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Abstract. Analysis of the theoretical simulation results of public examinations for candidates in the guide, as well as in city guide, which was carried out in order to assess students' knowledge of geography - potential staff at the tourist market is presented. Studies have been raised in the context held in Poland in 2013 deregulation of mentioned above professions and are in addition of group works carried out in recent years [1; 3; 4; 5; 6; 7; 8] relating to the expectations of the tourism market in the training of personnel for queries of Tourism.

In the case of students of "geography" good results at delivery of theoretical examination for a tour guide are observed compared with the students of "tourism and recreation", which allows, among other things, to predict their good theoretical preparation in the case of the labor market. Thematic units with the lowest results of the solving problems among geographers are highlighted: history of culture and art, the service of tourist traffic, as well as tourist geography of Poland.

With such high results among students geographers should be considered the feasibility of graduates geographical and tourism departments with some courses, training guides candidates. As part of this study, theoretical and practical thematic blocks are implemented in undoubtedly more hours than during the course for candidates for guides. It should, however, draw attention to the fact that the approximate simulation disputable situations conducting tours on objects or statements on any given topic, auto presentation, work with a map, driving directions and designations etc. were not topics to be ignored also in geographical education program.

Clear disproportion difficulty level of theoretical examination for candidates in city guides towards examination on guide is defined. Among geographers there are few people who successfully passed it on the level of single percent polled population. In connection with the new rules, which operate in Poland since January 1, 2014, in the absence of verification of knowledge trainees on the state assessment, these defects can cause humiliation of the level of preparation of personnel in the market guide.

Keywords: geography, a tour guide, a city guide, tourism and recreation, deregulation of professions.

Until December 31st 2013 any person having legal capacity, who graduated from high school and also completed a guide tour or city tour course and passed three-part state exam, was legally entitled to work as tour guide or city guide in Poland. Since the deregulation of tourist guide services became effective on January 1st 2014, this sector of tourism industry has been in the process of finding a new way of functioning based on the changed legislation (Deregulation of Guide Services Act, passed on June 13th, 2013). Under the new legislation tour guide or city guide services can be offered by any person who graduated from high school and has no criminal record related to prior tour guide or city guide activity. However, the broad definition of the tour guide role remained unchanged: it is a person who accompanies the participants of tourist events on behalf of the organizer of those events, takes care of them and is responsible for ensuring the best possible quality of all tourist services provided to the tourists in his or her care. A city guide is a person guiding tourists and visitors, showing them around the chosen cities or other areas of interests, providing them with relevant information and taking care of them as per contract terms.

Human capital is an important source of innovation within tourism industry including guide services. Therefore, high quality of professional education of students intending to pursue a career within the tourist industry is paramount in order to ensure proper development of tourism industry in Poland. As of now, over sixty public and non-public universities in Poland offer tourism and recreation majors as well as education in various specialized careers, such as tour guide and city guide [6]. This raises the question whether students and graduates of geography majors will find their way in the new, deregulated tourism industry. Will they be able to compete successfully against their peers coming from more specialized tourism and recreation majors?

This study presents the results of a series of simulations (mock exams) of theoretical state exam for candidates for tour guide and city guide in Cracow. The exams were conducted in October and November 2012 among the part time and full time students at the Geography Department of Pedagogical University in Cracow. The participants of this study who sat the exam came from the following programs: first, second and third year of the undergraduate program (Bachelor in Geography), first and second year of the graduate program (Master in Geography) as well as from the postgraduate programs (PhD in Geography). The results of the exam have been compared to those achieved by the students of first, second and third year of the Bachelor in Tourism and Recreation program.

The conclusions of the study are presented below. They are complementary to other recently published related work on tourism industry companies' expectations regarding education of human capital [1; 3; 4; 5; 6; 7; 8].

The mock exam was conducted according to guidelines in appropriate regulations: students had thirty tasks to complete during 45 minutes. In both tour guide and city guide exam this was the first of three parts of the exam (2. theoretical oral exam, 3. practical exam). In order to pass the exam, examinees needed to complete 20 tasks. It is important to mention, that a small percentage of participants were attending tour guide or city guide courses at the time of the exam. There were no students with guiding as a major among the participants of the study. 781 students have taken part in the simulation of state exam for tour guide and 784 students in mock exam for city guide. The detailed information about both groups and how they are representative of the students studying the subjects taken under consideration, is displayed in tables 1 and 2.

The quantitative analysis of results of the exam for tour guide candidates (Fig. 1, Tab.1) leads to a few general conclusions. The participants from both geography and tourism & recreation programs, found the exam easy, alternately not very hard, and need not more than 30 minutes to complete it (out of 45 purposed in law regulations in 2011). One-third of students taking the exam passed it. among first year undergraduates (Bachelor program) students mildly higher rate of geography students passed than among students of tourism & recreation. The passing rate among the graduate and postgraduate geography students was twice as high as among undergraduate students.

Table 1.

The results of simulation of the tour guide state theoretical exam carried out among students

Years & programs Simulation of the exam	% of students with pass result	% of completed tasks	The average number of completed tasks per student	The number of examined students	% zbadanych studentów na kierunku
1 st BiG*; full time students	13.6	50.8	15	44	86.3
1 st BiG; part time students	15.4	49.5	15	13	81.3
2 nd BiG full time students	24.1	54.7	16	54	90.0
2 nd BiG; part time students	0.0	46.7	14	10	62.5
3 rd BiG; full time students	38.0	57.8	17	71	89.9
3 rd BiG part time students	17.9	51.9	16	28	73.7
1 st MiG*; full time students	57.1	65.2	20	56	73.7
1 st MiG part time students	14.0	54.4	16	50	92.6
2 nd MiG; full time students	64.4	64.0	19	45	63.4
2 nd MiG; part time students	41.5	60.4	18	53	93.0
1 st T&R*; full time students	20.4	53.4	16	54	83.1
1 st T&R; part time students	0.0	45.0	13	41	80.4
2 nd T&R; full time students	32.4	57.0	17	68	88.3
2 nd T&R; part time students	27.8	55.9	17	18	27.7
3 rd T&R; full time students	31.0	58.3	17	58	80.6
3 rd T&R; part time students	20.0	56.6	17	40	49.4
1 st Postgraduate in Geography	33.3	58.2	17	78	b.d.
2 nd Postgraduate in Geography	53.3	61.1	18		
Total	43.3	59.7	18	781	75.7

* – explanation of abbreviations : BiG – Bachelor in Geography, MiG – Master in Geography, BiT&R – Bachelor in Tourism & Recreation.

Considering the characteristics of the groups presented above: a) with a very small percentage of participants of the study attending tour guide and city guide classes at the time of the exam, b) lack of students specialised in guiding, the results can be considered as very good. It is confirmed by the high average number of tasks solved per student, which is high and amounts 16 – 18 points (20 points = test passed) and is comparable in both groups: geography and tourism & recreation students.

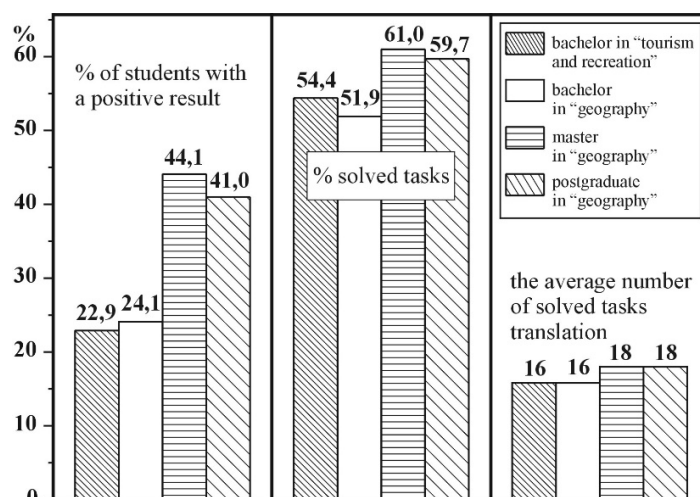


Fig. 1. The results of simulated exam for candidates for tour guide and city guide.

The level of competence for the tour guide role among students of geography and tourism & recreation is similar. This claim is supported by the number of solved tasks in each of the two groups. This parameter additionally throws light on the level of knowledge of the students who didn't get 20 points, and consequently didn't pass the exam.

Interesting conclusions can be drawn when we look at answers to questions within particular groups of questions (topics). Exam questions are organized into several thematically related groups (topics) covered during the courses preparing for the exam – as defined in the respective state regulations (Tab. 2). Both groups of students, BiG and MiG, had lowest scores - under 60% of completed tasks - in the following topics: *The History of Art and Culture*, *Tourism Servicing* and *Tourism Geography of Poland*. This implies that geography students taking the tour guide state exam tend to have knowledge deficits in those specific areas. It is surprising that geography students showed such deficits in the topic *Tourism Geography of Poland*. By comparison, among the students of tourism & recreation the lowest scores (under 60% of completed tasks) occurred within the following topics (in order): *Tourism Geography of Poland*, *History of Art and Culture* and *Tourism Servicing*.

Table 2.

The results of mock exam for tour guide candidates, taking into consideration the topics being covered in commercial courses preparing applicants for work as a tour guide.

Topics being covered on courses for tour guide applicants*	Number of hours	Number of the questions	% tasks completed		
			GEO	TIR	SUM
History of Art and Culture	20	5	35.9	45.7	47.7
Tourism Servicing. Tour Guide and his Group.	36+20	2+1	52.1	53.0	55.6
Regulations of law in Tourism and Tourism Insurances.	10	4	74.4	74.8	81.4
Tourism Geography of Poland.	20	6	43.1	32.9	50.3
Tourism Geography of Europe.	20	4	64.1	62.4	73.7
Safety, prevention and health care.	6	1	92.6	93.5	94.4
Tourism in Poland and in the World -General Knowledge	6	4	53.1	65.5	62.3
Knowledge about Poland and Contemporary World.	6	2	66.1	70.7	79.6
Interpretation of the Heritage.	6	0	-	-	-
Practical training.	4 dni				

* – according to the state regulations (2011).

The mock exam for city guides candidates in the city of Cracow leads to the significantly different conclusions (tab.3). Out of 784 students participating in the mock exam only 2 passed it. Considering lack of state regulations with regard to city guide profession in Poland, this fact should be seen as alarming. The percentage of completed tasks differs slightly between the two groups in the study, that is geography students and tourism & recreation students. Among undergraduate geography students the average score was only 26.4%, whereas among undergraduate Tourism & Recreation students the average result was 26.6%. Graduate Geography students scored the average of 27.8%, whereas Postgraduate Geography students – 26.0%. The average number of completed tasks is equal in all groups and amounts to 8. Students found the exam very difficult, finished it before the end of the allocated time, tended to choose the answers randomly and admitted that their knowledge and general level of preparedness for the exam was highly insufficient. This last circumstance appears to be particularly noteworthy since students and graduates of

geography as well as tourism and recreation programs were the group, with which in mind that the deregulation of tour and city guide professions was undertaken. This target group was expected to benefit most from the new law as more job opportunities would be created following the deregulation.

Table 3.

The results of simulated exam for city guide candidates carried out among students

Years & programs exam	Mock	% of students with positive result	% of completed tasks	The average number of completed tasks per student	The number of students taking mock exam	% of students taking mock exam within each program
1 st BiG*; full time students		0	27.9	8	45	88.2
1 st BiG; part time students		0	28.5	9	13	81.3
2 nd BiG full time students		0	24.5	7	51	85.0
2 nd BiG; part time students		0	20.6	6	11	68.8
3 rd BiG; full time students		0	27.3	8	67	84.8
3 rd BiG part time students		0	29.6	9	33	86.8
1 st MiG*; full time students		1	31.0	9	63	82.9
1 st MiG part time students		0	26.5	8	50	92.6
2 nd MiG; full time students		0	27.7	8	45	63.4
2 nd MiG; part time students		0	26.1	8	54	94.7
1 st T&R*; full time students		0	28.0	8	51	78.5
1 st T&R; part time students		0	27.9	8	43	84.3
2 nd T&R; full time students		0	26.3	8	74	96.1
2 nd T&R; part time students		0	23.5	7	17	26.2
3 rd T&R; full time students		0	26.9	8	58	80.6
3 rd T&R; part time students		0	26.8	8	38	46.9
1 st Postgraduate in Geography		0	30.5	9	71	b.d.
2 nd Postgraduate in Geography		1	21.5	6		
Total		0.0	26,7	8	784	77.5

* – explanation of abbreviations : BiG – Bachelor in Geography, MiG – Master in Geography, BiT&R – Bachelor in Tourism & Recreation.

Employers in the tourism industry generally expect from their potential employees a wide range of professional qualifications supported by good education, language skills, computer skills, practice and interpersonal skills etc. This article attempts to examine the qualifications of Cracow students for the tour guide and city guide professions as it was required by legislation in force until the end of 2013. After the deregulation laws take effect on 1st January 2014 the knowledge and competence of tour and city guides will no longer be verified by any standard state exams. Any evaluation of professional competencies will be left to entities offering tour and city guide courses and therefore not subject to any standard.

The results of the quantitative analysis discussed above can hopefully contribute to the debate on the deregulation of tourist guide professions currently ongoing in the media [2]. The opponents of the deregulation claim that easier access to the deregulated professions will likely push highly qualified and therefore more expensive professionals out of the market as they will be replaced by significantly cheaper but less qualified newcomers entering the freed market of guiding services. Therefore, deregulation will likely bring about a drastic decrease not only in prices, but in the quality of the services as well.

A key question about the effect of the deregulation seems to be: will the level of professional competence across those offering guiding services be raised or lowered by deregulation? How big a percentage of overall tourists numbers will in the future be serviced by guides without any formal courses or trainings?

The conclusions from 7th Annual Conference of Polish Tour Guide and City Guide Association (Warsaw, Dec. 7-9th 2012) emphasise that deregulation of those professions will initially bring about chaos and will eventually result in a very uneven level of professional training and examination provided by a large number of diverse associations and companies. It might also lead to a lack of cohesion as well as insufficient supervision by state authorities. Moreover, deregulation will not increase the number of jobs for geographers in the tourism industry. The effect will likely be opposite as the deregulated industry will certainly attract city guides and tour guides from other countries. As a result tax revenues from tourism will drop as the “grey area” within the tourism industry will expand.

The results of the tour guide mock exam – in particular the high passing rate among the geography students – beg to ask the question as to the purposefulness of taking any additional non-academic training by graduates from geography and tourism & recreation programs. The said programs at universities cover the relevant theoretical and practical topics much more comprehensively than non-academic city guide and tour guide courses. Furthermore, geography students found the standard state theoretical exam, which was mandatory until the end of 2013, easy or very easy. At the same time, with regards to the topics in which students

participating in this study achieved lowest scores: the quality of teaching those topics at universities needs to be improved. Additionally, it is recommended that practical skills such as handling conflict situations, showing tourist around objects of interest, presentation skills, choosing the route and working with maps should also be taught within the university programs.

The results of both mock exams as well as the participants' comments and rating lead the statement that a significant disproportion in difficulty level between the theoretical tour guide exam and city tour exam. The participants described the latter as very difficult and unanimously rated their preparedness for working as a city guide in Cracow as largely insufficient. This leads to the conclusion that after deregulations of city guide profession high-quality non-academic training will be indispensable in order to ensure the appropriate level of expertise needed the city guide work.



Fig. 2. Students of geography in Pedagogical University in Cracow during the regional field studies.



Fig. 3. Students of tourism & recreation in Pedagogical University in Cracow during the adventure tourism camp course.

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Аннотация. В. Вархолик Я. Галка **Географ – экскурсовод, гид?** Представлен анализ результатов симуляции теоретических государственных экзаменов для кандидатов в экскурсоводы, а также в городские гиды, который был проведен с целью оценки знаний студентов географии – потенциальных кадров на рынке туристических услуг. Исследования были подняты в контексте проведенной в Польше в 2013 году дерегуляции упомянутых выше профессий и представляют собой дополнение группы работ проведенных в последних годах [1; 3; 4; 5; 6; 7; 8], касающихся ожиданий туристического рынка в сфере обучения кадров для запросов туристики.

В случае студентов факультета „география” наблюдались высокие результаты при сдаче теоретического экзамена для экскурсовода, сравниваемые со студентами факультета „туристика и рекреация”, что позволяет, между прочим, прогнозировать их хорошее теоретическое приготовление в случае появления на рынке труда. Выделены тематические блоки с самыми низкими результатами решенных задач среди географов: история культуры и искусства, обслуживание туристического движения, а также туристическая география Польши.

При указанных высоких результатах среди студентов-географов, следует подумать о целесообразности проведения для выпускников географического и туристического факультетов каких-нибудь курсов, обучающих кандидатов в экскурсоводы. В рамках такой учебы, теоретические и практические тематические блоки реализованы несомненно в большем количестве часов, чем во время курсов для кандидатов в экскурсоводы. Следует, однако, обратить внимание на то, чтобы примерные симуляции спорных ситуаций проведения экскурсий по объектам, высказывания на любую или заданную тему, автопрезентация, работа с картой, обозначения маршрута проезда и т.д. не были темами, которые будут обойдены вниманием в программе географического обучения.

Определена четкая диспропорция уровня трудности теоретического экзамена для кандидатов в городские гиды по отношению к экзамену на экскурсовода. Среди географов успешно сдает его очень мало людей, на уровне единичных процентов опрашиваемой популяции. В связи с новыми правилами, которые действуют в Польше с 1 января 2014 года, в случае отсутствия верификации знаний слушателей курсов на государственном экзамене, обнаруженные недостатки могут являться причиной для унижения уровня приготовления кадров на рынке услуг гида.

Ключевые слова: географ, гид, экскурсия, обучение.

Анотация. В. Вархолик, Я. Галка **Географ – экскурсовод, гид?** Представлений анализ результатов симуляций теоретических государственных экзаменов для кандидатов на экскурсоводы, а также на городского гида, який був проведений з метою оцінки знань студентів географії - потенційних кадрів на ринку туристичних послуг. Дослідження були підняті в контексті проведеної в Польщі в 2013 році дерегуляції згаданих вище професій і являють собою додаток групи робіт проведених в останніх роках [1; 3; 4; 5; 6; 7; 8], що стосуються очікувань туристичного ринку в сфері навчання кадрів для запитів туристики.

У разі студентів факультету „географія” спостерігалися високі результати при здачі теоретичного іспиту для экскурсовода, порівняно зі студентами факультету „туристика і рекреація”, що дозволяє, між іншим, прогнозувати їх добре теоретичне приготування у разі появи на ринку праці. Виділено тематичні блоки з самими низкими результатами вирішаних завдань серед географів: історія культури і мистецтва, обслуговування туристичного руху, а також туристична географія Польщі.

При зазначених високих результатах серед студентів географії, слід подумати про цілеспрямованість проведення для випускників географічного та туристичного факультету якихось курсів, навчаючих кандидатів у экскурсоводи. У рамках такого навчання, теоретичні та практичні тематичні блоки реалізовані безсумнівно у більшій кількості годин, ніж під час курсів для кандидатів у экскурсоводи. Слід, однак, звернути увагу на те, щоб примірні симуляції спірних ситуацій, проведення екскурсій по об'єктах, словов'язування на будь-яку або на задану тему, автопрезентація, робота з картою, позначення маршруту проїзду ітд. не були темами, які будуть обійдені увагою в програмі географічного навчання.

Визначена чітка диспропорція рівня труднощів теоретичного іспиту для кандидатів на городського гида по відношенню до іспиту на экскурсовода. Серед географів успішно здає його дуже мало людей, на рівні одиничних відсотків опитуваної популяції. В зв'язку з новими правилами, які діють у Польщі з 1 січня 2014 року, у разі відсутності верифікації знань слухачів курсів на державному іспиті, виявлені недоліки можуть являтися причиною приниження рівня приготування кадрів на ринку послуг гида.

Ключові слова: географ, гід, екскурсія, навчання.

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