64)* admits that his flaw is the lack of sincere interest in information on having fun, entertainment and night life (“tourists are also interested in these”), blaming his age for that. *Janko (23)* emphasizes humor as his virtue (“I am trying to provide visitors with good time and fun”), and as his flaw the fact that tourists “do not see him as authoritative“, explaining it by his age and extremely youngish looks. *Nataša (47)* gave a vague answer, interpreting one of her features both as an advantage and a disadvantage: namely, she is “very open with visitors, prompting them sometimes to ask questions about my private character“. *Milica (48)* finds “optimism, joy and work enthusiasm“ as her virtues usually noticed and stated by tourists themselves. *Oskar (29)* believes that he still has not gained enough knowledge, being the only one respondent who finds gaps in his foreign language education.

Given the fact that unlike Serbia, tourist guides in many countries obtain a license or work permit after serious and sometimes long-lasting training, the author tried to look into the respondents' perceptions on the local procedure of obtaining license. All the interviewees took the professional exam for tourist guides and they hold the license based on the regulations in force at the time of taking the exam.

Even though there have been certain organizational and program changes in the period since 1957, when the first law on tourist guides was adopted, the matter of tourist guides training has still remained unresolved. No real training was planned by the regulations, and instead of it there was only a possibility of organizing preparation classes (consultation), which usually endows the candidates with the illusion of attending a specially organized “course“. Therefore, when talking on the professional exam, the guides use the term “course“ as a rule, which is confirmed in the respondents' answers. They concluded, almost unanimously, that the current way of obtaining licenses is inadequate.⁵

Certain guides had special remarks on the lack of the training. Despite his work experience, *Bogdan (64)* well remembers the “course“ organized in the 1960s which, as he says, lasted for over a year. He thinks that there have been too many general and “theoretical“ education and that candidates have not been trained for practical work. *Boris (27)* objected heavily to the way practical part of the professional exam was held, since the candidates “traveled to unknown regions, without having visited them previously and they have not been given any demonstration tour“. He thinks that candidates should be given the opportunity to observe the way more experienced guides conduct a sightseeing or walking tour, show the site etc. He also argues that the professional exam consists of “theory, and little practice“. His stance is that the “First Aid“ course should be included in the exam program: “Today, as I mostly work with elderly tourists, I am always afraid of my reaction in case an incident occurs“. *Adrijana (34)* says that the real preparation for guides in terms of work techniques, behavior and communication with visitors does not exist. *Oskar (29)* was also dissatisfied with what the “course“ had to offer, which was not the problem for him personally since he had some experience as a rep at a destination. He suggests organizing “the real training, practice with genuine tourists“ with the entire process lasting much longer. By pointing out that the selection of candidates and tourist guide license system in Serbia is inadequate, *Uroš (55)* explains why individuals “...diminish the profession, possess minimal knowledge and are bad-mannered.“

Only in two cases the answers did not sound as a direct criticism of the procedure for becoming a tourist guide: one respondent argued that the guide should educate oneself and that the “experience cannot be learnt, except the methods of reaction in some situations“ (*Nikola, 48*).

⁵ The last generation of candidates applying for tourist guide licenses, for which the Ministry of Economy and Regional Development (Tourism sector) organized the examination, was left without any preparation classes and advice. They were only given the reading list that should be obtained and, hence, prepared for the examination on their own (oral information).

At last, the interviewees' answer to the fifth question confirmed the fact that individuals enter the profession only temporarily until they find a better job ("in their field") or occasionally, for they see it as a source of additional income. In this case, only two guides are thinking of changing the profession: *Katarina (28)* says that she definitely does not even plan a longer career in the profession of tourist guiding, since she is anxious about the great existential insecurity and argues that one should change their working environment, whereas *Nikola (48)* stated that he would gladly change his current profession for more profitable one, although he would guide tourists occasionally. *Boris (29)* was hesitant in his answers. He also sees himself as a guide in the future, but he is extremely dissatisfied with the legal and social status of his profession: since he thinks that money, self-improvement and career are important in human life, he could accept another, more secure and profitable job.

Apart from persons expressing a rational attitude towards the profession they belong to, there were those among the interviewed whose answers confirmed the attitude on tourist guiding as their "lifestyle", the job that "gets under the skin" and despite many flaws, it is a very attractive profession to some people. An interesting answer was given by the eldest candidate: *Bogdan (64)* never regretted having chosen the profession "where he gained rich and wide experience as in no other occupation". He also emphasized his "self-realization in this job since income is not the main source of professional pleasure".

Undoubtedly, there are guides who really enjoy their profession, but it is questionable if the reason lies in the andragogical component of tourist guiding (work with people, "transfer of knowledge to others", permanent self-improvement), the "theatrical" characteristics of the job (performance in front of the audience, guide as a "leading actor", exhibitionism) or due to some other features in this field (part-time work, flexible work schedule, free choice, escapism etc.).⁶

CONCLUSION AND IMPLICATIONS

The research results have shown that tourist guides mostly enter the profession without any plan, and not because of their former desire to make it a lifetime vocation. The determining factor of choice is advice taken from an acquaintance or a friend (who is or was a guide or, even, works in the tourism sector), but also personal experience as a traveler within a package tour (another guide as a role model). Only after entering a profession and a period of engagement does the individual accept tourist guiding as one's lifetime vocation or, instead, as a temporary solution to existential problems. Professional fluctuation, generally characteristic for tourism, has been especially present among tourist guides: as they previously haven't had any real idea on the difficulties in the profession, some give it up right from the start after realizing that the occupation does not suit them.

Since the respondents are the active tourist guides with little or substantial work experience, they had the opportunity to detect the complexity of their role. Nevertheless, the results of this research have also proved that they mostly see themselves as information-givers or educators i.e. knowledge conveyors. It is encouraging that they also emphasized the "ambassador" or host role, i.e. local community representative. The awareness about it has undoubtedly been reflected on their relation with customers, which is relevant for the quality of tourist experience and visitors'

⁶ "If I were born again, I would choose to become a guide for a second time" (*Uroš, 55*). *Nataša (47)* also would not leave the career of the tourist guide, because in her own words she is not yet "bored with it": I found a more secure job as an interpreter, but only two weeks after I returned to guiding I am very fond of. I am happy in my job, since this is where I found 'my stage'." For *Milica (48)* tourist guiding is a source of joy and pleasure, especially because of the opportunity to pass on knowledge to others, and in the same time enjoy in the compliments paid by tourists. *Adrijana (34)* also claims that guiding is not just a passing whim in her career and even "enjoys working with tourists".

satisfaction at the destination. However, even though the phrase “tourist guide – 'tourism ambassador'“ can be heard, nothing proves that it is really generally accepted. For governmental and non-governmental tourist organizations as well as for many players in the tourism business, guides have been “in charge of” the welcome smile and appropriate information for tourists. Tour operators and travel agencies rarely admit, and less rarely assess the guides' contribution to their business success. Accordingly, it appears that only tourists, as customers, highly appreciate the importance of tourist guiding for the quality of their traveling, stay and experience.

The interviewees' answers to the third question have proved that these guides lack substantial criticism of their own performance in the professional work. It could come as a consequence of their unawareness of all the aspects of quality services perceived and evaluated by consumers, but in this case, it might also be the result of their reluctance to reveal their own weaknesses to the author (who is their fellow guide).

The empirical research has shown that there is great dissatisfaction among the tourist guides with the current way of obtaining the license or inadequate training system. For the candidates who take their professional examination in Serbia there is no previous training. Current procedure weaknesses are even more emphasized after adopting the new EN 15565 standard, by which the EU member states determine minimal criteria in terms of tourist guide training as well as the qualification of lecturers.⁷ Thus, the countries like Slovenia, Slovakia or Poland, which have been practicing short and more simple training up to now, have started to adopt these policies. It is indicative that the suggestions made by the interviewed (referring to methods and tourist guiding technique) were mostly incorporated in the content of the EN 15565 standard, which confirms its practical strength.

Obviously, it is necessary to give careful consideration and revise the current tourist guide licensing system and propose more efficient solution, the one which now exists in EU countries. It is of crucial importance for the future quality of domicile tourist guiding as well as for the harmonization of Serbia with the European standards at large.

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⁷ The document entitled *Tourism services: Requirements for the provision of professional tourist guide training and qualification programmes* was adopted in 2008 and thus became the national standard in all EU countries.

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