

**Instructional Design for Guiding Tourists  
in a Changed South Africa**

by

**Deborah Joanne Smal**

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**Supervisor: Prof. S.M. Welgemoed**

DECLARATION

The contents of this dissertation represent my own work and the opinions contained herein are my own and not necessarily those of the Technikon.

I further certify that this thesis was not previously submitted for academic examination towards this qualification.

I wish to thank the Centre for Scientific Development of the Human Sciences Council for their financial assistance. Opinions expressed and conclusions arrived at are those of the author and are not for Scientific Development.

Signature : \_\_\_\_\_



Date : \_\_\_\_\_

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## SYNOPSIS

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This study is aimed at instructional design for training tourist guides in order to specifically enable them to accommodate the requirements and expectations of "new" South African tourists wishing to join a package tour. The latter refers to those citizens who have previously been excluded from tourism destinations and/or attractions because of racial regulations of the past. .

The traditional role of the tourist guide and the present-day modus within which it has realised, have been examined reaching the conclusion that the designation "tourist guide" means far more, now focusing on being an educator and culture broker. This new role requires a new and innovative training.

Although training courses for tourist guides do exist, these courses do not equip guides to act as culture brokers, mediating between tourists and hosts or host destinations, nor between foreign tourists and all facets of the diverse South African culture.

Tourist guides occupy key positions in the tourism industry. They make the work of tourism planners, marketers, developers, travel agents and tour operators accessible to tourists. This implies unfolding reality to tourists, setting professional standards and interacting with local communities. This comprehensive role is often not attained as desired because those accepting the responsibility for it are not sufficiently trained, indeed not when the needs and expectations of "new" domestic tourists are considered.

The abovementioned curriculum design was launched with a needs assessment to determine the needs of "new" domestic tourists, as only the needs and expectations of white, traditional, indeed sophisticated tourists had been borne in mind during training. The research technique utilised was **focus group** discussions, the findings of which were applied to the specific components of a **curriculum** model tailored for training for the tourism industry.

A matrix in which learning content, teaching methodology and assessment techniques were indicated, portrayed an holistic approach to the training envisaged. The research outcome points towards an additional module to be implemented in the training of tourist guides as mentioned, focusing on cross-cultural as well as inter- and multi-cultural interpretation and communication. Emphasis is placed on a paradigm shift within the task and role of guides, from the traditional merely geographic role to that of an accountable andragogic-didactic one, making the tourist experience one of actual listening instead of only hearing and really looking instead of only seeing.

It is hoped that such an innovative mission for accompanying tourists, specifically new South African tourists, will indeed contribute towards making tourism one of the leading industries in the country.

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## OPSOMMING

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Die mikpunt van hierdie studie is 'n kurrikulumontwerp vir die opleiding van toeristegidse wat hulle spesifiek in staat sal stel om te voldoen aan die vereistes en verwagtinge van "nuwe" Suid-Afrikaanse toeriste wat 'n pakkettoer wil onderneem. Laasgenoemde burgers is diegene wat voorheen weens rassewetgewing van toerismebestemmings en/of -attraksies uitgesluit is.

Nadat die tradisionele rol van die toeristegids ondersoek is, asook die wyse waarop dit hedendaags realiseer, is daar tot die gevolgtrekking gekom dat die benaming "toeristegids" veel meer inhou, en dat die fokus nou daarop is om 'n opvoeder en kultuurmakelaar te wees. Hierdie nuwe rol verg 'n nuwe benaming en innoverende opleiding.

Hoewel opleidingskursusse vir toeristegidse wel bestaan, rus dit gidse nie toe nie om as kultuurmakelaars bemiddelend op te tree tussen toeriste en gashere of gasheerbestemmings, of tussen buitelandse toeriste en alle fasette van die diverse Suid-Afrikaanse kultuur.

Toeristegidse beklee sleutelposisies in die toerismebedryf. Hulle maak die werk van toerismebeplanners, -bemarkers, -ontwikkelaars, reisagente en toeroperateurs vir toeriste toeganklik. Dit behels dat hulle die werklikheid vir toeriste ontsluit deur professionele standaarde en interaksie met plaaslike gemeenskappe. Hierdie omvattende rol word dikwels nie na wense vervul nie aangesien diegene wat daarvoor verantwoordelikheid aanvaar, nie voldoende opgelei is nie, veral wat die behoeftes en verwagtinge van "nuwe" binnelandse toeriste betref.

Bogenoemde kurrikulumontwerp is aangepak met 'n behoeftebepaling ten einde vas te stel wat die behoeftes van "nuwe" binnelandse toeriste is, aangesien slegs die behoeftes en verwagtinge van wit gesofistikeerde toeriste gedurende opleiding in gedagte gehou is. Daar is gebruik gemaak van **fokusgroepbesprekings** as navorsingstegniek, waarna die bevindinge toegepas is op die bepaalde komponente van 'n **kurrikulummodel** wat ontwerp is vir opleiding vir die toerismebedryf.

'n Matriks waarin leerinhoud, leermetodiek en evalueringstegnieke aangetoon is, het 'n holistiese benadering tot die beoogde opleiding uitgebeeld. Die navorsingsresultate dui daarop dat 'n bykomende module in die gemelde toeristegidsopleiding geïmplementeer moet word, met die klem op kruiskulturele asook inter- en multikulturele vertolking en kommunikasie. Klem word gelê op 'n paradigmaskuif binne die taak en rol van gidse, van die tradisionele bloot geografiese tot 'n verantwoordelike andragogies-didaktiese rol, waardeur die toeris se ondervinding een van werklik luister in plaas van slegs hoor en regtig kyk in plaas van slegs sien word.

Daar word gehoop dat so 'n innoverende missie vir die begeleiding van toeriste, in die besonder nuwe Suid-Afrikaanse toeriste, inderdaad daartoe sal bydra om toerisme een van die land se vernaamste bedrywe te maak.

## **GUIDES**

*Imprints of tourists growing  
Laminating across the land  
Blending the ages to wonder  
On cultures seen first at hand.*

*But beneath this tourist expression  
Guides vanguard out to minds  
To illuminate and capture essence  
On the give and flow of times.*

*So tourist, when homely nestled  
The image of thoughts you see  
Are a joy to recount to loved ones  
From "Guides" who held the key.*

*Peter Baker 13/6/97*



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## CHAPTER

# 1

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### INSTRUCTIONAL DESIGN FOR GUIDING TOURISTS IN A CHANGED SOUTH AFRICA - GENERAL ORIENTATION AND INTRODUCTION

#### 1.1 INTRODUCTION

As long ago as October 1987, the then National Sales Manager of African Travel Service, Msomi, made this comment: "The tourism industry is entering a phase of professionalism but in a semi-professional manner and approach" (Msomi, 1987:11-13). He had been referring to the fact that industry had been accommodating what was "available to who was available" "with regard to the emerging black travel potential. What immediately comes to mind is the question of **validity** namely "is something, in this case, the tourism industry, attaining what is the tourism industry intended for?" That very question today (1996) is being asked and will be addressed in the thesis to follow.

The South African tourism industry is a diverse industry, thus requiring various training and in-service training options for those wishing to embark on a career in tourism as well as for those currently employed in the industry.

The important task and role of tourist guides in the South African tourism industry were addressed by Welgemoed in 1989. Data thus collected had been utilised in a curriculum development exercise, leading to recommendations for the training of tourist guides. These had indeed been implemented to noticeable advantage towards the professionalisation of tourist guiding in at least the Western Cape. Welgemoed's research placed tourist guiding in a historical perspective, concentrating on the existence and development thereof. An investigation was initiated to determine what expectations and demands tourists placed on tourist guides. This involved tourists who purchased pre-arranged tour packages, thus being accompanied by a guide for the duration of the tour.

In February 1994 a new political dispensation in South Africa brought about the lifting of, inter alia, the taboos of tourism, such as restricted accommodation and access to tourist destinations for all of its people. Domestic tourism consumers thus not only have multiplied in numbers, but are displaying a "changing" face. Socio-cultural paradigm shifts, standards of living and education have resulted in a tourism "boom" which according to Woessner (1992), will escalate in the decade to come. This has indeed happened, as quoted by Msimang (1995:4): - "the levels of domestic tourism also increased, generating almost R13 billion for the tourism industry". A recent survey conducted by the South African Tourism Board also supported this phenomenon. During 1994 only 27 % of Blacks took part in tourism-related activities. This figure rose to 60 % in 1996, an approximate increase of 33 % (Mackellar *et al*, 1997:6). Besides a socio-cultural paradigm shift, there has been a shift in the type of tourism potential tourists wish to experience. Traditionally scenic beauty and wildlife accounted for unique selling points but there is an interest in cultural tourism. The WTO also indicates that cultural tourism is one of the fastest growing forms of tourism but that its success relies on a sophisticated tourism infrastructure (Satour News, 1997,11). It follows that the work environment of tourist guides will change as the needs and demand for cultural tourism on domestic level change. To effectively cope with these changes, training for tourist guides should be adapted accordingly.

The project as mentioned above, namely that of Welgemoed (1989) concentrated on the demands, thus the needs and expectations, tourists have with reference to tourist guides. The empirical study section of the aforementioned project consisted of a Delphi Communication which was conducted with well-seasoned travellers and whereby a priority listing of requirements with regard to the tourist guide was structured. The participants in this project were all white tourists as very few or none of the other race groups (as referred to at that time) took part in organised, guided tours. The recommendations resulting from this study were applicable for criteria for training programmes, which were instituted at the completion of the study. This study made a significant and positive contribution to the training of tourist guides.

Training programmes for tourist guides who guide whites are evaluated on the grounds of pre-knowledge, relevance, viability, suitability and usefulness. The above criteria have shown that the expectations of the "new" South African tourist, given his/her lack of knowledge of the actual



concept of tourism, are not met by tourist guides. Apart from the expectations of "new" tourists not being accommodated in the performance of the guide, his/her new role, namely that of being a culture broker to traditional tourists, likewise are not being met. Their inefficient repertoires are indeed severely criticised to the effect that they are "dishing out rubbish to foreign tourists" (Sunday Times, 1997). Such a situation can, even if partly, be ascribed to a deficiency in the performance of guides, which may, in turn, be the result of invalid training. This research is the result of these "differences" portrayed by the "new" tourist with regard to tourism in general, and tourist guiding specifically.

In 1991 the Strategic Framework for Tourism Development in South Africa was released, focussing on the following issues:

- The strategic significance of tourism;
- Key macro-environmental trends affecting tourism;
- The present tourism market;
- A vision and value system for tourism;
- Critical issues in the tourism industry; and
- Institutional adjustments.

(Satour, 1991).

This particular document highlighted that South Africa's economy should concentrate on areas in which it had a comparative advantage, namely tourism, in order to ensure sustainable growth over time.

Strategic guidelines to critical issues in the tourism industry were identified, concentrating on the following points:

- Environment
- Infrastructure
- Tourism plant
- Entrepreneurial support
- Marketing

- Training/service quality (relevant to this study)
- Education/awareness (relevant to this study)
- Local/statutory, and
- Information management.

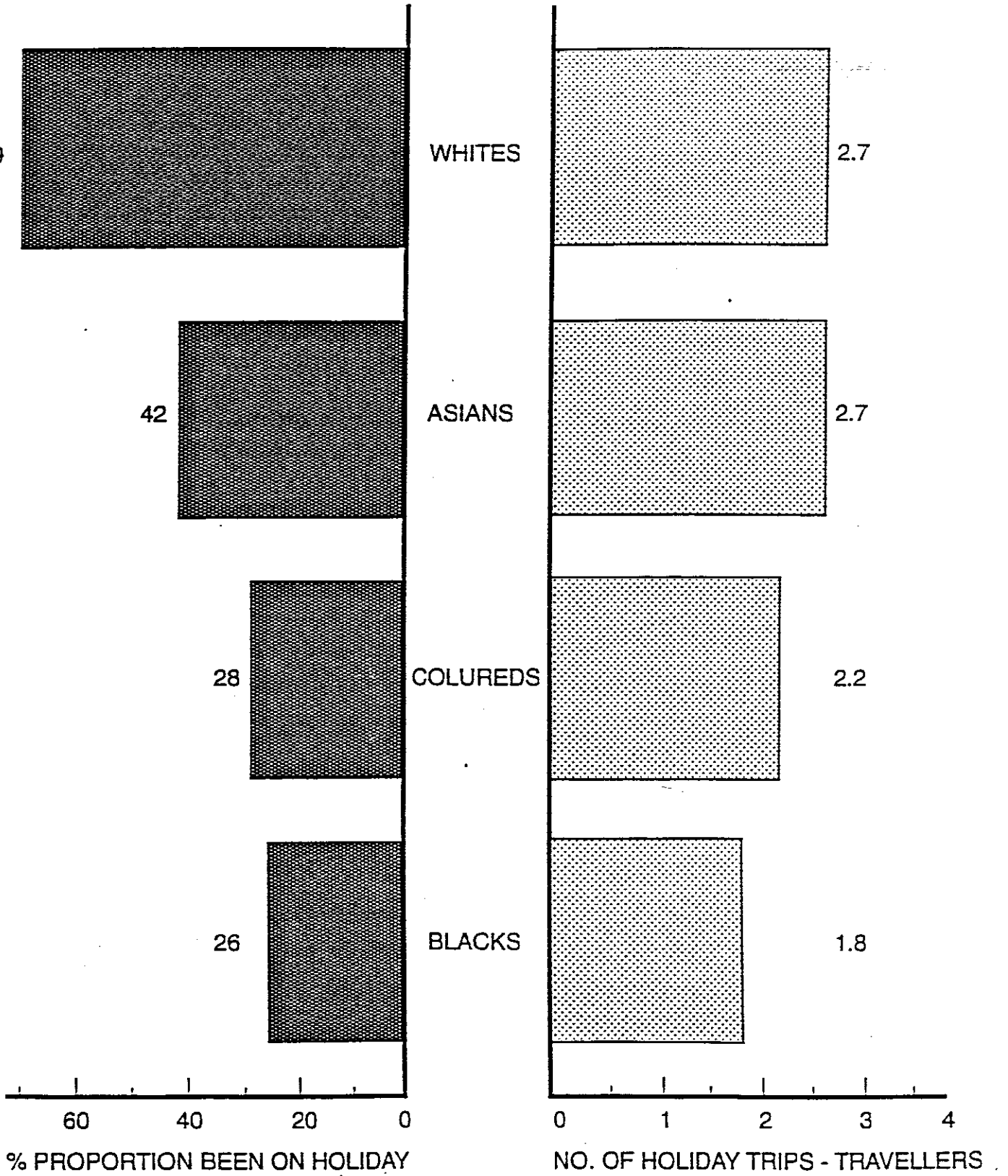
During April 1994 all South Africans had the opportunity to cast their vote for a "new" South Africa, which resulted in a predominantly ANC government. The new government's function is to ensure fairness to all its people throughout all phases of life, which include the tourism industry - bringing tourism to all communities. The changing political, economic and socio-cultural circumstances have proved the facilities, destinations and opportunities previously inaccessible to all races have now been made accessible, as mentioned before.

Tourism had been a predominantly "white" industry in South Africa. Only a certain section of the population had the opportunity to travel. Woessner (1992:2) pointed out that in South Africa the proportion of whites who went on holiday was very high compared to other countries, and that other population groups lay very far behind, due to low incomes and restricting legislation. This has changed significantly as tourism is now accessible to all South Africans. She further mentioned that "there is much enthusiasm on the part of the Blacks, Coloureds and Asians; they are more than willing to participate and share in the pleasure, excitement and relaxation of their white 'counterparts'." Her survey indeed reflected interesting statistics as can be observed in Figure 1.1, Woessner (1992: 14). This figure is an indication of the size and composition of the South African domestic tourism market and also represents the number of South Africans who have been on holiday and who have been travelling. It clearly indicates the effect of the old era of apartheid on tourism and travel on the "new" domestic tourist - being excluded, not having the relevant information on how to travel, and no access to the necessary funding.

The figure presented also indicates a rapid increasing number of "new" tourists, with new needs and expectations. This was supported by a quote from Heath (1994:2), the then Chief Executive Director of Satour: "Environmental pressures, global and economic realignment, changing consumer needs and expectations, and technological advancements are the major driving forces behind the changing face of global tourism, including tourism in South Africa".

Figure 1.1

### HOLIDAY TRIPS REPRESENTED BY RACE



Source: Woessner (1992: 14)

According to Nkosi, head researcher of Satour, tourism showed a 10,2 % increase in 1996 (Nkosi, 1997). Considering these statistics, South Africa has a "bright future" for tourism. Nkosi is furthermore of the opinion that tourism will generate major socio-economic benefits to the country and all its people - at a time in history when South Africa needs it most.

## 1.2 PURPOSE OF THE STUDY

*Research objectives*

The general purpose of the study is to make a contribution to the overall development of tourist guiding in South Africa by updating and making it relevant and valid. A first step towards realising this would be to analyse the changing needs of "new" South African tourists and providing a framework within which a training module addressing issues such as intercultural communication, can be offered to new trainee guides as well as an in-service training module for practising, registered guides. Recommendations could also be implemented in the curriculum for tourism training at post-school level, e.g. at technikons, colleges and tourism schools. It is significant to take into consideration that tourism is now being offered as a school subject in a pilot programme. In this context tourism offers young South Africans valuable educational opportunities. As tourism is now being aimed at the youth, the findings and recommendations of this study could possibly make a significant contribution.

However, more specifically the object of this study is:

- (a) To determine the current needs and perceptions of "new" domestic tourists with regard to guided tours;
- (b) To compare these findings with a similar study conducted by Welgemoed (1989), in which only the needs and expectations of white tourists were determined;
- (c) to make the necessary recommendations for the development of a cross-cultural training module: in the first instance, complying with the tourist guide needs and expectations of "new" domestic tourists in South Africa; and secondly, informing, expanding and enhancing perceptions and cross-cultural communication with host communities, previously excluded from tourism; and

- (d) To equip existing and beginner tourist guides with the necessary knowledge and skills regarding culture and cross-cultural communication by providing a training module for the mastering thereof. This will enable guides to provide information (in a valid manner) to South African tourists as well as overseas tourists who are not familiar with the cultural aspects of tourism in South Africa.

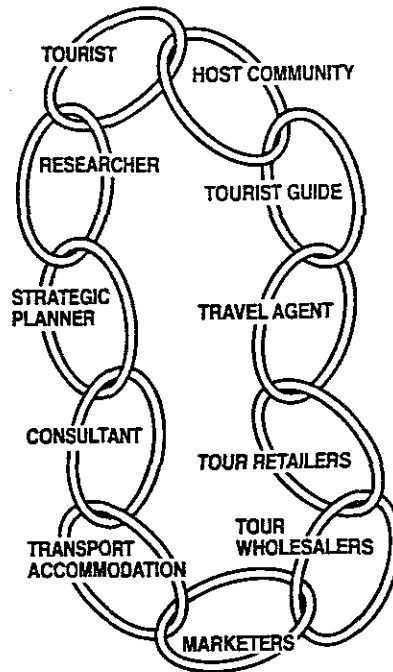
### **1.3 CONTEXT OF THE PROBLEM**

The need thus exists to specifically identify the needs and expectations of the "new" South African tourist with regard to guided tours and the presentation by tourist guides.

This study is aimed at determining and addressing the above needs and expectations as far as tourist guides and participation in tour packages are concerned. There are various important role-players in the South African tourism industry, such as strategic planners, tourism consultants and developers. Tourist guides are key role players in the tourism industry as it is in their power to realise the efforts of the abovementioned role-players. South African guides can at present and in future play a significant educational role with reference to the awareness, protection, conservation and promoting of tourism in South Africa.

Current training programmes for South African tourist guides lack validity because cross-cultural aspects in terms of both tourist and tourism destination are not being addressed. Although basic information on the diverse populations is included in current courses, it is being done with an overseas (white) tourist in mind. No training is offered to provide knowledge, skills, insight, the ability to analyse, synthesise and evaluate the various aspects of the black South Africans' cultures. Such training would be valuable for tourist guides as well as for tourists who would want to learn more about the so-called "other" cultures.

Besides learning about other cultures in tourism, tourism also provides a bridge to learn about people, their ideas and ideologies, creating an understanding within a country as well as between countries. Here tourist guides perform a pivotal function as they can make these ideas, ideologies and the tourism industry as such, accessible to the tourist.



**FIGURE 1.2 : The role of the tourist guide in the "tourism chain" (Welgemoed, 1996)**

The role of the strategic planner, travel agent and wholesalers can be "unlocked" to the tourist by the role that the tourist guide plays in the industry - "the tourist guide has considerable impact on the tourist's perception of the host destination, its people and cultures" (Welgemoed, 1996:6).

At a training seminar (Annual Tourist Guide Trainers Workshop) on 14 October 1995, Welgemoed delivered a presentation on the lack of an holistic approach to tourist guide training (Satour, 1995a:3). She stated that a modular approach had been developed towards the training of South African tourist guides which ensured the long-term sustainability of the tourist guide industry, and that the needs and demands of the incoming tourism market were met. However, she highlighted the fact that the performance of tourist guides at present could be described as "wearing blinkers", because of the one-sided focus on the needs and expectations of overseas tourists.

Satour's training requirements for the guiding of tourists are characterised by a three-tiered system:

*Level one:* The general overview of South Africa is covered in Module One. This includes detail on History, Geography and other subjects of general interest to any tourist in South Africa.

*Level two:* The same categories of information mentioned in "level one" but studied in more detail with specific application to a specific region for example the Western Cape.

*Level three:* The subjects above are covered in even more depth according to the local guide category being trained. Local guide training involves level one training and an in-depth study of the specific locality for example Cape Town and surroundings. (Satour, 1995:3)

The training of tourist guides is by its very nature esoteric and courses are therefore much shorter than the three year National Diploma in Travel and Tourism. The study terrain becomes even more complicated when seen from the perspective of the "new" South African tourist.

Problem factors informally identified by tourists, guides and travel agents include the following:

- Disregard of cultural diversity;
- Uncertainties with regard to the practicalities of the tourism industry;
- Lack of information with regard to travelling and tourism;
- Uncontrolled mass tourism;
- Unawareness of tourism; and
- Insensitivity as far as conservation and protection are concerned

(McManus, 1994).

The abovementioned aspects will thus be addressed:

### **1.3.1 Disregard of cultural diversity**

The "disadvantaged" communities referred to in the tourism industry today, include the following:

- Coloureds
- Indians
- Africans.

Each of these communities does in fact have its own distinct cultures, its own beliefs and practises. These diversities have to be incorporated into the existing South African tourism trade. Culture has to be respected and not disregarded, and must be welcomed as an intrinsic part of the new South Africa. These communities must be provided for in the same way as tourism has, in the past, accommodated overseas tourists and their specific cultural backgrounds, unique needs and expectations. Something which must however be singled out in an analogy between new South African tourists and foreign tourists is the fact that the former may feel neglected and deprived of tourism and may thus be more adamant and demanding about being accommodated in tourism. More attention may be expected however unobtrusively, during their newfound tourism ventures.

### **1.3.2 Uncertainties with regard to the practicalities of the tourism industry**

Tourism is a new concept and experience for the "new" tourist, who has been deprived of travel and tourism and has not had the travelling opportunities of his/her white counterpart. This can be ascribed to apartheid which excluded the "new" domestic tourist from tourism and travelling opportunities.

Areas of uncertainties that have come to the fore include:

- Not knowing what tourism is;
- Not knowing and understanding the benefits of tourism;
- Not knowing how to be a tourist (opportunities were never there to experience being a tourist);
- Not knowing how to utilise travelling/tourism services;
- Not knowing where to locate travelling/tourism services;
- Lack of social awareness; and



- Lack of economical status.

### **1.3.3 Lack of information with regard to travelling and tourism**

As indicated by Woessner (1992:14), and as already been stated, the South African domestic tourism market was constituted largely by white holiday travellers, followed by Asians, Coloureds and Blacks.

The lack of information with regard to travelling and tourism coincides with the uncertainties as mentioned in the previous section. Being excluded from the travel/tourism industry in previous years, available information on the aspects and practicalities of travelling/tourism was, if at all, written with an "elitist" South African or overseas tourist in mind.

National tourist organisations pitched their marketing strategies on a segment other than Blacks in South Africa. In strong contrast to this reality, Msomi (1987:11) made the following recommendation with reference to the progress in tourism: "... it must be deepened, and it must spread into the hearts and minds of blacks from the factory shop floors to the plush offices of the corporate world into every profession, organisation and interest group that form important levels in the societies of black South Africans".

The various race groups have different reasons for travelling and touring. (Woessner, 1992:52) reported that the object of holiday trips in 1992 was firstly to go on vacation, and secondly to visit friends and family. The latter is of particular significance to Blacks, being their primary purpose of holiday-making, namely visiting friends and family.

It can be concluded that if the mentioned groups were afforded equal opportunities to travel and tour to the same extent as their white counterparts, and if they had the understanding of the travel/tourism industry, a more equal distribution of holiday-makers would have prevailed. Their perceptions might well have been that there was more to travel than just visiting friends and family - there would be other areas to explore such as going on guided tours, visiting tourist attractions, eating out at restaurants, visiting eco-tourism areas and enjoying alternative, affordable

accommodation. However, this could not be realised due to legislation prevailing at that time.

Woessner & Seymour (1995:26) stated that domestic tourists found organised tours where everything was planned for them very appealing. More than half of the total sample who took part in the research confirmed that they would prefer to go on an organised tour. This finding is significant, seen against the dismantling of the apartheid laws since early 1992, and in comparison to findings before then.

#### **1.3.4 Uncontrolled mass tourism**

Mass tourism poses a concern in the modern tourism society as "masses" of tourists "infiltrating" into a particular area can damage the specific environment by overcrowding which can lead to permanent environmental destruction.

Mass tourism can be curbed by developing a tourism culture amongst all the communities, the message being to explore their country but at the same time conserve the environment for future generations.

The question now arising is as follows: Are existing South African tourist guides sufficiently equipped to guide and assist proposed tourists to become aware of the benefits of tourism for recreation, widen the parameters of knowledge, intensify enjoyment and/or realise self-actualisation through the potential tourism opportunities? Are they furthermore susceptible to the tourism needs and expectations of these new tourists, namely to take part in guided tours, visit tourism destinations, go on tourism excursions? In all of these experiences the role of the tourist guide is evident, which again focuses on his/her task and role in "opening up" tourism for new tourists.

#### **1.3.5 Unawareness of tourism**

In the light of her research findings, which were based on indications by Blacks of how "unaware" they were of tourism, Woessner (1992:170) recommended an awareness and information

campaign, promoting specific domestic destinations and places of interest.

Satour indeed launched a major tourism campaign in 1994 to introduce tourism to all South Africans and to curb the identified "unawareness" with regard to travelling and tourism.

Given this problem of "unawareness" the role of the tourist guide is of fundamental importance. Although cities and rural areas have information and tourism bureaus which can provide the necessary tourism information to the new tourist, the actual awareness and experience of tourism and what it has to offer take place on the guided tour. According to Vrey (1992: 28-42) the nature and extent of the learning experience can be manifested in three categories: in order to learn successfully, the learner must become involved, experience the learning content and then only master it. Curran (1978:1) pointed out the learning opportunities to be offered by tourism by referring to the origin of the word "tourism". It had been derived from the Hebrew word "Torah" which means to learn, study and search.

It can therefore be emphasised that it is the tourist guide and not necessarily the information officer who "makes" tourism for the tourist. However, the possibility also exists that the tourist guide can "break" tourism, a statement which can be regarded as the rationale for the research study to follow.

### **1.3.6 Insensitivity regarding conservation and protection**

Tourism, regarded as the world's largest and fastest growing industry, can be held responsible for many environmental problems, such as: the degradation of destinations, overcrowding and uncontrolled development. Ecotourism can be regarded as an action strategy to work against these negative influences but it also requires a general awareness of the importance of protecting the environment by bringing the message of conservation to the tourist. Here tourist guides have a role to play. By creating an awareness and educating the tourist natural areas will remain unspoilt and preserved.

## **1.4 HYPOTHESIS**

Current tourist guide training is fragmented and invalid as far as accommodating the needs and expectations of "new" domestic tourists are concerned. This lack of an holistic approach to training also applies to the guiding of traditional tourists when it comes to cultural tourism.

The hypothesis that can be formulated is that new or proposed tourists in South Africa have different needs and expectations with regard to tourism, which should ideally be provided to them by specific tourism functionaries, namely tourist guides. The question that now arises, is: Does tourist guides have the required knowledge, attitudes and skills to accommodate the diversity of needs and expectations of the aforementioned "new" tourists?

The point of view formulated in this text shows that at present tourist guides do not comply with and accommodate the diversity, needs and expectations of tourists who buy organised package tours as their training does not incorporate or provide for the speciality of cultural tourism. Such learning objectives and specialised learning content can only be mastered and conveyed responsibly if the curriculum procedure is completed scientifically.

This research is indeed aimed at determining the criteria and making the necessary recommendations for such a training programme.

## **1.5 METHODOLOGY**

The following methodology will be utilised during the course of this study:

- Literature study
- Investigative study
- Empirical study
- Comparative study

### **1.5.1 Literature study: South Africa**

The purpose of this study is to establish the availability of any national sources of information relative to tourist guide training in the intercultural context, as part of formal training. The objective thus will be to determine the range of the content of the existing material and to subsequently find consensus on the underlying principles of intercultural communication.

A literature search through SABINET will be undertaken in both published and unpublished sources to search for data related to intercultural tourism, ethnic tourism and tourism training.

The computer printout service of research titles offered by the Human Sciences Research Council was also utilised to establish whether similar theses/studies had not already been undertaken. 118 topics were identified but only 18 had some relevance to this study.

The following studies have a relevance to this work:

Van Zyl (1994); Jacobs (1992); Steyn (1992); Gilfillan (1992); Bruwer, Bennet & Esterhuysen (1991); Watt (1990); Bezuidenhout (1990); Welgemoed (1989); Erasmus (1989).

### **1.5.2 Investigative study**

This study is aimed at gathering information on the participation and interest displayed by "new" domestic tourists with regard to tourism. Their preferences, needs and expectations will form part of a situation analysis as the first phase of an instructional design for the envisaged training programme for tourist guides. It is evident, but it has also been verified (Fraser *et al.*, 1992), that if training is to be valid and accountable, it has to be tailored to attain specific objectives set for both learner and presenter.

### **1.5.3 Empirical study**

In order to design an effective training programme that will meet all the criteria required by the

"new" South African tourist, it is necessary to determine the various fields of knowledge as well as the skills and attitudes that will have to be mastered by the participants in the envisaged training programme.

To obtain the data mentioned, focus groups will be conducted at major tourism centres in South Africa, namely Cape Town, Port Elizabeth, Pretoria and Bloemfontein.

The reasons for deciding upon utilising focus groups for data collection in this study, are as follows:

- Focus groups highlight preferences;
- Focus groups provide information on why individuals feel the way they do about certain aspects;
- Focus groups also provide the necessary access to attitudes and life experiences of the various participants; and
- The facilitator also has the advantage of gaining more information than is anticipated.

#### **1.5.4 Comparative study**

A comparative study will be undertaken to determine the extent to which existing tourist guide training courses, both in South Africa, overseas and/or Africa, include subject material on intercultural and cross-cultural tourism experiences, and to what extent intercultural communication forms part of existing curricula.

Findings from the studies will be implemented as part of a curriculum design exercise, in order to establish a programme of study which will form part of existing tourist guide training courses, and to specifically address the intercultural and cross-cultural facets of tourism in South Africa.

Recommendations will be made with reference to the various components of the study programme.

## **1.6 CLARIFICATION OF TERMS**

It is necessary and indeed suited to clarify certain terms utilised in the script to follow, in order to explain the concept or context in which these have been used.

### **1.6.1 "Changed" South Africa**

This concept refers to the Republic of South Africa after the era of apartheid, i.e. since April 1994. In this text South Africa is referred to as a "changed" South Africa and not a "changing" South Africa, the reason being that the South African society has already changed and is not in a process of changing socially and economically speaking. The changing nature of society is what really offers scope for this study and its benefits.

### **1.6.2 "New" domestic tourist**

This specific concept refers to deprived citizens who could not enjoy the full benefits of tourism due to the laws of the country before 1994, and who now have full access to everything the tourism industry offers. In the text that follows, the "new" tourist actually refers to the so-called black tourists. Although the laws of apartheid also excluded Coloureds and Asians from certain tourism destinations and accommodation establishments, they none the less travelled and took part in tours. The so-called Coloureds in general also maintained a higher standard of living and for the purpose of this study are not regarded as "new" tourists. "New" thus refers to a potential and/or inexperienced black tourist from a less wealthy socio-cultural background. "Inexperienced" could mean that the specific person has had opportunities to travel, for example visited the Cango Caves and took part in a guided tour at the Caves, and was thus exposed to a guided tour for a short period of time, but has not yet had the opportunity or exposure of taking part in a guided, organised package tour.

### **1.6.3 Intercultural communication**

The concept of intercultural communication refers to the communication process between people from different culture groups (Gudykunst, *et al*, 1991: 284).

#### **1.6.4 Cross-cultural communication**

The concept of cross-cultural communication refers to the comparisons of communication in different cultures (Gudykunst et al, (1991: 284).

#### **1.6.5 Multicultural communication**

Examining the concept of inter- and cross-cultural communication the researcher concludes that the "term" multicultural communication performs the same function as "cross-cultural communication", referring to communication between the various cultures.

For the purpose of this study the concept intercultural communication will be utilised as this study is concerned with the communication between cultures.

#### **1.6.6 A guided tour**

- A group of people who travel by coach/tour package to visit places of interest, and accompanied by a guide;
- A single or more than one person, wishing to visit places of interest, and accompanied by a tourist guide;
- A single or more than one person, wishing to learn and experience a variety of aspects at destinations such as places of interest, culture, heritage, the environment, and accompanied by a guide.



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## CHAPTER

# 2

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### TOURIST GUIDING IN SOUTH AFRICA: AN OVERVIEW

#### 2.1 INTRODUCTION

Chapter one provided an overview into the problems of guiding the new domestic tourist in South Africa.

To fully comprehend the development of tourist guiding in South Africa, an overview of the South African tourism industry with specific reference to the impact on the task and role of the tourist guide is necessary. This will provide a perspective on the development, growth and complexity, and recent changes within the task and role of South African tourist guides.

There has been a significant growth in tourism in South Africa, as can be seen in the graphic presentation below.

#### International arrivals to South Africa

1990	-	498 712
1991	-	521 257
1992	-	559 913
1993	-	618 508
1994	-	704 630
1995	-	1 071 839
1996	-	1 172 394

This has resulted in a greater demand for qualified tourist guides, specifically to accommodate the increasing interest in guided tours. It is supported by research conducted for Satour by Markinor (Woessner & Seymore, 1995) in 1995, indicating the appeal of an organised tour for South

Africans. Markinor based their research on approximately 2 000 households in South Africa covering all segments of the South African population. Their representation represented three categories out of the sample: the total sample (2 000 households), the confident traveller within the sample and the non-confident traveller within the sample.

It was evident from this study that more than half of the respondents indicated that they found an organised tour **appealing** and would prefer to go on tour where everything was organised. One fifth of the respondents indicated that an organised tour is **very appealing** to them. This supports a conclusion that three out of four people would prefer to go on an organised tour. These figures support the demand for qualified tourist guides and organised tours. Besides the appeal of an organised tour, the latest findings indicate that cultural attractions are becoming more prominent and a reason for travelling to and within South Africa (Die Burger, 3 December 1996: 3). The significant tendency towards cultural tourism, away from for example visiting game parks, has implications for tourist guides. Their repertoires will indeed have to characterise a paradigm shift towards the new fashions and fads tourist seek. They will consequently have to undergo training to equip them for tourist guiding in a changed market.

In the previous chapter it was pointed out that the task and role of tourist guides were aimed at white, or indeed foreign tourists. Their repertoires were tailored to meet the needs and expectations of these tourists. South African tourism now displays a new market, namely that of the "previously" deprived domestic tourist, according to Msimang (1994: 4-5). New tourists thus

are a factor not to be disregarded, because of the economic impact as earner of tourism revenue. Emerging from this domestic market is the new tourist who has not had the travelling and tourism opportunities their white counterparts have been enjoying. They are eager to explore and experience travelling and tourism, and share in the cultures of fellow South Africans.

An analysis of the role of the tourist guide and the characteristics of a guided tour reveals the significance of the first. To enable tourists to enjoy "commercial" or "cut-and-dried" tourism, that is events, shows, participating in physical activities etc., may be considered "easy guiding". Making tourists **look** and not only **see**, **listen** and not only **hear** however, places a different, indeed more encompassing responsibility on the shoulders of a guide.

Cultural tourism experiences for the tourist demand that the guide should possess the necessary knowledge, skills and attitudes to actually make the tourist "live" the encounter with culture. And because culture is such a broad concept, involving several aspects of the live world of its participants, exposing it to tourists should not be a task to be undertaken in a "laissez-faire" mode.

Sociologists who have researched the tourism phenomenon, object strongly against mass tourism and the commercialising of tourism attractions and destinations. Terms such as "pseudo events" (Cohen, 1988), "tourist traps" (Boorstin, 1964) and "plastic side shows" (Dann, 1981) are talked about and criticised. These can also be regarded as reasons why certain tourists are not in favour of utilising package tours. For the new domestic South African tourist it seems quite the opposite and it can indeed be speculated that mass tourism, specifically on the domestic front, will increase if the existing demand for such tourism is sustained.

The advantages of package tours are described as follows:

- **Package tours provide the solution to uncertainties, invariabilities and ignorance in respect of tourism:**  
Opportunities are provided to gain experiences in a group structure and explore the unknown in a collective manner. Graburn (1983: 14) pointed out that this could be regarded as a state of "communita" whereby the group members virtually gave up their

identity to become part of a new group. Reilly (1982: 4) placed this affiliation into perspective: "Some people could not make it any other way. They could not cope on their own and they realise it".

In the South African context, specifically with reference to the new domestic tourist, this will be the prevailing situation. This is prominent with especially the Xhosa culture; they have a strong group presence as a result of their culture and tribal customs which comes to the fore in their attraction towards tourism (Mogwera: 1997).

- **Normative tourist: destination relationships:**

The relationship between the tourist and the destination (environment) is discussed and described in a variety of publications. The fact that national and world environment days are celebrated and honoured, is a clear indication of the concern regarding the relation between the visitor and the environment. It is highly possible and most definitely experienced in the South African context that "tourists, visitors" are guilty of vandalising the tourist destination and environment. When these tourists are part of a guided tour, accompanied by a tourist guide, they are not likely to commit acts of vandalism. This, however, is not always the situation in a guideless group. The guide is thus the key role-player in a package tour as he/she acts as conservation agent, in some situations totally unadvertently.

- **Normative tourist-host relationships:**

Given the researcher's position as an employee in the tourism industry, she can confirm that many conflict situations have recently been found to arise between tourist, visitors and the hosts at tourist destinations. Relationship problems between the host and tourists can be prevented if a tourist guide could act as a buffer. These problems may be caused, for example, by unrealistic demands, exploitation of the host, dishonouring of complaisance, certain dress codes not allowed or littering.

- **A guided tour provides maximum experience within a short time-frame:**

Fridgen (1984: 29) reported on various significant research findings which indicated that

tourists interpreted the environment in a totally different way when specific information and instructions were provided. It can thus indeed be said that presentations at visitor points are to be formulated with the "new" tourist in mind, meaning that the presentation is to be prepared in such a way as to consider the background and socio-cultural situation of the tourist. Just as the first-time tourist travelling overseas prefers to go on a guided tour in order to obtain "value for money", equally so the first-time black (new) tourist in South Africa, and even more so because of him/her being all the more inexperienced.

- **A guided tour eliminates logistical problems:**

Besides the accompaniment of a tourist guide, a package tour includes transport, entry fees, meals and so on. Discomfort and uncertainties are thus minimised. Given the above, a package tour thus provides and offers the new tourist the potential for enjoyable experiences. Itineraries for package tours, irrespective of the duration of the tour, include only safe and well-known destinations, ignoring dangerous spots or potential safety hazards, as the operator's reputation is at stake.

It can therefore be said that whereas tourists traditionally regarded the three s's, namely the sun, the sea and the sand, as synonymous with tourism, a change has taken place - the s's are now safety, satisfaction and suitability.

Taken from a physical-geographical point of view, Olson (1973: 11) summarised the logistical aspect as follows: "When you let tour experts eliminate the worrisome details that plague the inexperienced tourist, you save time and money". For the purpose of this study the concentration is however on much more than just saving money and time. The emphasis is indeed placed on the new tourist's experience with the mission that tourism will lead him/her to self-actualisation. When reflecting on Maslow (compare Maslow's Hierarchy of Human Needs), the role of the tourist guide becomes more prominent and cannot be underestimated at all. Once basic needs have been met, tourism can lead to self-fulfilment which is also a learning situation for the tourist (Holloway: 1994, 48)

## **2.2 CHANGES IN THE SOUTH AFRICAN TOURISM INDUSTRY AND THE IMPACT ON TOURIST GUIDING**

The 20th century can be regarded as the era of the "discovery" of South Africa's tourism potential. The most significant changes however, arose in the latter part of the century, as will be discussed in the sections to follow.

### **2.2.1 Shifting paradigms**

The nineties saw significant research done by Markinor on the potential of the domestic tourism market as a result of discussion at strategic framework workshops, held by Satour during the early nineties. The 1990's can also be regarded as "the heralding of a new political era in the history of South Africa" (Heath, 1994 (a): 1).

Heath and Fabricius (1994: 1-2) pointed out that South Africa found itself back in the international arena, with new international markets opening up. They continue, stating that "secondly, the country could, with a proper strategy and action plan, avoid making mistakes such as uncontrolled mass tourism".

Heath and Fabricius (1994: 2) further indicated that the following developments had a positive impact on the South African tourism industry:

- The lifting of sanctions, resulting in the opening up of new overseas markets;
- An increasing number of airlines introduced services to South Africa;
- Increased positive international reporting of South Africa being an appealing tourism destination;
- Increased co-operation and co-ordination between the countries in South Africa.

At the same time there was a realisation that tourism could bring socio-economic benefits to South Africa if it:

- Involved the various communities and regions of the country in the industry, meaning especially those previously disadvantaged communities;
- Addressed the needs and aspirations of particular emerging markets and entrepreneurs (relevant to this study: referring to the "new" domestic tourist in South Africa);
- Co-ordinated the efforts of all stakeholders in the industry in a common vision;
- Developed in a responsible and sustainable manner; and
- Upgraded and developed all forms of tourism training.

Important dates in the 1990's included the following:

- 1991 - Release of the document "The Strategic Framework for Tourism Development in South and Southern Africa" (Satour: 1991 (b));
- 1992 - White Paper on Tourism;
- 1993 - New Tourism Act;
- 1994 - A reconstruction and development strategy for the tourism industry for the period 1994 - 1995;
- 1996 - White Paper on Tourism.

Detail pertaining to situations within the abovementioned time-phases will be provided below.

- 1991 - *Release of the document* - "The strategic Framework for Tourism Development in South and Southern Africa". (Satour: 1991 (b).)**

Realising the tourism potential of South Africa, Satour embarked on a research project with the object of utilising the full tourism potential of South Africa. Satour, together with the support and involvement of the Development Bank of Southern Africa, compiled this study. Information was gathered by consulting with role-players in the tourism industry. According to Satour (1991 (b): 1) "the document was not a blueprint for the future development of the industry - rather it provided strategic direction, in terms of principles and guidelines by workshop participants (workshop participants included tourist guides), in the various regions of South and Southern Africa".

The concept of this specific document is based on vision, value systems and principles for tourism. The vision objective mainly supports issues such as:

- The upliftment and socio-economic well-being of all the people/communities in South and Southern Africa, with specific reference to previously disadvantaged communities, now the new domestic market;
- The establishment of community pride;
- The preservation of environmental, historical and cultural resources; and
- The creation of goodwill, peace, understanding and friendship between communities of South Africa and foreign countries (building bridges of friendship).

This document specifically refers to two critical issues in the South African tourism industry, namely training/service quality and education/awareness (Satour, 1991 (b): 29-32). These aspects initiated pressure on tourist guides, expecting them to deliver a more professional service which in turn presupposed a more intense and performance-based training. During 1990 discussions were already held with the South African Association for Registered Tourist Guides (SAARTG) to investigate the upgrading of the standard of tourist guide performances. These discussions included matters such as relevant training courses to be initiated by the Association in collaboration with local tour operators (Satour, 1991 (a): 39-40). Considering all these developments in the industry, it follows that tourist guides have to develop more expertise to be able to cope with the new demands from international and especially domestic tourists.

### **1992 - *White Paper on Tourism***

In 1992 the Ministry for Administration and Tourism issued the White Paper on Tourism for the Republic of South Africa.

The objective of the White Paper was to provide a tourism strategy for the government and to supply information on the action plan flowing from the said strategy.

According to the White Paper (South Africa, 1992: 2) the government was committed to creating



a political environment in South Africa which will be conducive to healthy economic growth. Once an internationally acceptable political dispensation would be in place, international tourism would play a significant role in the overall economic development of the country.

The National Tourism Strategy is thus based on fairness to all communities - to make tourism accessible to all communities in such a way as to uplift communities as well as to ensure a contribution to the country's economic well-being. Although tourist guiding is not directly addressed in this White Paper, the issue of "manpower training and development" is (White Paper, 1992: 12). The main objective is to set standards which conform with international standards. What this White Paper however does not address, is the fact that South African needs in terms of training are vastly different from those of the rest of the world because of our unique composition of diverse cultures. The White Paper endeavoured to make tourism accessible to all communities in South Africa - indeed a just and fair cause - but this can only be achieved if the actual needs in the industry are addressed.

This issue relates specifically to tourist guides as they have an important and dual role to play in the domestic scenario, namely that of an informant but also that of a "culture broker". It therefore follows that any further training for tourist guides should address the needs and perceptions of all tourists envisaged to be taken on a tour.

### *1993 - New Tourism Act*

A new tourism act was tabled and passed by Parliament (Government Gazette, 1993: 2), consolidating the following:

"To make provision for the promotion of tourism to and in the Republic; to further the industry; implement measures aimed at the maintenance and enhancement of the standards of facilities and services hired out or made available to tourists; and the co-ordination and rationalisation, as far as practicable, of the activities of persons who are active in the tourism industry; with a view to the said matters to establish a board with legal personality which shall be competent and obliged to exercise, perform and carry out certain powers, functions and duties,

- to authorise the Minister to establish a grading and classification scheme in respect of accommodation establishments, the membership of which shall be voluntary;
- to make provision for the registration of tourist guides; to prohibit any person to act for gains as a tourist guide unless he has been registered as a tourist guide in terms of the Act;
- to authorise the Minister to make regulations; and to provide for matters connected therewith".

The Tourism Act of 1993 indeed addressed the issue of the training of tourist guides as designated in their various categories and regarded training as a **requirement** for becoming a tourist guide, indeed a positive impact for the **professionalisation** of tourist guiding and subsequently, the tourism industry. However, existing training still focuses on the traditional tourist and makes no provision for the new emerging domestic tourist in South Africa. New ways and means of training and educating South African tourist guides to cope with future demands are thus required.

*1994 - A reconstruction and development strategy for the tourism industry for the period 1994 - 1995*

South Africa entered a new political phase in the 1990's. The new South African government introduced a Reconstruction and Development Programme in order to achieve the following:

- Socio-economic upliftment, imperative in political transitional phases;
- To improve the living conditions of South Africans; and
- To rectify the socio-economic imbalances resulting from past policies.

The mission of the RDP is to introduce changes in the economic and social policies during the planning phase and to ensure the equal distribution of benefits among all communities.

The RDP has recognised the value and potential of tourism and has acknowledged the important role tourism has to play in the economy of the country.

The ANC government's RDP document (1994: 106-7) contained the following:

- "Tourism has been geared largely at serving the needs of whites and tourism facilities were provided on a racial basis.
- "A process of reconstruction and development must therefore take place within tourism to unlock the local mass market and increase foreign exchange, thereby creating large numbers of sustainable jobs in tourism and allied industries and stimulating entrepreneurship as well as community involvement in tourism projects. This must be encouraged and the communities must be trained to capitalise on local opportunities".

In analysing the RDP it becomes quite clear that the new South African government is committed to bring about change in the industry so that all communities can benefit from tourism. The question to ask in this respect is: Can our South African tourist guides cope with these envisaged changes?

#### **1996 - *White Paper on Tourism***

The 1996 White Paper quoted tourism as a "missed opportunity" (White Paper, 1996:4). "Tourism development in South Africa has largely been a missed opportunity. Had its history been different, South Africa would have probably been one of the most visited places in the world". The White Paper also addressed a "New tourism" (White Paper, 1996: 13), and relied on the RDP and tourism as natural partners: "The tourism industry, more than any other industry, can provide sturdy, effective and sustainable legs for the RDP to walk on".

The White Paper also acknowledged the importance of cross-cultural relations (example of changes as mentioned in the previous section) as a force for peace in South Africa. The development of skills such as courses for cultural areas as well as cultural resource management are promoted in this paper. It can thus indeed be said that the new White Paper has been paving the way for a "new" tourism in South Africa, realising the benefits of tourism and that **ALL** South Africans can be involved and benefit from tourism. The aspect of cultural awareness and importance is highlighted greatly in this document, far more than in any previous tourism-related

document (1990 - 1996) which indeed creates the thrust and support for this study currently being undertaken.

It therefore follows that the tourist guide is going to have a far greater role to play on the domestic front as a cultural mediator between traditional tourists and their hosts and the specific destination they visit and between the **new domestic tourists and their hosts and the specific destinations they intend to visit.**

### **2.2.2 Cultural tourism: A new phenomenon**

As mentioned in the previous section, the 1996 White Paper on Tourism incorporated aspects on cross-cultural relations and emphasised the importance of cultural tourism as a force for peace and the "prima motivator" for tourism in most top tourism markets (Ritchie & Zins, 1978: 255).

"Cultural heritage is an accumulation of daily details and large traditions, social, racial and religious. Built up from beyond time and money. It may involve, usually involves, one-time, one-of-kind, never-to-be-repeated, impossible-to-duplicate buildings, shrines, sites and artefacts. But more than structures, more than things, we experience and sometimes in disarray, of feelings, moods, colours, smells and street sounds. It is an accumulation of ethics, foods, medicines and manners; the way people greet each other, love, hate, marry and bury each other. It is their markets and their market goods. It is money and how they earn it, count it and spend it. It is the way people dress, drive, drink, dance, die, weave, weep, worship and go to war. It is their curses in the street, their prayers in the temple and their songs in the field. It is plays; players and playgrounds. It is how they sail and read and write. It is instruments, tools, fabrics, dolls, doorways, music, metals, masks, boxes, beads, coffins, bottles, weapons, charms, utensils, posters, veils, skirts, hats and handshakes. It is trees, rocks, caves, mountain-tops, architecture, archives and archaeology. It is the land and the residents' sense of time, their sense of space and their story of creation" (Collins, 1988).

Cultural tourism is about us, about them, who we are, who they are, it is about the people on this earth and how we live, the touching of souls. It is a new phenomenon in South Africa, a new

learning experience for all of us. The World Tourism Organisation's research on cultural tourism according to Hull (1996: 4) showed that 37 % of all trips had a cultural element, predicting an increase of 15% by the end of the century. Cultural tourism can be useful to South Africa as a new, unique tourism product. Satour is promoting it in their new international marketing campaign, as "Explore SA-culture", depicting South Africa as a cultural destination. It can indeed be said that cultural tourism is a force for peace (bringing nations together by building bridges and friendship and understanding) as has been mentioned, and that the mediator is the South African tourist guide who can unlock the cultural "secrets" of the diverse population of this country to the latter and to visitors to this country. Cultural tourism also has pitfalls such as exploitation and debasing, which can be avoided by conducting cultural tourism with sensitivity and respect - again as Masterson (1992: 203) emphasised, who better to take over such a role, than the tourist guide.

### **2.3 TOURIST GUIDING: "PREVIEWS AND PREMISES"**

The new tourist in South Africa feels he/she has much to discover with regard to tourism and travelling (Woessner, 1992). The domestic tourism market has become prominent and South Africans have become aware of potential travelling options within their own country. Many proposed tourists do not have the necessary financial abilities to travel abroad and wish to pursue the other option, namely to explore South Africa. The regional tourism organisations are responsible for domestic marketing which may lead to the stimulation of the domestic market participation. As a result of the changing policies there has been an emergence of black tourism entrepreneurs. According to Msimang (1995:1), South Africa received most of its revenue from the domestic market. Msimang stated that 69 % of Whites, 42 % of Asians, 28 % of Coloureds and 26 % of Blacks went on holiday in 1992, a significant increase compared to figures shown before, providing an indication of improving socio-economic conditions in the country over the last few years, as well as the subsequent growth in tourism awareness among the various population groups.

It is evident that currently the South African tourism industry wishes to and must provide for the new tourist. Tourist guides can play a role by leading the new domestic tourist into this tourism phenomenon, but can they, are they, able and capable?

According to Welgemoed (1989: 152), modern tourist guiding practices originated in the European "Grand Tour" of the 17th and 18th century. She further found that tourist guiding could be traced back to the times of the Bible, mythology and ancient history and geography.

The first traces of tourist guiding in South Africa was found in 1890, the year of the oxwagon owners. These owners provided transport to and from the goldfields. Many of the people who utilised this transport were prospectors who wished to inspect the possibility of goldmining ventures. These oxwagon "drivers" knew the area, thus acting as "guides".

The first written records regarding tourist guiding were noted in the 1953 annual report of the South African Tourist Corporation, in which reference was made to the importance of guides in showing clients the way as there was a lack of facilities to "point clients in the right direction".

Many passenger liners visited Cape Town during the fifties. Guides were hired by travel agents and tour operators to provide services to the passengers of the cruise liners. No criteria were set for tourist guides; these guides were therefore mostly acquaintances of the travel agents and tour operators. They were employed on the basis of possessing reasonable communication abilities. The South African Railways paved the way by training their coach drivers to also act as guides. By 1950 a company, Trans Africa Safaris (a tour operator), supplied tourist guide services to tourists by providing transport by car, while simultaneously offering information. In 1974 employees in the industry attended the one-year course for "tour guides" offered by the Cape Technical College on a part-time basis. The course was elementary and without any practical work. Bernadine Grant published a first South African training manual for tourist guides in 1982, which according to Welgemoed (1989: 75) may be seen as a milestone in the training of tourist guides.

In 1976 a tour guide association was established, which was renamed twice, namely:

- 1979 - South African National Association for Tour Guides; and
- 1986 - South African Association for Registered Tour Guides.

The first Tour Guide Act was promulgated in 1978 (Act no 29 of 1978). According to the said Act the Minister would appoint a member from the Department of Tourism to act as the Registrar for Tour Guides. The Act also made provision for an advisory committee consisting of nine tourism industry specialists. According to regulations set by the Act, prospective tourist guides had to apply for a personal interview with the registrar whereby the latter was provided with information for registration. The registrar would then decide if the applicant was successful. In 1981 guides could register in the following categories:

- Trainee guides;
- Local guides;
- Regional guides;
- National guides;
- Specialist guides e.g. community;
- Field guides; and
- Eco guides.

The first tourist guide convention was held in Hillbrow, 1987, where a major issue being discussed was appropriate training for tourist guides. Welgemoed's study (1989), "Die Professionalisering van die Toeristebegeleier in Suid-Afrika: 'n Didaktiese Studie", was the first research in South Africa to be done with regard to the establishment of adequate training for tourist guides. Welgemoed paved the way for a new era in tourist guide training. At this stage it may be mentioned that the denomination "tour guide" was changed to "tourist guide" on the motivation that the former could firstly be a brochure or a book; secondly, as tourist guiding was seen as being in the process of professionalisation, it was accepted that guides were working with tourists (people) and that their approach must inevitably be a human one. The emphasis thus appropriately shifted from "tour" to "tourist". Initially training for tourist guiding seemed unstructured and unco-ordinated. Many people were "doing their own thing" and jumping on the "band wagon", to the detriment of guiding and guides.

The South African Association of Registered Tour Guides organises educationals and events for members. The objective of these events can be regarded as providing "further education".

Monthly meetings are also held whereby guest speakers are invited to talk on topics related to tourist guides. According to Keschner (registered tourist guide) talks were for instance recently given by Gumede on tourism in the townships. The SAARTG functions as an educational body, looking after the interests of its members and setting standards of professionalism. Keschner, the present chairlady, mentioned that the SAARTG and registered tourist guides had a constant battle with tour operators who utilised the services of unregistered tourist guides as it was cheaper. She suggested that Satour should implement a system of "policing" tour buses as in Malaysia, in order to stop this pirating and to ensure effectiveness in the industry.

Since early 1987, Satour together with the SAARTG held training workshops for tourist guides on a national basis. In addition, the Cape Technikon offered in-service training courses for registered tourist guides, as well as those who were interested in becoming guides.

Many training programmes for tourist guides existed and when evaluated, were found to be unstructured, unco-ordinated and indeed invalid (not achieving what they were supposed to have achieved (Welgemoed, 1989). Such courses were developed as a result of particular interest or expertise of "experts" with no didactically accountable preceding curriculum design, that being the base or impediment which leads to courses being valid, relevant and performance-orientated. Not only did the first tourist guide courses differ in type, level, approach, contents and duration, but even though candidates in the end sat for the same evaluation with Satour, they were not comparable and interchangeable and thus the real value thereof could not be measured. The direct consequence of the media situation was that there were no set standards for the output and/or performance of guides. Simultaneously, there could be no mention of professionalism or a "career" as a tourist guide. Fortunately it may be said that since Welgemoed's research and the implementation of her findings, tourist guide training underwent a significant improvement and likewise the image of guiding to tourists.

Previously, according to the Tourist Guide Act of 1981, tourist guides had to follow a specific procedure for registration:

- Register as a trainee guide;



- Upon registering, became a trainee guide in a category of specialisation; and
- Upon completion of training and submitting references an oral exam was given by Satour (registrar of tourist guides) and upon passing the trainee then became a tourist guide.

Under this mode of evaluation no specific criteria were set and adhered to. It seemed subjective, casual and the majority of candidates passed as tourist guides - not taking into consideration if they were really capable or not.

On 1 April 1994 new regulations for tourist guides came into effect. Much of the new system was derived from Welgemoed's study (1989).

McManus, Director: Standards, Satour mentioned that many changes were to be implemented in the tourist guide registration process and tourism industry. McManus stated as follows: "We believe that the new regulations for tourist guides will make a large contribution towards lifting and maintaining appropriate standards in the industry. If South Africa is to compete internationally as a tourist destination and meet the demands of a growing market, our tourist guides will have to be trained and supported to operate according to recognised international standards and norms" (McManus, 1994:1).

In terms of the new regulations the following has been implemented:

- Trainee guide category has fallen away (local, regional, national and specialist categories remain);
- Guides must complete an accredited (by SATOUR) course;
- Tourist guides must attend suitable courses or seminars (on an ongoing basis) to improve their skills; and
- Such an additional "qualification" would be required for re-registration in the next year.

Four modules of training are available for the various classes of tourist guiding. According to McManus (1994: 2), the course outlines for the development of suitable modules will be supplied by Satour. Courses will be accredited with Satour.

Requirements for tourist guides are as follows:

- Local tourist guides must complete module one and two, which provide an introduction to tourist guiding and a theoretical and practical background relating to tourist guiding in a specific area.
- Specialist guides must complete module three (pertaining to a speciality).
- Regional and national guides must complete module four (pertaining to region and country as a whole).
- Tourist guide regions have been divided into the nine regions identified by the new government. Tourist guides will have to renew their registration annually.

In terms of the dispensation mentioned above the old tourist guide badges were also to be replaced by new badges, providing the name of the guide, colour code for the particular region and year of registration. This badge would have to be replaced annually and should become an essential part of the corporate dress of tourist guides. In fact, if a guide would be accompanying tourists without wearing such a badge, he/she would be considered illegal and could be presented.

The following summary appeared in a Satour brochure and provides an insight into the registration procedure of tourist-guides with reference to the guide's task and role in South Africa (Satour, 1994: 1-4):

***Definitions contained in the Act:***

"The Act" means the Tourism Act, 1993 (Act no 72 of 1993); "class of tourist guides" means a class of tourist guides determined by the Board in terms of section 20(3) of the Act; "registrar" means the Registrar of Tourist Guides referred to in section 20(1) of the Act; "regions" means a region referred to in regulation 7.

The Tourism Act made provision for certain details of registered tourist guides to be recorded and included, aspects such as name, nationality, languages spoken, address, academic qualifications, special skills and knowledge and class of tourist guide registered for.

The Tourism Act also clearly stated that prospective guides had to be fluent in English and that they had to have completed the compulsory training for guides. Upon successfully completing their training, they could then apply for registration with the registrar. This process included an oral evaluation by the registrar and two qualified tourist guides who evaluated the guides by asking questions pertaining to their specific field of knowledge.

The classes of tourist guides were also clearly defined and made provision for a local guide, regional guide, national guide and specialist guide.

The tourist guide policies are presently under review and changes are taking place almost on a daily basis to ensure effective standards for the South African industry. At a meeting held in Pretoria at the Satour Head Office on 12 April 1996 various topics were discussed regarding the development of the tourist guide practice. These topics included:

- Testing of tourist guides;
- Language skills;
- First aid;
- Work permit;
- Age of students/tourist guides;
- Psychometric tests;
- Training module 1;
- Training in general;
- Testing of trainers;
- Regions and provincial boundaries; and
- Community guides.

***- Testing of tourist guides:***

It was confirmed that the evaluation panel would be made up of two registered guides, one national and one for the specific field being tested as well as a Satour representative, not necessarily the registrar.

***Language skills:***

It was confirmed that preference would be given to prospective guides who could speak a foreign language.

***First aid certificate:***

Guides would have to undergo first aid training at recognised institutions such as Red Cross and St John's.

***Work permit:***

To operate in South Africa, guides needed to have a work permit.

***Age of student/tourist guide:***

Guidelines were given that students should not be under the age of 23 when admitted to a course. The evaluation panel reserved the right to test a person under 23 or not.

***Psychometric tests:***

It was suggested that prospective guides were to be submitted to the necessary testing.

***Training module 1:***

A new module was to replace the existing training module.

***Training in general:***

It was confirmed that local and regional guides be trained for a minimum of 35 - 40 days, gaining practical training during this time and completing three projects which would count towards their evaluation with Satour.

***Testing of trainers:***

It was confirmed that trainers would be tested at random to establish their competency in their training field and thereby ensuring that effective training standards were continually met.

***Regions and provincial boundaries:***

It was confirmed that the testing of tourist guides would remain a national function and would not be devolved to provinces until further decided.

***Community guides:***

It was confirmed that community guides be involved within their community and in all courses and that they should receive the necessary support from the community to register as a guide.

Analysis of the abovementioned information reveals that a great deal will have to be implemented in order to upgrade the current tourist guiding, thereby ensuring maximum effectiveness. It can be said, however, that all the plans to upgrade once again focus on those tourists such as foreigners and the so-called traditional privileged, mostly white tourists. No mention is made of the upgrading of current training in order to prepare tourist guides for the new and changed South Africa nor to train.

***"New" guides i.e. guides of other races***

Only at a workshop held at the Cape Technikon on 14 February 1997 it was disclosed by Mr Miller Motola of Satour that local guides who wished to qualify would have to include three itineraries for their evaluation with Satour. The third itinerary would have to be a tour through a local township. The crux of this study is to provide recommendations for adequate training for tourist guides, in order to perceive and understand the aspects of cultural tourism so that they can confidently guide a township tour. At the meeting no firm recommendations were made as to how the training would be upgraded to assist guides in conducting a tour through a township.

**2.4 FINDINGS OF A PREVIOUS STUDY BY WELGEMOED, 1989**

A previous study conducted by Welgemoed (1989), "Die Professionalisering van die Toeristebegeleier in Suid-Afrika: n Didaktiese Studie", pioneered the current training situation for tourist guides and may indeed be described as a watershed in this respect. However, the above empirical study only focused on the needs and perceptions of the white traditional tourist

the tourist guide on a guided tour. None or very few people of other races took part in guided tours at the time of her research, one of the reasons being that some tourism destinations were accessible only to Whites.

The method utilised for Welgemoed's survey was the Delphi technique and the participants consisted of traditional white tourists. The said technique consisted of four phases and involved:

- An initial communication where selected participants (experienced tourists) provided information on what they expected of tourist guides;
- A second phase which involved an evaluation of the traits identified by all participants in the first situation;
- A third communication which involved a prioritisation of the characteristics identified by the participants, which then were weighted against each other in an effort to reach a consensus finding; and
- A final phase which involved an evaluation after all identified data were analysed and the necessary feedback received.

The general categories of requirements/expectations indicated by the participants in ranked order:

- 1 - Handling of questions effectively
- 2 - Clear instructions
- 3 - Well-prepared
- 4 - Language skills
- 5 - Self-confidence
- 6 - Promote interaction
- 7 - Friendly, considerate
- 8 - Knowledge
- 9 - Enthusiasm
- 10 - Clear audible voice
- 11 - Tact

(Welgemoed, 1989: 168-198)

These topics thus were selected by participants as the skills, attitudes etc. they would expect of a tourist guide on a guided tour. However, this opinion only reflected the needs and perceptions of a minority group in the tourism market - that of white, traditional tourists.

The following chapter will examine the changes in the South African tourism market in detail with special reference to a new market, a new tourist and his/her needs and perceptions with reference to the tourist guide.

## **2.5 THE TOURIST GUIDE: A SUGGESTED PROFILE**

"A profession is not an occupation but a means of controlling an occupation" (Ozga & Lawn, 1981: 17).

Welgemoed's study (1989), as mentioned, investigated the professionalisation of tourist guiding in South Africa. She perceived professionalisation as the process toward becoming professional. Requirements as to the what and how of being "professional" were highlighted. One of the most significant requirements of professionalisation, according to Welgemoed, was "long" theoretical as well as practical training. Many of Welgemoed's recommendations especially those pertaining to training for tourist guiding, were subsequently adopted and implemented by Satour. These formed the basis of the criteria for the development of current tourist guide training courses.

It is however true that some guides, specifically those who have been guiding for many years, did not undergo any training, formal or informal. Such guides have built up a repertoire which they are not willing to discard or even adapt. However effective, good or satisfactory their guiding might have been in the past, it can not automatically be assumed to be suited to contemporary South African tourist needs. The customer of the past, being either an overseas or a domestic tourist who has travelled overseas, simply differs from the "new" domestic tourist as far as experience and other needs and expectations are concerned.

When the focus moves away from the South African guide to the international arena, the work of Erik Cohen, based on findings from Israeli situations, becomes prominent. His findings offer

a model to depict the task and role of a tourist guide. According to Cohen (1985: 5-7) the models consisted of four categories namely:

- Instrumental;
- Social;
- Interactionary; and
- Communicative.

He further stated that guiding was complex and referred to the "one" who led and showed the way or the "one" who directed people in their ways, in purely a geographical "showing the way"-mode, concluding that they could not be considered or named a tourist guide. This "guide" would merely be fulfilling the role of being a "sjerpa" as would be the case in Tibet.

CATEGORY A: LEADERSHIP	CATEGORY B: MEDIATORY
<p style="text-align: center;"><i>Component 1</i></p> <p style="text-align: center;"><b>INSTRUMENTAL</b></p> <ul style="list-style-type: none"> <li>- operational</li> <li>- task orientation</li> <li>- logistics</li> </ul> <p style="text-align: center;"><b>(shepherding and marshalling)</b></p>	<p style="text-align: center;"><i>Component 3</i></p> <p style="text-align: center;"><b>INTERACTIVE</b></p> <ul style="list-style-type: none"> <li>- improvisation</li> <li>- culture broker</li> <li>- buffering</li> <li>- authenticity</li> </ul> <p style="text-align: center;"><b>(commoditisation/commercialisation)</b></p>
<p style="text-align: center;"><i>Component 2</i></p> <p style="text-align: center;"><b>SOCIAL</b></p> <ul style="list-style-type: none"> <li>- cohesion</li> <li>- person orientation</li> <li>- handling conflict</li> <li>- integration</li> <li>- morale</li> </ul> <p style="text-align: center;"><b>(animation)</b></p>	<p style="text-align: center;"><i>Component 4</i></p> <p style="text-align: center;"><b>COMMUNICATIVE</b></p> <ul style="list-style-type: none"> <li>- speech and deportment</li> <li>- kinetics</li> <li>- selection</li> <li>- dissemination</li> </ul> <p style="text-align: center;"><b>(fabrication)</b></p>

(Cohen, 1985:5-7)

**TABLE 2.1 : THE TASK AND ROLE OF A TOURIST GUIDE**



(A) **Leadership sphere**

*Instrumental:* This area refers to the operational responsibility of the guide to complete his/her tour successfully.

The "instrumental" section manifests in the guiding task of knowing the route and everything it has to offer:

- Having all **documents** available and correctly prepared (visas, entry documents, admission tickets etc.);
- Taking responsibility for the **safety** of tourists and being able to perform first aid if and when necessary (excluding administering medicine to tourists); and
- Organising "**pitstops**" along the way, for the comfort and well-being of tourists (refer Maslow's Hierarchy of Human Needs).

In general, the instrumental aspect of the guide's task performance is analogous to the **task-oriented** classification (Van der Westhuizen, (red), 1986:70) as opposed to the **people-oriented** classification in leadership roles.

*Social:* The social role entails the interaction of the guide with the group as well as the interaction with role-players in the tourism industry and more specifically, the tourism destination.

In terms of the "**social**" component of the role it will be expected of the guide to focus on group morale and cohesion within the group.

Part of this component entails specific attention to be given to the issue of handling conflict - particularly pertaining to cultural tourism and the role of the tourist guide as culture broker. Conflict may arise when tourists for instance want to take photos of a

Xhosa woman, who traditionally was expected to hide. They appear to be offended when cameras of large groups of foreign (or national) tourists start flashing on them.

Likewise the "do not touch" sign is inclined to offend tourists - the guide has a special task in places such as caves, dune and flower areas, rocks in mountains and lakes, where he/she indeed at times has to perform a conservation role.

In some circumstances, guides may try to "animate" members of the group, that is, to induce them to undertake various activities offered by the tourism destination encountered on the itinerary. Tourists may for example be encouraged to take a ride on a rickshaw. This marginal element of the guide's role on tour may well become, to quote Cohen, the "kernel" (Cohen, 1985:6) of the role. It ensures direct encounters with the culture of the host community as is indeed desired by "new" tourists on South African experiences. As recent as August 1997, the first overseas tourist actually visited black South Africans in their Gauteng homes as holiday guests (SABC news, 10 August 1997). This proves the notion of tourists undertaking tourism for cultural experiences and consequently emphasises the important role the guide may adopt in this respect.

Within the "social" role the maintaining of morale becomes crucial and here Cohen refers to it as "animation" (Cohen, 1985:13). However some guides do take humour just too far. One guide for example was seen to put a pair of plastic "crocodile" teeth in his mouth while doing his repertoire at a crocodile farm - much to the irritation of some tourists.

Another situation where morale and humour have been taken too far was for example noted at an ostrich farm and at a "crocodile show" where the animals were actually mounted and turned into "horses" - against their physical and natural well-being.

However, the value of "animation" (Cohen, 1985:13) should not be underestimated, specifically for South African situations. Matshoba (1996:10) strongly suggests that tourism in South Africa should be a cultural experience. He actually emphasises that "tourists want to learn a few words of the indigenous languages, learn a few dance steps,

collect a few recipes, clothes, art and literature and most of all, make a few new friends". Although a rather marginal element of the guide's role, it is certainly a contributing factor toward the success of the tourist experience.

**(B) Mediatory sphere**

*Interactive:* This area refers to how the guide relates to his group, the general vast population, sites, institutions and facilities. The guide's task in cultural and eco-tourism becomes important, if not an essential prerequisite. Research done at a nature conservation park in Virginia (Roggenbuck & Williams, 1991:18) indicated that guides at tourist points succeeded in changing attitudes pertaining to conservation and/or disseminating information in general, better than visual media such as for example brochures or pamphlets.

The following word play by a guide is certainly applicable in view of South Africa's "new" tourists and the conservation (eco-cultural-tourism) role of tourist guides:

"RE- • fuse  
• use  
• duce  
• cycle".

*Communicative:* The communicative sphere is frequently considered as the principal component of the guide's role (Holloway, 1981:380; Pearce, 1982:72). It is indeed confirmed by research done on the South African scenario with specific reference to guides in the Western Cape (Haydam, 1997:35) where respondents in a major research sample indicated that effective communication was a priority requirement to be a successful tourist guide. However, the survey indicated that tourism practitioners received or had received only superficial training and possessed scanty knowledge and skills in this area. A similar perception exist overseas, as De Kadt (1979:57) claimed that even where guides received thorough education, some aspects of their communicative roles were insufficiently emphasised.

The communicative component consists of four principal elements which, according to Cohen (1985:14), interpose the extent to which the guide features as a "culture broker": These are: **selection, information, interpretation and fabrication**. These can be explained as follows:

- **Selection** (pointing out objects of interest)
- **Information** - disseminating correct and precise information. Guides usually possess impressive knowledge about sites on the tour and are eager to demonstrate their expertise.

The research findings by Haydam (1997) mentioned the importance of "pride of the tourism product" as a prerequisite for professionalism and subsequent success. He furthermore stated that knowledge of the product was the "only way" (Haydam, 1997:35) to pride, success and therefore job satisfaction.

- **Interpretation** - Welgemoed (1989) is of the opinion that interpretation and not the mere dissemination of information is the distinguishing communicative role of the professional tourist guide. Cultural tourism, according to Nettekoven (1979:142), is fundamentally an act of mediating and to Cohen (1985:14), "interpretation". In its general form transcultural interpretation takes the form of translation of the strangeness or "being different" of a foreign culture into a cultural idiom familiar to tourists, indeed translating the unfamiliar for the visitor.

The role of the guide becomes more complicated because not only is he/she expected to know the local culture well enough to be interpreted off by heart, he/she also has to know about, and understand, the culture of those visiting (from another culture). The designation "Janus faced", ascribed to guides by McKean (1976: 1,12), thus becomes clear: "... as they look simultaneously toward their foreign clients and their ancestral tradition".

Tourists, international, national and specifically "new" domestic tourists, do not arrive at the destination as a *tabula rasa*, to be "written on" and therefore completely open to the experience he/she may encounter. The mere fact that the particular destination has already been chosen, indicates preconceptions and expectations about it. It thus becomes the task of the tourist guide to, through interpretation, "open up" the site(s) to the tourist. The real test for the professionalism of the guide comes in where attractions are, as MacCannel (1973) puts it: "staged" or according to Cohen (1988: 371-385) "commoditized". Under such conditions, the interpretive skills of the guide will feature to the extent that he/she has to be able to apply "keying" (Goffman, 1974:45). Goffman's term refers to the guide being able to represent for example culture to the tourist by the use of appropriate language skills and dramatising.

The challenge to "keying" may become intensified during the guiding of "new" South African tourists and when acting out the role of culture broker. Additional presentation skills such as proximity and territoriality (Fast, 1987: 45) become vital and indeed decisive as far as the success of the tourist experience is concerned. These techniques will be referred to in the section on curriculum design, later on in the thesis.

The fourth element identified by Cohen as being a facet within the communication sphere of the guide's role is fabrication. While "keying" as described above, posed a real challenge to the guide's expertise, and indeed made the difference between the tourist "looking" instead of just "seeing", and "listening" instead of merely "hearing", fabrication consists of outright **invention, improvisation** or in fact **deception**.

One guide once answered a question from a tourist about a specific bird species as the latter being an "LBJ". He later explained that it was a "little brown job".

The irony in fabrication unfortunately sometimes manifests in guides presenting

fakes from shops as if they are genuine, just to receive commission from the dealer.

In summary it thus becomes clear that Cohen's model of depicting the role of the tourist guide essentially highlights the dynamics which should exist in the role moving from the traditional **instrumental** role (purely geographical) to a **communicative** one, which indeed presupposes professionalism in the guiding task.

The area discussed above refers to a requirement of the guide, namely to be a good communicator. During the communicative process the guide has to concentrate on areas such as selection, information, interpretation and fabrication.

Cohen (1985: 10-17) mentioned that the role of the modern tourist guide had its historic origins in the Grand Tour of the 17th and 18th centuries which superseded the Grand Tour of the 19th century. The role of the guide today is complex and when considering what is expected/required of guides, can be regarded as a "profession". This can clearly be seen with reference to developments in the tourist guide industry throughout the world, e.g.:

France introduced a new law in tourism, requiring guides to study at university. In Austria training programmes are being upgraded. Finland produced a training manual to be utilised by guides when training. In Greece a training school for guides was started (Lemon, 1996: 13). At the 55th Session of the World Tourism Organisation held in Manilla (20-23 May 1997) and in terms of the "Manilla Declaration on the Social Impact of Tourism", those present declared commitment to **inter alia** recognise the role of human resources development in tourism, placing special emphasis on the task and role of those practitioners taking responsibility for communicating with tourists (Salou, 1997), such as guides.

In conclusion, the important role of a tourist guide now is evident. Satour defined

a tourist guide as "Somebody who for reward, whether monetary or otherwise, accompanies any person who travels within the Republic, and who provides such a person with information or comments on any subject" (Jordaan, 1994: 82).

Mill (1990: 359) defined a tourist guide as "A professional who leads a tour, usually at an attraction or destination". Holloway (1994: 148-149) stated that services to the tourist in terms of guiding could be divided into two categories, namely the guide and the courier. Holloway further found that couriers were normally employed by tour operators and coach companies to supervise and shepherd their tourists. According to him these couriers could also be classified as tour escorts or tour leaders. On the other hand, guides performed an information-providing role and could also be knowledgeable in specialist areas, besides the escorting or shepherd function.

Welgemoed (1989: 152 - 155) provided in depth definitions of guiding such as "to lead", "conduct", "direct", "to regulate", "to influence", "somebody who shows the way", "someone whose job it is to show a place to tourists".

Considering the task of the tourist guide in South Africa today, his/her role and function are found to be much more than merely "guiding" and "shepherding". Welgemoed (1989: 167) stated that an holistic approach should be adopted when being a tourist guide. Consideration should be given to all areas of "leading" such as instrumental skills, communication skills (for example being in command of at least one African language) and planning in terms of inter-cultural communication with the new domestic tourist, and/or being a "culture broker" when making cultural experiences possible for experienced national or international tourists.

## 2.6 SUMMARY

The present changing political, economic and socio-cultural situation in South Africa has influenced the tourism industry greatly. Facilities, destinations and opportunities in the tourism

industry have now become accessible to all communities. These emerging "new" tourists are enthusiastic and more than willing to participate and share in the tourism pleasure, excitement and relaxation, as would their white counterparts.

The perception of tourist guiding being a "white" profession should be restructured to incorporate not tokenism, but fair opportunities for people of all races to become tourist guides and thus be able to offer tourists a total view of the entire, diverse South Africa.

The following chapter will provide an insight into the opinions of a new tourist, and his/her needs, expectations and perceptions with regard to tourist guides. Such a needs analysis will be done to provide data necessary for curriculum development, as is envisaged with this project.



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## CHAPTER

# 3

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### WHAT DO "NEW" SOUTH AFRICAN TOURISTS EXPECT OF TOURIST GUIDES

#### 3.1 THE INVESTIGATION : INTRODUCTION AND OBJECTIVES

Tourism destinations in South Africa have not always been accessible to all its people. Hotels and other forms of accommodation were also out of bounds for the so-called non-whites. Only the white racial group made use of organised tours, that is tours involving the services of a tourist guide.

However, a new political dispensation introduced a new era for all South Africans and eliminated the taboos of tourism. Consumers in the industry have thus not only increased in numbers but in fact have shown a "change of face". Shifts in inter-social relations, living standards and educational levels have resulted in a flourishing interest in tourism, which is anticipated to keep growing the next decade (Woessner, 1992).

The opening up of tourism destinations to all racial groups is no guarantee that the "neglect of black tourists" will simply disappear, according to Msomi (1987:12). This forgotten "mass industry" (De Bruin, 1986:31) should be exploited to the advantage of not only the industry but every person for whom tourism is opened up. The ideal is that tourism will develop consciousness and impart knowledge, which will contribute to people's understanding of each other and their environments. To accomplish this, a more professional approach to the training of the functionary in the tourism industry (for the purpose of this study the tourist guide) is not only desirable or necessary, but vital. The subsequent questions posed in the statement of the problem in Chapter One are: Is adequate attention being given to the "new" South African tourist, and do current training programmes equip tourist guides for this new, demanding task, which should, in the light of the analysis of the South African situation, indeed be characterized by strong cross-cultural and inter-cultural communication. What exactly, are the needs and/or expectations of "new" (black) domestic tourists? How do these differ from what has been determined to be the expectations of

white (traditional) domestic tourists, and lastly, what are the implications of these differences with reference to the guiding of tourists, i.e. the task performance of a tourist guide? Earlier on in the hypothesis it has been stated that guides have a significant role to play in the entry and adaptation and/or becoming "at ease" with tourism and being a tourist. By its very nature, guiding will equally significantly apply to "more experienced" tourists, and guides have as important a role to fulfil in the latter.

Research into the training and discharging of duties of South African tourist guides showed that traditional guides are either untrained or self-trained, according to the esoteric standards of a specific tour operator. Since the completion of the said research attention has been given to training, producing positive results for both the tourist and the industry and promoting job satisfaction for the tourist guide.

In a specific curriculum design/exercise, featuring inter alia a needs survey by means of a Delphi communication, information was structured according to a business training model which resulted in a training programme for tourist guides (Welgemoed, 1989). However, this only stated the white tourist's expectations and requirements of the guide, as other racial groups, especially blacks, only took part in a few or even no organised tours up to and including 1989. Together with the exploitation of new markets, tourism should also be employed to the benefit of each person desiring to utilise tourism as a means towards self-actualisation. The ideal would be to develop an awareness and/or share information which will contribute to people's understanding of each other and their cultures.

Graburn (1983: 29) notes that millions of people deem tourism, often labelled as "frivolous and superficial", to be a measure of their quality of life and, equally important, to be the necessary compensation or balance for much that are lacking in their ordinary workday lives. From a socio-psychological point of view, tourism offers the opportunity to re-evaluate and discover more about the self; Mill & Morrison (1985: 8) emphasise: "a way of modifying and correcting it". This socialisation and stratification function of tourism is applicable and indeed necessary when the shortcomings in the South African society and tourism's potential are analysed. Murphy (1985: 30) motivates that there is no better bridge between people, ideas, ideologies and culture

than tourism, further stating that it can nurture understanding within a country as well as between countries. The need for this cross-cultural exchange is, contrary to the common assumption of tourism generating foreign exchange, probably the most important value of tourism. In South Africa it can appropriately take on the role of a "mechanism for change", according to Foster (1985: 15) because of its dynamic nature and the fact that it can hardly leave the perceptions of both tourists and hosts unchanged.

Tourist guiding is extensive and complex. Guides are expected to show a high degree of sensitivity and professionalism. On the one hand, he/she is the last link in the tourism chain in the sense that the guide is a key person in making the work done by strategic planners, developers and marketers accessible to the tourist. On the other hand, Pearce (1982: 74) quite rightly observed the British situation: "... both through the information provided and by personal examples, the tourist guide may have considerable impact on the tourists' perceptions of the host country." To this perception can be added the fact that at present and for the future, the South African tourist guide has a very important educational role to fulfil with regard to awareness, conservation, social participation and cross-cultural interaction between tourist and host and tourist and destination. Several issues and problems however spring to mind. The change in cultural mix of tourists and the number of "new", black domestic tourists visiting local destinations have implications for all aspects of the industry. In the past tourism dealt with a relatively sophisticated market, one which was constituted by people who generally preferred to be left to their own devices when visiting the various attractions or who welcomed the minimum intervention from tourist guides or so-called excursion guides stationed at specific attractions.

As a result, the tourist guide has not had a leading role to play in the industry. However vital the role that he/she did play, it now needs to be characterised by a strong shift of emphasis towards the needs of a less independent tourist, one who has to comply with new social conventions before he/she can feel comfortable with and fully enjoy the facilities to which he/she now has access.

An analysis of the tourism market has been a special motivation for the project under discussion, which is determining the actual training needs in order to validate contemporary guiding to tourists. The Markinor Report (Woessner, 1992) supplied information on the following:

- The composition of the tourism market;
- Holiday patterns;
- The role of holidays with regard to the lifestyles of South Africans; and
- Holiday preferences.

Some of the findings from the above-mentioned report make the research reported here not only viable but in fact essential, and include the following:

- There is a need for information on all aspects of tourism;
- Help is needed when planning a holiday;
- "New" tourists show a significant interest in package tours;
- Support and information regarding hotel accommodation and procedures are required;  
and
- All participants are in favour of growth in the tourism industry because it was felt that it would benefit all South Africans.

These aspects are subsequently elucidated.

- **There is a need for information regarding tourism:**  
Prospective ("new") tourists are provided with minimum help and/or information (Woessner, 1992: 9). Whites in the course of time have learned to get along by themselves, while the world of tourism appears to be new and even full of pitfalls for Blacks. For instance, they felt that few of them knew about the natural beauty of South Africa; "nobody" informed them, and according to the survey they were eager to "catch up"; therefore a great need for information and indeed education, exists.
- **Help is needed when planning a holiday:**
  - 88 % of Blacks as opposed to 65 % Asians, 46 % Coloureds and 34 % Whites indicated that they experienced or would experience problems when planning a holiday.
  - 65 % of Blacks against 26 % of Whites felt uncertain when they travelled.

- **There is significant interest in package tours:**

88 % Blacks, 82 % Asians and 77 % Coloureds who took part in the investigation, were interested in package tours.

- **Support and information regarding hotel accommodation and procedures are required:**

75 % Blacks, 44 % Asians and 37 % Coloureds as opposed to 16 % Whites indicated that the information above was required.

- **All participants are in favour of growth in the tourism industry:**

What respondents indicated as items they would have liked to experience, albeit aspects of tourism they would want to see emphasised and made accessible, are those included in a guided tour. These, in fact, sometimes form the only mode of tourism in which such aspects can be experienced. If the characteristics and functions of guided tours are analysed, the following may be concluded: Guided tours create solidarity through affording opportunities to share the unknown, while enabling group members to explore it in a collective, assuring, safe way (Curran, 1978: 22; Schmidt, 1979: 445). Such tours bridge language, communication and logistical problems which may exist between tourists and host destinations, while providing maximum experience within a short period. By the same token, guided tours are advantageous to the conservation of tourism resources because of the controlled way in which they are being conducted (Gunn, 1988: 91).

It seems evident, and has indeed been verified in research findings, that despite the criticism of being an "isolated adventure" (Schmidt, 1979), guided tours are still preferred by many tourists. If tourist guides, instead of simply being "guides" in the sense that they take tourists from one attraction to the next, can extend their role to include that of mediator and catalyst, indeed culture broker, they can, to quote Buck (1977), "make good business better". Interpreting and communicating to the tourist, yet not in a pedantic way, the elements of culture (architecture, music, art, religion, rituals etc) mentioned above, should be the **raison d'être** of being a tourist guide, specifically in the South African context.

The guide's professionalism, which involves his/her knowledge, skills and attitudes relating to the tourist, host community and industry in general, will thus most certainly, as Schmidt (1979: 446) puts it, "make or break" the tour.

Blacks show a particular enthusiasm about tourism. They are more than willing to take part in it and enjoy the pleasure, advantages etc. with their fellow countrymen. Although there are some similarities, significant differences exist between the needs of white and black prospective and/or experienced tourists:

- Blacks have a greater need for information. They indicated that they required information at all levels, especially on aspects which white tourists (and hence tourist guides too) take for granted.
- They want to feel that they are welcome at destinations. The said survey showed Blacks to still have a deep-rooted suspicion that they might be or were regarded as second class tourists.
- They want to feel "pampered" and therefore expect first-class service. They yearn for experiences that they have not been destined to enjoy until now. They appreciate or will appreciate new places and experiences.
- In contrast to most of the White tourists, Blacks indicated that, instead of peace and quiet, they preferred the hustle and bustle of the cities, entertainment, shops, etc.
- An informative finding is that Blacks, although rejecting discrimination, prefer separate tours.

The objective of the investigation to follow was to determine the black tourists' expectations of tourist guides. Data on the expectations and requirements provided would enable the researcher to draw up criteria for a training programme(s) for existing guides and hence ensure the validity of training for guiding tourists.

## **3.2 METHODOLOGY**

As indicated, a Delphi communication (Welgemoed, 1989) indicated what tourists expected of guides. A repetition of this technique seemed the obvious strategy to follow because of the previous research indicating expectations of white tourists. It would consequently enable the researcher to make a direct comparison between the two sets of findings: the expectations of traditional (white) tourists as opposed to those of new (black) tourists. However, it was decided not to use this communication technique as it would require intensive reading, interpreting and writing skills of participants and it was uncertain whether the invited participants would stay on course for the four or more communications. There were also doubts as to the effectiveness of the postal services to and from the black townships.

### **3.2.1 The utilisation of focus groups**

Focus groups appeared to be the most valid technique. The use of these groups is an established research technique which is gaining ground in the public sector because it does not pose the same shortcomings identified in techniques such as interviews or questionnaires.

Kreuger (1989:47) quite rightly refers to focus groups as "special creatures in the kingdom of groups". Seemingly such a group like any other is formed by the joining of a number of individuals. This number (5 - 10) is in fact the same as that which Abercrombie (1975: 26) lays down for, for example, successful learning in the classroom situation. However, on closer inspection focus groups exhibit specific qualities:

- Homogeneous participants are involved in social interaction. From the nature of the matter the object of the investigation determines the theme, and members are elected on the basis of homogeneous characteristics. Independent variables for the investigation are therefore built into the characteristics that group members have in common and not those that are unique to the individuals.
- The objective of such a group is to obtain qualitative data by means of an "in focus" discussion.

- Members are selected from areas which are geographically wide apart, with the additional criterion that they do not know each other (Schutte, undated: 3). Views may therefore be exchanged without any fear of members running into one another and confronting each other. Schutte (undated: 5) also recommends that group members should not know the facilitator, because familiarity may inhibit personal revelations. These focus groups were held in Cape Town, Port Elizabeth, Bloemfontein and Pretoria, where South Africa's main tourism offices are situated (refer to point 3, application).
- According to Kreuger (1989: 72) the facilitator or "moderator" plays a specific part in focus groups and does not completely take to the background as in other group discussions. In fact, he/she acts as a "*compère*" (Schutte, undated: 5) by tabling a few topics on which members will exchange thoughts during a session. The term "moderator" as used by Kreuger (1989: 73) is appropriate, as this person moderates and leads the discussion, hence the difference in roles during a focus group and other group discussions. The moderator takes part in the discussion, although minimally. Kreuger emphasises the following:

"The focus group is not a collection of simultaneous individual interviews, but rather a group discussion, where the conversation flows due to nurturing by the moderator".
- Pre-conversation plays a decisive part in focus group success. Moderators should be given the opportunity to discuss less important subjects informally and comfortably and members should be put at ease. (They were in fact invited to enjoy tea and snacks.) At the same time, moderators observe the interaction and identify group character. Kelleher (1982: 90) predicts that 40 % of participants in group work will be eager to share insights; 40 % will be introspective, but will participate when the occasion arises and 20 % will show little response.
- The placing of group members is done purposefully. During the pre-conversation referred to above and the identification of specific group personalities by the researcher, he/she was enabled to exercise maximum control over the group as a result of specific placings.



Dominating and talkative group members were placed next to the facilitator and the withdrawn ones directly opposite him/her. Eye contact assisted the moderator in involving the latter.

- Data obtained during focus groups were recorded on tape and taken down by the moderator by means of notes. The recordings served as a back-up system to prevent "loosing" data and also as verification.
- According to Kreuger (1989: 59) questions are at the heart of the focus group. Although these are experienced by members as spontaneous, the questions are planned thoroughly and structured and conceptualised beforehand to elicit maximum information. The typical questions that were asked, were open-ended and dual, requiring "yes" or "no" as an answer. Kreuger (1989: 62) points out that "why-questions" should be avoided because it could create a climate of interrogation that may inhibit members.
- Focus groups generate group discussions that are highly concentrated along particular lines, which are developed on the basis of a conversation card or according to the technique of "Ideation Criteria" as proposed by Brihart-Jochem (Wilson & Michael, 1990: 55).

### **3.2.2 Motivation**

The qualitative data required for the objective intended could be obtained conveniently and effectively through focus group discussions. This is a data collection technique based on informal conversation, because the participants are involved in a discussion and share ideas informally although in a structured manner. This offers qualitative data that exclude statistical interference (Schutte, undated: 2). Focus groups are used more and more by researchers because, according to Kreuger (1989:14), they are ideally suited to show up preferences and provide specific information on why individuals think and feel as they do.

The advantages of focus groups, as indicated by Kreuger (1989: 44-46), are as follows:

- It is a socially orientated research procedure that is valid because of the fact that people are social creatures looking for interaction with each other. They are from the nature of the matter, influenced by comments and remarks made by others and make decisions within a social context.
- Focus groups place participants in natural, true-to-life situations, in contrast to the controlled, experimental situations typical of quantitative research. According to Morgan & Spanish (1984:66), the power of focus groups arises from a compromise between the strengths of other qualitative methods, for example, the interaction and characteristics of observation as a research technique. Focus groups offer access to the material that interest researchers in Human Sciences, such as attitudes and life experiences.
- Such groups therefore offer a compromise between the intensity of observation in its purest form and the relentless probing of the source of information during interviews. It indeed realises "the best of two worlds".
- The format of the focus group places the facilitator in a position to probe and therefore use the flexibility of the situation to explore matters anticipated beforehand.
- Focus groups show high appearance validity (Kreuger, 1989: 45). The technique is easily understood by participants; ambiguous instructions are excluded and data can be used as received. Moreover, it is not presented in complicated statistical schedules, but in terminology and quotations which are readily understood by the layman (Kreuger, 1989: 45).
- The economic viability of focus groups makes it an attractive research technique (Andreasen, 1983:75). The fact that the facilitator gets more information than anticipated, can also be seen as a "bonus point".
- Perhaps the greatest advantage of focus groups is the immediate availability of information.

### **3.3 FOCUS GROUPS: APPLICATION**

For the purpose of this study, namely to establish what new South African tourists require and expect of tourist guides, the use of focus groups, as motivated above, was the obvious technique. It enabled the researcher, acting also as facilitator and moderator, to obtain qualitative data without statistical interference and subsequently to make valid findings.

#### **3.3.1 Logistics and technical aspects**

With assistance from Satour, focus groups were held in Cape Town, Port Elizabeth, Bloemfontein and Pretoria. A communication setting out the requirements for participants in the discussion was sent to public relations officers at each office. These requirements were that:

- The group had to consist of 5 to 10 people;
  - Members had to be conversant in English;
  - They had to have been on a guided tour, but were not tourist guides themselves;
- or
- If not a guided tour, they had to have been on a guided excursion at some time or another;
  - They were interested in joining a guided tour or excursion.

The motivation for selecting these participants was that they, in the light of their corresponding characteristics, namely a new interest in tour guiding and tourism, would validate the research. The fact that the group's members consisted of males and females, from various age groups and various geographical areas, were all black and unknown to each other, would eliminate variables.

Every discussion was preceded by a social gathering in the room where the discussion would take place (to eliminate strangeness of surroundings). Refreshments were served. Discussions at all the points were planned for more or less the same time of the day to eliminate possible tiredness caused by a late session.

Permission was obtained from members to position a tape recorder in the middle of the table and

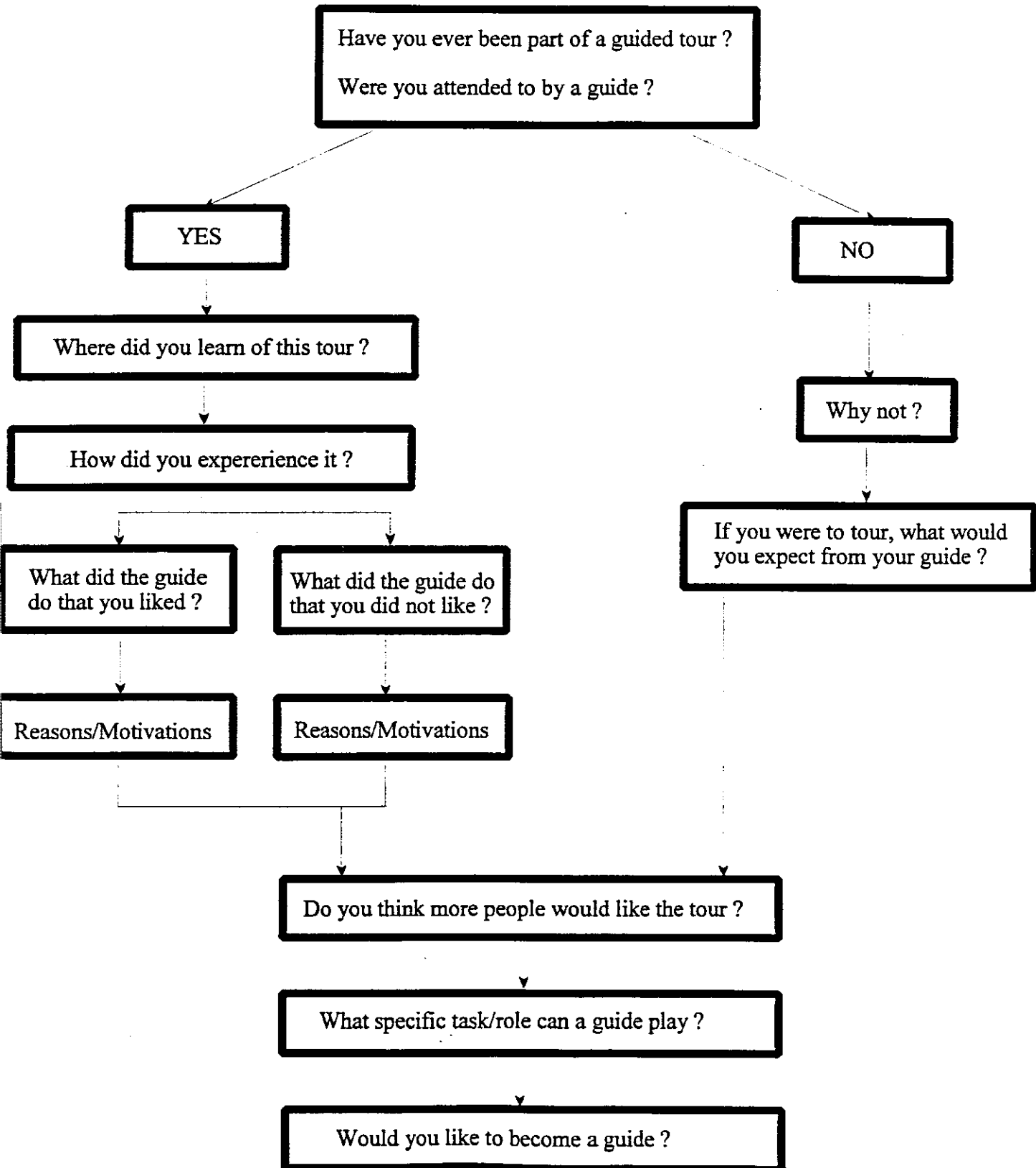
doors were closed to exclude any unnecessary noise and interruptions. Participants were seated according to personality traits identified during the pre-meeting, at specific positions in relation to the facilitator. A table was provided at every "station" for the duration of the discussion session. Experience proved that respondents felt "safe" when seated behind a table. Chairs were placed in a position that would not inhibit the conversation. The facilitator did not occupy a prominent place at the table (for instance at the head), but made sure that all the participants could see her.

Participants were informed of what a focus group is and what the purpose and the topic of discussion were, and it was emphasised that they should not try to reach consensus. It was stressed that all opinions were important and relevant.

### **3.3.2 The conversation card**

The course of the discussion was anticipated beforehand and explained on a conversation card. Space was left for branching if a spontaneous response was not forthcoming. Although the identified points of discussion as well as the "structured deviation techniques" (Schutte, undated: 6) were given thought beforehand, the conversation could still progress freely and fluently. The format of the conversation card used was the following:

**FIGURE 3.1 : Focus Group : Conversation Card**



### 3.3.3 Opinion survey and measurement

In order to finalise the discussion, participants were asked to give their opinion on the items put forward by other white tourists as priority criteria during previous research (Welgemoed, 1989). These criteria (expectations of guides) were as follows:

**N.B. THE ITEM: LANGUAGE SKILLS: AFRICAN LANGUAGE WAS ADDED FOR THE PURPOSE OF THIS DATA COLLECTION**

Handling questions effectively	
Clear instructions	
Well-prepared	
Good looks	
Neutrality towards individuals	
Language skills: English	
Language skills: African	
Should explain hotel procedures	
Self-confidence	
Should promote interaction	
Friendly, considerate	
Knowledge	
Enthusiasm	
A clear audible voice	
Tact	

1	2	3	4	5	6	7	8	9	10
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A value between one and ten (1 = and 10 = +) was to be indicated on the Schutte scale supplied to respondents.

### **3.4. FINDINGS**

#### **3.4.1 Discussion**

Although the input from the four groups, i.e. those in Cape Town, Port Elizabeth, Bloemfontein and Pretoria, differed significantly, it is possible to outline the universal contributions set out below:

**N.B. Some remarks are given verbatim to prevent the loss of any nuances.**

- Guides should be "well-dressed".
- They should not create the impression that they do not know the road well. A guide must give his name and know detail of the route.
- Tourists should not be taken just to the places that the guides know well. They want to tour through the townships. Furthermore, tourists should not be left sitting in luxury buses on the fringe of the townships, they wish to get out and speak to the people. Guides should come from the townships, because only they know what to show and tell the tourists.
- Guides must prevent the taking of photographs that will be sold elsewhere for money. They (local people) also want to benefit from such photography.
- The image of a tourist guide must change; they must not always be old, white and educated.
- Blacks should not be asked to "be quiet" at tourist destinations. It is part of their culture to speak very loudly.
- If there are Blacks and Whites on a tour, the black people must not get less attention.

- The disadvantaged should have the opportunity to tour.
- Guides should be telling stories. If they do not know the culture, they should research the specific culture.
- Overseas tourists are taken to Soweto and Sun City only. Why not take them to the Eastern Cape?
- Guides must accept that there are differences between Blacks and Whites. "Trainers must serve the person, not the colour".
- Great demands are made on guides as far as personality and character are concerned (in fact the same as from white tourists.)
- A guide should provide information about all aspects of the tour and he/she should be particularly careful not to "take anything for granted".
- A guide must be able to maintain discipline and say "no".
- Awareness must be seen as the highest priority because participants tend to see Blacks as "disadvantaged and deprived".
- Tourist guides should become involved with school children.
- Blacks are sensitive about the way their questions are answered.
- A guide must be bilingual and accompanied by an interpreter. This will create jobs for the unemployed.
- Communication skills remain a top priority.



- Knowledge "to make destinations come alive" is more important than experience.
- Some guides think they are good, but they are not.
- "Both sides of a story" should be given.
- Too much information, especially when recited, are experienced as negative.
- History and politics are still problems.
- "New" tourists want to be informed about the logistics of a tour : where to put luggage, what to order, and the safety aspects on a tour.
- A guide should be able to apply first-aid.

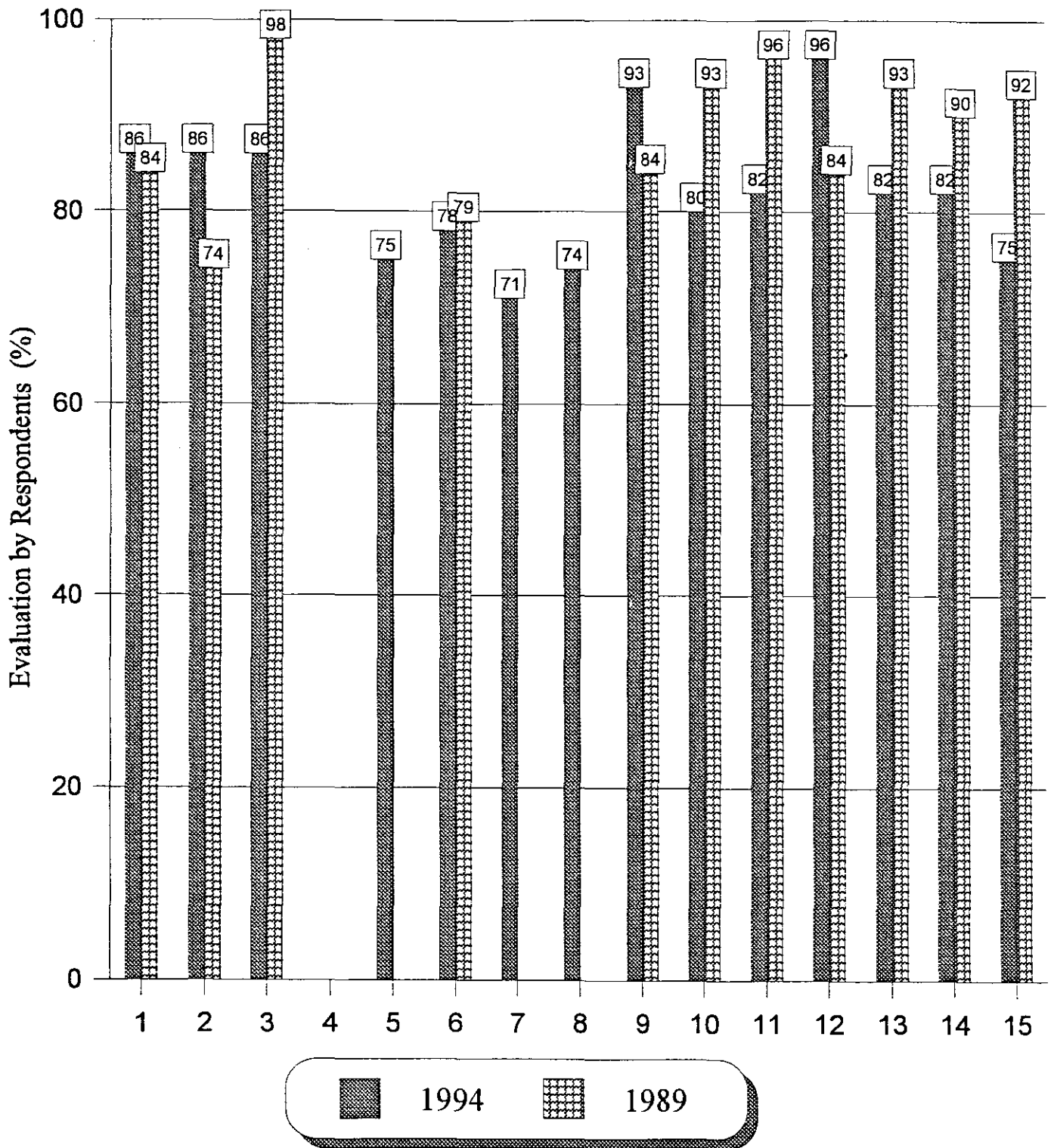
#### **3.4.2 Survey after the discussion**

As mentioned, the objective of the survey that served as the finishing touch to the discussion was to compare findings on the earlier identified items that white tourists had rated as top priorities (1990) with those that new (black) tourists rated as such (1994).

The data is presented as follows:

NB: Items appear on page 69

**FIGURE 3.2 : Tourists' Requirements of Tourist Guides**



**Items:**

- 1 = Handling questions effectively
- 2 = Clear instructions
- 3 = Well-prepared
- 4 = Good looks\*
- 5 = Neutrality towards individuals\*
- 6 = Language skills: English
- 7 = Language skills: African\*
- 8 = Explain hotel procedures\*
- 9 = Self-confidence
- 10 = Promote interaction
- 11 = Friendly, considerate
- 12 = Knowledge
- 13 = Enthusiasm
- 14 = Clear audible voice
- 15 = Tact

\* Items not evaluated during the previous research (1989)

## Evaluation by respondents

### Items:

- 1 = Handling questions effectively
- 2 = Clear instructions
- 3 = Well-prepared
- 4 = Good looks\*
- 5 = Neutrality towards individuals\*
- 6 = Language skills: English
- 7 = Language skills: African\*
- 8 = Explain hotel procedures\*
- 9 = Self-confidence
- 10 = Promote interaction
- 11 = Friendly, considerate
- 12 = Knowledge
- 13 = Enthusiasm
- 14 = Clear audible voice
- 15 = Tact

\* Items not evaluated during the previous research (1989)

***N.B. ONLY ITEMS INDICATED AS "VERY IMPORTANT" BY MORE THAN 70 % OF THE RESPONDENTS WERE COMPARED***

### 3.5 CONCLUSION

Resulting from the data collected and previous research findings mentioned the following may be noted:

- There is a significant difference between black (new) and white tourists as far as their expectations and perceptions of tourism in general and guided tours in particular are concerned.
- Black tourists are, to put it mildly, "insatiable" when it comes to information (general knowledge) and they believe that tourism may offer this knowledge, life skills and quality of life.
- The information they require, can best be "opened up" by a tourist guide. They would like to tour; in fact they prefer it to a holiday or excursion on their own. It is evident that a guide is seen as a "teacher", "informant", "guru", "shaman"; the guide's role being instrumental, interactive, communicative and mediatory and not just that of a "sjerpa" (guide). The latter can be attributed to taxi guides. Research by Welgemoed (1989) indicated the differences in the task performance and thus the level of expertise required from excursion guides, guides at specific destinations (who only have to perform a prescribed repertoire) and the "tourist guide" who is accepting responsibility for tourists on a package tour and all it entails. Fact is that not all tourist guides are geared or equipped to accept a different mission for the guiding of "new" tourists in South Africa, nor does current training programmes (according to Satour specifications) provide for the development of knowledge, skills and attitudes that will meet the expectations of these new tourists. The contents of existing training programmes do not include nor emphasise the role of a tourist guide as far as culture is concerned. To this day, tourist guides in South Africa are guilty of giving preference to the overseas tourist while simply adopting a *laissez faire* attitude towards the new South African tourist.
- English as language medium is acceptable for the new tourist in spite of the fact that it is

not his/her first language. However, the importance of an African language as communication medium was mentioned; the indications on the other hand being that English is just as acceptable.

- The deep rooted, traditional devotion to discipline of new/prospective tourists (Blacks) is obvious from their feedback during the discussions. As participants, ranging in age from youths to adults, emphasised that "discipline", "punishment", "orderliness". are priorities, it may be assumed that new tourists would expect this from a tourist guide.
- Hotel procedures seems to be almost a threat to some black tourists (both young and old), because they do not know enough about these matters or have not had sufficient experience in this. They hence feel ignorant and/or unsure about utilising it. The role of the guide in educating the individual who needs guiding in this regard, seems to be unmistakable.
- A significant reality emerging from the discussion was the enthusiasm of participants to be guides themselves. (Please refer to recommendations later on in the text).
- The application, analysis, synthesis and evaluation involved in this project provided irrefutable proof that guiding requires intensive, well thought-out, thoroughly structured training. In tourist guiding the tourist occupies the central position. This "mobile" type of person with his/her distinctive qualities cannot be left to intuitive or haphazard guiding. Justified, valid training is called for as prerequisite to accountable task performance on the part of the guide.

A matter that cannot be overemphasised is that tourist guides in the present (and indeed the future) South African "climate" can no longer give preference to the "traditional" tourist.

- The heterogeneous nature of current tourist groups makes special demands as far as the handling and self-actualisation of the group are concerned. In future tourists will be more

selective, more demanding and culturally and intellectually more sophisticated. Tourist guides will therefore have to be schooled in diversification and individualisation within the parameters of the business set-up.

Chapter 4 examines the current training of tourist guides and provides a structured new type of training to cope with new needs such as diversification, individualisation and cultural sophistication.

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## CHAPTER

# 4

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### TRAINING IN CROSS-CULTURAL COMMUNICATION FOR TOURIST GUIDES

#### 4.1 INTRODUCTION

The findings and criteria arising from the needs analysis in the previous chapter of this text have significant implications for the design of the training programme in discussion and the didactic accountability thereof.

At the same time the preceding study offers important information and perspective to the didactic practice, which will be put to use in valid, accountable tourist guiding in South Africa, with special reference to the cross-cultural element within the guiding practice mentioned. A particularly meaningful aspect which arises from the new role of the South African tourist guide besides that of guiding (actually introducing or exposing tourism as mode of recreation to "new" South African tourists), is that of being a culture broker to other, more than likely experienced, tourists wishing to experience South African culture in an authentic way.

There is thus the question of two different guiding needs: those of the "new" South African tourist and those of the traditional tourist, domestic or international, who wishes a new experience in culture.

A training programme for the guide who has to fulfil these functions can only be regarded as didactic-andragogically accountable and valid, if the goal is to enable the guide to achieve the intended objectives and aims. From there thus the criteria of validity. The proposed programme therefore was to accommodate both facets mentioned.

In the chapter following the mentioned training criteria, supplemented by relevant learning material, will be constructed according to a curriculum model. The criteria as obtained from the

findings of the focus group discussions will be incorporated in the context of culture and socio-cultural interaction needs as indicated by "new" tourists in South Africa.

The fact that the tourist guide occupies a key position in the tourism industry has already been mentioned. He/she is also a mediator, a culture broker, one who exposes or introduces the country or particular region, positively or negatively, normatively or anti-normatively to domestic and foreign tourists. From this point resides the problem that gave rise to this study. Tourist guiding is exposure to reality - indeed a didactic concern, characterised by planned didactic incidents or moments.

Questions have already been asked regarding who is functioning as a guide, and what training is necessary for the execution of this task. Specifically mentioned was the fact that current programmes did not provide for learning about intercultural communication, because traditionally it did not form part of the **repertoire** of the tourist guide.

Another aspect that had to be determined for the purpose of this text, was what "new" South African tourists required of tourist guides. The discussion conducted in the previous chapter firstly identified and verified these requirements and secondly made it possible for the researcher to compare this finding with a previous similar finding (Welgemoed, 1989), although the previous finding portrayed requirements of white tourists only. This indeed formed part of an important situation analysis and an ensuing focus action in order to make tourist guiding in present South African situations valid and accountable.

In the text that follows, curriculum will be undertaken to make the training of tourist guides valid and accountable and to indeed ensure normative exposure to reality. This can thus be regarded as the materialisation of the didactic contribution of this study, as previously mentioned.

## **4.2 A CURRICULUM MODEL FOR TOURIST GUIDING**

The model (Figure 4.1) that will be utilized for the purpose of the instructional design to follow, is a combined adaptation from the work of the following authors:



- Fraser, Loubser & Van Rooy (1992:102)
- Tyler (Mostert, 1985: 14)
- Romiszowski (1981: 118)
- Welgemoed (1989)

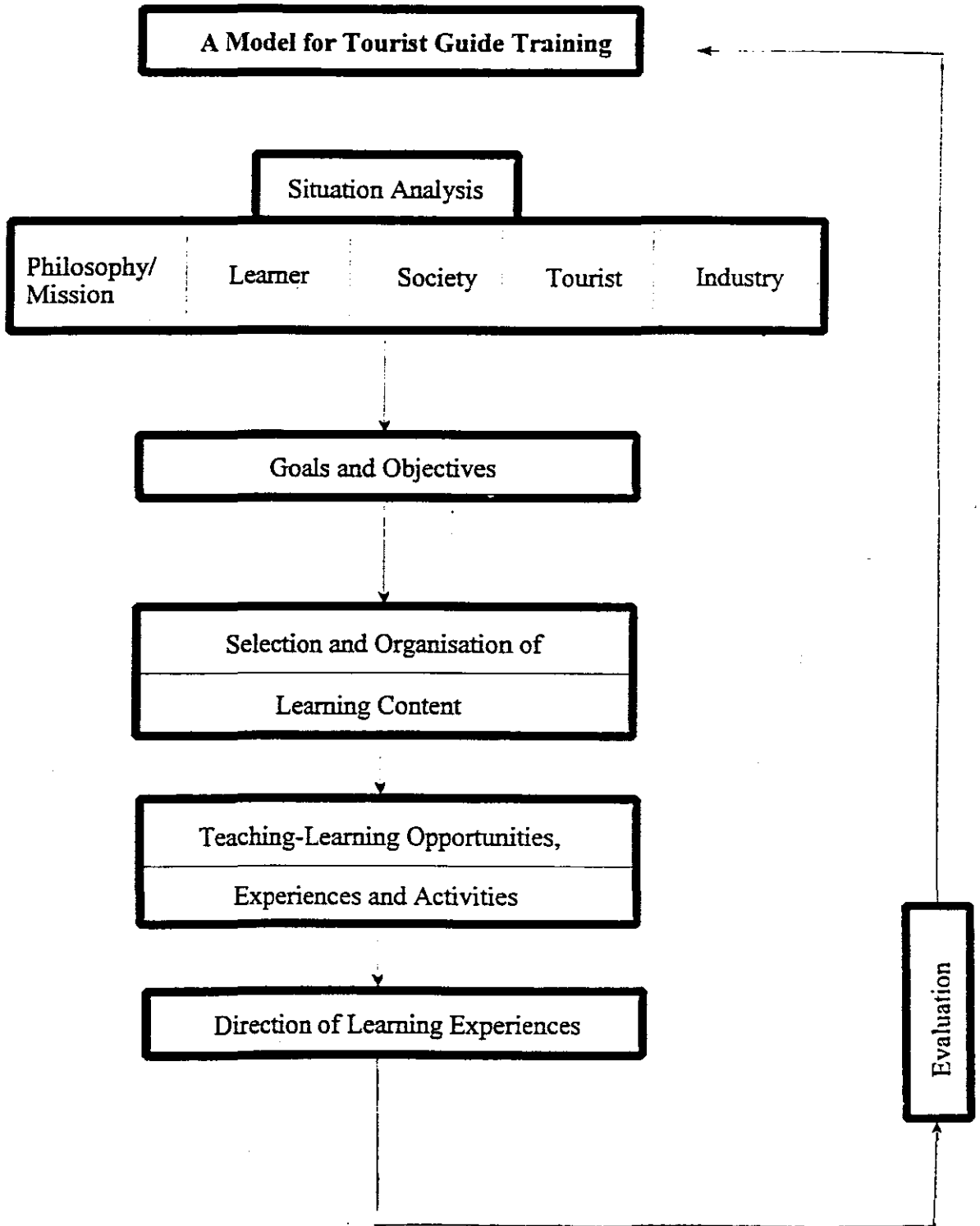
As a whole these models maintain facets which focus on curriculum conceptualisation and legitimisation, which in turn comprise the following main actions:

- Diagnosis of existing curricula
- Needs analysis (learners/society)
- Determining the audience/target group
- Raising philosophical issues
- Specification of needs of the subject
- Specification and organisation of goals and objectives
- Selection and organisation of content
- Selection of strategies for presenting of contents
- Preliminary selection of evaluation techniques
- Management of master plan (logistics & accompanying material)
- Formative evaluation (validation).

To provide structure and direction to each of these phases, direct questions are built in to ensure that thorough planning and specific answers are enforced. According to these answers, the current situation of training (the where-are-we?) can be defined. Goals can be written (the where-are-we-going?) and learning content and strategies (the how-do-we-get-there?) can be determined.

To conclude, the model also makes provision for evaluation of the learner's performance (in this situation, the tourist guide). After all, training must be subjected to some form of control and evaluation to determine if goals have been achieved. Within this resides the validity of the programme (Welgemoed, 1989: 201). The model to be implemented appears below (Figure 4.1).

FIGURE 4.1 : A Model for Tourist Guide Training



### **4.3 SPECIFIC PRINCIPLES APPLICABLE IN CURRICULUM DESIGN FOR THE GUIDING OF TOURISTS**

Synoptically the following principles have been taken into account:

#### **4.3.1 Didactics and andragogics**

Considering that training and guiding discussed in this project mainly focus on adults, it is accepted that didactic and andragogical theory will form the necessary building blocks in the design being undertaken. Didactics address teaching and learning in totality and thus include teaching, learning, learning materials (contents) and methods and techniques for presenting this material (Van Vuuren, 1976: 354).

Further, seen in the light of adult learning, andragogics must form the additional kingpin. Adult education, in this situation of both the guide and the tourist, logically forms the lifelong learning experiences which are part of being human, according to Viljoen (Pienaar, 1971: 197). A statement from Jarvis (1983: 57) has specific significance to the tourism scenario: "... lifelong education should be regarded as a fundamental necessity in any civilized society in order that every individual is enabled to respond to his learning needs, fulfil his potential and discover a place within the wider society."

#### **4.3.2 Training and education**

Zais (1976: 318) points at a significant dualism with reference to training, which has specific bearing on tourist guiding. According to him training can be mechanically dehumanising or the only responsible manner to ensure that learning takes place.

For curriculum to be accountable, care should be taken against the first section of his identification, the focus being on the last section, namely responsibility and accountability. Provision should thus be made in training for both teaching and education. Whilst training comprises the proficiency for a specific task, utilising the most effective manner within the

shortest period of time, education comprises the long term happenings that place training into perspective. Zais (1976: 319) emphasises: "... training operates as one of the tools employed to bring about the larger aims of education".

For a training programme in tourism, Go (1988: 283) offers the following declaration: "Developing countries require tourism teaching that integrates both education and training", thus emphasising the fact that both these issues should manifest in the training being presented.

### **4.3.3 Relevance**

In a changing and developing country such as South Africa there is a serious need for dynamic curriculum development ensuring that relevant education and training will prepare learners for the world of work. Carl (1995:26) emphasises that society and the country we live in demand the relevancy of learning content and learning techniques. As a matter of fact, the total validity of any course depends on the relevance of the learning content (Fraser *et al*, 1992: 131).

With special reference to training for the tourism and hospitality industry, Cooper *et al*, (1994) write in a specific section on "Delivery of Tourism and Hospitality Education" that relevancy should be the point of departure for all training within this specific industry. They view co-operative educational initiatives between various countries of the European Union as the way to ensure relevancy as far as cross-cultural communication is concerned. This initiative will be implemented in the curriculum action (the "how" of training) to follow.

### **4.3.4 Experience, involvement and attribution of meaning as learning conditions**

Training for tourist guiding must enable the learner to grow towards higher levels of human reality and assist him/her to develop and actualise these needs. Cooper *et al* (1995:21) emphasise the driving force displayed by human needs in total behaviour, while according to Maslow its features enable learners to create a hierarchy where "self-actualization is valued as the level to which man should aspire". The tourist should therefore ideally be escorted and guided towards self-actualisation; the guide enabling him/her to experience moments and happenings tourists

themselves do not think of or rely on to happen. For this to actualise, guiding should make it possible for the tourist to listen to what he/she hears, see what he/she is looking at and actually experience what is happening to him/her (Welgemoed, 1990: 213). Hence the principles of viability, durability, balance between superficiality and depth, and cultural and mental compatibility of programme content, as prescribed by Fraser *et al* (1992: 130 - 132). After content selection it is the task of the guide to firstly involve the "learner", then to make it possible for him/her to **experience**. Only then will he/she be able to give meaning, his/her own meaning, to the tourism experience.

Kruger (1980:18) motivates that the application of principles of healthy curriculum will enable the learner to handle certain real life situations within the totality of the world that he/she lives in. For the tourist guide this is actual. As the tourist should be involved and made to experience in order to attribute meaning to his/her experience, the guide as learner should go through exactly these phases of learning in training for guiding.

Reilly (1982: 3) however places this core aspect of touring into perspective: "Pharaohs sailed the Nile; Romans trekked to medicinal spas and distant areas; Phoenicians made a career of travel and bartering; the early Britons journeyed to a chain of religious shrines, giving rise to inns and taverns."

Such groups employed guides who merely got them "there" and back. Actual involvement, experience and attribution of meaning were not aimed at and likely never happened. Such a functionary in tourism could thus only be regarded as an escort and not as a tourist guide (Welgemoed, 1990). Especially when the tourist guide is taking the role of "culture broker", awareness and interaction with the tourism destination or host can take place only if the curriculum specifically and goal-oriently accommodates the above-mentioned three criteria of experience, involvement and attribution of meaning.

#### **4.3.5 Cultural awareness and tolerance**

An additional aspect of exceptional importance in learning for and about tourism is that of cultural

tolerance as identified by Coutts (1996: 163). He states that this concept is essential, but that it has been especially difficult to teach in a country with one predominant culture where learners have been socialised in certain specific values. **Cultural awareness** and hence, **cultural tolerance**, will inevitably have to be borne in mind in any curriculum design activity applicable to teaching and learning for tourism - for both the teacher (trainer) and/or the learner (guide). Cultural diversity should indeed not only be tolerated but celebrated. At a tourism workshop held in Cape Town, Gavron (1997) pleaded that those employed in tourism should discard the "melting pot philosophy" of the past, where people were "thrown" into one pot and expected to melt together, with a "tossed salad philosophy" whereby each "ingredient" or component should become important if not essential, for the success of the "salad". Such diversity should be accommodated in tourism in South Africa. Parker (1996:9) writes "that the tourism industry in the Western Cape is littered with examples of the way in which the cultural heritage of local people has been manipulated to reflect the interests, values and perceptions of those in the corridors of power". Reflections indeed of the old South Africa which can be addressed by the training programme being developed.

#### **4.4 CURRICULATION FOR TOURIST GUIDING**

##### **4.4.1 Cross-cultural experiences for tourists in South Africa**

As has been mentioned in the introduction to this chapter, the guiding of tourists for cultural experiences has to be divided into two facets. Firstly it entails the guiding of "traditional" tourists towards experiencing "other" cultures in South Africa and secondly the guiding of "new" domestic tourists towards an "opening up" of the culture of tourism.

To enable the tourist guide to be the authentic culture broker and not only the person who will accompany the tourist to make logistics easy for him/her, training is essential. The model adopted in 4.1 will subsequently be implemented to give structure to such training.

##### **4.4.1.1 *Component 1: Diagnosis of existing curricula***

Currently tourist guide training is being offered at various training institutions throughout South

Africa. Most training programmes have been accredited by Satour, because in an earlier dispensation, guides were expected to register with this regulatory body before being allowed to guide tourists. Existing training curricula are divided into various categories, namely:

- Training for local areas, such as Cape Town and surroundings
- Training for regional areas, such as the Western Cape
- Training nationally for the whole of South Africa
- Speciality guiding, such as community guiding.

Training curricula comprise a general module compiled by Satour, containing basic information on the role and function of a guide and general facts about South Africa. Depending where the training institution is situated, training curricula have been constructed for a specific area. These curricula contain information on the specific area or region and include topics such as climate, history, attractions and travel operations. At a meeting organised by TETIC (Tourism Education and Training Interim Committee for the Western Cape) in December 1996, Gavron, a Community Development Tourism consultant, reported that Satour provided black communities with the opportunity of drawing up their own curricula on their specific areas, which were then to be incorporated into the Satour curricula, and which obviously had to comply with criteria set down by Satour (Gavron, 1996). These curricula would mainly concentrate on attractions in those specific areas. At a training course for tourist guides (Cape Technikon, June 1996), attended by 54 tourist guides, Keschner, the chairperson of SAART, pointed out that currently there was no formally structured training programme on intercultural communication, thereby directly supporting the need for this research/curriculum development exercise.

#### **4.4.1.2      *Component 2: Needs Analysis***

The success of any training programme depends on a preceding needs analysis. A needs analysis provides the teacher/trainer with an holistic view of the needs of industry, the teaching terrain, what would be expected from the teacher/trainer, and what the learning needs of the trainee are. Pratt (1980: 79) defines needs analysis as such: "The term needs assessment refers to an array of procedures for identifying and validating needs and establishing priorities among them".

The teacher/trainer should ask the following questions related to a needs analysis: By whom and for whom should this training be undertaken? Another definition, by Kaufman & English (1979: 3-4), clearly places needs analysis into perspective when needs assessment is described as a tool which formally harvests the gaps between current results (outcomes, products) and required or desired results. It places the gaps in priority order, and selects those gaps (needs) of the highest priority for action, usually through the implementation of a new or existing curriculum or management process. Olivia (1992: 246) supports this definition by stating that the objectives of the needs analysis have two facets, firstly to identify the needs of the learners not being met by existing curricula and secondly to revise existing curricula in such a way that the specific needs are addressed.

With reference to a needs assessment, South African tourist guides have clearly indicated that currently there is no formal structured training programme on intercultural or cross-cultural communication for guides. This need will be addressed accordingly.

Other questions to ask and obtain the necessary information on include:

- What are the expectations of guides, tourists, hosts and destinations?
- What level of knowledge should trainee guides have?
- What level of skills should they have?
- What kinds of attitude are prevalent and which are to be instilled during training?
- Is the guide experienced in guiding and how would this influence the course content?
- What restraints in terms of practical experience do trainees (and trainers) have?
- What is the mission of the industry to be served?

The most significant variables thus to be considered in the needs analysis as summed up by Fraser et al (1992: 86) are the **people** involved in the didactic situation: those for whom the curriculum is being developed, **and who more specifically include:**

- The learner/trainee
- The trainer/educator
- The consumer/community/industry for whom the training is being prepared.



Therefore to conclude and as an application of the indicator within the needs analysis, the following:

- **The learner/trainee:** For the purpose of this study, the learner being referred to is a prospective tourist guide, veteran guide as well as guide already registered in the aforementioned categories, local, regional, national or specialist.

Training for tourist guides is aimed at tertiary level, thus specific attention should be given to the needs of adult learners.

- **Pre-knowledge:** Trainees will have to possess a variety of pre-knowledge, which will have to be determined. A pre-test is recommended. Refer to recommendations in the last section of this text.
- **Pre-experience:** As with the determining of the pre-knowledge of a trainee, likewise previous experience will have to be brought into account when designing the programme being discussed.

This can be determined through **role play** and/or **case studies** during an orientation session. **Observation** as a training methodology can be applied and will be discussed further in the relevant curriculum component that follows.

- **The need of the industry/host community:** According to all signs the tourism industry in South Africa is currently undergoing an exceptional growth phase, closely striving to be the dynamic industry it is supposed to be. The dynamics referred to flow directly from the change currently taking place in the industry. There is a "new" tourist and a "new" interest in tourism: domestic and international.

#### **4.4.1.3      *Component 3: Determining the target audience***

The "for whom" factor plays an important role in this section - it is what it says: For whom is this training being developed?

The answer to this question is - South African tourist guides. Currently the classification of guides according to the Tourism Act of 1993 still incorporates the following categories of guides:

- Local tourist guide
- Regional tourist guide
- National tourist guide
- Speciality guide.

All of these tourist guides will not only benefit from the proposed training module, but will have to complete it as has been stated in the paragraph above.

#### **4.4.1.4      *Component 4: Raising philosophical issues***

"No man ever looks at the world with pristine eyes. He sees it edited by a definite set of customs and ways of thinking. Even in his philosophical probings he cannot go beyond these stereotypes, his very concepts of the true and the false will still have reference to his particular traditional customs" (Zais, 1976: 158).

The new domestic tourist's traditional customs do affect his way of thought and interpretation as can be seen in the findings of the focus group discussions in the previous chapter:

- There is a significant difference between "new" and traditional tourists' perceptions of tourism and guided tours in particular.
- Black tourists crave information and knowledge and believe that tourism can offer this knowledge, including life-knowledge, to them.
- Tourist guides are ideally positioned to provide tourists with the knowledge mentioned. These tourists are keen to tour; in fact, they prefer this mode of holidaying to excursions on their own. Guides are seen as informants, indeed they regard the guide as the "guru" or "shaman" (Cohen, 1985:6).
- Those "new" tourists who have actually experienced guided touring, regard the present

performances of guides as inadequate and/or one-sided. They are also perceived as portraying a *laissez faire* attitude towards domestic tourists.

- Communication in English is acceptable to new tourists, however much they feel that an African language is important.
- New/prospective tourists are awe-struck by discipline, a fact that was evident from the focus group discussions. Across the age spectrum, ranging from adults to adolescents, orderliness and even handing out punishment seemed priorities and hence will accordingly be expected from tourist guides.
- New tourists aspire to become tourist guides themselves.
- New tourists feel that training in cross-cultural communication for tourist guiding is not only desirable, but essential.

Philosophical issues indeed have bearing on this study and will be approached with an holistic view in the following categories:

- Ontology (the nature of reality): what does the learner (guide) regard as reality in terms of guiding new domestic tourists?
- Epistemology (the nature of knowledge): what knowledge does the learner have?
- Axiology (the nature of value): what value will the learner attach to this new training module for tourist guides?

"The curriculum is to be modified and improved with every new accession of knowledge and with every new evolution in life ..." (Zais, 1976: 143). In the rapidly changing South Africa, philosophical issues change; these issues, as they are changing, should be incorporated into tourist guide training and viewed as a continuous action. The said issues were elaborated on at a recent workshop held at Ubunthu Bethu, Macassar (February, 1997) where specific attention was given

to the issue of awareness and perception of tourists and tourist guides with regard to living in shacks.

#### 4.4.1.5 *Component 5: Instructional goals*

- **Aims**

Mager (1991:1) states that "instruction is effective to the degree that it succeeds in changing students".

He emphasises that if instruction does not change the learner, " it has no effect, no power". For this "change" however, to realise, planning has to be done, starting off with the setting of goals toward which the training will be directed.

Gronlund (1995: 3) writes that "instructional objectives are intended learning outcomes, in terms of the type of performance students are able to demonstrate at the end of instruction, to show that they have learned what was expected of them."

Analysing the aforementioned assumptions, it becomes clear that instructional goals/aims form the path to be followed, determining what the learner (tourist guide) would **be like** as a result of training (achievement of aims) and what he/she would be **able to do** as a result of the training and learning activity (objectives to be achieved).

The **aims** of a training programme in cross-cultural communication can therefore be the following:

- Appreciation of South Africa as multi-cultural tourist destination;
- Sensitivity towards cultural issues in South Africa;
- Empathy towards cultures previously excluded from the South African tourism industry as a result of apartheid;
- Inquisitiveness about unfamiliar cultures;
- Social and cultural consciousness;
- Consciousness of the role and function of the tourist guide in terms of being a culture broker, both for domestic as well as foreign tourists;

- Loyalty towards the tourism industry as a whole;
- An undertaking not to stereotype;
- A willingness to learn about culture by reading, looking, listening and talking about idiosyncrasies and accepting them;
- An openness for ways of others without egocentrism;
- An holistic view and orientation of the complexities and challenges facing cultural diversity in South Africa;
- Appreciation of different political opinions; and
- Commitment towards playing a part as cultural mediator in a changing South Africa.

- **Objectives**

Learning objectives are formulated to enable both trainer and trainee to achieve the goals or aims set. They focus on intended learning and performance outcomes, thus what learners should be able to do as a result of the envisaged training, before they can be regarded as competent to successfully fulfil an envisaged task.

The general curriculum objectives towards achieving the abovementioned aims could subsequently include:

- An ability to communicate with all races, irrespective of class, gender, culture or creed;
- The successful guiding of tours with reference to new domestic tourists;
- Knowledge and application strategies related to intercultural communication;
- Knowledge of sociology and anthropology, serving as a point of departure towards understanding culture;
- The ability to resolve cultural issues and/or conflict which may arise during a guided tour;
- Insight into the structure and needs of the new domestic tourist;
- Communicative skills;
- A clear understanding of tourism development with specific reference to culture and heritage;
- Assistance in developing cultural heritage awareness; and
- Understanding of cultural pitfalls and possibilities.

If guides wish to survive in their occupations, they will have to adapt or stay "with" the change and adhere to the warning of Toffler (1980) regarding the "third wave". The technological era has come to stay and the saying "The world is small" provides easy opportunities for tourists to travel to South Africa. Political changes and socio-cultural shifts associated therewith have resulted in tourists wanting to travel to South Africa for a "cultural experience".

- **Training**

*Normative, goal-orientated, valid and accountable* are not just suggestions but prerequisites and important. The industry already acknowledges the importance.

#### 4.4.1.6 *Component 6: Selection and organisation of learning contents*

Zais (1976: 323) comments on "contents" as follows: "What is content? Does all content constitute 'knowledge'? Which content (from the overwhelming store that has been amassed by man over the centuries of recorded history) should be included in the curriculum? What criteria are the most valid ones to use in the selection process? Are there some things that everyone should know? Some things that only some students need to know? In what sequence should the selected content be presented? What criteria should be used in determining sequence?" These questions by Zais, however elaborated, provide insight and guidelines to follow when deciding on specific learning content to be included in a training course.

Taking these questions into consideration and based on the research reported (Zais, 1976), the learning material for a proposed tourist guide course should constitute the following data:

- The history and origins of the Xhosa nation\*;
- Births, names and the meanings attached;
- The life cycle in general and the manifestation within certain phases e.g. amaqheta within cultural context;
- Religion;
- Sexual beliefs;
- Dress, clothing (traditional);
- Music and dancing;

\* For the purpose of this study being applicable to the Western Cape, and Xhosa being the predominant language.

- Food and drink, spazas and shebeens;
- Architecture and interiors;
- Art e.g. painting of houses;
- Crafts: manufacture and meaning of e.g. beadwork, spinning, weaving, dolls, statuettes, pottery, grass painting;
- Design and the origins of design;
- Festivals and rituals; traditional healers (amaxhulele, sangoma);
- Language, literature and customs; habits and taboos;
- Deaths and births and the formalities involved;
- Roles of men, women and youth;
- Culture itself, definitions, related concepts e.g. sub-cultures, association, acculturation, assimilation, culture-shock, ethnocentrism;
- Heritage;
- Sociology and anthropology;
- Superstition;
- Intercultural communication skills (written, verbal); and
- Click sounds in Xhosa and pronunciation.

In the refinement of the learning material didactic-andragogical aspects will have to be considered and applied to ensure training-learning accountability.

#### **4.4.1.7        *Component 7: Selection of teaching-learning strategies***

In view of the very nature of the composition of a tourist guiding course for cross-cultural communication and in order to achieve the aims and objectives discussed, a wide variety of teaching-learning methods and techniques will have to be adopted by the trainer/teacher.

The matrix utilised by Van Zyl (1994: 75) as provided on page 91 can serve as guideline for the planning of teaching strategies within the course envisaged. His research, which is considered authoritative, included an assessment for training in tourism. It is evident that the training mode in a programme for tourist guides will have to be characterised by experiential learning techniques rather than by talk-and-chalk methods such as:

One-way lecturing: However important the initial providing of information from trainer to learner in a lecture room during a lecture will be, it cannot be the only or even the predominant strategy applied; the reason for this simply being that the resemblance of the aims set in 4.3.1.5 forces the presenter to adopt different, indeed specialised teaching styles to be able to reach the different aims set.

Other suitable strategies could be group work, role play and simulation and case studies.

Field training and following a mentoring programme: Pratt's idea (1980: 82) of Frontier Thinkers, positive people who think innovatively and can come up with original ideas, might well be followed up.

Consultation and advice from the industry and the community will be essential, specifically from the new domestic tourist's community. In this respect planned co-operative learning whereby the trainee guide will spend time actually working "inside" a cultural set-up, will be necessary.



TABLE 4.1 : A TEACHING LEARNING STRATEGY FOR TOURIST GUIDING

LEARNING CONTENT	METHODOLOGY										
	Lecturing	Demonstration	Panel discussion	Group work	Do-it-yourself	Computer based	Computer assisted	Case studies	Role play	Simulation	Field training
Births	x							x			
Life cycle development	x								x	x	
Religious aspects	x							x	x	x	
Sexual beliefs	x							x	x	x	
Dress codes	x	x		x				x			x
Music	x	x		x				x			
Food/cuisine	x	x		x	x			x			
Architecture and interiors	x	x		x				x			
Art	x	x						x	x		
Crafts	x	x						x	x	x	
Design	x	x						x	x	x	
Festivals	x							x			x
Language and literature	x	x	x	x	x	x	x	x	x	x	
Customs	x		x					x	x	x	x
Deaths	x		x					x	x	x	
Culture	x	x	x	x	x	x	x	x	x	x	x
Heritage	x			x	x			x			x
Sociology	x		x	x	x						x
Anthropology	x		x	x	x						
Superstitions	x		x	x				x	x	x	
Role of men, women, youth	x			x	x			x	x	x	

#### 4.4.1.8 *Component 8: Evaluation techniques*

According to Gibbs *et al* (1986:7) evaluation or assessing is regarded as a general term to describe various activities involved in identifying the performance of your learners. These authors further emphasise the importance, indeed the correlation between goals set and the way in which their outcomes (the extent to which they have been achieved) will be assessed. As much as it is evident that performance outcomes must be determined in testing and evaluation, it is clear that in the curriculum at stake, the variety of aims and objectives demand a variety of assessment techniques.

Assessment for the course under discussion should reflect the following qualities, as discussed by Van Zyl (1994: 76) and adapted for this study:

- Provide opportunities to demonstrate application of knowledge, attitudes and skills;
- Test for theoretical knowledge;
- Provide opportunities for assessing group work (groups to evaluate each other);
- Allow for contribution to group work (peer evaluation);
- Allow for self- and further development of "faster" learners by self-study (project, assignment);
- Provide for practical and field work;
- Provide rapid knowledge of results to allow students to monitor their progress;
- Correlate objectives and evaluation techniques; and
- Report in writing after co-operative learning experiences.

Zais (1976: 379) sums up: "The particular role played by evaluation, of course, will have important effects on the curricula and product." Indeed it will, as it is a way of legitimising and validating the learning programme.

**TABLE 4.2 : ASSESSMENT OF TOURIST GUIDE LEARNING OUTCOMES  
(ADAPTED FROM A MATRIX BY VAN ZYL, 1994)**

LEARNING CONTENT	METASSESSMENT METHODOLOGY											
	Theoretical	Practical test	Oral	Critique	Logs, Diaries	Observation	Negotiation	Group discussion	Assignments	Research project	Presentation	Display
Births and deaths	x		x			x	x	x	x	x	x	x
Life cycle development	x		x						x	x	x	x
Religious aspects	x		x		x	x	x	x	x	x		x
Dress codes	x		x						x	x		x
Music	x		x			x	x		x	x	x	x
Habits, preferences pertaining to cuisine and drink	x		x						x	x	x	
Architecture and interiors	x		x			x			x	x	x	x
African art and its role in African culture	x		x				x	x	x	x	x	x
Crafts	x	x	x			x			x	x	x	x
Festivals	x		x		x	x	x		x		x	x
Language and literature	x	x	x				x		x		x	
Customs	x	x	x			x	x	x	x	x		
The theory of culture	x		x				x	x	x	x		
Heritage	x		x				x	x	x	x	x	x
Sociology	x		x					x	x	x		
Anthropology	x		x					x	x	x		
Superstitions	x		x			x	x	x	x	x	x	x

#### 4.4.2 Inter-cultural experience for new South African tourists

The previous section dealt with curriculum for training tourist guides towards being "culture brokers" - that is making cultural experiences possible in an authentic way for experienced tourists. This section will indeed repeat the application of the curriculum model. It will however have a different tourist in mind with "new" needs and expectations (refer to findings in previous chapter) and the programme envisaged will therefore differ, however slightly, from the one above.

##### 4.4.2.1 *Component 1: Situation analysis*

The question: For whom (which recipient) is this curriculum being developed? - is answered: for all tourist guides. Instead of this course concentrating on **how** to be a tourist guide, it must concentrate on tourism **awareness** on all four levels:

- Pre-school;
- Primary school;
- High school; and
- Adulthood.

Guides must visit schools at all levels and introduce an awareness of tourism utilising launches with strong emphasis on preserving the environment and ecotourism. This situation provides the tourist guide with a multifaceted role in the South African tourism industry.

##### 4.4.2.2 *Component 2: Statement of aims*

- **Aims:**

In terms of Van Zyl's interpretation (1994: 69), aims can be regarded as a "broad encompassing statement" which in itself provides definitions of other goals, in other words concentrating on the process and not the product.

- **Objectives:**

Objectives will be discussed according to Bloom's taxonomy (Bloom, 1956).

1. **Knowledge :** What would "new" tourists want to know? South African tourist guides are familiar with the Satour training module and know the information contained in these modules. Now, however, they would have to select, interpret and associate this information with what "new" tourists want. Guides would have to be instrumental, social, interactive and most definitely communicative in their new role (Welgemoed, 1990). Guides must however be careful not to be pedantic or autocratic in their approach as this may frighten "new" tourists off and damage their "tourism experience" which again may lead to many negativities.
2. **Insight:** Guides should subsequently present information in such a way that it becomes easily understood by implication, against the backdrop of existing culture. Focus groups as described in Chapter 3 showed that "new" tourists were hungry for knowledge but that they did not want it presented to them as if they were "different" - even though they of course are. Therefore guides should utilise visual and audio technology - simple technology e.g. flip charts, pamphlets, tapes, slides, videos, magnets to display objects even if on metal inside a minibus or coach. This will be referred to again in the component of strategies.

Getting "new" tourists (irrespective of their age and experiences) involved will present a determining facet of guiding them. In training techniques will have to be identified in group context. Because of the commitment of the trainee to andragogical learning, much of the sessions should be conducted in peer learning mode. Adults learn more when in a relaxed atmosphere, where they can contribute, offer and share their experience and expertise (Knowles, 1980:44). This is particularly true of tourist guides. Methods and techniques enabling guides to ensure that "new" tourists understand the destination or cultural experience offered to them, will have to be planned, discussed and assessed in role play or case studies, and best of all, actual touring sessions and/or short guiding sessions for volunteer tourists.

3. **Application:** Guides will have to invent, improvise and develop ideas on how to apply their knowledge in a "new" cultural context. One thing they will have to be warned against is to never "assume". During the course of the training they will have to learn that **individuality** is a fundamental didactic principle. The aspect of individuality strives firstly to bring out the unique talents and capabilities of each individual learner and, secondly, to develop these talents and capabilities. This method is important in that it provides a unique opportunity for learners to become actively involved whilst acknowledging the unique character of the learner in the groups (Fraser *et al* 1992:6). No two tourists, especially "new" tourists, will be similar in what they know and do not know, what they have experienced or not. This "prickly pear" will have to be considered thoroughly during training.
  
4. **Analysis:** In order to enable guides to accountably accompany "new" tourists, the learning experiences in a training programme should focus on **how to analyse**:
  - The target audience: their needs and interests;
  - Suitable destinations (visiting points);
  - The socio-cultural context as it exists at the destination;
  - The host(s) and the host community;
  - The interaction of the group with the guide; and
  - The interaction of the abovementioned with the host(s) and/or destination.
  
5. **Synthesis:** At the completion of the training guides should be able to synthesise.

They should be able to put together and at least endeavour to ensure a meaningful and informative, yet enjoyable and fulfilling tourism experience. Guides should bear the philosophy of holism in mind, not losing sight of realities such as financial constraints, cultural taboos, customs, habits and in the case of young "new" tourists, peer pressure. Tourism should be enjoyed in eco-conservation and protection of the tourism asset visited.

6. **Evaluation:** An evaluation of how "new" tourists perceive the presentation and/or accompaniment of the guide should be incorporated in the training programme. Guides

should be taught how to construct an evaluation instrument such as a short questionnaire to be completed by tourists.

#### **4.4.2.3      *Component 3: Selecting and organising learning content***

The content items which have been specified in Programme A, i.e. as for "experienced" tourists, will be applicable for this programme as well. Guides will however have to discriminate distinctly between what "new" tourists know or are acquainted with and what not. Without their repertoire being "westernizing", guides could open up much of the existing culture at or around the destination. Analogy will be a prerequisite for successful understanding by the "new" tourist. Stories can be told, comparisons made, linking what can be seen to what cannot be seen, going from the known to the unknown, indeed following the learning principles as presented by Wilson (1987: 83) to maximise learning, concentrating on the concrete, going to the abstract, observation going to reasoning, simple going to complex, whole view going to detailed view and earliest going to latest.

#### **4.4.2.4      *Component 4: Selection of teaching, learning strategies***

If the four types of learning as identified by Davis *et al* (1974: 163) namely:

- concept learning
- principles learning
- problem solving
- senso-motor learning

are analysed, it becomes clear that learning indeed cannot be seen as taking place in "one shoe fits all"-mode. Specific learning contents have to be presented by means of specific teaching techniques. The said authors sum up by explaining that special constraints include unusual environmental, social or operator conditions and that these will influence the way a task is to be taught.

Teaching methods to accommodate the types of learning mentioned, and pertaining to the envisaged guiding course, will thus be influenced, indeed predestined by the following factors:

- The aim and objective;
- The characteristics of the learner;
- The characteristics of the presenter;
- The circumstances in which the task will be performed;
- The policy of the training institution; and
- Logistics such as time, physical circumstances and finance.

Tailored therefore, for guiding would be deductive or inductive teaching/learning methods. To establish and to ensure understanding of principles as well as instill problem solving abilities experiential learning methods such as role play, case studies, field studies, laboratory learning, "sitting-next-to-Nellie" (Wilson, 1987: 240), mentorship, tutorship and the opportunity to discover and invent should be included. To these should be added: skills learning, because guiding involves numerous skills.

As mentioned in the section on specific principles applicable in a curriculum design for guiding tourists (4.2), one should deliberately strive towards both **guiding** and **training**. The dualistic nature of the tourism industry will compel trainers to adhere to both: on the one hand because tourism is opening up to those who wish to actually experience and self-actualise, and, on the other hand, training to ensure effective task performance on the part of the guide to the benefit of his/her employer and the industry as a whole. In summing up the component of the selection and application of the styles and techniques of teaching in the proposed course, it may be necessary and indeed essential that any trainer should realise that the application of basic didactic principles will determine the validity and effectiveness of the teaching and learning to be undertaken (Fraser et al 1992: 107). These principles, specifically applicable to training for tourist guiding, are:

- Clear goal formulation;
- Individualising;
- Active participation;
- Motivation;
- Balance;
- Totalisation; and
- Evaluation.



Beer (1974: 18) sums up: "Only variety can absorb variety". This seems very much applicable for teaching and learning in tourism.

#### **4.4.2.5      *Component 5: Evaluation of learning outcomes***

An assessment of learning outcomes for this programme could follow suit to the strategy set out in the first programme. A significant additional assessment technique, however, should be incorporated namely peer-evaluation, i.e. guides evaluating one another and guides being evaluated by clients - the "new" tourists themselves.

### **4.5      SYNTHESIS AND CONCLUSION**

For the purpose of this study a curriculum was embarked on to design a training programme to make tourist guides aware that existing programmes did not make provision for or qualify them to fulfil their role as culture broker.

For this reason the goal formulation components of both curriculum actions focused on addressing this deficiency. Cultural awareness, cultural knowledge and understanding may indeed be adopted as a new mission in guiding tourists. It is not far-fetched to say that existing guides and tours have become "a bit worn at the edges" (Reilly, 1982: 9). Certain guides indeed have their pet areas to which they return time after time, repeating the same repertoire to the extent that any tourist who actually listens to what is being transformed, soon picks up that the data has been presented repeatedly. New awareness, knowledge and understanding and indeed tolerance can only enrich the tourist guide and lead to new guiding inspiration and enjoyment. The programme designed above can make this possible.

It should be understood that however compartmentalised, this training is not meant to serve as an individual training module or "add on" module to a current training programme. As a matter of fact, it must be done in conjunction with and integrated into current training programmes for tourist guides.

A quotation of Pizam & Jeong (1996: 277), with specific impact on South African tourist guides suffices: "... tourism is now well and truly a global phenomenon in the hands of multi-national corporations which pay scant attention to the national boundaries circumscribing either host or guest ... for this reason it becomes more appropriate to employ alternative approaches to interaction with tourists."

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## CHAPTER

# 5

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### SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

#### 5.1 SUMMARY

Tourism is a comprehensive, embracing, complicated activity with distinctive characteristics. One of these for example, is the fact that the industry can be described as particularly sensitive in the sense that the stronger aspects can harbour its own downfall. Other economic relevant characteristics with a direct impact on the tourist guide are seasonality, elasticity of demand, instability of demand, competition and the particular dynamism that is a distinctive feature (Foster, 1985; Martin & Mason, 1987; Mills, 1983; Murphy, 1985).

Gunn (1988:7) sums up: "Tourism has and will continue to be one of the fastest growing social and economic phenomena of the 20th century, and there is no sign of any slowdown as we look ahead to the 21st century. The number of tourists, both who travel internationally and domestically, will continue to increase; and they will be drawn from a wider range of socio-economical groups than at present". His statement has particular significance for tourism in South Africa, with the further emphasis on a paradigm shift towards culture tourism. A survey conducted by Satour reveals that tourists visiting this country are interested in cultural attractions, the latter being the main attractions visited during their stay in South Africa. In ranking order, cultural attractions were most popular with visitors from:

- Europe
- America
- Australasia
- Africa.

39,9 % of these visitors, visited a historical site; 36,9 % visited a museum or art gallery; 25,8 % a cultural town and 19 % attended a concert or show at a theatre (Die Burger, 6 February 1996).

The tourist, around which everything is centred, is the person for whom these happenings must be brought into a total life situation. It will indeed become necessary to redefine the "South African tourist", for the following reasons:

- Changing political and socio-economical circumstances will result in tourists' choices changing;
- Changing life styles result in divergent interests; this will also result in their tourism interests and choices to be divergent;
- Improved educational standards will entail that tourists will have a higher knowledge level; and
- Whereas in the past only senior citizens were the most likely to partake in a package tour, a new, "un-experienced" youthful tourism corps with distinctive requirements and perceptions with regard to tourism (refer to findings on focus groups discussions in Chapter 3) is coming to the fore.

This makes tourist guiding an encompassing task functioning within andragogic-didactical methodology. The tourist guide was and indeed is engaged in unlocking the reality for the tourist, which in the majority are adults only. A new dispensation in South Africa has not only depicted a "new" tourist but also exposed the traditional tourist to a changing tourism mission, namely that of cultural tourism. The latter is a direct outcome of the abolition of apartheid and the opening up of tourist destinations and facilities to all South Africans, which also makes it attractive for foreigners to visit South Africa.

The problem approached in this study is that current training attempts for tourist guiding are not grounded, planned and structured so that:

- They authentically ensure a "cultural unlocking" for the traditional tourist;

- Tourism can be unlocked for the "new" tourist incorporating and taking care of his/her "new" needs and perceptions, as current guides do not have the proper knowledge and competence at their disposal, with reference to this "new" person;
- They can truly bring about cultural mediation.

The result of this is that current tourist guiding practices on the one hand do not exist (so-called black tourists have up and until now not participated in guided tours) or traditional tourists completed their South African experience without authentic cultural experiences.

The solution to this scenario is captured in TRAINING:

- **Primary training:** This is for "new" guides who feel that they with their first-hand knowledge and experience of the "black" culture, can guide tourists the best.
- **Re-training:** This is for current, veteran guides who have not yet seen themselves or have not wanted to see themselves as culture brokers and who concentrated too much on, according to Cohen (1985: 16), "Commoditization" as opposed to "authenticity", and which he seriously warns against. For this group of guides, two new modules would be or could be put into practice, namely training to introduce the "new" domestic tourist normatively to tourism, and secondly a module whereby the guide can qualify him/herself for a role as culture agent (broker, mediator). This specific role is currently not yet established in South Africa and open to the many interpretations attached to it, as a result of inadequate and/or incomplete training.

This project has been approached firstly to analyse the current training situation (Chapter 1), and secondly to place it into the perspective of the industry and the needs as previously researched and determined by Welgemoed (1990) (Chapter 2). To analyse and determine the training needs as applicable in a changing South Africa, a new study of the needs and expectations of the "new" tourist was conducted (Chapter 3). The findings of focus groups as conducted can reveal these

complementary/specific training needs to the programme designer. With the mentioned information the next step was to proceed with curriculum for tourist guiding in a cultural tourism context (Chapter 4).

The literature was thoroughly researched, processed and brought up to date to design a model for training as contemplated. This model was utilised to incorporate two programmes for tourist guide training (Chapter 4). A summary, conclusion and recommendations will thus be conducted in this chapter (Chapter 5).

## **5.2 RECOMMENDATIONS**

It is encouraging to notice the progress with reference to the professionalisation of tourist guiding directly flowing from the recommendations made by Welgemoed (1990). Attention was given to the pre-testing procedures for tourist guide training. Satour and the registrar of tourist guides, the "watchdog" of the tourist guide industry; committed themselves to the upgrading and formalising of the training programmes of tourist guides. In the meantime (1997) Satour made provision for decentralised (provincial) tourism organisations. The question now is could registration procedures and requirements possibly change and "slacken" to accommodate the so-called "other" guides.

- **Evaluation of guides (first registration)**

It is hoped that the current standards of evaluation of tourist guides will be upgraded and advanced instead of lowered as tourism competition between South Africa and other destinations abroad will increase. Tourists will compare the service of South African tourist guides with those of their colleagues abroad and a "bad tour" will not be repeated.

It is further recommended and of utmost importance that cultural tourism form a compulsory part of the evaluation. Those involved with evaluation will have to be aware of this to ensure the validity of their testing practice. The advantage of compulsory test

items as part of the evaluation will further be that trainers of guides will include cultural tourism as part of their training programmes. The modules offered in Chapter 4 will be suitable for this purpose.

- **Evaluation of guides (re-registration)**

As far as veteran guides are concerned, it is recommended that the current stipulation for the re-registration of guides, namely providing proof of complementary training/knowledge, must continue. From this study it seems that cultural tourism and more specifically intercultural and cross-cultural tourism, must be made compulsory to accommodate the "new" South African tourist, i.e. the domestic and the traditional (foreign) tourist.

- **The mode of training:**

It is quite obvious that growth in tourism justifies greater professionalisation as it results in the growth of the economy and job creation for the functionary in tourism. According to Welgemoed (1990: 136), and in the light of an analysis of the work of 14 different authors one of the first requirements for the mentioned professionalisation is **training**. The most significant indicators of training to ensure professionalisation are described below:

- Training must be offered at a recognised training institution and must be associated with the institution;
- Training programmes must be structured thoroughly;
- Training must be offered over a longer period of time;
- Training must be co-ordinated in order to set uniform standards;
- Inservice training is important to prevent stagnation;
- Care must be taken to guard against inbreeding when no new blood is added to a training pattern or programme; and
- Training must lead to esoteric knowledge, in other words knowledge that is limited to a small group.

Of particular interest for the training of tourist guides, specifically when there is "talk" of a "subjective" topic such as cultural awareness and appreciation, is that the methods of so-called training is directly influenced by it. In Chapter 4 the methods and techniques for the mastering of the "mentioned" learning material are discussed. Traditional and contemporary techniques are indicated and from the said aims and objectives for the so-called study purposes, the trainer will be able to select in a responsible manner the most appropriate training strategy for the most valid presentation of the learning content.

In the light of the previous research finding and highlighted by situations abroad, in England and Israel (Welgemoed, 1990), it appears that there are gaps in the training of tourist guides as trainers themselves are not didactically trained: a factor that influences the didactical-androgological accountability of so-called training negatively.

It is thus recommended that trainers of guides receive training especially in presentation methods. A "training-the-trainer" course could therefore deliver exceptional positive impacts for all those involved with the guiding of tourists.

- **Mentorship for "new" guides**

The presentation, conduct and general realisation of the tourist's expectation by the guide, determine the contentment of the tourist. There are many guides, national, regional, local or special who can be regarded as extremely competent. In comparison with this there are many "new" tourists who indicated that they would like to become guides. Currently there are no sources available that could be studied by these prospective "new" guides to learn the skills and special techniques of being a guide; these can and must be taught by a competent guide to a "new" guide. Veteran guides can make a valid contribution to tourism by becoming involved in mentorship for new guides (a mentorship system).

- **Cultural tourism and tourism culture**

Guides in South Africa can and should play a much more prominent role with regard to the awareness and consciousness of the role of culture in tourism and tourism in culture.



A fact that should not be disregarded is that the authentic black culture is dying out as a result of the changes in the "new" South Africa. Much effort should be put in the socio-cultural function of tourism as described by De Kadt (1979: 64), namely: "... stirring of local pride ... , greater awareness and appreciation of arts and crafts". This can be added to traditional rituals, habits, dances and other locally made products. Guides can play a decisive role in the revival of forgotten and dying cultural activities by for example placing emphasis on demonstrations of traditional meals and/or dishes.

- **Focusing on the role of women in rural context**

Sonntange (1995) corroborated the perception that women and youth were traditionally marginalised and mentioned that groups, especially in rural areas, should get more attention. Tourist guides can highlight this need and accommodate this aspect while on tour. Women can be involved directly which is favourable for both domestic and international tourism. Goodwill and understanding can be established, which will directly contribute to peace and friendship. With the absence of men during the day, intercultural communication can be initiated during township tours, craft centre tours, ethnotours and afro-tourism.

### **5.3 CONCLUSION**

Tourist guiding is characterised by a diversity of roles and functions; some visible and others invisible, the latter not less important for the industry, the destination or the tourist. This complex task cannot be portrayed only by initiative, trial and error.

Intensive goal-orientated training accommodating all the facets of being a tourist, with all the different needs, desires and interests of tourists, remain a prerequisite for accountable, normative guiding.

Through this research project the researcher tried to contribute to the validation of training programmes of guides in South Africa; veterans as well as beginners. It is hoped that this project will be accepted positively and be implemented.

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