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AALBORG UNIVERSITY

DENMARK

Tourism Master Thesis with a Specialisation in Global Tourism Development

An Emerging Arctic Destination in the Worldmaking

The Journey of a Tour Guide in Greenland

By Anna Burdenski

Supervisor / Dianne Dredge

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ABSTRACT

A unique relationship between nature & culture is present in Greenland. Fascinated by exploring the, for me, 'unknown', I soon realised that this binary connects to much more. Exploring the correlation between nature & culture, even what it means for the socio-cultural framework of tourism in Greenland, became my passion. I found a reconnection with nature & viewing nature from a different perspective. I grasped, that local experience should much more focus on perceiving this nature-culture alliance, to absorb the fascination about living in such extreme conditions at the top of the world, but, more importantly, to reconnect with nature in the age of the Anthropocene. Analysing the role of tour guides in the creation of the culture-nature relationship, adds value to the worldmaking of tourism & how we should be critically evaluating active tourism discourse in the sense of knowledge acquiring & creation of understanding with an open mind.

KEY WORDS

Tour Guides / Roles /Sustainable Development / Adventure Tourism / Place Attachment / Sense of Place / Indigenous Entrepreneurship / Social Entrepreneurship / Worldmaking / Anthropocene /Knowledge

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LIST OF ABBREVIATIONS

ATTA   Adventure Travel Trade Association

FEG   European Federation of Tourist Guide Associations

GU   Campus Kujalleq Qaqortoq

GMP   Greenland Mapping Project

GMoF   Greenland Ministry of Finance

VG   Visit Greenland

VNTM   VestNorden Travel Mart

WFTGA   World Federation of Tourist Guide Associations

UNWTO   United Nations World Travel Organisation

1. INTRODUCTION

'Kalaalliit Nunaat' - the land of the people, a society living in settlements on the edge. Greenland being the biggest island of which most part is covered in permanent ice, leaving only small, remote & wide-spread areas along the coast, where society has established their life. A life centred on nature & natural resources, whose rhythm & extreme conditions make the Greenlandic people the 'Pioneering Nation' of living as part of nature in an unique environment surrounded by raw nature. The negative impacts connected to &, partially not solely, caused by tourism are shaping & modifying this environment, making Greenland a place, where climate change consequences can already be experienced by the people (Bjørst & Ren, 2015). Internal to this problematic struggle is the hostile & fragile environment Greenland consists of (Gad, Jacobsen, Graugaard & Strandsbjerg, 2016; Müller, 2015). In reverse, those conditions & circumstances have increased interest in this particular Arctic region, not only from a tourism perspective. As soon as Arctic nature becomes the object within tourism consumption, those cultures & livelihood tend to be romanticized by the visitor (de la Barre, 2013). Over the course of time, through commodification & exploitation of nature & culture at the place of tourism interaction, a 'contact zone' of unequal relationships of power has evolved (Pratt, 1991). Using this theoretical concept as the basis, with my research, I want to illustrate how even a challenging situation, if analysed into detail, can contribute to worldmaking & generate positive benefits in the future of tourism. I am trying to create an understanding for everyday realities, as often, over time, those are taken for granted by people. Taking back a step & focusing on this phenomenon, occurring in society, shall generate meaning about the constructed reality (Caton, 2016; Caton, 2013a). Tourism can be considered within worldmaking as a transformative tool of the creation of meaning, understanding, people & places in current, historical & future settings (Ateljevic, Hollinshead & Ali, 2009; Hollinshead & Caton, 2017; Caton, 2013b). Being part of promoting peace, tolerance, cultural understanding, sustainable resource management, empowerment of communities & generating social well-being; tourism is more than a business sector (Higgins-Desboilles, 2006). Analysing a community case study in regard to those aspects, by reflection & critical thinking about assumptions, can cause a constructional debate balanced relationships of equal power distribution in the 'contact zone' (Swan, 2008). Looking at tourism to be a phenomenon of cross-cultural understanding, harmonisation & tolerance, it becomes more than leisure, recreation & travel studies & demands a cross-disciplinary research approach. The interpretation of lived-experience data transforms tourism into a field of social science, which shall not only be a form of economic development but a creation of linkages & renewed relationship between culture & the environment (Cresswell, 2007; McCool & Moisey, 2001).

1.1. SETTING THE SCENE

When discussing tourism in Greenland, there is one side describing it as a last frontier on Earth, an icy wonderland, nature's majesty or a remote & colourful place of exploring a strong nature-1culture binary. On the other side, level prices & climate change have made Greenland associated with terms as last chance tourism or a once in a lifetime destination. Beyond this contrary, Greenland is an emerging destination within the adventure segment. Tourism in rural & peripheral areas, just as Greenland, often is centred on nature & thereby intimately related to the natural & local physical landscape (Hall & Boyd, 2005). But, apart from Arctic wildlife, icebergs, glaciers, hot springs, northern lights, the midnight sun & a massive ice sheet, Greenland has to offer a lot cultural wise: Inuit culture, history of the Vikings & Norse, fashion, food & art, to only name few (VG, n.d.b). In this sense, travelling to Greenland is a fascinating adventure of the unknown, unexpected & unusual in the eyes of many visitors. But, a question arises: How to explore this journey of expecting the unexpected? Most tourists travelling to Greenland in 2017 have booked at minimum one guided activity or an entirely guided adventure (Lumholt, 2018). With a demand increase in meaningful travelling & tourist immersions at the destination, tour guides are becoming steadily more important as part of the tourist experience (Woodall, n.d.a/n.d.b).

Figure 1 | Geographical Map of Greenland

Further, to initially create an understanding for the tourism landscape, I will show with figure 2 below, how & which components interoperate. As this landscape determines, Greenland, as a place, consists of 2 major components, which influence & shape the place. On the one hand, there is the constructed place of social life & community interaction & on the other hand, the formation of the place as a tourist destination. Each of those sides is characterised by its own components which intersect either with the business side of tourism or the anthropological side of tourism & in the sense of worldmaking. The positioning of the tour guides right in the middle, shows, that they are a major aspect through which those 2 contrasting sides interact & intervene. Seeing this intersection as an opportunity for creating positive benefits, the involvement of various stakeholders creates a demanding position for the tour guides.

Figure 2 | My Tourism Landscape

3
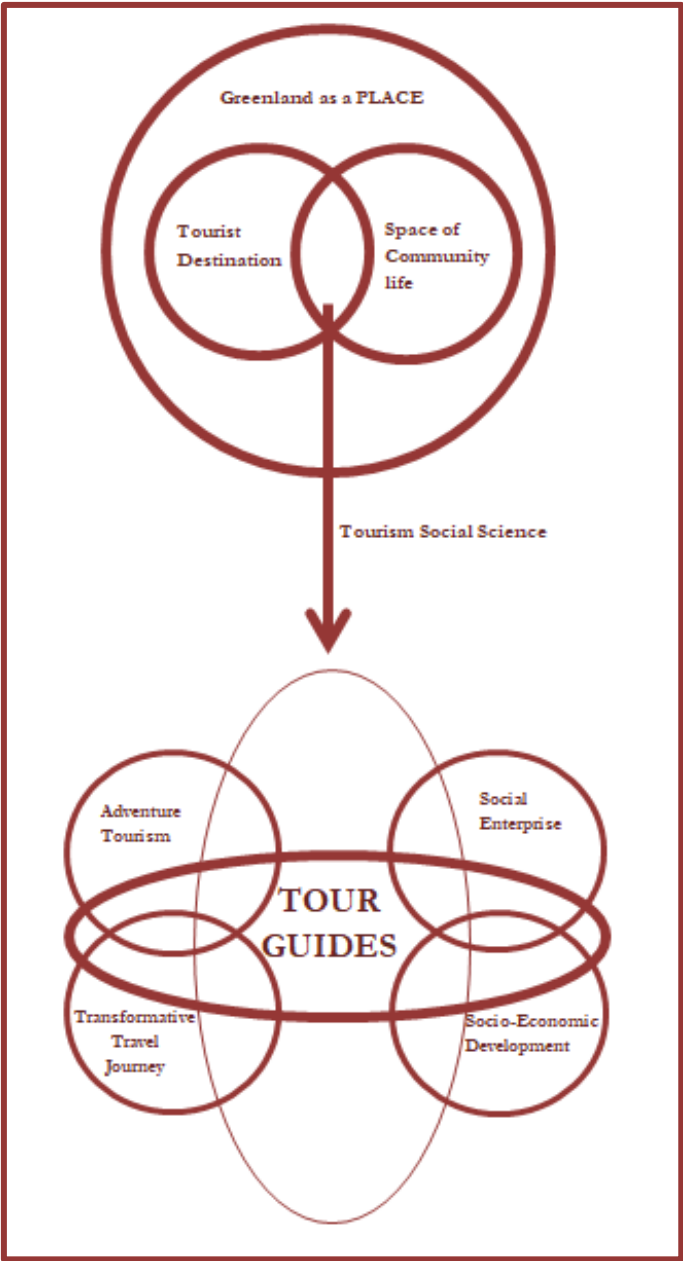
1.1.1. *Tourism & Tour Guiding Education in Greenland*

Currently, Campus Kujalleq in Qaqortoq is offering 3 programmes in tourism education, which are the only existing in Greenland, regarding the specifics of tourism. 2, 6-months each, guiding programmes, Arctic & Adventure, as well as a 2 ½ year service economy education are available for students. Initially, tourism education was created in Greenland around 1993, but connected to a lot of changes in tourism demand, development, business sector focus & complicated bureaucratic processes; the education (service economy) as it exists today has been established around 2003. The Arctic guide education started in 2013 & the Adventure guide education in 2016 only. It had been the school & teachers obligation to proof the necessity & demand for an education in tourism. Setting up the education from scratch has been a challenging responsibility of finding inspiration in the international context, mainly Denmark & Iceland, while focusing on Greenland & the tourism market demands. Till today, it is a constant process of adaptation, development & improvement. Further details about the initiation & development of the guide education can be found in Appendix 11. Designing a hands-on & practical guiding education, focusing on training guides for longer trips in the mountain areas & outdoors, is relying on safety, knowledge, communication & service which shall encompass a quality tourist experience (Skifte, n.d.). I also want to introduce the employment opportunities tour guides will encounter after graduating from school. The education in the field of tourism, if combining the service economy & at least one of the guiding courses, as most students currently do, is equipping the students for jobs within various levels, from seasonal guiding jobs, to full-time jobs at a tour operator to jobs at the municipality or for building their own enterprise. Due to seasonality of tourism, the job as a guide can often only be considered a temporary/seasonal job, if not combined with additional administrative work or working abroad in countries with complementary tourism seasons. Nevertheless, many graduated students wish to start off their career with working as a tour guide. Jobs at the municipality or a tour operator, combining tour guiding with administrative tasks or promotion of tourism development can be challenging for fresh graduates, as this often means building tourism from the scratch in unexplored destinations in Greenland. Clearly, there is not only one path, the tourism education leads to, but must be rather seen as a tool, which shall prepare students to make a change in the tourism segment.

1.2. Problem Statement

In the beginning, I thought, the challenging situation of tour guides, I encountered in Greenland during summer 2017, would mainly be an issue of economic competition between local & international, seasonal incoming guides. But, over the course of my investigation, I reconsidered & reframed the problematic, where competitiveness is only one part in the complex setting. A

low reputation in the job market, from an international perspective (see Appendix 12), creates a burden for the locally trained guides, which they have to overcome additionally to the challenges of seasonality of tour guiding. At the same time, with the increasing demand for guided experiences, pressure is raised from various stakeholders onto the tour guides. A desired transformative travel of an individual journey, thereby, not only increases a rethinking & redefining of the tour guide's roles, but also creates a more challenging purpose of interaction, guiding & transforming the journey in Greenland. Therefore, I determined, that clarifying the roles of the tour guides, their challenging situation & fit in the tourism development of Greenland, will enable a supportive future development for tour guides & their possibilities in their tourism career, in accordance to exploring the possibilities of tourism in worldmaking.

1.2.1. RESEARCH QUESTION

Having introduced a complex situation, where tour guides are involved in many different actions, it has been challenging to limit it to a single research question, which is inclusive & addressing each of the areas. From the start, I would like to highlight that the tour guides have roles connected to the tangible & intangible components of the tourism sphere. Hence, I have chosen to identify 2 research questions, both directly connected to the roles identification of the tour guides, which are:

"*What is the practical role of tour guides in the tourism business?***"**

"*What is the tour guide's role in exploring the culture-nature relationship in Greenland?***"**

1.2.2. AIMS

For the purpose of answering my research questions, I decided to look at this phenomenon from the tour guides perspective, other stakeholders' viewpoint towards tour guides & tourism development as well as socio-ecological aspects defining the current socially constructed world, which created the phenomenon. An abductive research has allowed me to critically evaluate the situation & reflect on my findings, ensuring an in-depth exploration of the situation. In order to guide my analysis towards answering the research questions, I have formulated 4 aims, which shall ensure individual analysis of each aspect, while providing space for examining the interactions between the themes. The aims of the research are to:

1. *Identify the roles tour guides incorporate in the Greenlandic tourism sphere.*

2. *Examine how these roles influence the tourist experience, the tourism development & the destination development.*

3. *Explore the career of a Greenlandic tour guide in the tourism sphere.*

4. *Establish how tour guides can shape the future sustainable tourism development in Greenland.*

1.3. STRUCTURE OF MY MASTER THESIS

After having set the scene for my case study in Greenland, I will shortly introduce the structure of my thesis. As my research has been an abductive approach, I will now first introduce my methodological chapter before turning towards the theoretical. I engaged in constant comparison between my empirical data & my theoretical themes. Moving backwards & forwards between theory & data has embedded my thesis in the experience explored, rather than being based on literature. Interacting with theory & empirical findings has allowed forming an more inclusive picture of the complex setting of tour guides in Greenland, falling under the scope of worldmaking, which illustrates how tourism is central in understandings of human experience, interaction & mobility (Haldrup, 2004; Larsen, 2008). Engaging in the analysis, by using a close interaction of my theoretical chapter, portrays the merging of my work structured around the experience. Opening up for a short discussion, at the very end of my work, is setting the case study into the broader concept of tourism phenomenon, which shall situate the research within a multidisciplinary context.

2. METHODOLOGY

The following chapter will express how I entered into the Greenlandic case study, the different ways of data collection & my position as a researcher within the topic. This chapter acts as a guide to both, my empirical data collection, as well as a rational for chosen methods. The structure of my chosen approach will grant transparency for the reader & enable him/her to understand the logical flow of my work. In the last years, interest in investigating the Arctic, with case studies on Greenland, has increased in tourism research allowing me to draw from those cases (Hübner, 2009; Schackel, 2011; Kaae, 2006; Ren & Chimirri, 2017; Smed, 2015). Apart from focusing on my interviews, I will draw upon partial learning from inquiries of small island communities, other polar regions, the Galapagos & Antarctica (Brouder, 2013b; Kaján, 2014a; Leonard, 2014; Mair, 2009; Taylor et. al., 2016; Weaver, 2000; Kriwoken & Rootes, 2012; Powell

& Ham, 2008; Hall, 1992). As opposed to my expectations, there are additionally many more cases, all over the world, sharing some of the same challenges when facing development & entrepreneurship, e.g. Brazil & other remote locations with limited infrastructure (Straughan & Goad Oliver, 2013), on which I can build upon.

2.1. My Tenets as a Researcher

As my research is an evaluation of a human embedded lived-experience based on narrative data, I will embody an interpretive phenomenological angle. Taking on *"that people & environment compose an indivisible whole"* (Seamon, 2000, p. 1), human beings are part of the nature as person-organism, as according to Ingold's 'dwelling perspective' (2002). I believe that this approach is most suitable to illustrate the interdependence of human beings with the environment & local spaces & individual human experience (Franck, 1987). Following the interpretive phenomenological attempt, my analysis will reveal how a particular world view has been created, or rather, redefined & functions at this moment in time. Individual understanding of the tour guide phenomenon will allow in-depth relation to the common aspects associated by the stakeholders involved in tourism development (Husserl, 1970; Giorgi, 1997; Smith, 1996). Embedded data collection is positioning me within the inquiry & I became part of the case, I am uncovering. This implies opportunities of engagement & unpredictable findings, as well as barriers of entanglement, if not handled with care, which I am actively addressing through transparency & reflexivity (Dredge & Hales, 2012). To use this unavoidable entanglement of myself, as the storyteller of the case, I amplify using this 'story' to empower knowledge creation & learning processes (Hall & Jenkins, 2004). As no researcher can be truly objective or unbiased & always brings his/her own horizon with them (Gerring, 2007), in the following, I will shortly touch upon a few of my tenets which are the basis the theories & methods are built upon.

Sustainable travel, correspondingly social sustainability & sustainable development, is a subjective term, where each & every individual has his/her own connotation with the ideology (Jamal & Getz, 2000). Even though sustainability, for me somehow, is utopia & problematic in a pragmatic sense, I do acknowledge & embed the importance of this topic in the sense of critical thinking & raising awareness of issues of harmonizing relationships between people, society & nature, re-making the current world-versions & knowledge (Ateljevic et. al., 2005; Nash, 2007; Hollinshead, Ateljevic & Ali, 2009; Aitchison, 2007). Respecting the ideology when facing day-to-day challenges & decisions, is what will increase more conscious behaviour & inherently productive sense-making (Sheldon & Fesenmaier, 2013). I do believe that tourism is a useful tool to see the world more connectively (Caton, 2016). Collaboration, as communication between stakeholders, but also as cross-disciplinary research of tourism, combining nature & resource management &

socio-cultural communities, entangled with life-long learning, is of pivotal importance (Kaae, 2006). Contrasting, I do see main challenges in addressing future issues among current generations, for example climate change; a topic where the consequences of actions & affections are only sensed in the future, which makes it difficult for people to act now, as scientific proof still seems 'unreal' for many of those. At the same time, first consequences are visual & experienced by the society in Greenland (Bjørst, 2010; Arruda & Krutkowski, 2017; Hamilton, Lyster & Otterstad, 2000; Kaae, 2006). Climate change is experienced differently by everyone & some might face other challenges around the globe, while for many others it still is far away. But, the prominence of negative impacts of climate change is developing into an attracting part of Greenland as a tourism destination (Giddens, 2009).

There are many ways to define a community. The shared common features, which transform a group of people into a community, can have various backgrounds – spatial, cultural, historical, professional, ethnicity, beliefs, attitudes, values, interests. Even though those shared features align the individuals of the community, this group is still heterogeneous (Dredge & Hales, 2012). For the purpose of my research, the word community & likewise local community constitutes a group of people merged by space. Only applying this parameter creates a diverse & heterogeneous community of individuals.

Another issue which has to be brought up is the controversial issue of Eurocentric dominance over other places & societies around the world, which has become prominent in tourism over time (Pritchard & Morgan, 2007; Ateljevic, Hollinshead & Ali, 2009). Aligned with those authors, I believe it is time to move beyond the judging & valuing by dominant cultures. I do believe that cultural diversity & richness in identity, enriches our world of plurality & diversity, which is beneficial for research.

2.2. EXPLORATORY RESEARCH DESIGN

The research, I conducted, was driven by surprising facts concerning the tour guides in Greenland, arousing my interest during the 4 months I lived in Greenland during summer 2017. During that time, I was working on the GMP, a market research initiative by VG. Interviewing tourists in the major tourism destinations, as well as having interesting conversations with locals & stakeholders from the tourism industry (tour operators, DMOs, local shop owners & tour guides), lead to various new insights. After having written a paper regarding tour guides' positioning in Greenlandic tourism (Burdenski, 2018), my interest grew to discover the background on how the situation developed & why tour guides have a struggling time in the

Greenlandic job market while competing with international seasonal incoming tour guides, who are willing to work for free.

The conducted interviews shall compensate inadequate theoretical background (Marshall, 1998; Bryman, 2008; Riley, 1996) & allow me an in-depth understanding of the versions of world constructed in the setting. As a start, I consider the tour guiding situation in Greenland a phenomenon evolving from cultural & historical background, put into the current interrelationship of nature & culture at one of the last frontiers in the world. This highlights the importance of socio-spatial relations & setting (Leonard, 2014; Meethan, Andersen & Miles, 2006), in which the researched phenomenon occurs. The phenomenon of tour guiding & discussions about the roles of those tour guides are not new to the world & have already been explored in multiple research projects at the hand of diverse countries (Cohen, 1985; Black & Ham, 2005; Black & Weiler, 2015; Christie & Mason, 2003; Jacobson & Robles, 1992). But the current tour guiding situation has, to my knowledge, not been explored in Greenland. In history, tour guide research has often been centred on identifying roles, the tour guides embody in various situations of their work life.

2.3. LITERATURE REVIEW

Following an abductive approach, means that reflexivity, critical thinking & questioning (Bianchi, 2009) are at the centre of entangling my methodological chapter with my chosen theories. This has resulted in applying approaches from varied fields within social science, leading towards a cross-disciplinary angle (Ateljevic, Hollinshead & Ali, 2009). To start with, I identified different resources from my university courses. Still in my data collection period, I started coding the interviews & conversations to identify other topics relevant to the tour guiding phenomenon & reflected with the existing material I gathered. Conducting my interviews at an early stage enabled me to reveal new literature enlightening new facets of my research (Bryman, 2008). Going back & forth, between literature & local data allowed me to identify new areas of interest, through observation & comments of participants. This parallel work style enabled me to look for more details.

The first fields, I identified, were the fields of tour guiding in tourism, entrepreneurship in tourism development & sustainability with a focus on socially sustainable development. Afterwards, I immersed into socio-ecological fields of place attachment & community networks in indigenous communities, realising a strong connection to social/indigenous entrepreneurship. Through incorporating knowledge, connecting tourism & community development, the field of worldmaking developed into my focus area.

Coming to the literature on specifics of Greenland, I focused on literature fields regarding my keywords, which incorporated examples & cases of places which faced similar challenges. As I addressed above, this did not limit me to Arctic or Polar cases, but I could adopt a variety of cases from Antarctica, the Galapagos Islands & Brazil. Moreover case studies on Greenland regarding climate change (Bjørst & Ren, 2015), social ecology (Sowa, 2013; Thisted, 2015; Wennecke, 2017) & the culture-nature binary (Smed, 2015), lead to useful insights for the overall picture. Through literature examples of diverse case studies, I applied partial learning, which is very useful for theoretical advancement. Even if the cases were not identical, certain aspects & components corresponded with occurrences in my research inquiry.

To conclude the secondary literature & to illustrate my abductive research, the figure 2, which I already presented during the introduction, is summing up the themes, my data collection & likewise theoretical foundations are based on. I do believe that it is important to portray this complexity of fields' to begin with, in order to set the scene.

2.4. SOCIAL CONSTRUCTIVISM & THE QUALITATIVE APPROACH

Tourism, as an experience based on culture & nature at a specific destination, finds itself in a convoluted socio-cultural environment, where cultural, social, political & other factors influence the experience. Tourism cannot be seen as an isolated occurrence but must be interpreted in its complex settings, which are bound to a specific setting at a specific time, which continuously change (Meethan, 2005). The, in this process, constructed world, is created through altering of an already existing world before (Goodman, 1978; Meethan, 2005; Hollinshead, 2007). I believe that human beings & their actions within a society are shaped by the cultural, social, political & economic construct we live in. Viewing tourism as a creation, which is based on individual experiences, a social constructivism approach turned into the core of this project (Schmidt, 2008). Similarly, following the bigger thought of worldmaking, which is also anchored in constructivism (Hollinshead, 2009; Goodman, 1978; Nünning & Nünning, 2010), I strive to understand why the phenomenon of tour guiding & the role given to it in Greenlandic tourism, has been influenced by the actors involved & how the potential of individual tour guides can be used efficiently to provide added value to Greenlandic tourism development. As through my case study, I explore how the tour guide phenomenon in Greenland is constructed & how it is given meaning by the society – Greenlandic & tourists (Phillimore & Goodson, 2004). As highlighted before in the subchapter of desk research, I am generating theory out of research. I am aiming at understanding the specific situation from the involved stakeholders' perspective to reveal how the current construct developed & influences the stakeholders (Phillimore & Goodson, 2004). My research is centred on human beings & their relationship in tourism setting, where narratives

& storytelling is the bottom for interpretation (Lyotard, 1979). A narration of everyday practice can through reflexivity disclose how diffuse knowledge, spread through language, symbols & truth influence society (Belhassen & Canton, 2009). This enables focusing on giving meaning, which can potentially further entail actions & contribute to shaping the future of tourism (Dredge, Jenkins & Whitford, 2011). As it is concrete, practical, context dependent knowledge which encompasses the complex views of the world.

Accordingly, I consider a qualitative approach most suitable (Hennink, Hutter & Bailey, 2011). Addressing the usefulness & value of this approach in social sciences, raises the question of how knowledge is created. Subsequently, the opposing discussion, of what we can know within the field of tourism (ontology) & how we know what we know (epistemology), arises (Phillimore & Goodson, 2004). Epistemology establishes the philosophical framework for how we generate adequate kinds of explicit & tacit knowledge (Botterill, 2001; Gray, 2013; Nonaka & Konno, 1998; Collins, 2010). Combining knowledge, by cognitive processes & illustration, becomes relevant to define how human awareness interacts with reality (Harré, 1998). Consonant with my methodological approaches, it is an epistemology in which *"knowledge does not reflect an objective ontological reality but exclusively an ordering & organisation of the world constructed by our experience"* (von Glasersfeld, 1984, p.24). As a logical consequence, I applied an interpretivist epistemology, to understand why the topic of tour guides became significant & challenging in Greenlandic tourism &, through this, should be taken into concern in tourism research & practice regarding similar small scale tourism & niche markets (Bryman, 2008). Human creation, creativity, conversation, dialogue, language, judgment, teaching & learning are involved in knowledge creation (von Krogh, Ichijo, Nonaka, 2000; Belhassen & Caton, 2009). Knowledge enabling & sharing can happen at any time, in any given situation, in any possible constellation of an individual or collective. Thereby, skills & tacit knowledge are regrown in the next generation which have been passed on & exchanged through joint activities (Nonaka & Konno, 1998; Ingold, 2002). At the same time, the epistemological angle uncovers the problem, as without human interaction, spatial belonging & strong caring sense of community, tour guides wouldn't express their desire to embody social entrepreneurship in their future career. By this, I, as the individual researcher, form the nature of knowledge based on why & how information is related to the scientific topic (Longino, 1990; Dalmiya & Alcoff, 1993).

'What is natural?' is one of the essential concerns of ontology. While indicating the structure of possibility & reality (Denzin & Lincoln, 1994), I follow the perspective, that ontology is socially constructed, subjective & only exists in this very moment & specific setting & may change in the course of time (Blaikie, 2000). The principles of what is truth, reality, right or wrong, is always

structured & restructured within the world-version (Goodman, 1978; McHale, 1992). Using this social constructionist ontology allows to gain valuable insights into the researched topic from the viewpoint of its involved participants & their subjective perspectives (Bryman, 2008). *"Knowledge & meaningful reality are constructed in & out of interaction between humans & their world & are developed & transmitted in a social context"* (Crotty, 1998, p. 42). Ways we make the world are through questioning the current construct, imagining how it could or should be from our perspective which opens ourselves up for new ways of thinking (Macbeth, 2005; Tribe, 2009). This aligns with the philosophy of sustainability, questioning our behaviour to sustain the future. Interpretation is at the essence of knowledge & development which is reflected in my research inquiry.

Reflecting this upon my case study, I will analyse how the various perceptions of the stakeholders form the tour guide's roles in the context of the quality tourism experience. Looking at how tour guides cope with demands & perspectives to effectively transform the tourists' journey in Greenland, to understand the created world-version in connection with other versions intervening with this construct (Husserl, 1962; Giorgi, 1997). To achieve this, campus Kujalleq, the students & tour operators will be described as the foundation, from which I will form the overall picture by linking the viewpoints & components. Building upon, the tourism sector depends on & is formed by the relationship & the interaction of the individual stakeholders concerned with this certain issue. This represents the connection & dependence of human beings & the environment & locational spaces, which forms the complex setting (Franck, 1987).

For me, to be able to analyse the current situation in Greenland, I find myself within the context rather than observing only. I need to study the examples of guides & the cooperation between stakeholders in depth to fully understand the motives behind (Eisenhardt, 1989). I consider in-depth interviews & analysis of the situation most appropriate to understand the individuals' position & viewpoint towards this relationship & interaction in the social context (De Saussure, 1974). This helps me to narrow down the broad concept into the particular experiences & the specific interactions between the tour guide & other stakeholders. This is necessary, to afterwards, be skilful to construct the overall picture while reflecting on the individual aspects. Therefore in my phenomenological thesis, I apply the interpretive framework of social constructivism, which consequently connects to a qualitative approach, giving the opportunity to enter those viewpoints. Accordingly, objectivity, as the absence of interpretation, cannot be given through this way of research (Denzin, 2012). It is essential to understand that the way tour guides act, how they are viewed from the host & the guest, but also how this interaction is practiced within the phenomenon depends on the constructions of the society it takes place in. When

people from different countries merge into the relationship of the guided experience, clashes & difficulties might occur. The experience of a guided tour is influenced, not only by the tour guide, the local community & the tourist, but also is a complex situation including tourism, social, cultural & at the same time economic aspects.

2.4.1. TRANSPARENCY

This subchapter doesn't serve to discuss whether or not validity & reliability or trustworthiness & dependability are more applicable terms to describe the significance of a qualitative research (Healy & Perry, 2000; Golafshani, 2003), but will focus on displaying measurements undertaken to guarantee transparency & meaningfulness of this research. I am providing transparency, not only within this methodology section, but throughout my entire research project, to ensure an understanding for the development of my work (Gloafshani, 2003).

To start with the relevance of the project needs to be ensured (Hammersley, 1992). I believe that the phenomenon of tour guiding in Greenland, is worth intensive research, as understanding the positioning within society, formed by locals, tourists & the tourism sector, their enthusiastic social entrepreneurial behaviour & origin can be used to benefit tourism development in Greenland. I argue that my topic is proved to be relevant as, even though the topic has been discussed before, changing circumstances, interpretation of the nature-culture binary & knowledge acquiring are reconstructing the phenomenon. My interviews unfolded, that even though stakeholders are aware of the unbalanced situation of competition of international seasonal incoming against local guides, the challenge of improvement currently remains. At the same time, my example determines how deeply connected tour guides are with the quality of the tourist experience in destinations, which resemble unknown & unfamiliar places, where storytelling functions as a method to understand & relate to extreme situations. Therewith, my research provides relevant findings for the research community & tourism professionals, practitioners & tourists. The understanding of how interaction between individuals contributes to constructing & reshaping perceived reality is becoming more relevant. Especially in tourism, the significance of individual perceptions & subjective viewpoints is increasing, as those aspects are outlining the essential of the tourism experience (Phillimore & Goodson, 2004). Resulting from this, qualitative studies can enable the understanding of complex & profound situations & cases (Eisner, 1991).

By detailed explanations of chosen methods, approaches & my positioning within the context of the research, validity & reliability can be assured (Riege, 2003). Extensive analysis of the context, an individual's reaction & their interference, will show, why an insight from this standpoint is of

relevance for the comprehension of the occurring phenomenon. By means of uniting those viewpoints from various stakeholders involved, I am identifying a full picture of the phenomenon (Flyvbjerg, 2006). Open & reflexive argumentation can increase validity in quantitative as well as qualitative research (Holland & Ramazanoglu, 1994). Therefore it is important, that I let the reader be part of my inquiry paradigm, for him/her to understand how my choices influenced the process throughout my research (Phillimore & Goodson, 2004).

Even though the data collection period & thereby the emerging in the situation & current tourism construct in Greenland has only lasted for three weeks, my interest in the topic of tour guiding has been prominent since summer 2017. This rather long-term monitoring & involvement in the research topic allows an emerging into the paradigm. A thick description is provided throughout my thesis, in order to, together with data triangulation, work towards dependability & disclose how my data corresponds with the actual occurring setting (Patton, 2002).

As discussed before, knowledge is tied to the current social & natural world, as relation of time, culture & value are constantly changing (Marshall & Rossman, 2014). Connected to this, objectivity, when defined as absence of interpretation, is not appropriate in the terms of my research (Denzin, 2012). Aligned with the objectivity, I will also state that a universal generalisation of my findings cannot be given for all other tour guides at any destination. It is rather an idiographic method of investigating, where the determination of how this social & caring behaviour influences the tourism relations. Through this, the changed role of tour guides in the active tourism experience can amplify the value of a tour guide in destinations with similar settings.

My project does not entitle for statistical generalisation, due to the fact that all tour guides & tourists, likewise tour operators operate in their unique environment, but I believe that my investigations result in high level real-world validity & will be useful for similar small (island) & remote destinations. But, when interpreting generalisation, in a rather analytical sense of "*strategic choice of informants relevant to the study*" (Stenbacka, 2001, p.555), my subsection of interview participants allows an insight in my choices regarding co-participants.

2.5. THE CASE STUDY OF GREENLAND

"*A case study is not a methodological choice, but a choice of what is to be studied*" (Stake, 2005, p.443). Thus, this following chapter will define my methodological choice of interpretive or, as Schutz (Schutz & Luckmann, 1973) calls it, 'life-world' phenomenological approach. Scientific research purpose, referring to emphasis of gaining knowledge, my case study will contribute in understanding the

empirical & worldmaking roles of tour guides, & how their job/career influences the tourism development. In tourism research, understanding why & how is becoming more & more important, as the core product of tourism is an intangible experience (Lew, Hall & Williams, 2004). Using tourism as a tool for a sustainable development angle, one needs to understand a tourist's decision, motivation & feelings to efficiently transfer this interest into actions & products from which the community in the destination benefits (Denzin & Lincoln, 1994; Flick, 2002). Moreover, it is combining the explanative with the explorative in this research (Attride-Stirling, 2001). In this way, local research & learning from specific case studies has become more relevant in tourism research. The dynamics illustrated in my case study produce context-dependent findings (Eisenhardt, 1989).

The challenge between universal & unique is not only present in tourism performances, but also in tourism research. Finding the balance between relevance of individual cases & a powerful research, which is useful for many destinations & other researchers, is becoming demanding (Gnoth & Matteucci, 2014). Against the discussed constraints of a simple case study, I follow Nietzsche's opportunistic approach & appreciate a rich diversity, while believing that research can also benefit & draw conclusions from occurrences, which are in their sole existence different from all the others (Nietzsche, 1974). Due to that, I am challenging the taken for granted philosophy, which, what I discovered throughout my period in Greenland, is also a prominent issue in the general tour guiding situation. Linking epistemology to my choice of phenomenological approach, it becomes clear that individual perspective & related explanation is the core. This is closely connected to the subjective perceptions of the individual. Hence, my research is an effective tool to challenge taken-for-granted assumptions & standardised knowledge. Taking on interpretive extent within the phenomenological approach, allows my research to endorse an application-oriented theory through critically questioning policy & action (Lester, 1999).

My case of Greenland shall not limit my research to being a pilot study, but rather highlight the importance of taking the ontology & epistemology into consideration, when examining the phenomenon of tour guides. Comparable to Greenland, there are several other emerging destinations where nature & culture are so closely related, that tour guides become essential in transmitting this relationship & the current situation as it differs from tourists' daily imagination (Flyvbjerg, 2006). Furthermore, I am connecting those aspects to theories from various disciplines, to not be limited to the tourism sphere, but to likewise integrate social & human being interaction related topics. Moreover, my research might be interesting for researchers from numerous disciplines based on mixed components joined in my research. An in-depth analysis of

those specific positions towards the case generates a full understanding of the motives & settings behind it (Eisenhardt, 1989; Campbell, 1975).

My phenomenological case study inquires the experience from the perspective of the individual, where the findings are similarly presented from my participant's view. Therefore, I am putting myself in the research, rather than dissociating myself from it. Taking on an insider perspective, I was trying to get close to the participants' world, their life & connection to tour guiding & tourism development in Greenland (Conrad, 1987). Through this, I am trying to relate & form an understanding of the participants' experience in the tour guiding phenomenon. Yet, I am also taking it one step further & aim for critically interpreting participants' expressions. My case should be a case of learning rather than hypothesis testing (Flyvbjerg, 2006). Accordingly, the understanding of connections is in the focus (Campbell, 1975; Ragin & Becker, 1992).

2.6. EMPIRICAL DATA COLLECTION

My empirical data collection took place in Greenland between 21st of February 2018 & the 14th of March 2018. According to the location of relevant interview partners, I visited Qaqortoq & Nuuk during the time. Qaqortoq, in South Greenland, is the location of Campus Kujalleq, which offers the tourism specific education in Greenland. Nuuk, the capital of Greenland, has been chosen due to the opportunity to engage with stakeholders concerned with the tour guide topic apart from the students & educational staff. Another important aspect was Sermersooq Business Council in Nuuk, whom I established as one of the main experts in the field given their involvement in tourism as well as entrepreneurship. As my data collection period in Greenland was limited to only 23 days including travel days, I decided, it would be important to establish contact via email with key participants pre-hand, to make sure, that there would be suitable time to meet for an interview. As I was already familiar with the tourism scene in Greenland, I had few ideas of applicable companies acting within the field. As a result, prior to my departure, I established contact with the following participants, from whom I received positive feedback.

1. Tourism Department at Campus Kujalleq
2. Students from Campus Kujalleq, who I met during VNTM 2017, which either still involved in the education or recently graduated
3. Sermersooq Business Council

Having established meetings for interviews with those partners, it was allowing me to better prepare for those specific interview partners & set up a schedule for my research, showing where I would have extra time to address other potential interview partners. As Greenland has a very open-minded culture, one tour operator advised me, that I would have higher chances to just

drop by the office of the tour operator & get a chance for an immediate meeting. Having this in mind, my further participants, whom I will introduce in one of the following subchapters, were either contacted by a direct approach at their office or via a phone call prior to a visit at their office.

Apart from the essential interviews I conducted while involved with the campus, I also had the opportunity to engage with the students on multiple levels. I was part of their class, participated in projects, which were part of their practical education & partake in a small graduation ceremony of one of the Arctic Guide education. This opportunity permitted me to have various informal conversations with students, teachers & locals at the campus. At the same time, I carried out non-participatory observations, while listening to lectures & talks of the education schedule from guide as well as service economy classes. This way of gathering data places me within the research & the 'hermeneutic circle' (Denzin, 1989). Even though time was very limited, I still had time to distance myself from the opinions of the participants & reflect on aspects while taking the overall picture into consideration (Van Manen, 1990). I collected those observations & inputs in a field diary which can be found in Appendix 18 & 19.

Concluding, I want to stress that travelling to Qaqortoq & Nuuk didn't only increase the value of my interviews, by conducting personal face-to-face conversations but also permitted me to once more merge into the tourism sphere of Greenland & identify, meet & interview further essential stakeholders involved in the topic. As this section has given an entrance into my empirical data, the following 2 subchapters will provide more detailed insights in the participants partaking in this research & my chosen style of interview conduction.

2.6.1. PARTICIPANTS

In order to keep an overview & for positioning the informants, I created a descriptive chart. This upcoming table 1, which is positioned after my ethical considerations, allows the reader, to get an overview over the chosen partners, their position & involvement in the tourism sector & how I received information from them. Given the opportunity to interact with many students from different stages at their education during lectures, I needed to adapt my data collection method to the given situation. Therefore I will distinguish between individual interviews & focus groups.

2.6.1.1. Ethical Considerations

As I am very aware of the sensible & partially personal insights revealed during communication with my participants & how they may negatively affect & harm them (Polonsky, 1998; Homan, 1991), my research was based on voluntary participation. In the beginning, with the first contact

(meeting or e-mail), I introduced them to my topic, research area, purpose & positioning of this thesis. Throughout active participation in the field, a trusting & mutual respecting relationship evolved, which I highly appreciate & value (Sheldon, Fesenmaier & Tribe, 2011). I perceive it as my responsibility to establish trust, as well as respecting their privacy, as I consider them more as co-participants of my research than only objects to be interviewed (Bryman & Bell, 2007; Ministry of Higher Education & Science, 2014). Therefore, I decided to address the ethical question of (de-)identification & confidentiality directly towards each & every participant of my data collection. According to their responses, I will ensure name de-identification throughout for those requested it. Further, as during some interviews, uninvolved individuals have been mentioned for detailed explanation, I likewise chose to de-identify those people by the use of synonyms, as I didn't have the chance to ask those people about their opinion regarding research confidentiality (Shamoo & Resnik, 2015; Resnik, 2015).

Name	Respondent, Company or Institution	Professional Background	Data Collection Method
Rie Oldenburg	Coordinator of the Tourism Department at Campus Kujalleq	Involved in the Tourism Education at GU, the Development of the Education & Teacher	Individual Interview
Student 1	Student	Service Economy Student Arctic Guide Graduate	Focus Group Interview
Student 2	Student	Service Economy Student Arctic Guide Graduate	Focus Group Interview
Student 3	Student	Service Economy Student Arctic Guide Graduate	Focus Group Interview
Student 4	Student	Service Economy Student Arctic & Adventure Guide Graduate	Focus Group Interview
Student 5	Student	Service Economy Student Arctic & Adventure Guide Graduate	Focus Group Interview
Student 6	Student	Service Economy Student Arctic & Adventure Guide Graduate	Focus Group Interview

Student 7	Student	Service Economy Student	Focus Group Interview
Student 8	Student	Arctic & Adventure Guide Graduate	Focus Group Interview
Student 9	Student	Arctic & Adventure Guide Graduate	Focus Group Interview
Arne	Student	Service Economy Graduate Arctic Guide Student	Individual Interview
Gert	Student	Service Economy Graduate Arctic Guide Student	Individual Interview
Colin		Development of Tourism Education in Greenland	Individual Interview
Stine Selmer Andersen	Sermersooq Business Council / Colourful Nuuk	Destination Management Tourism development Entrepreneurial Consultant	Individual Interview
Albert Planas	Manager at PGI Greenland Aps	Tour Operator in Ilulissat Instructor for Guide Education	Individual Skype Interview
Tour Operator	Tourism Business Owners	Tour Operators in Qaqortoq & Nuuk	Informal Meetings
Ida Vahl & Alibak Hard	Destination South Greenland	Tourism Development Manager UNESCO world heritage	Informal Meeting

Table 1 | Master Thesis Participants

2.6.2. INTERVIEWS

After having introduced my participants, I now will follow up on explaining how I interacted with the chosen informants. By familiarising myself with their role within the tourism sector & the tour guiding phenomenon, I was able to prepare interview guidelines for each group or rather type of participant, which can be found in Appendix 5-9. In the subsequent subchapters, the method of data collection will be addressed & matched to the overall methodological approach chosen for this thesis. Even though group interaction in form of interviews were not part of my initial data collection process, I used the given opportunity to generate additionally information, which I could use for reflexive thinking & further verification of my individual interviews.

2.6.2.1. Individual Interviews

The semi-structured interviews, I conducted throughout my research lasted between 25-55 minutes. This style of interviewing opens up space for reflections & thoughts by both, interviewee & interviewer (Galletta, 2013). Thereby an in-depth understanding is generated from the questions asked, providing detailed insights on the particular participant's viewpoint towards the phenomenon (Bryman, 2008). Preparing the interview already in advance of my departure, allowed me, on the one hand, to closely familiarise myself with the topic & my main points of interest, forming initial questions touching areas of interest. At the same time, this extensive engagement with the topic, the participant & the interview questions, provided the possibility to concentrate on the interview while taking place (Smith & Osborn, 2008).

Apart from short introductory questions concerning the participant, my main questions were broad questions to get the respondent talking about the topic (Brotherton, 2008; Bryman, 2008). At the same time, I paid attention to new insights they would bring up during the conversation, to take on with follow-up questions on interesting points (Freeman, 2014). The order of questions becomes less important &, as a researcher, I try to engage with the participants' flow of thinking (Galetta, 2013). I can easily adapt to specific interests, new topics & ideas or meanings by the interviewee. Beyond the prepared questions, I am aiming at deep diving into the social world of the respondent, to relate to his or her way of thinking & viewpoint towards the topic (Smith & Osborn, 2008). There were only 2 questions, which I ensured to have in a specific order, as I am using those to contrast & compare the roles of a tour guide in my analysis. That being said, I always started with the descriptive question about 'what makes a good tour guide' & ensured that the ranking of the 3 most important tour guide roles, by the means of my mind map (Appendix 4, version 1) would always be one of the last questions.

Audio-recording of the interviews, as well as immediate transcribing within 3 to 4 hours after the time of the interview, allowed me to fully focus on the interview while taking place & through careful listening adapt to the flow of interview & uncover interesting points to follow up on (Bryman, 2008). At the same time, a detailed transcription of my interviews encourages the transparency of my research & strictly avoids limitation connected to memory losses (Heritage, 1984). My transcripts of the interviews are as exact & unmodified as possible, including half sentences, change of thoughts or background influence, if occurring.

2.6.2.2. Focus Group Interviews

As stated before, during the time being in Qaqortoq, I was invited by the coordinator of the tourism department to actively participate on campus. Right from the beginning, I was welcomed

for my curiosity about the campus, the tourism programmes & their development. Before travelling to Greenland, I had decided on engaging with individual students for semi-structured conversational interviews, where focus group interviews weren't planed. Even though everyone was very welcoming, I experienced that some of the students were shy & didn't feel comfortable to speak to me in English. But, through engaging in the courses, telling them about my prior work for VG, my studies & research project, I was able to establish trust in the community of students. My standing in the community of students & lectures from the campus opened up for collaborative engagement. Being confronted with an opportunity, I was more than excited to take on this possibility for active & reflexive engagement with the students as very important stakeholders. While already being in exchange about their personal experiences, which I captured in my observation notes (Appendix 19), I decided that it would be helpful for my study to get their viewpoint about the tour guides roles, the community connection & entrepreneurial inspiration. Therefore I adapted my interview guideline for students (Appendix 5) immediately while being in class & developed a new focus group interview version with 4 main questions:

1. Describe what makes a good tour guide from your perspective. (a few sentences or bullet points)

2. What is your future goal within the tourism sector? (This can be a specific position, loose idea or just dream goal)

3. Do you consider tour guides relevant as a communicator or mediator between the tourists & the local community?

4. Take a look at this mind map & identify what you consider the three most important roles of a tour guide.

I addressed those questions towards every student, allowing them to answer either in English or Danish language, as I realised this might be the prominent obstacles &, on top, the reason why they did not want an individual interview nor audio-recording of their comments. I respected this & while discussing the points in the group, I asked them to write down their personal opinion about the 4 questions on a piece of paper.

As focus groups are also a valuable source in qualitative research (Finch & Lewis, 2003), I transformed these opportunities into focus group interviews with students who all have experience as a tour guide (McLafferty, 2004). It is likely that, the produced results are generating in-depth insights, as interacting & discussing within an expert group influences critical thinking & reflection (Merton, Fiske & Kendall, 1956; Kitzinger 1995; Morgan, 1996). With importance, I want to highlight, that I ensured the students would answer question number 4 only after talking about question number 1, in order to ensure that my given tour guide role from the mind map

(Appendix 4, version 1) would not influence their initial description of a 'good tour guide'. This is substantial to be able to compare & contrast the variations in those answers. Another interesting opportunity which resulted from adding focus group interviews to my research is my observations regarding an interaction between the students & how they engaged with each other throughout the day (Carey, 1994; Millward, 1995).

2.7. TRIANGULATION OF SOURCES - ALTERNATIVE MATERIALS & PROCESSES

Data source triangulation means combining data conducted in different ways, which could be time, space or person, as well as in my case the style of research obtaining (Denzin, 2017). In my research, I am not only combining methodological triangulation through semi-structured in-depth interviews & focus groups interviews, but additionally include observations, field notes & information gathered through informal meetings. Moreover data source triangulation enables me to analyse & compare the data from diverse stakeholders within the phenomenon of tourism & tour guiding, to understand the overall picture (Kelle & Erzberger, 2004). This strategy is not applied for validation of my inquiry but should be seen as adding consistency to my chosen methodological approach (Flick, 2011). "*Triangulation really pays off, not only in providing diverse ways of looking at the same phenomenon but in adding to credibility by strengthening confidence in whatever conclusions are drawn*" (Patton, 2002, p.556). It should be highlighted that triangulation of sources is mainly used to combine all materials generated throughout the intensive empirical data collection period in Greenland & thereby add to a deeper understanding of my analysis (Fielding & Fielding, 1986). In order to illustrate, how I used & triangulated the data from the stakeholders involved in tourism in Greenland & concerned with the topic of tour guides, the next subchapter will focus on coding & theming, allowing an identification & comparison of common aspects within the information from the sources.

2.7.1. CODING & THEMING

Coding & theming, the set of information received, does not only grant a structuring of the intensive data but further enables a smoother classification & matching of the findings & the theoretically categories addressed in the thesis (Jordan & Gibson, 2004). Recognising patterns can only be done, when those patterns have been created before (Goodman, 1978; Bernard, 2006). Integration, through coding & grouping according to themes, can progress my process from description to analysis.

I started with going through each data source, identifying the topics of each paragraph & theming the information given into themes. Having done this, I grouped those topics into similar categories, based on the meaning behind the actual expressed information. For example, when in

one interview, we discussed the aim of increasing the number of students to go through the programme, the meaning behind this was not only that they would like to build more tour guides & Greenland, but, given the context, that spreading & creating knowledge through education, was very important to the school as well. After establishing those themes, I aligned where different stakeholders agreed, disagreed or had no comment made towards the particular theme (Farmer et. al., 2006; Smith, Flowers & Larkin, 2009). At the end of this reflexive process (Grbich, 2007) I had formed 4 main themes:

- Value of Tour Guides
- Knowledge
- Social Enterprise
- Greenland Tourism Geography

A mind map overview with all codes & how I combined them with those 4 themes can be viewed in Appendix 21.

2.8. LIMITATIONS

Given my short period in Greenland, for the students & tour operators, I had to accept that some individuals might not agree to an interview. Nevertheless, I took every interaction with a potential participant very serious & in return had chances for meetings & discussions, which I thought would not have been possible. Due to unforeseeable circumstances, as weather changes, delays & cancellations, as they occur in Greenland, my interviewing schedule needed to adapt constantly & changes needed to be made along the way. This led to sometimes spontaneous & informal meetings which has as a consequence that not all meetings have been recorded & only notes or written transcripts exist.

In this regard, I need to highlight that I did not have the chance to collect further tourists' interviews, as end of February/beginning of March was low tourism season, at least from what I experienced. Yet, knowledge & insights, gained from the GMP in summer 2017, challenged my perspective back then & partially are the reason why I chose this research inquiry.

Connected to my choice of participants, I would also like to highlight, that I didn't purposely neglected tour operators from the east coast or up north in Greenland. Due to limited time, money & scope of this project, I had to select my destinations within Greenland. It, of course, would be very interesting in future research to include other destinations within Greenland, to maybe contrast findings, identifying if there are differences in typologies according to region or destination.

No international guides were present in Greenland at my time of research, as it was low season. This also shows that competition is only high during main tourism season & that tour operators do not see the demand for full-time, year-round employment & that tour guides in Greenland, even though it is their full-time job, have a hard time finding a tour guide job for the entire year.

One limitation, which needs to be addressed regarding the case study, is its legitimacy (Gerring, 2007; Yin, 2009). It is claimed to be less scientific, which is often put on a level with insufficient value for the field (Flyvbjerg, 2006), as illustrating the relationships will never be a simple solution & action answer, but is focused on cause & effect relationships, where expert knowledge is legitimate to encourage worldmaking (Dredge & Hales, 2012). As Eisenhardt (1989) argues, the power of theory highly rests on chosen methods & the empirical issue at stake, which applies for my thesis, as those are suitable for the explanation of how the system functions in which the case operates in aligned with "*human learning & the development of intellectual capital*" (Dredge & Jenkins, 2009, p.47; Xiao & Smith, 2006).

3. THEORY

This chapter is building the groundwork for a discussion & reasoning by dialogue, where cognition & clarification of the phenomenon is also seen as enforcement (Dann, Nash & Pearce, 1988; Dann, 2000). In the subsequence, I will critically discuss theoretical approaches, which I connect to my inquiry represented by my tourism landscape (see figure 2). When discussing Greenland in tourism literature, it is automatically connected to Arctic Tourism (Snyder, 2007), discussions regarding the colonisation & the ongoing conflict for self-governance, climate change & the undergoing process from indigenous community to modern lifestyle (Ren, 2016; Sejersen, 2015; Gad, 2014/2017; Müller, 2015; Sowa, 2013). Even though some of those aspects are playing into the tourism development & their impact may not be denied, with this thesis, I want to focus on positioning whether tourism can be more than just another industry of boom. Emphasising how tour guides, their roles & the connection with entrepreneurship together engage in a sustainable tourism development outlook for the future, I will look into specifications of the Greenlandic setting which are the differentiating factor & influence. I will give an overview of the tourism segment Greenland is currently operating in, their future goal, & the tour guide challenges. After that, I will focus on the specifications of spatial belonging & social entrepreneurship.

To start with, I have illustrated with figure 2, my tourism landscape, where I move within & show how I understand the interconnectivity & multidisciplinary context of this phenomenon. As

outlined before, there is a wide spectrum of themes in connection with the tour guides phenomenon, which I will explore. Additionally, the following figure 3 shall clarify why I consider tour guides in Greenland as more than a seasonal job, but as active participants in shaping the tourism landscape in Greenland. Illustrating how tour guides are positioned right in the centre of destination development through their tourism education & their entrepreneurial ambitions, makes it interesting to see, how they are part of the policy & infrastructure scope, which is not only part of tourism but further is important for the local residences as well. Understanding the role of cooperation, to be bridging between theoretical & practical knowledge, is essential to develop an active process of development.
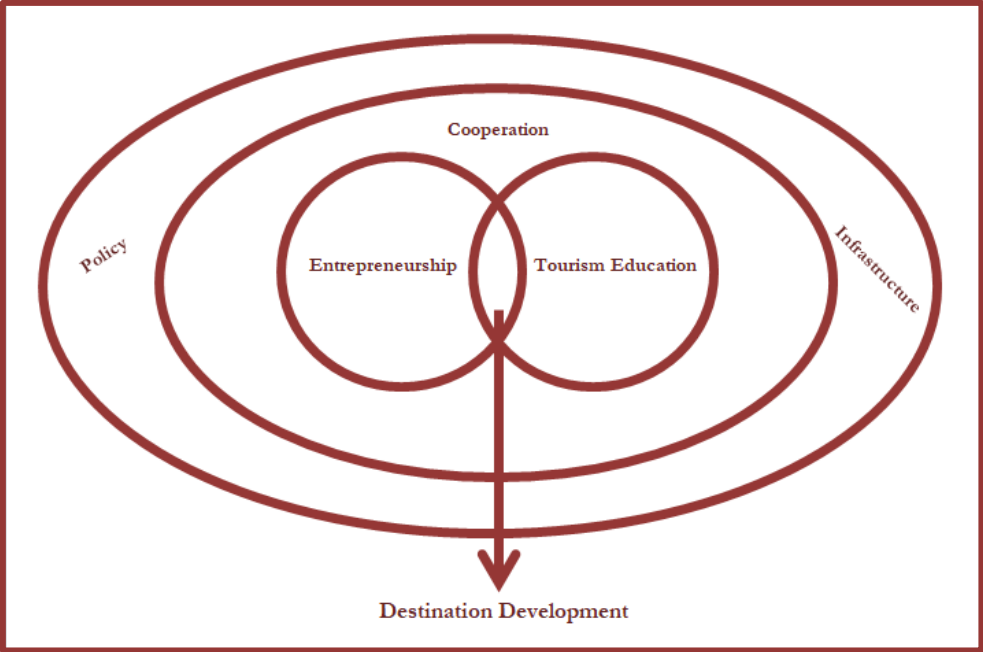
Figure 3 | Tour Guides within Destination Development

3.1. GREENLANDIC TOURISM IN THE ARCTIC PERIPHERIES

Over time Arctic tourism has become an increasing area of interest in research, yet when looking closer at the defining components of Arctic tourism it becomes clear that it is a heterogeneous cluster, where the common ground is the location within the Arctic periphery. The location connects it to a fragile environment in a remote & extreme condition, where tourism is constantly increasing as tourists are searching for a unique experience in an unknown place (Müller, 2015). Even though Arctic regions share similarities, people involved in the tourism sector still react differently & individual to obstacles such as the remote location or climate change (Brouder & Lundmark, 2011). Therefore, only identifying threats for the overall Arctic tourism development would be insufficient & not suitable in addressing the individual challenge or potential of each region or location within the Arctic periphery (Müller, 2015). Greenlandic tourism very much

depends on the dynamic nature-society relationship, which is socially constructed & undergoes a constant changing & adapting (Escobar, 1996; Mosedale, 2015).

> *Key Theoretical Findings Chapter 3.1*
>
> Greenlandic tourism in the arctic peripheries is occuring in a fragile environment, in remote places in extreme natural conditions. This place triggers the tourists' desire for experiencing an uniqueness in a, for them, unknown destination. This power of nature is balanced in the dynamic nature-society relationship.

3.2. SOCIAL SUSTAINABILITY - LINKING CULTURE & ENVIRONMENT

Through increased international attention, sustainable development has developed into a buzzword for politics & international growth. The origin of sustainability can be found in environmentalism (Liu, 2003). This is directing sustainability towards the relationship between nature & society (Littig & Griessler, 2005). Consequently many people strive for an ideology which is innovative, inclusive & circular (Gupta & Vegelin, 2016). With its raising presence, sustainability has become a controversial topic. Consistently, not one agreed definition on neither sustainable development nor social sustainability exists. The general basis, in tourism terms, can be compressed the essence of the opportunity of the host society to be advancing of innovative progress (Richards & Wilson, 2007; Mowforth & Munt, 2015). To be more specific & set social sustainability into the context of my thesis, I will use the following definition by Littig & Griessler (2005, p.11):

"Social sustainability is a quality of societies. It signifies the nature-society relationships, mediated by work, as well as relationships within society. Social sustainability is given, if work within a society & the related institutional arrangements satisfy an extended set of human needs & are shaped in a way that nature & its reproductive capabilities are preserved over long period of time & the normative claims of social justice, human dignity & participation are fulfilled."

This interpretation unites the main aspects of intergenerational existence & individual needs in the context of the societal relationship with nature. Figure 4, in detail, stresses, that sustainability is an ongoing process involving 'work', which takes effort of each individual to establish & endure. Likewise, other authors agree on the prominence of human beings at the core of sustainability, who will need to approach profound questions of social equity, consumption, equal distribution, materialistic need & political organisation (Robinson 2004; Adebowale, 2002; Koning, 2001).
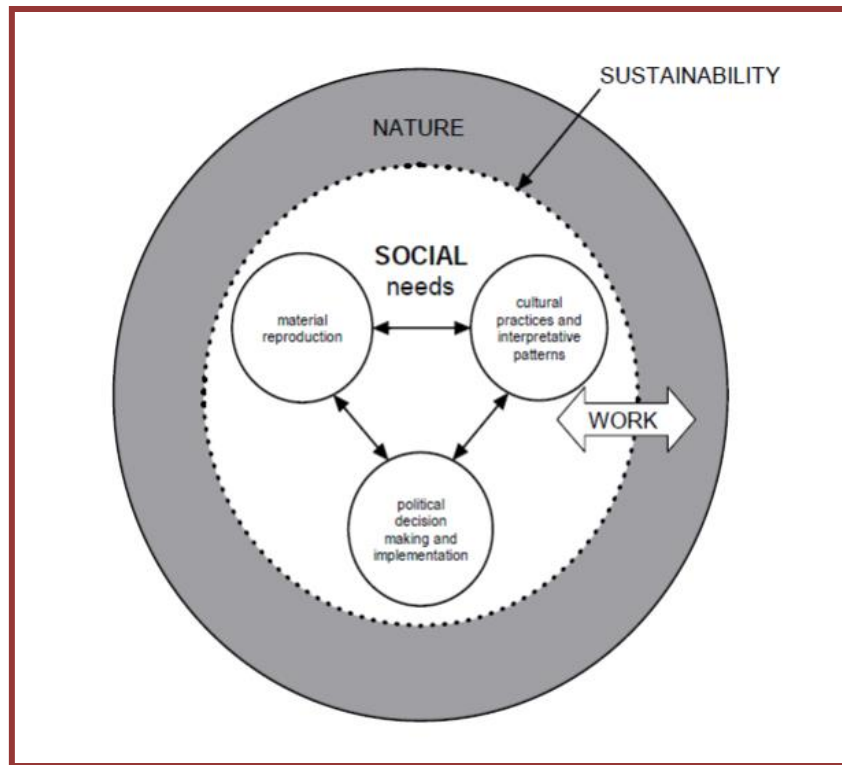
Figure 4 | Schematic Portrayal of Sustainable Development & the Relationships between Society
& Nature by Littig & Griessler, 2005

Setting it in the Greenlandic context, the fragile conditions Greenlandic tourism operates in, cautious & thoughtful behaviour towards nature, culture & society shall be rooted in the planning & decision-making progress (Appendix 2). As illustrated above, sustainability is a complicated & vaguely formulated ideology, which has already been overused in inappropriate contexts. Therefore, my research shall focus on how taking the concerns of a less harming & more harmonizing development between nature & society & the future generations into consideration, can positively benefit the future of tourism & promote tourism as more than an sector in Greenland, while contributing to worldmaking (Ren & Chimirri, 2018; Ateljevic, Hollinshead & Ali, 2009). This will hopefully ensure that many more tourists can encounter Greenland as one of the last frontier, remote & extreme places on earth. In concrete terms of Greenland, the national growth strategy (GMoF, 2016), is addressing social sustainability to focus on social inequality existing in the country. This includes education, labour market, societal welfare, business development & economic growth. They claim, this will lead to the creation of a *"better, successful society [...] which will gradually become more economically self-sufficient, & in the long term, become independent of the block grant from Denmark"* (GMoF, 2016, p.27/29). Tourism being one of the 3 main economic pillars, the sustainable & growth plans includes concrete numbers for the tourism development *"land-based tourism must rise to 74,500 tourists by 2040 [&] the number of cruise ship tourists must increase to 39,000 by 2040"* (GMoF, 2016, p.36). When looking into the details of tourism in

the national development strategy, growth becomes dominant & social sustainability is now measured by the tourism sector generating more jobs & economic growth. But, supposing that sustainability can be generated within a specific timeframe, neglects the recognition that the ideology is an ever evolving continuous progress & each generation will approach is differently in their world-version (Sheldon, Fesenmaier & Tribe, 2011). Yet, within the strategy there is one big emphasis which is connected to tourism & more importantly is addressing equity, diversity & quality of life; the field of education. But, the questions, how Greenland will tangle their main challenge of a local value creation from tourism & how to include the social-cultural dimension in the tourism experience, without reducing it to folklore & harming the nature-society relationship, as integral part of social sustainability, remain.

Key Theoretical Findings Chapter 3.2

Bound in environmentalism, linking culture & nature in an intergenerational strive for balancing individual needs & the endurance in the future. This ongoing process involves active participation & work on critically reflecting on actions & habits for creating a harmoneous relationship in the sense of worldmaking.

3.3. THE ADVENTURE TOURISM SEGMENT

With the current tourism strategy, VG & the national authorities (VG, 2016) clearly establish themselves within the adventure tourism segment. The only existing definition for adventure tourism has been defined by the ATTA as a *"trip that includes at least two of the following three elements: physical activity, natural environment, & cultural immersion"* (ATTA, 2015, p.5). Within its variety, there are around 34 different types of soft & hard activities which fall in the category of adventure tourism. The loose definition of adventure tourism leaves a lot of space for interpretation. Yet, what is strongly associated with all the variations of adventure tourism are benefits for the natural environment, the local community & economy. In that case, it is described as a tool for sustainable & responsible growth. Resilience, high value customers, supporting local economies & encouraging sustainable practices are associated advantages of the adventure tourism segment (UNWTO, 2014).

When identifying the segment, the motivational & intrinsic factors of the adventure traveller are more prominent than the activity performed. As the physical activities may differ, the push factors & the individual intention correspond. The aspiration for personal transformation & expanded worldview, as well as the learning aspect of new experiences is becoming more significant for the individual (ATTA, 2018). Whereas the origin from risk is declining in

importance for adventure travellers, as extreme adventurers are only making up a small proportion of the segment, interpretation is gaining in relevance (Reisinger & Steiner, 2006). May it be through interpretive media or interpretive guiding styles during the activities; it is increasing the visitors' thoughtfulness & tolerance for the natural & cultural heritage visited, as those have been established as contributors to tourists' satisfaction & perception of quality tourism experience (Ham & Weiler, 2012; Pearce & Moscardo, 1998; Stronza, 2001). It gives a meaning to the destination's rich natural & cultural environment. Nowadays adventure tourism:

"is a vibrant, dynamic, & fast-changing sector with new variants routinely added into the possible experiences. Individual companies are often small, owner-operated businesses led by entrepreneurs with a drive to share their favourite places & passions with others. Adventure offers opportunities to entrepreneurs in rural areas around the world to do the same" (UNWTO, 2014, p.13).

Given this, focusing on training & education within the sector, thoughtful expansion & conscious action are essential to enable the full potential for sustainable development of this sector. Passionate individuals are the drivers behind this process.

3.3.1. THE NATURE-CULTURE BINARY IN THE ADVENTURE SEGMENT

Following the 'dwelling perspective' (Ingold, 2002), that human beings are one component of nature; their attachment alters the defining concept of adventure tourism into experiencing the culture-nature relationship at the destination while possibly being engaged in a physical activity. It is about how we socially create & raise expectations about our relationship with nature (Morton, 2007; Reis & Shelton, 2011; Gibson, 2014). Nature is essential in how each individual perceives & frames their world-version, influenced by our societal environmental understanding & individual experiences of engagement (Franklin, 2002). In Greenlandic society, the use of natural resource is still strongly anchored in everyday life (Hamilton, Lyster & Otterstad, 2000). Embedded through the traditions & historical development, connected to the close proximity to extreme & 'untouched' nature, people are part of the natural whole, where a giving-receiving relationship applies for the Greenlandic society. Routed in adaptation & resilience, the indigenous knowledge of Greenland, is still strongly grounded on respect for people & nature, coexistence, cooperation, harmony, balance & reciprocity (McGregor, 2004). Apart from explicit knowledge & skills, this tacit knowledge is also transferred & build/rebuild through physical activities embedded in nature & culture, where locals & visitors engage (Buckley & Ollenburg, 2013). The learning of skills as well as the exchange of wisdom & expertise through dialectic relationships evolves in the setting of tourism (Buckley & Ollenburg, 2013; Collins, 2010). Therefore, the adventure segment can play an essential role in learning & knowledge enabling (von Krogh, Ichijo & Nonaka, 2000). A

process of learning & growing which critically intervenes with an individual's appreciation of nature, also in tourism. This can lead to transformational perception of the role of human beings in the natural environment (Reis & Shelton, 2011; Haig & McIntyre, 2002). Setting knowledge creation as part of the adventure tourism segment, the subsequent paragraph will address the component of transformation in tourism & adventure travel.

3.3.2. THE TRANSFORMATIVE TRAVEL OF THE HUMAN BEING

Referring back to the encounter of the nature-culture binary at a destination, the experience also involves sorting out the meaning of the encountered act. Giving meaning to experience aims at grasping the concept of understanding the human being & their role on Earth. Thereby, in transformative travel, the human being & his/her reformation becomes the essence of travel. The longing for development, transformation & growing of the individual person are the motivating factor to engage & immerse into transformative travel (Bennett, 2012). Unfolding the nature of individual understanding (Gadamer, 1989/1999), understanding is not fixed but always changing & influenced by new perspectives. Even though people try to be unbiased, we always do have our own horizon of pre-assumptions based on what we obtain. Reflexive thinking can open up for understanding of others, their world-version & lead to reconsideration of our own world (Gadamer, 1989/1999). This principle has its origin in the hermeneutics, as this reflects the transformative travel segment. Nowadays, it is challenged by the massive amount of available information, where we accept information without questioning or critically thinking. While everyone is creating their own world-version, travel can be a powerful force to give us new perspectives & learn to understand other people & their world (Pollock, 2017). Looking into the field of transformative travel, it opens up for manifold opportunities enabling a change in tourism, where tourism can be a powerful agent for advancement, tolerance, equality & reflexivity. But, at the same time, there is, as always in tourism, the risk of commodification & limitation to a marketing tool (UNWTO, 2016). Anna Pollock (2017, p.1) describes the cause & effect relationship:

"*But the task ahead is far greater than satisfying yet another market segment. We humans are being called right now to wake up & shift from our slumber as all-consuming, passive, robotic* **human *doings*** *to conscious, caring, fully alive* **human *beings*** *mindfully expressing their unique place & role in the future of the planet.*"

Through this, transformative travel has the ability to promote worldmaking through critical & reflexive thinking aligned with opening ourselves up to new & inspiring world-versions.

3.4. THE GUIDED JOURNEY OF THE TOURISM EXPERIENCE

Looking into the guided tourism experience, the role & performance of tour guides evolves. To start with, I would like to introduce 2 distinct definitions of categorising tour guides:

"A person who guides visitors in the language of their choice & interprets the cultural & natural heritage of an area which person normally possesses an area-specific qualification usually issued &/or recognised by the appropriate authority" (WFTGA, 2003).

"They are representatives of their cities, regions & countries. It depends largely on them if visitors feel welcome, want to stay longer or decide to come back. They therefore contribute considerably to the perception of the destination. Tourist Guides help visitors to experience, understand & enjoy the places they are visiting. Their role is to interpret the area specific environment & to help visitors to see what they are looking at" (FEG, n.d.).

This second specification discusses 2 additional & very distinct features within the phenomenon of tour guiding. Firstly, it creates a relational position of the connection between the tour guide & the destination or place (s)he is guiding in. Describing it as 'their' city incorporates, not only the tour guides connection to this place, but moreover can be interpreted as distinct knowledge this person has about the place as well as the culture & environment involved. In addition to this, this determination acknowledges the guide's role in the quality tourism experience & a destination's image & perception (Jennings & Nickerson, 2006; Koroglu & Guzel, 2013; Randall & Rollins, 2009; Orams, 1996). Verbal communication & narratives are fundamental in constructing the tourist experience (McCabe & Foster, 2006). Tour guides can facilitate an interactive experience through subjective input & storytelling (Hansen & Mossberg, 2017). Focusing on lived experiences to express identity, trying to emphasis at creating an understanding of how & why this experienced influenced the individual, part of the meaning formation (McCabe & Foster, 2006).

3.4.1. THE EVOLUTION OF TOUR GUIDING ROLES

Based on my composed table, created from my secondary data collection on tour guides, which you can found in Appendix 3, I was able to identify 40 roles of tour guides in various tourism contexts used over time. The table highlights the components after the distinguished roles. This was the basis to create the mind-map, which I used during the interviews (Appendix 4, version 1) & for detailed understanding of the meaning behind those roles myself (Appendix 4, version 2). Additionally, to go one step further & create hybrid data, I developed a historical sequence, which is illustrated as a timeline on the historical evolution (see figure 5 below). Focusing on the first introduction of the specific role, the timeline allows for a description of the historical evolution & analysis of the current setting.

While the development started with more inclusive roles, which incorporated several roles or actions (Tilden, 1958; McKean, 1976); over the course of time, researchers used the phenomenon of tour guiding to break it down into singular roles, specific for a particular setting & interaction with stakeholders (Howard, Thwaites & Smith, 2001; Holloway, 1981; Bowie & Chang, 2005). It developed from roles within different segments of tourism, as adventure (Weiler & Black, 2015), eco (Kimmel, 1999), city (Dahles, 2002) or nature based tourism (Kimmel, 1999), to specifics of diverse stakeholder interaction, between tour guide & company (Fine & Speer, 1985), tour guide & tourists (Dahles, 1998/2002), tour guide & locals (Rabotić, 2010) or tour guides & national tourism authorities (Weiler & Black, 2014). Over time, researchers adapted the specifications of the identified roles according to new emerging aspects in tourism. While splitting up the phenomenon into time & setting tied roles, the most recent analysis focuses again more on inclusive roles of tour guides. Calling tour guides transformative agents, who due to the complex setting & involvement into the entire journey of the tourism experience, need to perform multiple roles (Jennings & Weiler, 2006; Weiler & Ham, 2010). Since Cohen started conquering the topic of tour guides & creating the tour guiding framework in 1985, the tour guide roles have been undergoing a constant revision based on the contemporary setting they occur in. He explained by example the complexity of guiding & distinguished between inner & outer-related roles, when involved in the performance. Cohen's analytical approach briefly addressed the divergence of 'pathfinder' & 'pathbreaker' (Cohen, 1985). Referring to this, the discussion about distinguishing between showing existing sights & creating a new experience has become prominent again in tourism.

Interpreter (Tilden)	**1958**	
	1976	Cultural Broker (McKean)
Representative (Gronroos)	**1978**	
Salesperson (Gronroos)		
	1979	Buffer (Schmidt)
		Intermediary (Schmidt)
		Mediator (Schmidt)
		Shaman (Schmidt)
Middleman (Van den Berghe)	**1980**	
	1981	Actor (Holloway)
		Ambassador (Holloway)
		Catalyst (Holloway)
		Educator (Holloway)
		Entertainer (Holloway)
		Information Giver (Holloway)
		Teacher (Holloway)
Organisor (Pearce)	**1982**	
	1984	Pathfinder (Pearce)
Caretaker (Fine & Speer)	**1985**	
Leader (Cohen)		
Mentor (Cohen)		
Pathbreaker (Cohen)		
	1993	Facilitator (Pond)
		Host (Pond)
		Manager (Pond)
		PR Representative (Pond)
		Role Model (Weiler & Davis)
Entrepreneur (Dahles)	**1998**	
	1999	Resource Manager (Kimmel)
Safety Guard (Howard, Thwaites & Smith)	**2001**	
	2002	Consellor (Cohen, Ifergan & Cohen)
		Environmental Broker (Weiler & Ham)
		Instructor (Dahles)
		Storyteller (Dahles)
Transformer (Christie & Mason)	**2003**	
	2005	Customer Relationship Management (Bowie & Chang)
		Motivator (Black & Ham)
Social Catalyst (Rabotic)	**2010**	
	2015	Experience Broker (Weiler & Black)
		Improvisor (Weiler & Black)
		Intermediary (Schmidt)

Figure 5 | Historical Evolution of Tour Guide Role in Tourism Research

3.4.2. THE ESSENTIAL ROLE OF TOUR GUIDES IN SUSTAINING TOURISM WITHIN GREENLAND

Apart from the clearly identified roles from the chapter before, many more researchers have the concerned themselves with the inclusion & positioning of tour guides within tourism development, by more descriptive functions. During recent years, with the rise of sustainable development in tourism, tour guides have also been placed within, by extending their responsibilities towards nature, conservation & responsible behaviour (Weiler & Ham, 2010; Agrawal & Gibson, 1999). Especially in nature-based, adventure & ecotourism, their mediating role incorporates influencing tourists during their experiences by raising awareness regarding environmental & social sustainability (Poudel & Nyaupane, 2013; Hu & Wall, 2012; Skanavis & Giannoulis, 2009). Within this, the creation of mindful visitors is discussed (Moscardo, 1996). Those kinds of new extensions are also closely connected to the hybridisation of soft- & hard-skill components within the guide's performance. People with local knowledge & with a passion for the place in which they have grown up or been living in, have the two essential ingredients that make the best interpretive guides: they are knowledgeable & they are passionate. Training & employing local people as guides & interpreters represents an important sustainable development strategy, because it produces a type of employment that demands an unspoiled environment (Weiler & Ham, 2001; Budeanu, Miller, Moscardo & Ooi, 2016).

3.4.3. TOUR GUIDES WITHIN THE QUALITY TOURISM EXPERIENCE

The tour guide role shifted into a co-creator of the tourist experience (Weiler & Black, 2015). Finding oneself in-between the experience & the tourists, the tour guide became the mediator or broker for the experience. *"A broker or mediator is someone who assists in sense-making & in the tourist's (re)constructions of his or her experience as well as the (re)presentation of that experience"* (Jennings & Weiler, 2006, p.58). Correlated to this, the tour guide's influence on the quality within the tourist experience should be addressed. As extensively discussed by Jennings & Nickerson (2006), the concept, meaning & phrase 'quality tourism experience' is widely used in different senses & various contexts. I follow those authors basis, that there is not only one definition but rather that the quality of the tourism experiences is socially constructed & through this can be related to many concepts & issues incorporated in the complex tourism setting. Nevertheless, I would like to stress that the tourism experience:

"is a continuous engagement between 'social actors' involving continuous construction & reconstruction of meanings &/or interpretations of meaning. […] The subjective, individualized & collective interpretations that

emanate from life experiences, social engagements & the mediation of meaning within social interactions […] occur[s] during real time exchanges" (Jennings & Nickerson, 2006, p.23-24).

For the purpose of this thesis & the construct of the tour guiding is limited to the face-to-face interaction during the course of the experience. Supplementary, the quality stands for the perceived value of the customer. This valuable can be created by very individual & distinctive components leading to a satisfactory travel experience for the visitor.

Ever since tourism has evolved around an experience for its consumers, but in the course of time the individual discovery of the local destination has become the centre of attention (Pine & Gilmore, 1998). The challenge of experience economy, especially in the tourism setting, is the one-time consumption, which is unique at the given point in time for each individual participating (Andersson, 2007). The participation or immersion of the tourist, as well as the environmental relationship, places the tour guide right in the middle of this experience. Further, they are influencing how the tourist perceives the environment beyond enabling & entertaining the tourist's participation in the tour (Weiler & Black, 2015; Hansen & Mossberg, 2017). Positioning the tour guides in Greenland as transformation agents, I acknowledge that in the concept of brokering the journey multiple roles are unified. This involves an interpretive guiding style encompasses guiding, communication, education, entertainment & quality representation (Moscardo, 1998; Urry, 1992; Cohen, 1985). Besides, they play an elementary role in the destination's storytelling & place branding including local community representation (Pond, 1993; Salazar, 2005). This role is not only about facts & figures, but about stories of the local people, narratives, cultural translation & personal relations to the country & the people (Dahles & Bras, 1999; Salazar, 2005). Thereby, it seems, the guides in Greenland develop into a hybrid of a traditional guide & the madrich role model (Cohen, Ifergan & Cohen, 2002).

Key Theoretical Findings Chapter 3.4

For tour guides to become transformative agents & incorporate multiple roles, a connection to the place they are representing & guiding is necessary. Transmitting knowledge, through storytelling, can lead to a quality tourism experience of constructing & reconstructing meanings to create mindful & caring visitors. It is a transforming & mediating role, which is based on opening up for cultural encountering & learning, generating meaning & enabling knowledge of a new refined world-version.

3.5. THE DOMINANCE OF NATURE IN GREENLAND

After having explored the literature on tour guides, I will now focus on the ecologies of Greenland, in order to get insights into the actions & roles performed by the tour guides in the context of Greenland. Using figure 6 for critically reflecting on this construction, the place builds the foundation of the tour guides field of action. Likewise, the roles of a tour guide are not only connected to the tourism business, by the interaction with tourists & their personal socio-economic development, but also in regard to creating an understanding of this nature-culture relationship of the place.
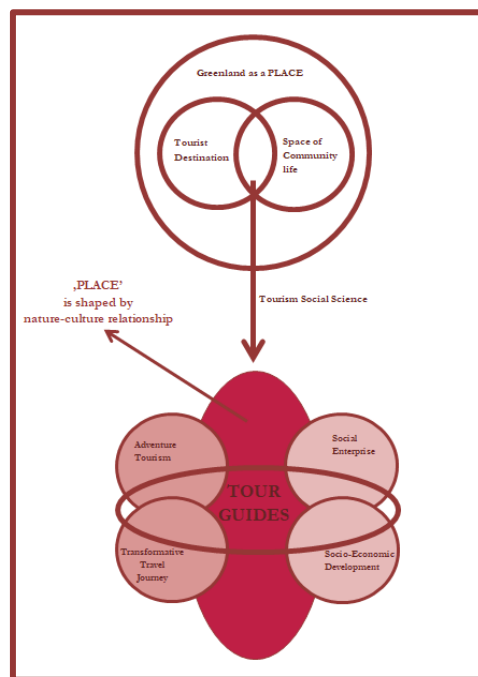
Figure 6 | Role of Place in my Tourism Landscape

When discussing Arctic communities & Greenland as local resource-based communities, the human-nature relationship becomes prominent in manifold debates (Flint & Luloff, 2005). The theoretical concept of social ecology (Farrell & Runyan, 1991) establishes at the core of understanding the binary as well as spatial belonging, adaptability to change & resilience. Given this interrelationship in the Arctic, quality of life does not only depend on tangible economic factors but is essentially influenced by affections of the physical environment resulting in changes in the nature-human binary (Adger et. al., 2009; Kaltenborn, 1998). Consequently, understanding these conceptions & the value is also relevant in tourism on several levels. It is part of place branding, community involvement in tourism & their attitude towards tourism development, value creation & policy approaches (Jamrozy & Walsh, 2008). Some authors established that sense of place & place attachment even control & further set parameters for sustainable tourism development (Moisey & McCool, 2001; Amsden, Stedman & Kruger, 2010). Thus, an

incorporation of those philosophies in tourism research gains in importance & became more relevant over the past years.

Therefore the following subchapters will examine the philosophical components in further detail, whereas table 2, at the end of this theoretical chapter of power in place, gives a short overview. Place, as *"a combination of social & cultural interactions, a set of spaces into a meaningful location through local experiences & ideas"* (Kaján, 2014b, p.494), obtains a distinct differentiation from space, as the person nature interaction & social identification gains in importance (Cresswell, 2008; Kaltenborn & Bjerke, 2002; Amsden, Stedman & Luloff, 2011; Rollero & De Piccoli, 2010). By the creation of this place, it has the ability to provide the basis for community building & the formation of socio-cultural meanings (Stokowski, 2002).

3.5.1. SOCIAL CONSTRUCTION OF A SENSE OF PLACE

Sense of place incorporates the affection of people towards this specific place due to feelings & meanings, creating a cognitive content towards the spatial zone. It is a communal meaning of this place, based on the positive sentiments individuals associate with it (Stokowski, 2002; Kyle & Chick, 2007). This sensual perception is essential in creating the identity of place through place attachment (Jamrozy & Walsh, 2008). Inversely, place attachment is asserted with constructing the sense of place (Farnum, Hall & Kruger, 2005; Smaldone, Harris & Sanyal, 2008; Trentelman, 2009; Van Patten & Williams, 2008) together with place meaning (Stedman, 2008). Whenever discussing place attachment, taking all those components into consideration helps to understand the range of place & behaviour of individuals within this constraint (Brehm, Eisenhauer & Stedman, 2013).

3.5.2. PLACE ATTACHMENT

Place attachment is defined as "*an individual's cognitions, beliefs, perceptions or thoughts that the self is invested in a particular spatial setting*" (Jorgensen & Stedman, 2001, p. 238). As a result, it does not only shape the individual's but also the society's identity (Buys & Buys, 2003; Proshansky, Fabian & Kaminoff, 1983). To be more specific, it is the combination of place dependence & place identity including geographical & environmental psychology in order to understand those two aspects (Williams & Vaske, 2003; Kyle et. al. 2003). Place attachment is connected to the emotional ties of an individual or group towards this specific place (Gu & Ryan, 2008; Gustafson, 2006; Hidalgo & Hernandez, 2001; Stedman, 2003). Thereby, place attachment consists of a tangible physical environment & an intangible social scope created by the human being (Lewicka, 2010; Brown, 2005). Whereas place dependency is aligned with the function of the place & activities performed in this place (Jorgensen & Stedman, 2001; Cresswell, 2009; Eisenhauer,

Krannich & Blahna, 2000; Scannell & Grifford, 2010), place identity composes the social aspect of the place & the natural environment & how identity is formed by social relationships (Hidalgo & Hernandez, 2001; Lewicka, 2011; Stedman, 2003). Deriving from this place identity excerpts the merging of the place as part of an individual's identity (Cuba & Hummon, 1993; Manzo & Perkins, 2006; Proshansky, Fabian & Kaminoff, 1983; Trentelman, 2009).

3.5.3. THE RELATIONSHIP BETWEEN PLACE, BELONGING & COMMUNITY IN POLAR REGIONS

The intense interaction between human & nature in Greenland has all along been the greatest advantage & simultaneously the biggest challenge (Taylor et. al., 2016). Perceiving nature as a continuation of the human mind, one immediately affects the other through this indigenous epistemology (Leonard, 2014). Given Greenland's geography, this sparsely populated island has created a constant emphasis on the location & space. The Inuit's dependency on nature for survival under the given isolated location has created strong community interaction & solidarity (Leonard, 2014). From the outset, Arctic communities had a strong attachment & connection to their surroundings, because caring for others, working together & sharing were essential to survive & endure. Ever since, changes in nature & the environment had strong consequences for communities in Polar Regions. Resilience, adaptability & flexibility have been embedded as cultural traits in those communities (Kaltenborn, 1998; Kaján, 2014a; Taylor et. al., 2016). Networks of belonging evolved which especially in Arctic communities can give the feeling of security, stability & conduce to pass on knowledge directly associated to the interaction of nature & people (Leonard, 2014; Buys & Buys, 2003; Brown & Perkins, 1992; Gustafson, 2001; Mc Andrew, 1998). Humans are part of nature with self-awareness. With this subjective self-awareness, we can differentiate ourselves from nature & other people & likewise strive for belonging to a certain society of shared believes, language, traditions & culture (Fromm, 2004). The bond between the environment & the human being is the most essential component of the spatial belonging. This leads to a strong place-rootedness within the socially constructed tangible & intangible environment (Relph, 1976; Tuan, 1980). Social inclusion & interpersonal attachment (Baumeister & Leary, 1995) correspond with the environment through experiencing the locality (Lovell, 1998). Even though, each individual creates their own associations with place attachment & identity, what binds them together is the strong feeling on community belonging to this place as part of who they are. The community & the individual as part of this society are situated above the individual itself (Leonard, 2014). Subjectivity & individuality may be a challenge & may lead to a separation of the individual from the social landscape. But, while pressured from outside stressors as climate change, globalisation & innovation, indigenous people have been using their

advantage of resilience, adaptability & flexibility to cope with new circumstances, while still embedding spatial belonging & place attachment as one of their core elements in culture. Social cohesion & the structure of society are reaffirmed by the perpetuation of those core values.

Component of Self-in-Place Psychology	Explanation
Place Attachment	The physical & emotional bond between a person, the society & a place. (Jorgensen & Stedman, 2001)
Place Identity	The intangible component, which is formed by social relationships and social interactions within that place. (Proshansky et. al., 1983)
Place Dependency	The tangible aspect, based on the functions and activities carried out in that place
Sense of Place	The cognitive formation of a sensual perception through feelings and meanings. (Kyle & Chick, 2007)
Place Meaning	The meaning associated with the spatial zone distinguished by social interactions between people in the place &/or people with the environment. (Stedman, 2008)
Spatial Belonging	The attachment to the place two-dimensional – social & environmental. (Leonard, 2014)

Table 2 | Definitions & Distinctions within the Power of Place

3.5.4. THE EFFECT OF PLACE ATTACHMENT ON TOURISM ENTREPRENEURSHIP

Concluding this chapter of place attachment, I will refer to the research of Hallak Brown & Lindsay (2012). Only few other studies have discussed & tested if & how place identity affects entrepreneurship (Twigger-Roos & Uzzell, 1996; Knez, 2005). The concept of self-efficacy has shown an influence on entrepreneurial performance (Bandura, 1977). Self-efficient individuals believe in them & that they can cause something good with their enterprise (Boyd & Vozikis, 1994; Chen, Greene & Crick, 1998; DeNoble, Jung & Ehrlich, 1999; McGee, Peterson, Mueller, & Sequeira, 2009).

"Our research suggests that place identity is not only related to an individual's general self-efficacy but, in the case of tourism entrepreneurs, their place identity influences their entrepreneurial self-efficacy. For tourism

entrepreneurs, the increase in self-efficacy as a result of their place identity enhances their entrepreneurial capabilities & minimises their self-doubt with regard to what they can or cannot achieve. In simple terms, their sense of belonging to their local environment increased their level of confidence & ability." (Hallack, Brown & Lindsay, 2012, p.150).

Another component, those researchers identified was, that place identity influences the eager of tourism entrepreneurs to engage with in their community; thereby there is a strong dependency between place identity & an individual's behaviour within & towards this place (Lewicka, 2005; Payton, Fulton & Anderson, 2005). Ultimately, benefitting & sustaining the local community becomes one of their main drivers. Equally, the endorsement of community influences the entrepreneurial performance (Hallack, Brown & Lindsay, 2012). A more detailed illustration of the interdependency can be found in Appendix 1. Those impressive discoveries should gain more awareness in tourism research, as they place tourism entrepreneurs in a different position & relation within the tourism & entrepreneur setting. Additionally, those findings once more illustrate the importance of place in tourism. Reciprocal support between the community & the tourism entrepreneur can positively influence the performance of the business, community well-being & future development.

Key Theoretical Findings Chapter 3.5

Nature is still strongly embedded in everyday life in Greenland. Thereby, the intense interaction between human & nature in Greenland is fundamentally prominent as an advantage & obstacle. As a result, cooperation, community striving & sharing are key in surviving & enduring. Formed by place identity, self-efficacy & the dominance of nature, resilience, adaptability & flexibility can be a distinguishing component in development.

The construction of a place is very much based on feelings, meanings & experiences of one individual, who connects these to a specific location. Even though, Hallak, Brown & Lindsay (2012) have found measures & reasons identifying a connection between the place, the community living at this place & the entrepreneurial performance of an individual at this place; the concept still is very vague and difficult to operationalise in the process of coding empirical data.

3.6. ENTREPRENEURSHIP IN GREENLAND

It is often discussed in literature whether Greenland, or similar indigenous communities, at all incorporate prerequisites to envision entrepreneurship or innovation. Based on many negative prejudices connected to the Inuit culture, literature regarding this topic contrasts the two rare ends that *"either entrepreneurship is intrinsic to Inuit culture or it is lacking in the culture altogether"* (Sejersen,

2007, p.201). Even though Arctic communities have been respected for their ability to cope with the extreme & harsh living environment the Arctic provides them with, those same prerequisites are then transferred into counterpoints harming from entrepreneurial thinking. This view has been shaped by colonization & the colonial period with its influence must be acknowledged a determining aspect in the historical development of indigenous entrepreneurship (Tapsell & Woods, 2010). Flexibility, adaptability & resilience are standing against limited social & economic possibilities & passive behaviour (Sejersen, 2007; Wennecke, 2017; Exner-Pirot, 2018).

But when putting innovation & entrepreneurship to a regional level & discovering the position in Greenland without comparing to Western standards, the topic is reflected in a different light. Focusing on the current state of Greenland while analysing whether their opportunities & cultural traits can enable them to engage in an innovative future process where entrepreneurial initiatives are addressing challenges as climate change, overcoming spatial limitations & balancing tradition versus modernity, should be the focal questions (Wennecke, 2017). The unique traits of the Greenlandic society can & should be their differentiating asset to approach their obstacles for future development. Balancing between tradition & modernity, is leading to a bridging between ideology & reality (Thisted, 2015). To explore Greenland's opportunity, the next 2 excerpts will discuss 2 theoretical angles on entrepreneurship.

3.6.1. ENTREPRENEURSHIP IN INDIGENOUS COMMUNITIES

The research field of 'indigenous entrepreneurship' is a very young field of research, firstly introduced by Dana (1995). He identified that based on the cultural differences & indigenous lifestyle, entrepreneurship defined by our modern parameters may not be universally applicable within their concept. Yet this shall not mean that entrepreneurship doesn't occur within indigenous communities. Even within the indigenous communities there are great variations & heterogeneity. But there is one aspect, which is applicable for many of those indigenous communities. Dana (2015, p.165) established based on various case studies that indigenous communities feature *"non-economic explanatory variables"* within entrepreneurship, which are formed by place attachment, historical development, restoring control over land & governance, as well as rebuilding communities. Wenzel (2012, p.1894) likewise wrote about sharing among the Inuit, *"the result is an economy that, from Alaska to Greenland, optimises social inclusiveness rather than the maximisation of individual or family economic well-being".*

For the purpose of distinguishing indigenous entrepreneurship from any other variation of entrepreneurship, it is essential to define, that the benefit of indigenous people is at the centre of this form of entrepreneurship (Lindsay, 2005; Peredo & Anderson, 2006; Hindle & Lansdowne,

2005). The community is the initiator apart from the output being centred on the indigenous people. Prioritising those social values within entrepreneurship is overlapping with the concept of social entrepreneurship (Anderson, Honig & Peredo, 2006).

3.6.2. Tourism Social Entrepreneurship in Greenland

Social entrepreneurship unites the human element with the inspiration for innovation (Yunus, Moingeon & Lehmann-Ortega, 2010). This shows the strong connection to the tourism sector. Striving for the future, to engage sustainable development local people need to occupy a core position within tourism development (Singh, Timothy & Dowling, 2003). Thereby social entrepreneurship in tourism is sometimes considered a sustainable solution uniting financial/economic interest & social value (Nga & Shamuganathan, 2010). Applying this, interaction & relationships between human beings, as part of the tourism experience, are moving into the centre of attention (Sheldon, Pollock & Daniele, 2017). But, as the focus of this research is not on challenging social entrepreneurship in tourism, the gap in tourism research, nor the variations & diversity of occurrences, I will apply the following definition for the concept of tourism social entrepreneurship:

"A process that uses tourism to create innovative solutions to immediate social, environmental & economic problems in destinations by mobilizing the ideas, capacities, resources & social agreements, from within or outside the destination, required for its sustainable social transformation" (Sheldon, Pollock & Daniele, 2017, p.7).

Connecting social entrepreneurship with my research focus, the individual motivations of the social entrepreneur got into the centre of attention. A social entrepreneur *"combines the savvy, opportunism, optimism & resourcefulness of business entrepreneurs, with the devotion & pursuit of 'social profit', rather than business profit"* (Bornstein, 2007, p.1). Likewise, the individual is establishing the society or local community as the core of his entrepreneurial business. In this way, they are the driver for social change by an inclusive way of thinking (Boschee & McClurg, 2003; Hart, 2003).

Social inequality being a global phenomenon, the need for tourism social entrepreneurship, or for that matter indigenous entrepreneurship, can be arousing in every country around the globe (Sloan, Legrand & Simons-Kaufmann, 2014; Kokkranikal & Morrison, 2011). A challenge often associated with social entrepreneurs & their businesses is the clash of combing adequate solutions for social problems on local scale with assuring revenue sustainability (Thompson & Mac-Millan, 2010; Bornstein, 2007). One of the biggest challenges Greenland is facing, is *"the complex relationships of knowledge transfers & knowledge creation in peripheral, sparsely populated areas are quite different, with a unique social setup not witnessed in innovation systems research elsewhere"* (Brouder, 2013a, p.7). This fact is not only connected to entrepreneurial initiatives but to overall tourism

development. Nevertheless, a strong conflict is posed here. Their unique feature which attracts many tourists, is opposing them with an obstacle for innovation. In the context of community development this incorporates adaption & creation of new knowledge or product development enabling growth (Sullivan & Ford, 2014; de la Barre & Brouder, 2013). Only when several tourism entrepreneurs accumulate in a town, settlement or region, their combined effort will affect regional product development & thereby will become noticeable (Hall & Williams, 2008). A rich variety of social capital is indispensable to engage in entrepreneurship & overcome the obstacles (Macbeth, Carson & Northcote, 2004). Easily the similarities between social entrepreneurship & indigenous entrepreneurship on the example of Greenland become clear. As there are many negative connotations & barriers connected to distinguish indigenous people from the rest, for the focus of this paper I will choose to continue with the concept of social entrepreneurship. As the main aspect of clarifying them as indigenous people, is preventing them from development & modernity, which clearly is an aspect not being promoted in my work. I rather see it inevitable for development to occur that nature & culture & the way how they interact & undergo constant change.

Key Theoretical Findings Chapter 3.6

Entrepreneurship still is intrinsic in Greenlandic culture, even though flexibility, adaptability & resilience are standing against limited social and economic possibilities. Finding a balance between tradition & modernity, is bridging between ideology & reality. Focusing on the human element, social inclusiveness, social profit & social inclusiveness is intrinsic in the Greenlandic society & developing into a social entrepreurial focus of the individuals building up their own enterprises. Combining this human & community element in the formation of the identity & the profession, there reciprocal effect of an individuals entrepreurial spirit & returning benefits to the community.

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4. ANALYSIS

This following chapter will unfold my empirical data in the context of the research inquiry. A detailed heading structure, where the heading formulates the argument of each section, supports breaking down the complex phenomenon. Responding to the research questions & the aims of this research, I will start with the roles of the tour guides in order to further build upon those roles & the tour guides' contribution towards the areas of the quality tourist experience, sustainable tourism development & social entrepreneurship from my tourism landscape.

4.1. THE EVOLUTION OF TOUR GUIDING ROLES

As Jennings & Weiler (2006) or Weiler & Ham (2015), many more authors in my literature review & the historical tour guide role development suggest, multiple roles apply for a tour guide. There are inner & outer personal roles, which can either be describing one specific interaction of the tour guide with one of the stakeholders or be summarizing the overall diverse components. Their tasks vary from mediating between the physical activity or attraction sight & the visitors, towards construction the experience for the tourists.

Therefore, in the beginning of my data collection period, I had identified around 40 roles, tour guides can incorporate while engaging in the tourism activity. Those variations in roles set a challenging theoretical background, to be able to name the most important role(s) for tour guides in Greenland. When looking at the data regarding tour guides roles in Greenland, it soon emerged that there are not 3 specific roles each & every guide would name. Already during the first stage of my empirical data collection at the Campus Kujalleq, among the 9 students, I have interviewed as focus groups participants, as well as the 2 students, which I interviewed in individual conversations; 17 manifold roles have been named. All those students are currently partaking tourism education at the Campus, but are creating a heterogeneous group, as they are in different stages of education with various first hand tour guiding experience. An overview of this ranking is illustrated in the table 3 below, which identifies all roles which have been stated by the students in the context of this particular question.

RANKING	ROLE	QUANTITY /VOTES
1st	Information Giver	4
2nd	Safety Guard	3
2nd	Manager	3
2nd	Sales Person	3
2nd	Leader	3
3rd	Teacher	2
4th	Organiser	2
4th	Cultural Broker	1
4th	Pathbreaker	1
4th	Buffer	1
4th	Role Model	1
4th	Caretaker	1
4th	Educator	1
4th	Ambassador	1
4th	Entrepreneur	1
4th	Interpreter	1
4th	Motivator	1

Table 3 | Tour Guide Role Ranking from Participants (Students/Tour Guides)

In the beginning of the analysis, there was an impression that each individual has a different understanding of what a tour guide should incorporate or be responsible for. According to their ranking, they set manifold standards & priorities. During my period in Greenland, I overheard a discussion between 2 students after the focus group, discussing why one of them had chosen 'caretaker' & why the other one would not use this definition, because for her it was connected to mother-child situation, which she would not see herself in, but which, at the same time, would not mean that she wouldn't feel responsible for her group she was taking out on an adventure (Weiler & Ham, 2010). I decided that it would be very useful to not only analyse the role ranking but also look at a more descriptive tour guide definition, to see how those contrast or compare to the roles, as those roles are hypernyms, which according to each & every individual's perception & world view incorporate diverse definitions. Therefore, I have separately coded the question of 'Describe what makes a good tour guide from your perspective'. Within those answers, instantly for main topics arouse:

1. Knowledge
2. Language & Communication
3. Service
4. Leadership

To understand how I formed those based on the descriptive answers, please see the table in Appendix 20, grouping the answers according to the topics. Now comparing those qualitative traits with the roles, it shows that whereas one might use information giver as the role to symbolise knowledge, others would rather choose educator or interpreter (Tilden, 1958; Holloway, 1981). All of those roles entail some form of knowledge transmission. But, when analysing the field of knowledge in the context of the students real life experience examples & communication, it evolves that they do focus not only on explicit knowledge, in telling facts & numbers about the place, but moreover emphasis tacit knowledge of experience, storytelling & passing on traditional stories & cultural heritage (Stedman, 2002). Contrasting this, once more, against the identified roles by my participants, it makes sense that my data indicates both information giver & educator, because of the individual interpretation of the student. Yet, when the tour guide perceives him/herself as a provider or giver of information, (s)he likewise assumes that the tourists represents the receiver in the information transmission. The same applies for the educational role, only if the recipient of education is in an active role of acquiring knowledge, the role can be performed with a benefit. Thereby it also highlights that, information & knowledge are not passive objects existing, but in order to transmit from one to another, the receiving person needs to involve & actively participate in the learning process of getting the knowledge.

Understanding that the four topics, each student equally has named, are somehow represented within their chosen roles, underlines the individual perception of a tour guides function. In this regard, student 3 highlighted that:

"*A good tour guide would need to be a 'multiple person' inters alia a guide, driver, cook, leader, captain & friend.*"

Approaching this multiple role understanding of the tour guide from the students' & tour guides' viewpoint, it was interesting to see that my other co-participants had difficulties to choose from the mind map of roles, & would give descriptive answers, even when asking them to choose role from the mind map. The thought of multiple roles, Albert from PGI displayed how attitude, organisational, practical & interpersonal activity intervene & are demanded at the same time:

"*I would say that an outdoor guide should be very good at planning, group management & problem solving. During all these stages, the guide is in a constant process of communication & decision making.*"

His answer can be summed up by leadership, as the traits, he names, are essential in becoming a leader of a group. Yet leadership is a character trait which is difficult to train, which you either embody or not. This makes the multiple role concept even more complex, unifying not only knowledge (which guides would share & pass on) & practical skills but also behavioural/attitude skills which put the guide into the right mind set for providing a quality experience for the guests. Moving within the conceptual terminology of tour guides, also Colin would give a more abstract portrait:

"*For the guides we make, they are the face of Greenland! They are the faces who tell the true story, they don't lie, they don't brag. […] They are the new face of Greenland; they are the front runner, the first once tourists meet in Greenland & who tourists have the most contact with. They are representing.*"

Correspondingly, Rie would not name one or more roles, but a character trait as the essence of a tour guide's performance:

"*Honest representatives of their country. Mainly Danish, but a lot of people come with negatives prejudices about Greenland & so we train the guides to meet those expectations. Instead of denying & lie by smiling & pretending […] we try to meet people with all those prejudices & try to get them on our sight by saying 'yes you might be right about this & that, but try to understand our perspective on this topic. Look, in our view things are like this, & yes we have problem but we are trying to work on that.' That is the honesty. We are working on it we might not be there yet, but moving towards the goals.*"

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From their perspective skills are subordinate & the most essential is to be honest & representing their own individual character, the local community, the society & Greenland as a whole. As Colin said, the tour guides are most often the only contact tourists have when visiting Greenland. This individual person often is transferred into the allegory of the Greenlandic society by the tourist, meaning the behaviour & actions of this single individual person, is formed into a representing image of the entire society of Greenland. Although tourists often claim to be without assumption before visiting a country, it is clear that also in regard to Greenland, many visitors, not only Danish, have many prejudices about Greenlandic people & their lives based on information in the media, internet or passed-on stories (Bjørst, 2008). This is a challenge tour guides often have to meet when interacting with tourists, they are not simply representing their country & culture, but foremost have to overcome negative stereotypes from the tourists' perspectives, to even be able to show how it currently exists & happens. This imbalanced relationship between the visitor & the community visited is an attitude which will reappear throughout the different points of the analysis, as a supplementary barrier & threat for the Greenlandic society when taking part in the tourism sphere.

Getting back to the tour guide role classification, on the surface, it might seem like my participants are not agreeing on the roles of a tour guide. But when contrasting the areas the roles constitute, I can see that sharing & enabling knowledge in order to create cultural understanding in a setting of communication, service & physical activity, where honesty, truthfulness & an open mind are a prerequisite to create a space of relationship for knowledge recreation & rebuilding. Concluding this flow of thoughts of diverse roles tour guides can have, it becomes clear that the individual as a tour guide is an essential part of the product, or even, the journey which is offered to the tourist. (S)he is creating, shaping & accompanying the journey which the tourist wants to experience.

My data suggests that the components & attributes forming the role are more important than the subjective 'name' of the role, as subjective associations differ. Consistent with my literature (Cohen, Ifergan & Cohen; 2002), my data promotes that a tour guide incorporates multiples roles. Adding to the literature my data defines a tour guide as a transformative agent, who acts as a knowledge transmitter based on trust & honesty. Language, communication, service & leadership are essential in forming a space of relationship which allows knowledge transmission & creation.

4.2. The Guided Journey of the Tourism Experience

Forming a guided journey of the tourism experience, my literature has identified, that using an interpretive guiding style supports the opening up of the tourists for the understanding, meaning & reflection of the experience. Thereby, authors (as Jennings & Nickerson, 2006; Randall & Rollins, 2009) have unfolded that tour guides, through this process, shape the perceived value of the experience form the tourists' perspective & likewise influence the quality of the product or service performed.

As said early in this research, most of the visiting tourists have at least one guided experience in Greenland, either as a single guided activity or as an entire guided trip. In line with the guided journey the guide creates, Albert stated:

"*As guides, we offer a 'journey' to the customer, where he/she is active (does something), learns something (either to do something or acquires new knowledge), experiences beauty (usually nature), socializes (meets new people) & many times we see beautiful examples of people that overcome their fears & go beyond their limits.*"

Constructing an experience for the customer is at the heart of every tourism product/service. But this conception takes it one step further. A journey at a specific destination does not only incorporate the experience of the activity & the surrounding but also a process of learning & development of the individual partaking in the journey. The part of socialization is a component of the learning process as it implies sharing tacit knowledge & exchange through joint activities. This has strong similarities on how indigenous knowledge has been regrown in the next generation of Greenland over time, as suggested by Nonaka & Konno (1998). While this journey is centred on the individual customer, the tour guide becomes the 'guiding' component, securing the journey for the person & enabling him/her to partake in every step of the journey. Each step of the journey demands a different role of the guide to be competent to fulfil or engage with this step. Yet knowledge, communication & personal development are the red thread throughout the journey, which interact along the progress of the trip. Albert stresses:

"*A good [outdoor] guide is someone that has a deep knowledge about the nature & culture of the place, & is able to offer a whole 'journey' to the customers, interacting with them & making them part of the journey. Communication & empathy are important skills to be developed by a guide.*"

Everyone becomes part of the journey & the guide needs to ensure & ease up the possibility to engagement & immersion for the customer at the destination. On the one hand, this brings in the knowledge about nature & culture in Greenland, which I will discuss later on, while on the other hand it shows, interacting with the customer needs sensitivity & an open mind to be able to

engage with every single customer & acknowledging their needs & demands, to fit this with the overall course of the activity & the rest of the group as well as the journey. This journey, then, can form the transformative travel for the customer.

Coherent with my literature, my findings initiate that an interpretive guiding style is adding value to the experience of the guided journey within the adventure segment. My data reveals that through individual interpretive guiding the tour guide is endorsing the transforming experience for the tourists as a supporting force.

4.3. The Transformative Travel of the Human Being

My literature (Bennett, 2012; Gadamer, 1989/1999) suggested that adventure tourism builds the basis for a giving & receiving relationship which leads to a transformation of the receiver & possibly at the same time of the giver. This transforming process is happening when the experience is transmitted into a personal meaning creation. As Pollock (2017) identified, in order for this process to happen, the human being has to become active & self-determined to create a critical thinking & action-taking being.

As transformation is leaning on change, development & growth, this type of travel shall be a journey which has a long-term impact on the individual. As Mair (2009) implies, everything is constantly changing, similarly tourism can't be based on one dimension, but is an essential part of the mixture composing how community life is perceived over time. Consequently, also human beings in the course of evolution strive for change & development. In the recent development of the adventure tourism segment, motivation & personal development are the most important push factors for traveling. As Stine illustrates:

> **"***The biggest motivation, being personal development, is actually so important, because I think if there is one thing Greenland can give you, than it is personal development & push your limits & put life into perspective.***"**

This is where Stine sees the biggest opportunity for Greenland, to develop their niche within the adventure segment, providing a unique journey for the customers, who are looking for inspirational experiences. The exploration of the unknown together with a learning experience is what adventure tourists seek for nowadays. The power of nature transforms Greenland into a destination of extremes, challenges, flexibility & adaptation (Kaján, 2014a; Taylor et. al., 2016). Those conditions form the 'unknown', which the adventurers are searching for. Going beyond your comfort zone & personal limits, is creating the thrill of engaging with something new. This new experience can be difficult to find in the destination & the tour guides can be the door opener to transmit between the individual & the new, cultural & natural, world at the destination.

It is a challenging task for the guide to individualise the journey & open up for an intangible guiding assistance. Securing, safety, organising the way through nature along with being the transformative agent & experience broker raises the complexity of span the tour guide shifts within.

Consistent to the giving & receiving relationship of the guided journey, my data identifies that the guide is creating a securing & trusting space where the traveller can challenge him/herself & even push further than the personal limits while adventuring.

4.4. TOUR GUIDES WITHIN THE QUALITY TOURISM EXPERIENCE

My literature has indicated that tour guides are helping tourists in understanding & the image creation of the destination. Tour guides do not only influence the tourists experience during the travel but also post-travel by memory creation & generation of a lasting transformation. As Hansen & Mossberg (2017) describe, this influences the quality of the experience as well as remembrance. A strong bond to the place/destination the tour guide is representing should be given.

As tour guides are not only important in accompanying the activities at the destination, but in the process of creating a long-lasting memory & transformation, they become essential in connecting the individual & the place, in the sense of the destination, & thereby are core in shaping the destination image & tourists' perception of the destination. Having a tour primarily focused on the nature-based activity, is not always satisfying for the tourists. They are longing for immersion into the destination, which also includes cultural aspects & the creation of a comprehension of the explored life-style & conditions. Simple flow of facts around a specific point of interest is becoming less satisfying & tourists desire to get more context information on how & why the country developed like it did & how people cope with extreme weather conditions. Moreover tourists are fascinated by how the communities in Greenland find a balance between tradition & modernity (Thisted, 2015). The tourists mind is longing for explanations & personal experience in order to more closely relate to one of the last frontiers in the world & its extremes (Weiler & Ham, 2002; Pond, 1993; Jennings & Weiler, 2006). Therefore, add-ons like personal stories & anecdotes, insights in the history of the country, the development of culture & particularities, have developed into a core aspect of the Greenlandic quality experience desired by tourists & performed by the tour guides. Incorporating personal perspectives & inputs can make the difference in the value of the experience from the tourists' viewpoint. Arne explains from his guide experience during summer 2017, about finding the balance between facts & anecdotes, past & present:

"*We can talk about our very own personal experiences, from when we grow up. But for me I always try to mix them up. For example if I talk about hunting, I used to go out to hunt with my father, so I would talk about this & also how my father & grandfather used to go hunting for generations & tell about the old days of hunting in Greenland.***"**

Here, one concrete activity or aspect of life is utilised to create stories of life & personal experience, to pass on an understanding, of the culture & nature in Greenland. This is one of the biggest advantages of local & locally trained tour guides in Greenland, as Gert sums it up:

"*We have a perspective on those facts & can describe personal aspects.***"**

This definitely is a component which sets them apart from international guides. This personal perspective is the value adding component, as it assembles a unique experience, bound to the current setting, the individuals involved & the experience. Teaching the students, they must connect to the tour, experience or activity for themselves is prominent in the Greenlandic tour guide education, to enable sharing & creation of meaning. Building bridges through storytelling & interpretive skills, between the experienced activity & the everyday life, cultural heritage & traditions, is supporting the illustration of the nature-culture binary in Greenland (Adger et. al., 2009; Kaltenborn, 1998).

While my findings correspond to the fact, that tour guides are shaping the quality of the experience, my data also has shown how they do so. For tour guides in Greenland, including storytelling into the course of the guided journey, is the key to merge cultural & natural aspects into the experience & to metaphorical display how culture is attached to nature in everyday life. This storytelling does not only consist of old myths & spiritual sagas but the incorporation of personal stories of daily life is a distinguishing factor each individual tour guide can share with their guests.

4.5. TOUR GUIDES IN THE ADVENTURE TOURISM SEGMENT

ATTA (2015) has identified that the adventure segment is composed of 3 variables, the physical activity, natural environment & cultural immersion. Recently, motivational & intrinsic factors have become more prominent in the decision making & transformed this segment into more mindful visitors who are conscious about their actions & take responsibility while travelling. Interpretive guiding style becomes important in the experience (Moscardo, 1998; Cohen, 1985; Urry, 1992; Ham & Weiler, 2012).

Having this mind set, being willing to challenge yourself & be open to new input, are personality traits which demand for flexibility, being willing to question yourself, your habits & your world view. Only when questioning the given, we enabling ourselves for new learning & knowledge creation for reconstructing our given construction, our current world view (Kaján, 2014b). In the ongoing process of changing from the classical way of segmenting people according to age, demographics into allocating more into interests, specific behaviours & motivation. Stine concentrates on:

"*What do people want to experience when they travel, what is their motivation, what is their goal; do they have a niche interest, which they are willing to pay for? I think emphasising on this would benefit us & make it easier to find the right people to attract.*"

Incorporating this, is also essential for the tour guides, as dividing according to personal motivation & goals will more & more influence the dynamics & demands of tourists, individuals & groups. Specifying on this individual journey, where the tour guide can be the guiding hand for achieving the personal goal of the tourist. This journey experience definitely is a niche market, which will set Greenland apart from a traditional tourism or mass market, as Stine summaries:

"*To have few which are willing to pay a lot, because part of our product is, that you can have it to yourself & that there a not a lot of other people, which is a unique experience, which you can still brag about. & Greenland is also not for everyone.*"

This is a niche market, which fits to the tourism geography of Greenland with its physical & cultural occurrences. Attracting this segment, as a consequence means, that guides need to be especially trained for this newly increasing market demand. Working within the interpretive guiding style, while creating a space of knowledge creation, will provide the basis for personal development. Only by understanding, appreciating & reflecting from other cultures & people towards one's own personality, change & development will occur after the transformative travel. Still, it needs to be kept in mind, that adventurous travel often includes physical & sometimes risky activities. Albert highlights the importance of safety:

"*The safety of our clients depends on it, & that is our first priority always. More than anything else. Therefore the guide must be skilled in his/her activity & also very good at managing the group of clients under his/her responsibility.*"

Coherent with my literature, my data illustrates how those 3 variables are combined in the adventurous travel & what this means for the tour guides. Even though focusing on interpretive

guiding style within transformative travel, the tour guide needs to incorporate multiple roles. Being a safety guard & ensuring an uninterrupted procedure of the physical activity, as part of the experience journey, is still dominant in destinations as Greenland, where nature has an unpredictable power. Focusing on motivational factors will enable a more defined distinction of Greenland within the niche market of adventurous & transformative travel.

4.6. THE NATURE-CULTURE-BINARY IN THE ADVENTURE SEGMENT

My literature demonstrated that humans are part of nature & that occupying oneself with the nature-culture binary can create an understanding of how human function & exists as part of the overall nature. Further, for Greenland, Hamilton, Lyster & Otterstad (2000) have shown that the need for adaptation & resilience is tied to this relationship & has formed a culture which is based on coexistence, harmony, balance, cooperation & reciprocity.

This understanding of culture & nature sometimes might be difficult for the tour guide to transmit, because the adventure segments mainly focuses on nature-based outdoor activities (Kimmel, 1999). But in Greenland there is a strong relationship between culture & nature. Rie underlines:

> "*This here is a place where you cannot have one without the other. You won't understand the culture unless you know how it is attached to the nature.*"

Especially in Greenland culture very much depends on nature & everyday life is influenced by the power of nature. This bedrock substantially shapes tourism, within its actions. It is not only a fascinating relationship that tourist want to experience & grasp, but also the essence of the local guide. (S)he very well knows the occurrences in the area, giving them a unique trait in the competition on jobs & their qualification. Arne describes one example from last year:

> "*We were able to feel & see how it is to be for example in these old houses; we also know the cultural components, as food in the culinary world the culture is also really important. So we can tell them how it tastes, how to cook it or prepare it, how to get it. We have a big advantage. For example also two years ago, I used to work with many Danish guides, so every day they would come & ask me how the food would taste & specific things they didn't know. Sometimes I get to become a guide & teacher for the fellow guides.*"

This quality trait is something tourists ask for & which is not easy to replicate, comprehend or transmit for an international tour guide, who doesn't know the area neither has an inside perspective. The missing context for the creation of the understanding of those particularities is what is, the other way round, giving the local guides their advantage in the market, but also in

contributing to the quality tourist experience & the appreciation of intercultural understanding (Jennings & Weiler, 2006; Jennings & Nickerson, 2006). As Arne further describes:

"*I usually bring the cultural themes in, so for example last year when I went kayaking, on a 5 days trip, we would sometimes visit the old settlements & tell them how they look like in older days, how long do they lived there, so I make them try to imagine how it was living there back then thousands of years ago. I would also bring up the three different cultures that have been here. It's important to bring in.*"

For him it is also a natural & usual flow of thoughts to explain by example the connection & close relationship between culture & nature, how culture got shaped by nature, how they life in respect for each other & how it still changes over time, where adaptation & resilience are still essentials characteristics. He feels that this is important for the tourist to understand & appreciate the destination & setting they find themselves in. Another aspect which stands out from the previous comment is that, as a local tour guide, one might develop into an educator or teacher for the international seasonal incoming guides, transmitting Greenland specific information & stories, in order for them to be able to pass those on to the tourists. This clearly emphasises the biggest advantage locally trained tour guides in Greenland have, the component of storytelling in the multiple role portfolio.

My findings imply that the attributes of Greenlandic culture & the culture-nature binary are best illustrated through storytelling. Adding to the findings from the last chapter, the transmission of own experiences of the guides is essential in making the relationship between culture & nature more concrete & feasible for the travellers clarification Another finding from this data is that, international guides are most often lacking the ability of personal storytelling as they have no own experience of living in Greenland. In this case, the local tour guides have to step in & become their teacher for describing this component of the multiple role set.

4.7. STORYTELLING

My literature has identified storytelling as a contributing factor to the quality tourism experience, the value of their visit & the tourists' perception of the destination (Hansen & Mossberg, 2017).

Looking into this component & the individualisation of personal storytelling, Gert gets to the heart of it:

"*I think the most interesting part for the tourist is the personal component.*"

Personal perspectives, opinion & experiences are a component in the guided experience journey, which are influenced by each individual tour guide, the information, expression & atmosphere transferred through the story. Sharing personal information & stories is a sign of an evolving relationship between tour guide & tourist based on trust, honesty & open-mindedness. Getting to know a personal perspective on culture, nature & life in Greenland can generate tourist immersion into the world view of the destination & current setting. As the story is not only a narrative of personal experience but also a way of conveying culture, traditions & opinions while creating intercultural meaning & understanding.

Further than the literature, my data suggests that individual stories from the personal or family life of the tour guide are a unique feature which, apart from influencing the overall value of the experience, also shape the relationship between tour guide & tourists, which is essential in the transformative travel.

4.8. SOCIAL CONSTRUCTION OF A SENSE OF PLACE

The literature review has established that the sense of a place is not only shaping the place for the local community (Proshansky, Fabian & Kaminoff, 1983; Stedman, 2008) but also influences the formation of the tourist destination & the expectations of tourists prior to departure through the branding image (Lewicka, 2005). Another important point is that through feelings, sentiments & experiences attached to this place, the socio-spatial relations will influence the local community's decision making process, also in tourism context (Baumeister & Leary, 1995).

For the example of Nuuk, Stine, with the following quote, states how this sensing of a place is important & how it could or should be used in tourism, as a unique factor in promoting the destination, but also for creating understanding of Greenland:

"*It [Nuuk] is a unique place of combining nature, history & culture with a big city life. You can't experience Nuuk, when it is only your layover or transit point to visit other places in Greenland. […] we use the knowledge from that to aim at developing product wise & creating Nuuk into more than a transit or entrance to Greenland but as a destination for itself. […] The question left was: why are we not using the potential already? […] Right now we are marketing different things, which means that we are not creating big awareness on the global but if we put our strength together & promote & market into the same direction, we might be able to generate more awareness & a better picture of what we think is Nuuk. Combining powers will make it easier to get seen in the world & tourism market.*"

With this example Stine shows how Nuuk often is perceived as a transit or stopover area in Greenland, which as the capital many tourists want to visit but only briefly. But, while becoming

a bigger town with international influences, Nuuk still is in a close relationship with nature. Stine points out how a consistent storytelling of the place could influence the perception of Nuuk differently by tourists. Currently they are skipping on many components as it is constructed as the capital only. This example illustrates how cooperation & pulling together could influence the sense of the place & picture a more realistic representation of the locals sense of this place, as for them Nuuk is more than just the capital of Greenland. Presenting this perception towards the tourists can, thereby, shape their experience & make them reconsider their prior assumptions, as Sermersooq Business Council tries to achieve with their tourism workshop (see Appendix 16). The Greenlandic society's sense of responsibility for nature could be beneficially used to create mindful visitors who likewise treat nature with appropriate respect. Hence the tour guide, as a transmitting agent, can convey this behaviour towards the tourists & insist on fair treatment of the locals' place. Relating back to nature & appreciating how the sense of a place has been socially constructed in Greenland (Escobar, 1996; Mosedale, 2015), while strengthening a harmonizing relationship with nature, is a deep desire of many adventure tourists, as being outdoors & nature appreciation are part of the transformation. Further this could possibly positively affect the sustainable approach.

My findings suggest that comprehending the sense of the place constructed by the local community can advance the value creation & branding image of like in this example Nuuk, but also any other town or overall Greenland on the level of international recognition & market awareness. Transmitting the sense of the place can position the tour guides as forming mindful visitors who similar to the locals respect the nature & the place, incorporating a more sustainable angle in the minds of the visitors.

4.9. PLACE ATTACHMENT

Leonard (2014) has shown everything that happens within the area of that place & the community, being it tangible or intangible components shape the identity of the individual living in this community. My literature review stated that the place attachment is the foundation of the social & environmental relationship. In the case of remote locations this cause & effect relationship with nature (Pollock, 2017), can secure life, strengthen adaptability, harmony & endurance (McGregor, 2004).

As already highlighted in my literature review, even though place attachment is a psychological feeling expressed through dependency of language, communication & action, it is still a very vague concept, which is difficult to operationalise as it can only be identified by language & expression in the context of the situation described. This short chapter should be considered

more like a reflection of how I see a connection between the place attachment developed & the engagement with social entrepreneurship & the tour guides focus on becoming a part of the overall Greenlandic tourism development. This description cannot be considered a concrete finding, but the individuals & co-participants of my research have been sharing their passion for their country, their hometown & their community with me, which has shown me that many still consider the community more important than the individual standing, as this still is their way of identifying themselves. Rie sums up this feeling in a bit more concrete description:

> **"***I think it has to do with the strong connectedness of the place, the family & the community. Not just of the place where you grow up, but it is part of your identity. It's also not that you are from Greenland but that very specific town & place, not the bigger town next to it & about that particular language dialect, the people & the nature.***"**

Given the isolation of many small settlements, the place is the function of life. Finding a network of belonging among the people they share the place with, is a way of avoiding the feeling of isolation, which can be prominent in many of the remote & distant locations of the towns & settlements all over Greenland. Forming an inclusive &, at the same time, sealed up community, this connection can identify particularities of the individual as language, behaviour, expression & pride of the hometown. Thereby the place in Greenland becomes a part of how to identify yourself within your world. Being proud & fond of demonstrating your place of birth, the people & nature of this special space, is a factor forming the individual & setting it apart from the others & in the context of the social relations.

Similar to the literature, my data, indicates that the place & community are essentials in shaping the individuals' identity & have an influence on many life choice like the career paths the tour guides decide to take on.

4.10. THE RELATIONSHIP BETWEEN PLACE, BELONGING & COMMUNITY IN GREENLAND

The literature has identified that the indigenous epistemology forms networks of belonging, where community has a strong bond. This connectivity between place & community can ensure security, stability & the provision of a place of knowledge acquiring. In connection with a remote & extreme surrounding, this, as Gustafson (2001) defined, forms attributes of resilience, adaptability & flexibility. Historically depending on nature in order to survive in the remotest edges of the world, has formed a solidarity society found on adaptation & resilience from the natural surroundings. Being part of nature with a subjective self-awareness, human beings aim at

understanding nature, the environment & the changes that occur within (Fromm, 2004; Ingold, 2002).

Even though knowledge is place-rooted & the natural environment has provided a space to transmit tacit knowledge, in times of modernity, digital knowledge & facts, tacit knowledge has had a difficult position. Reconnecting with nature, to pass on the cultural heritage & traditional of the indigenous people of Greenland, has emerged within the tourism education. As one of the students (9) described:

"*I am happy that the Arctic Tourist Guide education is available in Greenland, especially because it taught me about the history, identity & culture of my own country. As a Greenlander, we actually don't learn that much about ourselves in primary school. I also learned a lot about plants & wildlife, which is good. The programme is new, & of course there will come changes & fine-tuning along the way, but overall, they have created a good education. My criticism, however, is that the education material is primarily focused on West Greenlandic culture. I think East Greenlandic culture is underrepresented in the material, & not just because I am an East Greenlander myself. For example, when I guide it would be great to use the information I have learned in the curriculum, but I lack East Greenlandic stories.*"

Reconnecting again with your own heritage, culture & traditions, is shaping the young people of Greenland & enabling to regrow skills & tacit knowledge in their generation. Tourism education in Greenland, not only is an education of developing skilled labour to the tourism segment but giving the Greenland students the opportunity to reconnect with their ancestors & finding the bond with the place in creating a part of who they are. Pressured from globalisation, the need for growth & development & innovation, finding a balance between modernity & heritage is a challenge for new generations. When the place attachment is that strong, that students are not willing to leave the country or hometown, even for a limited duration of time, the logical consequence needs to be, to develop own opportunities within the country, creating a space of knowledge sharing, consumption & reproduction.

My data identified, in consistence with my literature that networks of belonging evolve in Greenland around the place & the community. Yet, incoherent to my literature, my findings also emphasise that the place rootedness of knowledge means that nature & activities performed in nature are an essential possibility to transmit knowledge for new generations to regrow in Greenland. Through this, in Greenland, tourism education has developed into a unique opportunity for local students & youngsters to reconnect with their homeland, nature & heritage. This setting demands for a constant improvement & adaptation of the tourism education, to

compensate for non-international work experience, which is connected to the strong place attachment.

4.11. JOB OPPORTUNITY VS CAREER PATH OF GREENLANDIC TOUR GUIDES

Having discussed the multiple roles of a tour guide, it is also relevant to look at their job opportunities & career paths. I have addressed before, that finding a guiding job is a seasonal & competitive challenge for tour guides in Greenland. Even though, my literature didn't generate a lot of findings regarding a career in tour guiding, as it is often a seasonal job limited to the act of guiding, the position in Greenland looks different as my data will show. Throughout my data, the obstacles of the Greenlandic job market but also tour guide specific challenges have been identified.

Initially the overall confront has been introduced by Rie:

"*We have the general challenge that Greenlandic workforce is not considered very highly. They are sort of met with negative expectations, & I want to change that. We want to create employees who are very reliable, who keep the hours & so on. They have to be better than the once they compete with from abroad, because they have to overcome that obstacle & meet these goals 200%, to show they are very good & suitable. We are much tougher with our students on the campus.***"**

This situation not only affects the tour guides but each individual looking to work at international companies or compete with international job applicants. Even though the Greenlandic society is a very heterogeneous mass, those negative attributes are stuck with them over long periods of times. While this is setting them back in international recognition, job opportunities with international companies & reputation, it is an immense hurdle to work against this wall of negativities. Fighting against this, takes much more effort, engagement & courage to stand up to. It is an unnecessary setback, which international people have put onto the Greenlandic society. While becoming aware of it & trying to find ways to overcome the burden, it might be undetermined but desired, that tourism as a tool of understanding other cultures, can counteract to prejudices many people, communities & societies are facing (Bjørst, 2008).

Connected to this & the entrepreneurial development in Greenland, Stine responds upon the conflict of international competition & market awareness in tourism:

"*So we need to be able to either compete with them or become their suppliers & I think this is the way to go for Greenland. This is the way we would like to move into that direction, because this could give us more international recognition working with international companies & be there suppliers in the destination.***"**

Being at the forefront & finding the right niche to Greenland desires to operate tourism within, has the opportunity to be one step ahead & use tourism as a tool for education, knowledge production & creating understanding. At the same time, this way could soon increase the power imbalance of dominance & sub ordinance, if not handled with trust, honesty & equality. Likewise, this is not an issue which will be managed by goodwill but needs proper agreements & regulations to stabilise this procurement over time. It is about finding a balance between the stakeholders, while ensuring purposeful experiences for each tourist.

Passing on the level of the tour guide job, this is leading towards the issue of job competition between international, seasonal guides & Greenlandic tour guides. Stine states, the problem is:

"*that we have a lot of guides who travel around the world & work on an international basis but they do not have any knowledge about the particularities of Greenland. We see it, as you said; the experience is enough for themselves, so they don't need to get paid & how can you compete with practical free labour? & that is a huge problem. We see this especially within the cruise business. The cruise companies they are very particular type of business, because the smell money, let's put it like that, & it is hard core about the money than it is about the experience. As soon as they would have local tour guide on board who wants to get paid on Greenlandic salary basis, they would be like 'oh no honey, no', & at the same time they are crying to us about 'why are there no Greenlandic guides? Why can't we have Greenlandic guides?'. As soon as we ask them about how much the offer to pay, they are very surprised about paying them. They are looking at it as it should be a privilege from those guides to work & be with the cruise company. So I think international companies are having a very hard time adapting to that.*"

This is an important topic, which is connected to many points along the development of locally trained tour guides. It is an obstacle which has been mentioned by many of my co-participants. This being said, locally trained guides who are educated to incorporate tour guiding as a career contributing to a country's tourism expansion can never compete with international free labour, which also only comes in during high seasons. This will negatively influence the quality of the tourist experience. As long as there is the sole focus on economic & financial aspects, a good tour guide in Greenland will never be able to support his/her life from a guiding job only. A career in Greenlandic tour guiding means, according to Colin:

"*They life in Greenland, they have family & this is expensive & at the same time you have international guides who work for free, because they get the experience & accommodation. The Greenlandic guides cannot compete with that, so they will not apply for those jobs. It is taking a long time for some companies to adapt & accept that. They need more than 20 years to understand that they have to pay for the high quality we educate. If you want the guide job to be your career you might also have to be adaptable & go to some other Arctic or*

Antarctic destination during low season in Greenland to keep working as a guide. There are many employment options, regarding whether it is part-time, seasonal or full-time."

While training & providing the demanded tour guides, tour operators refused & now only slowly adapt to take advantage of them. Many of the tour guides are spatially bound to their place & will not consider moving to other destinations of similar conditions with varying tourist seasons, to keep up with the profession of a tour guide. If not another suitable job in the tourism field is available, or they do not feel supported enough to pursue their own entrepreneurial ideas, the tour guides are very likely to take on another job within another business sector. This qualified labour is consequently lacking in the tourism sector even though actually existing, restraining tourism from progress & development. Additionally, even though the demand for local tour guide incorporating multiple roles, local knowledge & storytelling exists, the tourist might not be in the position to know who their guide will be prior to the guided experience/tour. Stine introduced this conflict:

"*Tourists do not necessarily know if the tour guide will be a local or internationally guide & that is bad. On top of it, it also is an issue for the local guides, that the season is very limited & unsure whether or not you will get that guiding jobs, so they need to look for a steady job for at least the other months of the year & then they keep this job, resulting in a lack of local guides even though they actually exist & a trained, but because of money it becomes a big issue.*"

Viewing this constraint in balancing demand & supply, it becomes questionable if tour guides should be by themselves taking up the unsymmetrical competition, or maybe if local authorities intervention & suitable policies should be adding up to providing Greenlandic tour guides a better chance to involve them in the tourism sector & in the long-run support achieving the desired goals of sustainable development. As this discussion would go beyond the limits of this thesis, I want to focus on one initial idea, which keeps up with the challenge for the tourists knowing whether or not they will have a locally trained guide, who will be able to match their demands, of storytelling, personal perspectives & provision of a space of understanding (Dahles & Bras, 1999; Salazar, 2005). The following was introduced by Colin:

"*We are thinking of developing a homepage, where Greenlandic guides can be presented with their experience, qualifications & specialities, to get a better image of them for tourists but also for potential employers. Maybe this could be upgraded afterwards with kind of a ranking system likewise in Iceland.*"

Providing a platform where tour guides can present themselves, raise awareness of the skills & knowledge they have & combine it with international recognition, may help influencing tourists

in their decision making process. As said in one of the quotes before, tourists, in this case, are at the uninformed edge of perceiving that all tour guides will be able to transmit & act to their desires. But they will mostly not know until they are already at the destination. Thinking that supply & demand are available & set, one maybe cannot understand how the power of the business providing the activity might be stronger. Luckily, it is not like this with all operators & there is a good possibility that, when keeping up with the good initial work, there will be better opportunities for Greenlandic tour guides in the future.

My data implies that tour guides to not only face challenges when taking up on entrepreneurship & building their own company, but already when engaging as a tour guide. Even though they incorporate the demanded roles of a tour guide in Greenland & advantage of personal storytelling, tour operators still tend to focus on economic aspects only & employ international tour guides even if they lack in skills & quality. Raising the expectation that tour guides will be the future of the tourism sector in Greenland, but at the same time not providing job opportunities which will give the possibilities to enter the tourism business & develop. Yet there are already few tour operators who take on the chance.

4.12. ENTREPRENEURSHIP IN INDIGENOUS COMMUNITIES

Dana (1995) & Thompson & Mac-Millan (2010) have defined non-economic variables & social inclusiveness as the differentiating aspect of indigenous entrepreneurship. Breaking new ground on how to overcome social inequality & how to let the community benefit from new potential business opportunities is getting more & more attention (Boschee & McClurg, 2003; Hart, 2003; Kokkrankal & Morrison, 2011).

Having discussed the currently limited job opportunities of Greenland tour guides, in the sense employment as a guide in the seasonal business, the students are curious finding alternative career paths to engage in the tourism sector. Using education & generated knowledge to go back to the hometown or birth place, to enable community well-being & let them engage into the tourism sector through the tour guides commitment with the tourism sphere. This important value is stressed by student 8:

> **"***I think without a doubt that we need to get better at developing new products. It is understandably challenging & scary for entrepreneurs to start a company, especially when the first year can be quite unsure. But it takes time for the international agent partners to learn about new products, let alone promote & sell them. I hope there will come more & more who take the leap. History shows that it always pays off in the end. I believe we can create many more exciting adventure races like the existing Arctic Circle Race & Polar Circle Marathon. I see a*

lot of potential in something like a kayaking race from Nuuk to Kapisillit or developing long trekking routes stretching from one town, or settlement, to the next."

This student not only critically reflects upon daring to establish an enterprise but moreover how community events like the Arctic Circle Race, can be better promoted for international awareness. Such events likewise kayaking are already existing, meaning only a product diversification in the adventurous activities, where tourists can come even closer to experience extreme conditions for themselves. He also understands the importance of working together, building cooperations & how much difference pulling together can make in the international competition. Similar to this, embedded in indigenous entrepreneurship, the individual building up his/her own business, depends on the support from the community & thereby strengthens the self-efficacy of this individual (Dana; 1995/2015; Mueller & Sequira, 2009). A balanced relationship of giving & receiving among individual & the community resembles the structures of the society nature relationship. Likewise this idea, student 9 said:

"*Tourism is certainly progressing in Greenland, of course with variation in different towns & settlements. In Kulusuk, for example, there are now five tourism companies here, & it is a good sign when there are direct flights from Iceland to Kulusuk. I myself have just started a company entirely on my own, Greenlandic Indigenous Guides, with a focus on day-trip guests travelling from Iceland. The experiences range from a walk to the settlement from the airport, a museum tour & visiting a local home to get a look into typical everyday life in Kulusuk. I am currently working on getting the word out about my products, & I hope that other stakeholders will help in that process.*"

Spreading the word & accessibility are threats within indigenous entrepreneurship, which even with a good service/product will need time to grow & gain recognition. Greenlandic people tend to prioritise social inclusiveness & social values which are positioned higher than individual status.

My data introduces that product development & diversification is a key asset in Greenland to develop & progress. Likewise the literature review, Greenland embeds the entrepreneurial spirit for community well-being which triggers a high motivation to engage in entrepreneurship. An important aspect among Greenlandic communities is seeing opportunities & the ability to adapt to the given circumstances, which is an asset in entrepreneurship.

4.13. THE EFFECT OF PLACE ATTACHMENT ON TOURISM ENTREPRENEURSHIP

My literature has highlighted that place attachment & place identity influence entrepreneurial performance. Bound to the community well-being, community support of the tourism enterprise makes the entrepreneur more confident about their idea to succeed.

Stine describes how this economic sustainability & profit can be a challenge in the strain of thoughts among the entrepreneurs of Greenland:

> **"***It can be problematic business wise. It is a problem if people do not see that the need to make money from this as well if they are establishing their system. I think this is connected to support system of Greenland that people are too used to getting the support they need when having a good idea. You don't have to think about how you will get the money if you have this idea. So it is very easy to think about also benefitting the others if you don't have to worry about the money for yourself. We say that to entrepreneurs all the time, who come in & say 'I want to save Greenland'. They can't do that & when you want to create that business you need to start thinking about how you make money, how you will pay your rent & things like that. How will you get people to buy your product or service? This is what it is very much about, so they need to start focusing on that instead of just having an idea. This aspects sometimes is so strong with some of the people that we have to pull them back & make them realise, if you don't also do this for yourself & your passion about your idea, then this lifestyle & 'job' will not suit you & you won't be able to pursue with this for a long time. & you will fail.***"**

Stine explains the thought of community well-being & benefiting has not only been embedded in the culture of Greenland, but has also developed to be prominent in the economic world of Greenland. Not having to worry about the money & cost of investing into your idea, the sole focus can be on including the community & people of your hometown into your idea. In terms of sustainable development, this cannot be one of the desired outcomes, as the ability to sustain a business in the economy also influences the aim for independency as a country, international market competition & revenue (Nga & Shamuganathan, 2010).

Consistent with my literature, my findings suggest that spatial attachment & belonging trigger a prioritising of the societal well-being over individual standing. At the same time, my data identifies that in Greenland this social focus is leading to the biggest conflict of the awareness of the financial component in entrepreneurship & revenue sustainability of the new company in the long-term.

4.14. TOURISM SOCIAL ENTREPRENEURSHIP IN GREENLAND

My literature has established that tourism entrepreneurship features many of the components which likewise emerged in indigenous entrepreneurship. Further in the context of tourism, social entrepreneurship can enable knowledge sharing as an interactive process between various stakeholders in the tourism context. In the context of Greenland, Müller (2015) identified that Greenland is still emerging in the tourism sector & there is a strong interest from the society's perspective to engage with tourism to prosper in the future.

As many of the current students strive for developing the tourism sector by opening up their own business, their ideas & inspirations, all of them, are connected to their hometown & community involvement. Gert explains his future goal:

"*I am actually thinking about opening a new hotel or making some tours. I haven't really decided which one but it will be one of those. […] But I am thinking about staying in South. Yes, especially that there are more people from Narsaq that are working inside the tourism, so I could easily work with them & cooperate. I think so, but I just have to be sure right now.***"**

Cooperation & acting in concert is the decision making aspect for or against tourism entrepreneurial spirit. Feeling the support by the community, not only for engaging with tourism but also for engaging within a tourism business activity, is bound to the place & the construct surrounding the place. This connects back to the argument of Sejersen (2007). In the spirit of entrepreneurship, Arne defines his idea:

"*I originally came up with the idea of buying a house here [Qaqortoq] & build a new tourism office, because here, since I started the education back three years ago, I feel that there are not that many tourists here.***"**

Seeing inequality & opportunities for development, when comparing to international markets but also among destinations within Greenland, the students see a lot of the potential unexplored. They want to step in, take on the freedom to be in charge of decision making & influences where Greenland is heading in the tourism world. Similar student 7 highlights:

"*My plan for the future is to offer several tours in my hometown, so I can make the place more attractive for tourists who are going to Ilulissat, as my hometown is close to Ilulissat. I would like to offer my own tourist attraction to increase the number of visitors.***"**

Spreading the word that Greenland has more areas to explore, which are even more remote, sparsely populated, difficult to reach & isolated than the current main destination spots, is

strength & weakness at once. To turn this composition into an asset, one needs to find the right segment to attract. Slightly different, student 5 outlined:

"*My goal within tourism is to give people an understanding & knowledge about how many different possibilities & work opportunities there are in Greenland, become an independent tour operator & become a business council for other people.*"

This, very much inspiring opportunism, shows how tourism can be used in many ways. A tool for opening up Greenland for understanding, learning & knowledge enabling about new ways of doing, where sharing the enthusiasm for the unique place they live in, can be a source of creating a tourism sphere which is more than just a business sector. It is fascinating to see that this generation of students embodies a strong social value understanding & is open minded towards activating change within tourism (Bornstein, 2007). Given that for the individuals in Greenland, the community network gives them security, stability & sharing knowledge (Buys & Buys, 2003; McAndrew, 1998; Brown & Perkins, 1991), while engaging in social tourism entrepreneurship, is a way for the young generation to regrow their knowledge & give back to the community in their hometown, by using tourism as a tool to ensure community well-being, often in places where the community yet is too isolated to be visited by many tourists nor engage in economic activities (Hallak, Brown, & Lindsay, 2012).

Consistent with my literature, my data unfolded that social inclusion is the prominent driver to engage in tourism social entrepreneurship. Especially the strong sense of opportunism & inspiration stood out among all quotes from my participants. A focus on creating a business opportunity in their hometown all over Greenland is the central point of all future tourism descriptions. My findings identify that for the students the development of tourism in their hometown area means the possibility for other local members to be part of the tourism experience in that region & likewise that businesses can be involved in the creation, resulting in benefits for the community.

4.15.   ENTREPRENEURSHIP IN GREENLAND

My literature has challenged the question of whether entrepreneurship is occurring in Arctic communities like Greenland at all. Sejersen (2007) claims that attributes like adaptability, flexibility & coping with extreme conditions can either support or harm entrepreneurial spirit. It evolved that it depends on how effectively those attributes are used, so it can develop in either one of the directions.

Most of the students taking the guide education at campus Kujalleq combine this with the service economy education. Taking on both gives them a better understanding on the tourism industry. While starting off as guides, many of them have the ambition to further develop within the tourism sector, as shown in the chapter above. Entrepreneurial spirits are also embedded in the tourism education, to give an overview over various levels tourism takes part in & to give a better clarification of the overall picture. Tourism has only recently gained the interest from tourists but also from locals to engage within that sector. The process of an emerging destination is still ongoing while they are facing many conflicts in the fast-moving & complex phenomenon. Rie implies that entrepreneurship is essential, if Greenland wants to develop & move forward, & that tour guides are also part of this process:

"*They [tour guides] can work on many different levels, where I think that this entrepreneurship thinking comes in. They might be in a town where there is nothing & they have to come up with a lot of ideas on how to overcome challenges & so on. Then they would definitely need to know how to be an entrepreneur. That also fits into our idea of equipping them as very professional people, even in the smallest place to have the chance to develop tourism. They need to see why tourists might be interested in going there & how they can build tourist experiences.*"

Seeing the enthusiasm to engage in entrepreneurial spirit, does not mean that there aren't many obstacles to overcome when building up an enterprise by oneself. Stine highlights the most challenging aspects in this regard:

"*If you build up a company from within Greenland, it is very difficult to gain that international recognition, they don't really know you are out there & you need to cooperate with those international players to raise awareness & interest. So in this way it is very difficult to compete. On the other hand, the types of tourists we have, they want the authentic product, they want Greenlandic guides, they want to support the local communities they come to, so in this regard the local companies have the biggest advantage. Because they are very much sort after, especially the Greenlandic guides, they are in very high demand those days.*"

While international competition & marketing are the greatest threats for market entry in Greenland, at the same time the local operators would have the essential & value adding necessities to enter the market. The niche market Greenland, as a destination is attracting & shaping, is a segment that values the basis of social sustainability (Richards & Wilson, 2007), locality & authentic products which enable the transformational process. Right there the local tour guides & their striving for social enterprises fits in. But still the question arouses of how to overcome the threats. Here Stine proposes her own ideas on how to engage with this:

"*But also here [Nuuk] there are a few big players who want to move in & we are a bit afraid of it, because the locals can't compete with them. But that is also why we are doing those business development workshops. If someone like Hurtigruten comes in a builds a hotel for 500 people, they are going to bring in their own boats, their own staff, guides etc. & no one from the local community will benefit from that. So we need to be able to either compete with them or become their suppliers. & I think this is the way to go for Greenland. This is the way we would like to move into that direction, because this could give us more international recognition working with international companies & be there suppliers in the destination.***"**

Even though it seems to be a good starting point to cooperate rather than compete with the international companies, still the question remains, whether the local will be able to get the international players on board, as money & economic value most likely will play the most prominent role. Another strain of thought her would be, in how far & what way tourism policy should step in to engage locals in shaping their desired tourism sphere in Greenland & make it able to compete or cooperate with international competitors. A priority should be ensuring that tourism will be an ongoing decision making process among all stakeholders, where local should have their right to engage.

My data identified that the combination of the guiding & service economy trains the guides for various levels & position within the tourism business & their future career. They are the future faces of Greenland & the knowledge gained through education & training shall empower them to create new businesses, products to develop the tourism sector. A key challenge for market entry of an enterprise in Greenland is the competition & international awareness, where the individuals, but also the community, have to decide whether to compete or cooperate with international companies.

4.16.   THE DOMINANCE OF NATURE IN GREENLAND

My literature review has established that every-day life in Greenland is still closely attached to nature. Nature sometimes being the stronger force in the binary, a cause & effect relationship is also represented in tourism & shapes the value of the tourist experience.

Being in Greenland, nature is omnipresent. Whereas the locals know that nature & weather are still affecting their daily schedules & that there is nothing to do about than adapt to the circumstances, the power of nature is also reflected in tourism business & can unintentionally affect tourism products &/or service which can challenge the quality of the tourist experience. Stine gives a very good example about an occasion of the power of nature:

"*We need to again be better at this customer service. We locals know that this happens all the time, that we also need to adapt & be flexible about it but tourists don't. We need to work on treating them properly when those issues arise, because then those issues will become minor & not one of the biggest aspects they remember after their trip. I think that is something we need to improve. […] So we were talking about actually creating a group of guides or locals or students, who when you as a tourists book an adventure trip at a high end, would get an hour of meeting one of those, where you could get all your questions out of the way & they could tell about what to do in case something unplanned occurs. Kind of a 'talk to the locals', as something included in the price. I think that would be very good in personal service. So again, as long as we don't have that many tourists, it is something feasible.***"**

Stine illustrates her new business & customer service idea development, which under given circumstances can also be part of the tour guides roles. Especially in circumstances where tourists need to adapt to for Greenlandic people normal situations influenced by nature, of flexibility & adaptability, Greenland can aim at making those situations more easy to adapt to, by supporting or guiding the tourists process along the changes in plan. As a person living in Greenland, those tour guides are used to unexpected changes in plans, delays & other adaptations in this regard. For Greenlanders as a usual habit, they know what to do, how to react & that nothing can be changed about it. Taking tourists by the hand & guide them along this unpredicted modification in travel plan, can help creating a lasting positive impression for the tourists, even when they are reflecting upon the travel after returning home. The way how the situation is handled will become more prominent in the meaning than the inconvenience. Overcoming this inevitable & taking the community skills as advantage to improve customer service & satisfaction, is one way of showing how the power of nature influences the Arctic region. This is why Stine would suggest that this handling is perceived as important customer service by the tourists. Stine states:

"*Being a tourist here in Greenland you need to make yourself aware of what you are getting yourself into, because it is not the standard of the world. But this is okay; you can get around that & sell that as a charm if people are prepared for that. But of course bigger companies are requiring standards.***"**

With this quote Stine refers to honesty & the willingness to reflect upon the situation in Greenland, accepting the unchangeable & working with those circumstances by reconstituting a realistic image & story of Greenland. Focusing on being honest about the current situation & the particularities in Greenland, can open up for even more diversification in the niche market segment, where travellers enjoy & appreciate the risk of experiencing the 'unknown', in their process of the outlook for their inner personality. Uniting the power of human & nature in a place like Greenland, is the constant reassuring & reorganising of priorities while being on the

move & changing. The power of nature is one aspect in Greenlandic life which has always been essential & will also very unlikely to lose in strength over time in the future. Making this an advantage is vital for tour guides but also the overall tourism development in Greenland.

Coherent with the literature my data also relies on the dominance of nature in Greenlandic tourism sector. But addressing the potential threats of the product/service & translating them into an opportunity is principal in improving the market position of Greenland. Including tour guides into this action of customer service, can help to convey this understanding towards the tourists. Afterwards those character traits, as adaptability & resilience, could be qualities providing a learning process for the tourists own life & how they handle certain situations.

5. CONCLUDING THOUGHTS

The first part of this final chapter will focus on answering my research questions. I am aiming at highlighting the contributions my research inquiry has made to literature of guides in the context of a fragile environment as well as practical implication to act upon. As I have already shown by my research questions, there is an empirical side of the tour guides in tourism business, beyond there is an interpretive role in translating between nature & culture, which is a contribution to worldmaking of tourism. Thereby, with the second subchapter, I am illustrating the theoretical contribution to tourism in the Anthropocene (Crutzen, 2002/2006). Considering human actively interacting with & altering nature is a new way to understand the human-nature relationship & nature itself (Marris, 2013/2016; Marris & Aplet, 2014; Marris et. al., 2011). Within this process, Greenland can act as example on how to critically reflect on 'untouched' & human-influenced nature, to reshape what we consider under the term nature.

5.1. WHAT IS THE PRACTICAL ROLE OF TOUR GUIDES IN THE TOURISM BUSINESS?

Looking into the future of development in Greenland, tourism currently is one of the main pillars. Understanding that tourism, not only is an socio-economic sector, securing jobs & income, but focusing on the value creation for tourists & locals through knowledge & education, it is clear, that tourism should stay in the centre of attention. Further development should support strengthening tourism & overcoming limited socio-economic possibilities (Wennecke, 2017; Exner-Pirot, 2018).

As outlined throughout my analysis, tour guides in Greenland are not only important for representing Greenland, creating an experience journey for the tourists, but also indispensable in

the process of tourism development. They are not only representing Greenland towards the tourists, as their role of ambassadorship but, as VG (n.d.) calls it, the tour guides are the 'Future Faces of Greenland's Tourism Industry'. This puts them at the forefront of the tourism sector, but at the same time, is also raising expectations & potential opportunities for the tour guides as being a key stakeholder in shaping the way Greenland will break new ground with their tourism development. As tourism is still building, tour guides shall be the initiator for development, product diversification & market awareness. But one additional product is not enough; many more enterprises have to come up to create a cohesive tourism attraction or destination. Many students/guides taking education in tourism are enthusiastic for the future & care about the development in tourism & how it might affect themselves & the community. The strong ambition & their perspectives should be taken more seriously by the government & administrations, as the local community shall be a key stakeholder in the discussion for enlarging the tourism sector in Greenland. Given the Greenlandic society structures rooted in place & human nature relationship (Fint & Luloff, 2005; Relph, 1976), Albert highlights:

"*They [tour guides] are completely essential. We would not be here if it were not for them. They know their land, their people, they speak Greenlandic (very important!), they always help us to understand Greenland & how to approach our business activities the right way so they match with the local nature & people expectations.*"

Talking from his perspective as a tour operator owner, who once came to Greenland as a foreigner, but build a close relationship with the local community on trust & equality, deeply understands the value of the locals, their knowledge & their possibility to be the ones we can learn from instead of positioning them as the less developed society, striving to develop as the rest of the developed world. In the contrary, focusing on their individual set of advantages can make them different & more diverse from other places, which are becoming more & more homogenous. In an era of innovation & alternatives, a heterogeneous set of character traits is powerful in defining their own tourism development (Pollock & Daniele, 2017).

Tour guides are transformative agents, who act as a knowledge transmitter based on trust & honesty. Language, communication, service & leadership are essential in forming a space of relationship which allows knowledge transmission & creation. Thereby the tour guides in Greenland have an essential role in sustaining tourism within Greenland. Even though they incorporate the demanded roles of a tour guide in Greenland & advantage of personal storytelling, tour operators still tend to focus on economic aspects only & employ international tour guides even if they lack in skills & quality. Raising the expectation that tour guides will be the future of the tourism sector in Greenland, but at the same time not providing enough job

opportunities which will give the possibilities to enter the tourism business & develop. Yet there are already few tour operators who take on the chance.

5.2. What is the Tour Guide's Role in Exploring the Culture-Nature Relationship in Greenland?

Tour guides are an essential part within the illustration of the culture-nature binary as their appreciation, reflection & relationship with nature is likewise essential in the transformative development of the tourists. Albert reflects on his experience:

> "*They taught me how important is to be in touch with nature, how to enjoy & take care of it, & how to guide people in nature, while make a living & sharing this passion for the outdoors.*"

More than ever, in the time of creating a sustainable world, an even & harmonious relationship between human beings & nature, which supports an ability to sustain in the future, is vital. The culture-nature binary is best illustrated through personal storytelling of the tour guide. The transmission of own experiences of the guides is essential making the relationship between culture & nature more concrete & feasible for the travellers understanding. There exists an unpredictable power & dominance of nature in Greenlandic tourism sector, which also has to be transmitted to the tourist in order to display how culture is attached to nature in everyday life. At the same time, this active interaction forms the relationship between tour guide & tourists. It is a giving & receiving relationship within the guided journey, where the guide is creating a securing & trusting space for knowledge exchange, intercultural understanding & critical reflection. It is reflecting a space for knowledge composition & decomposition, a constant process of formation & deformation. Through this, in Greenland, tourism education has developed into a unique opportunity for local students & youngsters to reconnect with their homeland, nature & heritage. This setting demands for a constant improvement & adaptation of the tourism education, to compensate for non-international work experience, which is connected to the strong place attachment. Returning to the hometown to build tourism from scratch & generating possibilities in the tourism sector for other local community members, is to give people an understanding & knowledge about how many different possibilities & work opportunities there are in Greenland. This is the role in worldmaking. Using interpreted narratives & the active discourse of tourism, to re-evaluate the stewardship of nature & culture, can illustrate the transformation of spaces into places of cultural & natural interaction (Swain, 2009; Hollinshead, 2007).

5.3. DISCUSSION

While answering the research questions, it emerges that the most relevant topics within the tour guide phenomenon in the worldmaking concept are knowledge & education. Once more it is highlighted that interpretation is important in tourism education & training, even if, as an intangible & subjective process, are difficult to teach & transmit. The case of Greenland has shown that the tour guide & tourism education might be more than just improving the service level of tourism & tourism development, but more essentially is an interesting starting point to get young people back to education & job market perspectives, especially in smaller settlements & remote areas. Thereby, education, regardless which subject, can be a transformational starting point to enlighten future perspectives & understanding of culture & nature & their relationship in Greenland. Educating them in finding a personal relation to their guiding experience, is not only creating value for the tourists but is also a way of connecting with old traditions & heritage. It is a way to engage knowledge exchange, passing on & rebuilding.

The guided experience journey in Greenland can be a space for advancing knowledge, as socialization is an opportunity to share tacit knowledge through joint activities to regrow this knowledge in the next generation (Nonaka & Konno, 1998; Ingold 2002). Tourism is an activity which helps us to understand the world & the ways in which humans interact with the planet & with each other in a range of senses. Considering tourism as constructed matter of human mobility, identification, sharing of knowledge & education, it can hopefully engage people in critical thinking & reflection about the current realities. Topics as democracy, tolerance, race, gender, freedom, equality & community shall be at the centre of discussion. Hence, tour guides become boundary spanners, in the sense of them, as an individual, crossing the boundaries of a social group. They are spanning through knowledge & they are the ones translating the knowledge for the receiving group.

This concept of tour guiding education & their involvement in tourism & destination development in the future is supporting the community & individuals to find their way around social challenges & regain trust in their homeland. The community is gaining from this, by recognising:

"The discursive nature of knowledge production can function to improve society by inducing a sense of reflexivity in those who recognise such characterizations of power, language, knowledge, & truth operating in everyday practice. In this spirit, it is hoped that a framework for assessing research progress in tourism studies that is grounded in the idea of knowledge production as a negotiated conversation, & which reaches beyond narrow paradigmatic approaches to illuminate the multiple levels on which research contributions can be made, can help us

to understand epistemic progress on a broader level & to recognise & preserve the value that lies in the field's diversity" (Belhassen & Caton, 2009, p.348).

This quote by Belhassen & Caton sums up the opportunity of tourism in worldmaking & how it can add, in the challenging age of the Anthropocene, to find our way to nature. Demonstrating, what I have considered throughout this research inquiry, shows that there is an impact of those findings for, not only, the Greenlandic tourism development & tour guide situation, but hopefully for the tourism research to advance how cases of emerging destinations can teach us to listen more closely to the human-nature relationship in advancing & progressing in the future. Studying the relational ecologies of tour guides & their environment, nature- & society-wise, it can not only be addressing new ways of transformational education (Cajete, 1994), but at the same time, encourage a reconsideration of certifying traditional knowledge & skill, as they apply in Greenland, in the process of global-local discourse (Bertelsen, Justinussen & Smits, 2016). If nurtured, those ways of worldmaking & understanding, can transform an individual's worldview & not only the tourism perspective.

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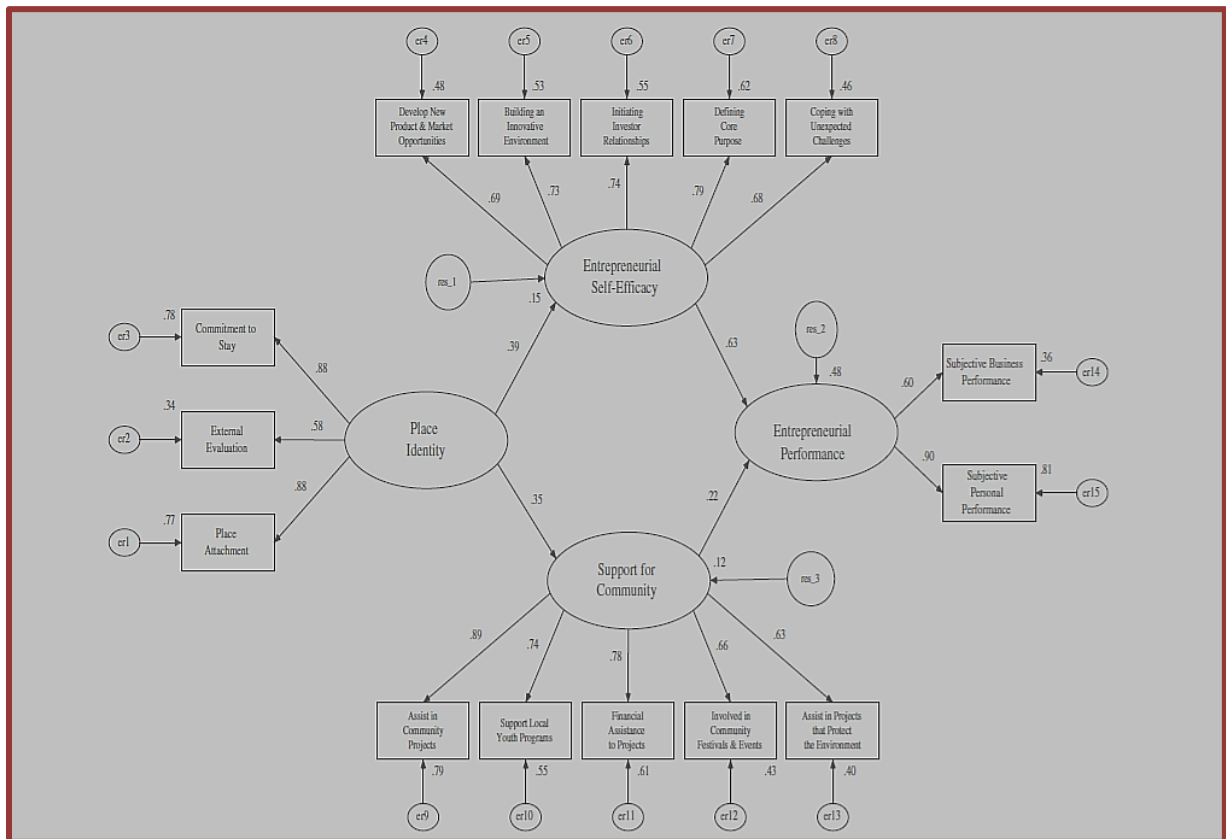
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7. APPENDICES

APPENDIX 1 / PLACE IDENTITY & SELF-EFFICACY

Full structural model of how Place Identity & Self-Efficacy influence an Individual's Entrepreneurial Performance with standardised regression weights, by Hallak, Brown & Lindsay (2012).

er4   er5   er6   er7   er8

.48   .53   .55   .62   .46

| Develop New Product & Market Opportunities | Building an Innovative Environment | Initiating Investor Relationships | Defining Core Purpose | Coping with Unexpected Challenges |

.69   .73   .74   .79   .68

Entrepreneurial Self-Efficacy

res_1   .15

.78

Commitment to Stay

er3   .88

.34

External Evaluation

er2   .58

.77

Place Attachment

er1   .88

Place Identity

.39

res_2   .48

.63

Entrepreneurial Performance

.60

Subjective Business Performance   .36   er14

.90

Subjective Personal Performance   .81   er15

.35   .22

Support for Community

.12   res_3

.89   .74   .78   .66   .63

| Assist in Community Projects | Support Local Youth Programs | Financial Assistance to Projects | Involved in Community Festivals & Events | Assist in Projects that Protect the Environment |

.79   .55   .61   .43   .40

er9   er10   er11   er12   er13

Sustainable Tourism in the 21st Century: Major participants in tourism development & their shared goals & opportunities for social, natural resource & economic sustainability by Moisey & McCool (2001).

Common goal of economic and resource sustainability

Tourism industry
Nature/history/culture based

Nature tourism

Management agencies
Resource protection
Multiple use

Sustainability

Business opportunities

Managed resource use

Local residents
Resource protection/use

Common goal of economic and social/cultural sustainability

Common goal of sustainable resource use and protection
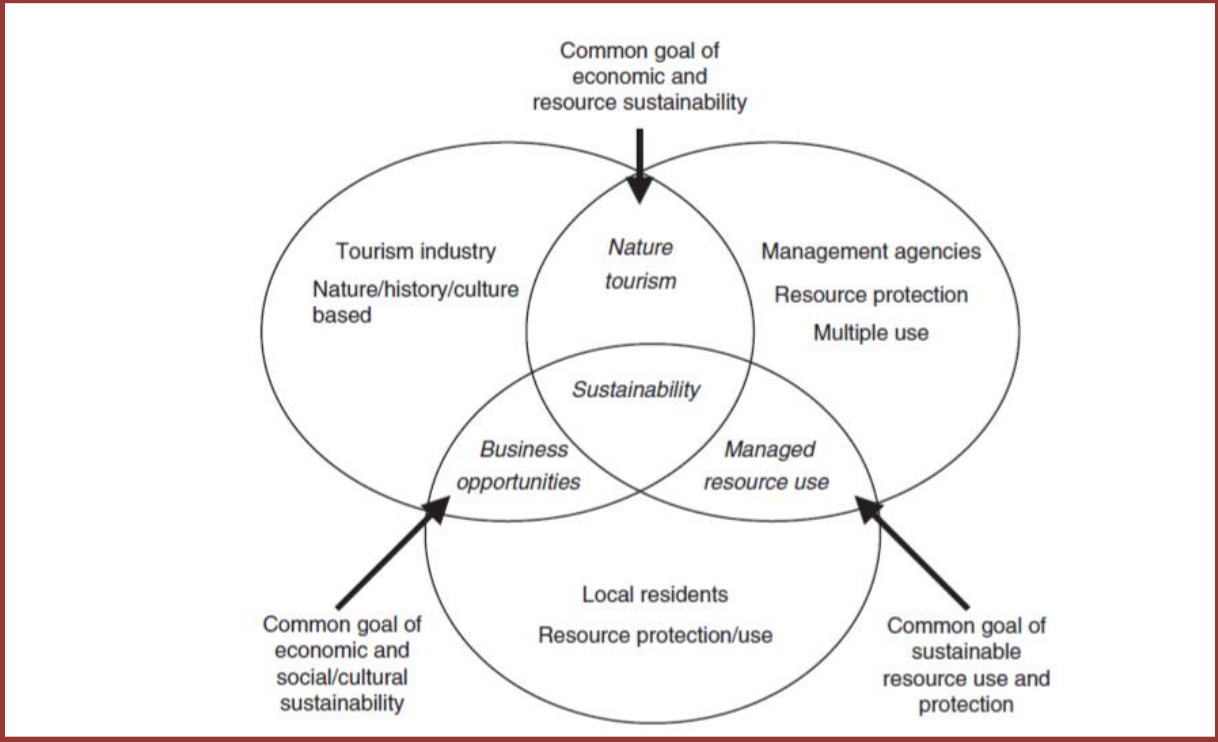
This table gives an overview of the tour guides role identified in tourism research & illustrates the huge variety in components.

| ROLES	RESEARCHER	YEAR
Actor	Holloway	1981
Ambassador	Holloway	1981
Buffer	Schmidt	1979
	Pearce	1982
	Wong, Ap & Sandiford	1998
Caretaker	Fine & Speer	1985
Catalyst	Holloway	1981
	Rabotić	2010
Counsellor	Cohen, Ifergan & Cohen	2002
Cultural Broker	McKean	1976
	Holloway	1981
	Katz	1985
	Ap & Wong	2001
	Leclerc & Martin	2004
Customer Relationship Manager	Bowie & Chang	2005
	Tsaur & Teng	2017
Educator	Holloway	1981
	Pond	1993
	Fine & Speer	1985
	Cohen	1985
Entertainer	Luoh & Tsaur	2014
	Holloway	1981
Entrepreneur	Dahles	1998
	Bras	2000
	Chowdhary & Prakash	2008/2009
Environmental Broker/Protector	Armstrong & Weiler	2002
	Randall & Rollins	2009
	Weiler & Ham	2002
Experience Broker	Weiler & Black	2015
Facilitator	Pond	1993
Host	Pond	1993
Improviser	Weiler & Black	2015
Information Giver	Holloway	1981
	Hughes	1991
	Dahles	2002
Instructor	Dahles	2002
Intermediary	Schmidt	1979
	Ryan & Dewar	1995
Interpreter	Tilden	1958
	Black & Ham	2005
Leader	Cohen	1985
	Geva & Goldman	1991
	Huang, Weiler & Assaker	2015
Manager	Pond	1993
Mediator	De Kadt	1979

|		
	Nettekoven	1979
	Schmidt	1979
	Holloway	1981
	Cohen	1985
	Katz	1985
	Gurung, Simmons & Devlin	1996
	Leclerc & Martin	2004
	Yu, Weiler & Ham	2002
Mentor	Cohen	1985
	Weiler & Black	2014
Middleman	Van den Berghe	1980
Motivator	Black & Ham	2005
	Randall & Rollins	2009
Organiser	Hughes	1991
	Pearce	1982
	Schuchat	1983
Pathbreaker	Cohen	1985
Pathfinder	Cohen	1985
	Pearce	1984
PR Representative	Pond	1993
	Gelbman & Maoz	2012
Representative	Gronroos	1978
Resource Manager	Kimmel	1999
Role Model	Weiler & Davis	1993
Safety Guard	Howard, Thwaites & Smith	2001
Salesperson	Fine & Speer	1985
	Gronroos	1978
Shaman	Schmidt	1979
Social Catalyst	Rabotić	2010
	Curtin	2010
Storyteller	Dahles	2002
Teacher	Holloway	1981
	Pearce	1982
	Fine & Speer	1985
	Mancini	2001
Transformer	Christie & Mason	2003

VERSION 1

This mind map was shown to the participants during the interviews. In order to not place my assumptions & interpretations towards my interviewees, I simply distributed the role according to social (left), organisational (right) & environmental (bottom) roles on this mind map, but did not use any further visual diversification.
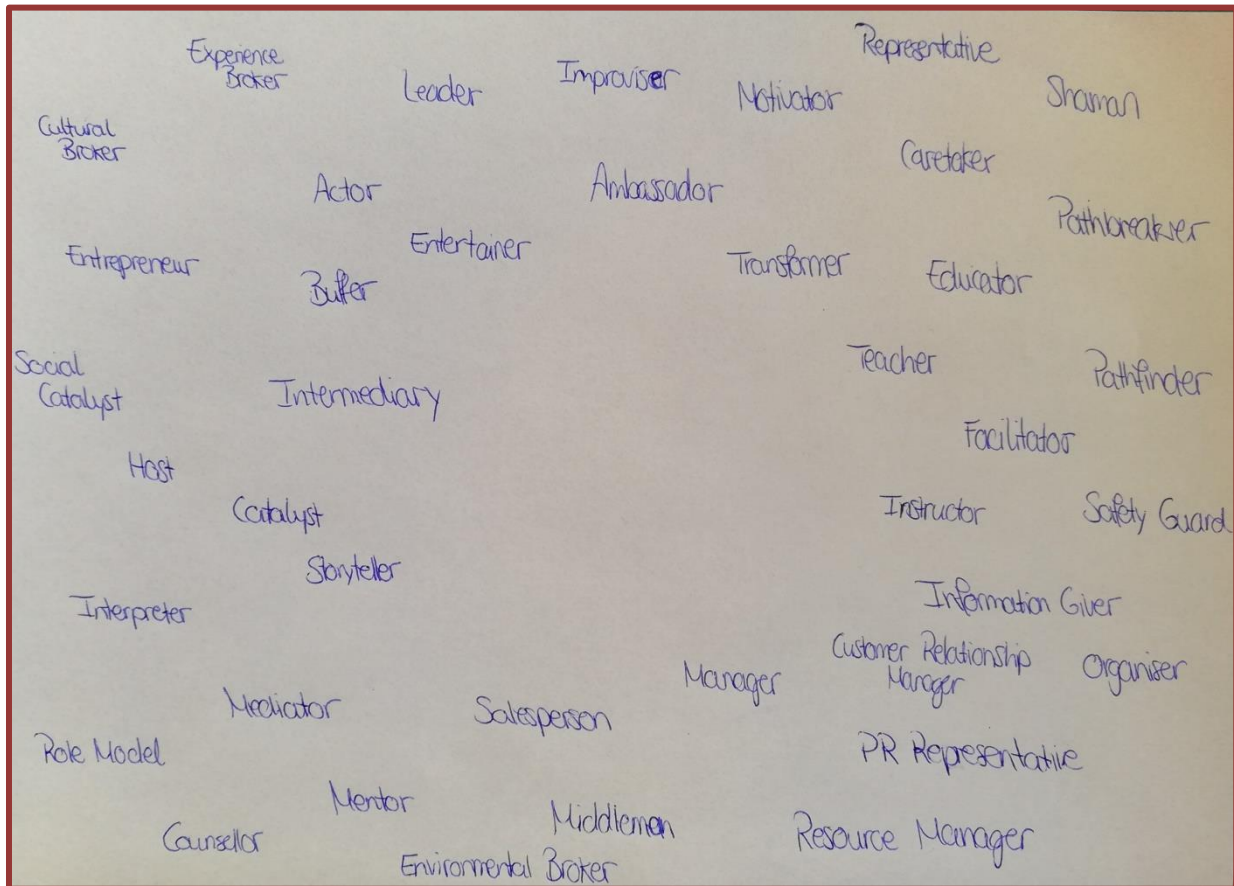
This is my finalised creation of tour guide roles according to the table NR in the theoretical chapter. This is illustrated for the reader to relate to my understanding of the variety in tour guide roles. Similar to the first version the roles are separated according to the social, organisational & environmental association, where some roles overlap. Further the roles are organised according to their inner or outer position. The circle in the centre (grey) symbolises the intra personal perspective whereas the further the roles are placed to the outside box, they relate to interpersonal roles, the guide performs.   .
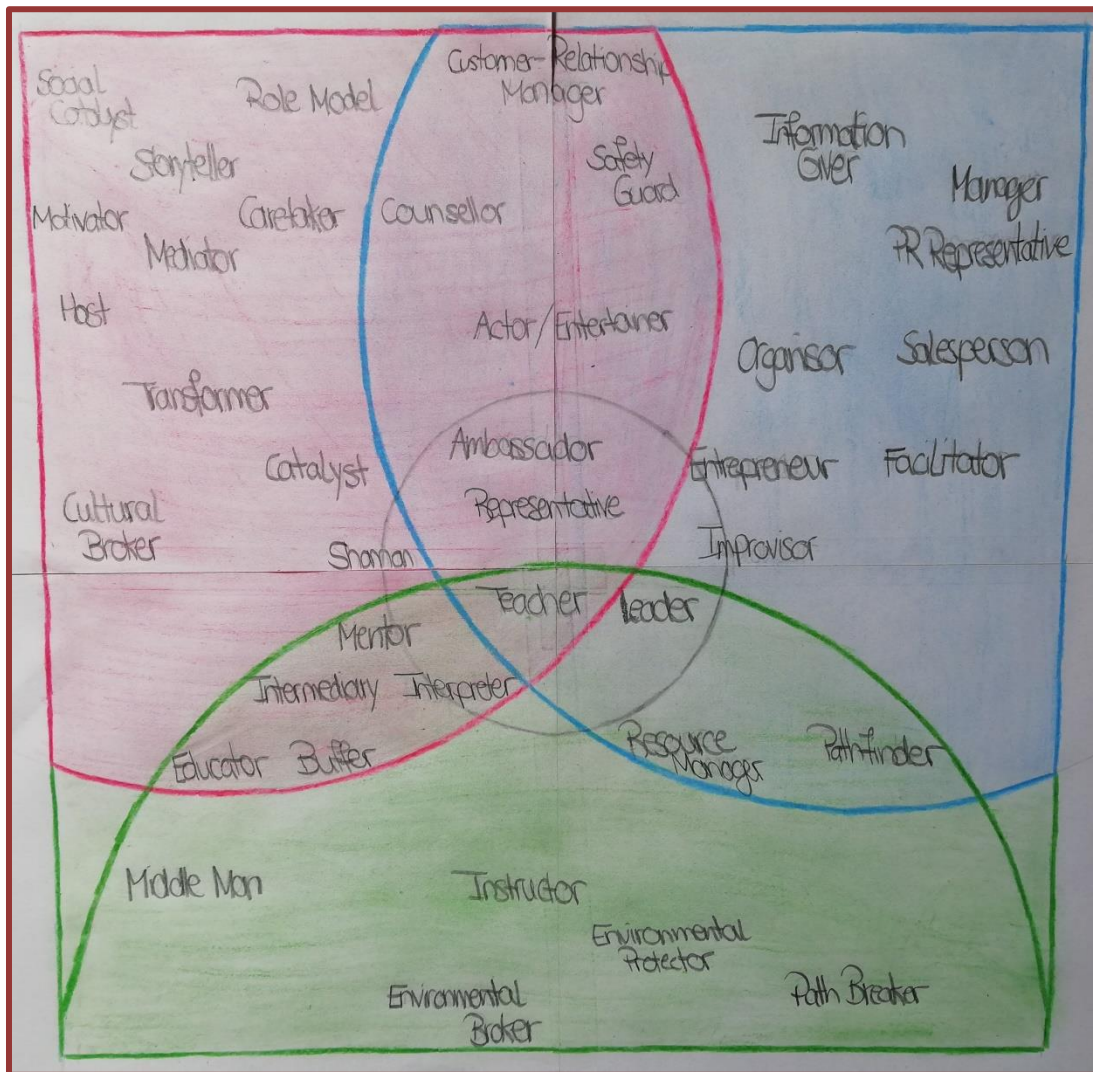
APPENDIX 5 / INDIVIDUAL INTERVIEW GUIDELINE – STUDENTS & GRADUATES

- Age / Country of Origin / Hometown
- Education at Campus Kujalleq
- Why did you decide to pursue this program?
- The education you are currently undertaking is this what you always wanted or did you just decide to take this as this was the only availability for staying in Greenland?
- Do you already have a plan what you want to do after graduating?
- What is your future goal in the tourism sector?
- What is your opinion/viewpoint on the situation of tour guides in Greenland?
- What is your perspective on the future development on tourism in Greenland?
- How satisfied are you with the education & training you are receiving at Campus Kujalleq?
- Does the interaction of nature & culture play a role in the education program?
- Why do you consider tour guides important in adventure tourism?
- Do you consider tour guides (yourself) relevant as a communicator between tourists & locals?
- What do you consider your biggest advantage from the programme you are undertaking? What is the/your biggest advantage towards guides from a third country/without this particular education?
- Is there a competition with international incoming guides when applying of a job, intern or practical experience?
- How long have you been in Greenland working as a guide?
- Permanent or seasonal?
- What is your background/education?
- Why did you decide to work as a guide in Greenland?
- What are important skills of a guide?
- Do you feel as a representor of the local community here in Greenland?
- Do you consider the tourists demand or the local influence more important for your performance as a guide?
- What is your future plan? Tour guiding?
- What is your biggest asset as a guide in Greenland?
- What do you consider your role when working as a tour guide?
- Do you consider yourself as a communicator/intermediary between the tourists & the local community?

(Those are 4 defined questions, which the students answered in written form on a paper)

1. Describe what makes a good tour guide from your perspective (a few sentences 2-3; or bullet points)

2. What is your future goal within the tourism sector? (This can be a specific position, loose idea or just dream goal)

3. Do you consider tour guides relevant as a communicator or mediator between the tourists & the local community?

4. Look at this mind map & identify what you consider the three most important roles of a tour guide.

- How did it all start with the tourism education? Why did you establish those programs? Where & why did you see the need to establish tourism guiding courses?

- Can you tell a bit more about the Tourism Programme & Courses you are offering?

- What are you goals for the students?

- What are your future goals for the programme & the Campus?

- How do you want to improve education & training of guides & general tourism industry in Greenland?

- What do you think is the role of guides in Greenland? What do you convey during classes in that regard?

- What type/kind of guide style are you teaching? Interpretive, resource manager, leader etc.

- What is most important? School education; theoretical background or first-hand practical experiences?

- Are many of the graduates going to Denmark or anywhere else to pursue an international education after graduating from the Campus Kujalleq?

- How important is social sustainability?

- How important is culture in tourism in Greenland?

- How important is the cultural & historical background in the education program?

- What do you consider the most important asset of an arctic guide?

- Does the interaction of nature & culture play a role in the education program?

- How important is entrepreneurship in the education schedule?

- Do you consider graduates from the Campus Kujalleq having advantages or more beneficial skills for the Greenlandic destination than international guides?

- Are you involved in how some of the tour operators choose their staff & guides?

- What should be the tour guides position in future tourism development?

- Why do you consider tour guides important in adventure tourism?

- Do you think Greenland's future tourism development should address ecotourism strategies apart from adventure tourism? Why or why not?

- Do you consider tour guides relevant as a communicator between tourists & locals?

- Do you consider guides essential in representing the culture of a destination?

- Do you think that Greenland has a distinctive relationship between culture & nature?

- Which aspect would you consider to focus on more in future development? Which aspect is currently lacking support?

- Do you think it is fair that a lot of the guides come in from third countries on a seasonal basis?
- How do you make sure that international guides have a certain level of knowledge about Greenland?
- Why do you think there are more international incoming guides showing people around Greenland without being able to demonstrate & explain relevant information?
- How would you explain that a lot of tourists coming to Greenland are longing for explanations & trying to understand stories & connections behind the life up North?
- What is you major challenge in training the guides & how are you pursuing this in the program?
- What do you believe sets Greenland apart from other Nordic Countries on Destination level?
- Do you think that guides might be the key in combining the cultural & natural aspect within one experience?
- How do you think (social) entrepreneurship will or would support tourism & national development in Greenland?
- Do you consider (social) entrepreneurship essential to community well-being?

APPENDIX 8 / INDIVIDUAL INTERVIEW GUIDELINE - SERMERSOOQ BUSINESS COUNCIL

- In general, what is your (personal) goal for tourism development in Greenland?
- What is you aim for specific tourism development in Nuuk?
- Where do you see challenges for the future tourism development in Greenland?
- Are there challenges with knowledge distribution & spread?
- How important is social sustainability in your opinion within the work of Sermersooq Business Council?
- How does the workshop system you offer work?
- What are the challenges for setting up an own business/being an entrepreneur in Greenland?
- Based on your experience, how difficult is it for local entrepreneurs to compete against already established international companies operating in Greenland?
- Are there currently any projects on social sustainability?
- Are there many entrepreneurs who want to enter the tourism sector?
- How important is empowering entrepreneurs for the future of tourism development?
- What is your opinion on Campus Kujalleq & the tour guide situation in Greenland?
- Do you think that there is a (fair) competition between locally trained guides & incoming international seasonal guides?

- Can you tell me a bit about your background & the company
- How important is the cultural aspect in the tours you are offering? Why are you changing from more nature based tour offers to include culture?
- How do you decide whom to employ? Based on experience, education?
- Do you prefer locally trained guides or international guides?
- What is more important to you when choosing new employees? Their nationality, their experience as a guide or their knowledge about the activities offered & the country you are operating in?
- Do you do any on the job training for your guides?
- What do you think about Campus Kujalleq?
- Do you have any guides who graduated from there? Why, why not?
- How important is it for you to have Greenlandic Guides as part of your company?
- What do you consider the role of your tour guides?
- Do you think those locally trained guides have a competitive advantage over international seasonal guides? If so, what is their biggest asset?
- Do you think that the guides influence the tourism experience of your customers?
- Do you think of your guides as representing the local community?
- How important is knowledge on Greenland when you hire a new guide?
- Why did you decide to become part of the Campus Kujalleq?
- What is your role in the Program?
- How important is the topic of training & education in the tourism sector for you?
- Do you have any future plans in that regard?
- How important is a good communication with the local community for you?
- What do you consider the role of your tour guides?
- Do you think that the guides influence the tourism experience of your customers?
- Do you think of your guides as representing the local community?

I will start with an easy question; maybe you can describe me what makes a good tour guide.

A tour guide usually they have to have good open body language & also facial expressions like mimic & gesture & the use of tone, for example not to make it too monotone, they have to make it interesting & exciting.

They are very good at communicating. Especially when we are talking about good guides, last summer we ran into some guides who in our opinion are not really good guides because they don't really care about the environment, they don't really talk about a lot of background information; they just focus & limit the tour to basic information. I think it is really important to communicate & be with the group while on the tour. & you have to be able to talk a lot.

Do you think, that telling background information about the culture & the history of Greenland is important when you are a guide, or do you think that the tourist is mainly only interested in the specific activity they are doing?

I usually bring the cultural themes in, so for example last year when I went kayaking in a 5 days, we would sometimes visit the old settlements & tell them how they look like in older days, how long do they lived there, so I make them try to imagine how it was living there back then thousands of years ago. I would also bring up the three different cultures that have been here. It's important to bring in.

As for me, I really only talk about the kayaking or hunting & how the modern days are working here, cause people will really ask about what is happening right now & what is going on these days. Maybe they also ask about the mining, but more about my personal opinion in regard to that. They really want to know about that.

In regard to that, when you bring in the cultural aspect, do you think you have an advantage towards international guides who come in from Denmark or Spain & who don't have that background knowledge, in the sense of own experiences, because they haven't lived here or haven't experienced it?

Because we do not only talk about the facts, which everyone can read from a piece of paper but we have a perspective on those facts & can describe personal aspects.

Not only education but for example, last year we were able to feel & see how it is to be for example in these old houses, we also know the cultural components, as food in the culinary world the culture is also really important. So we can tell them how it tastes, how to cook it or prepare it,

how to get it. We have a big advantage. For example also two years ago I used to work with many Danish guides, so every day they would come & ask me how the food would taste & specific things they didn't know. Sometimes I get to become a guide & teacher for the fellow guides.

So you train them while they already are on the job in Greenland? Interesting. So, you are supporting to actually generate a better experience for the tourists. In regard to that do you think that the education you are taking here is up to those demands? Do you feel that the courses are also aiming at those additional aspects apart from basic knowledge or is it more your personal stories & experiences in your life?

I can see mostly we can talk about our very own personal experiences, from when we grow up. But for me I always try to mix them up. For example if I talk about hunting, I used to go out to hunt with my father, so I would talk about this & also how my father & grandfather used to go hunting for generations & tell about the old days of hunting in Greenland.

We can talk about our own hunting experience but we can also talk about how they did it in the older days. Now we are hunting with guns & ruffles & back then they hunt with the harpoon & everything, so we can out things into perspective & talk about change & development. I think the most interesting part for the tourist is the personal component.

I was just wondering, because from what I can see now, the campus & the education is very practical, for example, what we did yesterday with the video. It is giving a whole new perspective to the students instead of just sitting in front a computer screen & just learn the facts the should tell tourists, it is giving you guys a new perspective to relate more to the tourists & the town. That's why I was curious about the question before. How long until you are finished with the education?

We finish with this Arctic Guide Course around Mai, I think, just in time for high season.

Do you already have a plan of what you want to do after graduating from this guide course?

My plan for this year, for the summer I am going to work with Tasermiut again & after that I will start the adventure guide, cause it really is the opposite of the one I am doing right now. The Arctic Guide is more about culture & the Adventure Guide is more about the nature. So this is my plan for this year.

My original plan was to work again here in South Greenland but the young lady said I should go up to Ilulissat, because she wants to go visit her dad, so she wants me to join. But luckily there

are many tourist offices there in Ilulissat, so I just need to choose one. But afterwards I will take on the Adventure Guide education.

In a bit more future goal direction, do you have a specific position or goal of what you want to achieve in tourism sector in Greenland?

I am actually thinking about opening a new hotel or making some tours. I haven't really decided which one but it will be one of those.

But have you decided which place?

I think in my hometown…

Which is? I am sorry I don't remember.

It's Narsaq, but I don't know it depends. It's uncertain what kind of future Narsaq has in tourism. So I have to wait & see, how it develops & decide then. But I am thinking about staying in South.

Do you think that Narsaq has a potential of growing in the future?

Yes, especially that there are more people from Narsaq that are working inside the tourism, so I could easily work with them & cooperate. I think so, but I just have to be sure right now.

Creating your own business is always a risk, so you need to be certain about your plan.

I originally came up with the idea of buying a house here & build a new tourism office, because here, since I started the education back three years ago, I feel that there are not that many tourists here.

No, like in general compared to Ilulissat, here in South there are only few tourists. There is a huge difference. It's a shame, because South Greenland also is a very beautiful place, it is just very different from North.

It is also because of the attractions they have. They are not really attracting people. When people are coming here they don't really know anything about this place. There is not much on social media or the internet about the attractions of South. It is just starting compared to Ilulissat.

I agree, it is mainly about the ice up North, which is less here, so you have to attract with different images than Northern regions.

Comparing to other parts in Greenland, I would even say that there is more to explore in South Greenland than anywhere else in Greenland.

I totally agree, I really enjoy it here. The problem is a lot of tourists just don't know. There are a lot of cruise tourists here, which come in go in a short moment of maybe only half an hour of hour. So they don't know about what else is here apart from the town. For example only few make the effort to go out to the lake & hike around, which is beautiful & within close range you can feel so far from the town. But they just don't know, so they don't bother to do & they just leave without.

But also the people in South are part of it, because I know one guy within the municipality & he told me that he doesn't see the potential within the tourism sector. Because when I was going to take the Guide course, he said 'No, don't do that, aim for the higher things". The once from the high up don't really see the potential we have down here.

What we can see are for example things which those people can't see, based on our education. So we have a different perspective on that. Also one of the reasons I wanted to start my own company here in Qaqortoq came up when I was doing my business plan for the final project of the service economy education. & I just to get really mad about the fact that there are so few tourists here. I think I made my classmate a bit tired of me, when I kept on talking & talking about that fact.

No, I can say no. I think we all agreed on that, seeing the potential which could be used. We all saw that we need to create a bigger awareness to attract people.

Getting back, you said you are taking the Arctic Guide course now & the Adventure Guide course afterwards, so do you think it is more important to focus in the future on integrating the cultural aspect into the current mainly nature based activities? For example by you being in the position of a tour guide bringing in the culture, or with the development of the UNESCO here in South combine those ruins & historical components with a nature based activity of hiking or kayaking from one place to another?

I think actually one of our teachers said to make the Arctic & Adventure Guide into one whole year programme & I think that is a good opportunity to get more of both in one education.

Actually it's going to change next year already, cause one of our classmates who left talked with Rie & she said it would be better for him to finish now instead of coming back next year, because it will be a new course.

Our education is still developing.

Yes, it is still relatively new but I think it's great that they are making the effort to train the people within Greenland to use their assets & become part of tourism. To give locals & advantage compared to international guides, who many times are more excited about the experience they have of being in Greenland that about the tour & tourists.

Let me see, what other questions I still have in mind. Please have a look at this mind map. [I was showing them I collection of tour guide roles, which you can find in Appendix 3, version 1] Those are roles of a tour guide, which I came across in different literature when gaining knowledge about tour guiding. Can you please look at it & name the 3 most important roles of a tour guide. Please take you time. If there is any word you don't understand, feel free to ask me.

[They were taking a few minutes to explore the mind map]

One, Rie & other teachers always talk about is being the big leader, this kind of got stuck in my mind. But also combining it with being an actor & entertainer, someone they can look up to & keep them in line, so they don't fall behind during the tour. Maybe say interpreter, because as Greenlandic Guides, we grew up to have three languages, Greenlandic, Danish & English, & sometimes we have people who visit who speak Spanish, Italian, German or any other language, so we have the advantage to be the interpreter between several languages. If a tourists ask 'what does this mean?', we can tell them the original meaning in Greenland but also interpret or translate it into other languages & set it into the right context.

1. Leader
2. Manager
3. Interpreter

For me being able to organise everything is really important. You know being on a trail & it is messed up is no fun. So it's quite important to organise everything food, tent, routes etc. You have to follow a plan & also have a plan b because you never know what will happen. & motivation is very important for me. Especially when I experienced it last year, when it was a heavy rain, so we had to stop by in a house & change plans. So I needed to keep them motivated for the time being in the house but also motivated to get going again the next day. I taught them how to play cards & do some Inuit games. Being built to be a leader who can also say 'No', because there sometimes is a line & they need to have certain rules.

1. *Organiser*
2. *Motivator*
3. *Leader*

Also we can be a storyteller. For example last year, I saved a few connecting stories for my group, so each evening I would tell a new part of the story & keep the tension up of what would be happening in the next part the next evening. They would already be excited for the upcoming. Telling those old Greenlandic stories is important.

Or I for example, I sometimes sing old Greenlandic songs for them.

When you are performing the tour & are on your trip, you also are in town sometimes, so in those moments do you also feel like the representation of the local community? Or is it rather that you are only representing yourself as part of the Greenlandic community?

Well, differentiating between our own & their part, is difficult. It sometimes depends on the group, how much they know & what their images are in their head because if they are still in the old traditional way of thinking, they you need to transform their image about the general Greenlandic community & how modern days are. But others might be good informed about the general conditions in Greenland, so they would be more into my very own perspective. For example the Spanish tourists they know much more about Greenland than the Danes. They love kayaking & the traditions because of that famous Spanish person, Ramon, who took this kayaking trip to Greenland. So most of the time, it is more personal for me but sometimes also about important people in town, what they did or influenced the community.

Based on the language barrier which often exists, do you think that you are the intermediary between the tourist & the local community? Are you introducing the tourists to the local community?

Those language barriers are still big, especially for the elder people. There might be tourists who want to hear some old stories but people from those eras maybe do not even speak Danish, so we are the once as guides as a translator, so the tourist is still able to hear the story.

I have one last question. You are about to finish & start applying for jobs, or even for the internships you did - Do you think that there is a strong competition with international & seasonal incoming guides? Or is it rather that the tour operators prefer Greenlandic guides?

For me, I would say it heavily depends on the company. For example, where I was working last year as an intern at World of Greenland, there were many Danish guides but they also wanted a few Greenlandic guides. It becomes kind of difficult to get Greenlandic guides, because more & more the tour operators want locally trained guided. Last year I have seen many more local guides than already two years ago.

Also for me, it depends on the company. They often say they want more Greenlandic guides or the guides from other countries wanted us as locals as assistance. Even the company said it becomes difficult to get graduates from the campus, as they want to have someone from the inside but so do the others.

Thank you very much!

I am happy that you found time to meet me & I was wondering if you maybe could start by telling me a bit more about the development of the tourism part of the campus, the courses & the goal of campus Kujalleq?

So let's say historically, when you go back to the late 60's, it was a Danish board who was responsible for the tourism development in Greenland & they made a study & in this study they wrote, that a Greenlandic guide education would be needed if there should be improvement & more tourists. There were similar studies like that in the 70's & 80's & if we go back to the 1990's, Greenland lost a lot of money in the late 80's, when the cod fishing went into crisis & the shrimp prices went down, so they needed a lot of money. Actually they needed half a billion Danish kroner. They create a tourism focus on how to get this money from tourism. In that plan, there was also a focus tourism education. So in 1993 they started something called EVU, a 2 year programme, based on a Danish programme. In the 90's, according to the statistic from that time, the tourism grew from around 5-10,000 tourists each year up to around 30,000. So then the cruise tourists came as well. Which actually meant, they had calculated, they would need 65,000 tourists to generate the half a billion Danish kroner. After a time, they realised they had calculated wrong & they only needed around 35,000 plane tourists. They reached that goal in the end of 1990's. So you can see it like a very sharp curve in the end of the 90's. Around 2000, they government changed the focus to the mining & oil industry & tourism was out of the picture. They never started the actual guide programme in the 90's only the EVU. Apart VG had something similar called 'Takuss' where they would be teaching EVU courses & a programme called 'outfitter'. But in 2000, they funding stopped & it was claimed that the outfitter programme needed to be updated, which never happened. The EVU programme stopped as well, based on similar reasons of outdated programmes & not enough academic input. So when we asked about what their plan for the future was, they said it was up to us, because they didn't want to focus on that anymore. So it was our school that researched & decided which programmes to use in the future. We decided for the service economy programme, because it was a more academic programme & it would ease up the access to further education. It was a more official & international valued tourism programme. I started here in 2000 & became a tourism teacher in 2001, so I was part of closing down the old EVU & the new development. In this period there was no funding or market demand for further guide education. So if our school could prove a market demand, there could be a new programme established. But in reality it was more an easy way of saying no, because it would be impossible for us to prove at the time being. So in 2003, we focused on the service economy students & the first 5 graduates in 2005. With the financial

crisis in 2008, the mining was down & the government changed the focus again on tourism. After that in around 2011/2012, VG made a study which could actually prove that tourists would demand for Greenlandic guides. This was reason, to go the department of education & prove the market demand, & with the political focus on tourism, we good approved of starting with the guide education. To develop the guide programme we researched a bit on similar programmes in Iceland, Norway or similar Arctic destination. I went on a study tour to Iceland with some students, to get some insights from other guiding education systems. Not everyone was welcoming, because they saw us as competitors, but others were welcoming to share knowledge & insights with us, so we could develop our own programme. So with this support, we transformed their models to demand & need of Greenland also based on the demands & possibilities of the students here. We decided the easiest start would be with a half year cultural guide programme, as we had suitable teachers, facilities & tourism sights in Greenland. But still we had in mind to also develop an adventure guide course in the future. So after three years we also established the adventure guide course. This was a bit more difficult to hire instructors, so after a lot of discussions we hired PGI to provide the constructors. As a consequence the programme started in Ilulissat & afterwards they would come here [Qaqortoq] for examination & finish education. Also back then, we had challenges with getting support from the politicians but also other tour operators. We needed to find a balance so no one would claim we are only for students from South Greenland or we only want our students to work at PGI. It took quite some time to establish & get approved by everyone, because in Greenland competition is high, so we needed to make sure we are not one-sided only, but be neutral. That was two years ago. So we have the adventure guide for two seasons now. We are trying to improve each year. For example the first year was quite expensive so, we are working on that, to make it more into the budget, as funding & budgeting can also be very difficult in Greenland & need a long time. So if you go above the agreed budget it might take long time until the extra can get approved. The new plan for the guide education is to make it into one programme. So all students will start with the same basic education of maybe three or four month & after that they can choose a focus, whether adventure or city/cruise guide. We are also trying to take the industry into account, so when we ask them, one challenge is they are not particular enough. The culture guide programme is okay, there should be more add-ons for cruise tourism & language wise. They learn what they need about history, culture & society. It is a bit more challenging with the adventure guide. The basic education is enough but the add-ons need to be more specialised. So after half a year they are trained enough to be assistants of the guides in charge. So they could work for the high season as assistance or an internship, we are still discussing that, & when they come back from that, the education should become a bit more hard core in training kayaking, extreme hiking or similar.

This should be around half a year, finishing around Christmas. After they finish the education, extra courses or add-ons like the boat license, performed by the maritime school, should be only done if needed on the job or likewise. This is where we are now. We are working on a renewing of the service economy, focusing more on a Greenlandic based programme, than simply copying what is done in Denmark.

So you were talking about PGI, is there currently any other cooperation with any tour operator?

No, we only have a contract with PGI on doing the training & people from the industry & the campus Kujalleq are the sensors.

So you don't have any agreement with any of the tour operator regarding future employment of graduate from Campus Kujalleq?

Not really. We work together with some companies also some of the larger companies in Greenland, because also the service economy students have to take an internship. There is not real contract & I think that most of the companies are aware that we exist. It is just like that some years we have students which fit that particular company, sometimes don't. It is a mix & match based on skills & preferences.

Do you think that it is difficult for guides who graduate from Campus Kujalleq to compete with the international seasonal guides?

The problem is, we are telling the industry we are only providing good guides, so we have high standards & demands & only the once who pass all the exams will graduate, so the Greenlandic guides have this as their work life. This means, they life in Greenland, they have family & this is expensive & at the same time you have international guides who work for free, because they get the experience & accommodation. The Greenlandic guides cannot compete with that, so they will not apply for those jobs. It is taking a long time for some companies to adapt & accept that. They need more than 20 years to understand that they have to pay for the high quality we educate. If you want the guide job to be your career you might also have to be adaptable & go to some other Arctic or Antarctic destination during low season in Greenland to keep working as a guide. There are many employment options, regarding whether it is part-time, seasonal or full-time. We are thinking of developing a homepage, where Greenlandic guides can be presented with their experience, qualifications & specialities, to get a better image of them for tourists but also for potential employers. Maybe this could be upgraded afterwards with kind of a ranking system likewise in Iceland.

[Short interruption by another teacher on an urgent matter]

After many years we more or less have an education system. We also have the food & beverage department Inuili, the food college of Greenland. Together we make the tourism education in Greenland. It might not be as complete as in other countries, but we have a solid basis which we can develop & adapt upon based on the market demand.

I have one more question for you. I know that the ones from the service economy are doing a business project based on their own idea as their final exam. So I am wondering, how important is entrepreneurship in the education & further development of the students & guides?

A lot of them actually do. They maybe do not so straight away, but sometimes when you meet them in a couple of years, you will find out they actually keep up with those ideas & follow through. There is a difference between schooling & real life practise. The students might not enjoy all the parts they are learning here but, we try to equip them in every possible way, so if they decide to follow up on their ideas, they have the prerequisite.

Actually I might have one more question, I would like to ask. When interviewing the students, I asked them, what they consider their three most important roles as a tour guide. I would like to ask you the same question. What do you consider their role?

For the guides we make, they are the face of Greenland! They are the faces who tell the true story, they don't lie, they don't brag, they have the official story about how it is to be young or old living in Greenland, about the education system & much more. They are the new face of Greenland; they are the front runner, the first once tourists meet in Greenland & who tourists have the most contact with. They are representing. It is still a lot of struggling & possibilities to explore for Greenlandic tourism & where it will head in the future.

Thank you very much for your time. It was very interesting to hear about the development & the challenges. I will keep a close eye on the future development on the campus Kujalleq & will be curious to see further development happen.

I have already been told a lot about the development of the campus, so maybe you can tell me about the future goal of the school & how you would like to influence tourism development in Greenland.

Oh that's a tough one to start with. We have these 3 different tourism educations, & maybe not every year but regularly we try to adapt. We are following our sister school in Denmark, like Bjoern probably told you, so when they change, we change. Now the next change will be trying to get more students to finish the education. How can we better help them during the education, because demand academic standards of them & they are not very well equipped from the system, which includes our own. But in principle they should be able to work independently, they may not have many classes but they should work from home in between & on top of classes. They are currently not doing so. We finish the same amount of students generally as they do at the university, which means we are not far off, but I mean it would be nice to see more students passing through this education because they are needed out there. As we are a trade school, we keep close contact with the real world out there & as whether our students & their skills fit the demand, to best prepare them for tourism in Greenland or elsewhere. We have the real world to live up to & we want to put more students through the system, also because it is a waste of human resources if we lose too many along the way. That would be one major goal, always follow the real world & make sure they are well equipped once they graduate from campus. Secondly make sure they actually finish the education & then we have the general challenge that Greenlandic workforce is not considered very highly. They are sort of met with negative expectations, & I want to change that. We want to create employees who are very reliable, who keep the hours & so on. They have to be better than the once they compete with from abroad, because they have to overcome that obstacle & meet these goals 200%, to show they are very good & suitable. So that's another challenge. We much tougher with our students on the campus on meeting regularly & keeping strict hours & deadlines, because they must be trained those aspects. As they are expected not to meet those demands we train them especially on those to be able to meet them & perform well in the job, if that makes any sense? We are able to be tougher with the guides because of the exams, they can only fail twice. So if they don't work hard, they are out very soon. Compared the service economy students, they can still do every exam 3 times & at later point, so even if you can't keep up with the education, you can still move along. But we are creating those milestones to test in between exams to control if they are seriously working & keeping up with the workload that is expected.

In regard to that, do you think that local guides have a challenge or competition with the international incoming seasonal guides? Do you think that the local guides can sell their advantage they have opposing to guides from outside? As some others told before, it still is a challenge for some tour operators to see that aspect over money.

That will be something we will be working on. Of course our guides do not know all the languages some of the international guides may be able to speak. Instead they have to work extra hard to be excellent at the other considered aspects to overcome that barrier. But another thing we hope to change with the new guide education we are developing is that we can trigger interest in other languages & provide them with basic skills, so they can follow up on the language needed in the job they take on. Of course they would not be fluent in all the languages, but if they are already good in listening und understanding & do small-talks that might be a good starting point. That is another of my main drives. I think that our young people, most of them, of course not one like Mathilde, but most of them are staying very close to home their entire life. They have the possibility to go everywhere, also for their internship, but most of them stay home, some even don't leave town & work with Sagaland. I think it's a pity. If I could just get them out of their nest, even for a limited period, that would be great.

I have been realising that as well. When talking to some of the guides, they would not even consider going abroad for further education & then come back. They would rather stay here their entire life.

That's a pity. They would not have to leave forever, but they could go abroad for education & then come back & efficiently use that knowledge within Greenland. We have had a few who have been abroad but not very many. Oh, my thought it escaped me.

Well, no problem. If it was something important it will come back eventually.

Yes, thank you.

What I was also wondering about is; how important entrepreneurship is in the education. I know that service economy class has their major last project about a business plan for a company. Do you see that they follow up with that idea after graduating?

I don't think that many have done so far. But I think that it is an important part. The education shall train them to either be able to work at the municipality or in a place where they might be the only once with knowledge. So they can work on many different levels, where I think that this entrepreneurship thinking comes in. They might be in a town where there is nothing & they have to come up with a lot of ideas on how to overcome challenges & so on. Then they would

definitely need to know how to be an entrepreneur. That also fits into our idea of equipping them as very professional people, even in the smallest place to have the chance to develop tourism. They need to see why tourists might be interested in going there & how they can build tourist experiences.

Likewise as Astrid will do now after graduating with cruise tourism in Paamiut? I think it is a very ambitious goal & fantastic what she is going to do, but also very challenging.

It is very brave of her & it is very good that she is trying even though there will be loads of challenges. But imagine we had that one student, who had to leave because of his health. But he was from a place up North who has a lot to offer for visitors. He was very keen on getting to know how to do things. There was a big potential but also English was the challenge & he had some ideas that might have worked if he had the chance to follow up. There are quite a number of interesting places with history & so on, but they had nobody to sell it, so that's where he wanted to jump in.

Which place is this?

Saqqaq.

I get the idea, also when I have been talking to Finn about his goals in future, he was telling me about going back to his hometown & developing tourism there. Starting his own tour operation & get other people on board from the local area, to sell their product or service in tourism to benefit the community. I think that is a very interesting viewpoint, & if I look at students from my education not a lot of them are taking that into consideration about going to place & benefit the community in a broader sense, they are more focusing on their own suitable & good position within the industry. I think they have a very special mind set in that regard, so they have a very strong sense for community wellbeing & the sense of networking.

You are right, it is interesting. I think it has to do with the strong connectedness of the place, the family & the community. Not just of the place where you grow up, but it is part of your identity. It's also not that you are from Greenland but that very specific town & place, not the bigger town next to it & about that particular language dialect, the people & the nature.

I think this is also part why the cultural part weighs in so much also from a tourists perspective. I met a lot of tourists who are interested in those very particular stories about the guide, how he experiences life in Greenland, how it has developed over time or challenges. I think that is very different from a lot of other places. If you go on a city tour

in another destination, then the tourist doesn't care about the individual giving the tour, they are merely interested in the sights & spots around the city. I think it is something very different here. In that regard, do you think that culture will be more important in tourism? Especially, for example, in Ilulissat most of the activities evolve around nature, but most of those nature-based activities have a very particular connection to culture, for example hunting or kayaking. Do you think that will become more integrated in tourism in the future?**

I think if you want to do it properly, you can't do it without.

But I think that still some of the tour operators have a hard time understanding the connection culture & nature. So they are focusing on selling a natural experience.

But I think that could also be due to marketing, that we have different boxes, where we put the tourists into. That is perhaps also our fault, that we are not better in selling that this here is a place where you cannot have one without the other. You won't understand the culture unless you know how it is attached to the nature.

Do you think that there should be an effort on communicating this in a different way in the future from a marketing maybe also from a tour operator perspective?

I don't have practical knowledge enough about what is selling, to be honest. Well, how can I put this? We know what is selling & those products are selling everywhere in Greenland. You can see the national costume, you can go kayaking. I don't know if you, in advance, could describe a product which is selling both ways. That people would be interested in. In that way I am not well enough knowledgeable. I must tell you I am historian & anthropologist. There were 20 years, where I was working in the museum in Narsaq, which means my experience is very practical. Then afterwards for different reasons, I came to Qaqortoq where I started teaching. Then when one headmaster left, Frederik was moved to that position & we were all moved up in the order. So I am not educated in tourism. I know a lot about the practical side of tourism, because there were a lot of visitors in the museum. But I don't know as much about the rest of the world out there, as I might ought to.

I am just asking for your personal perspective, because I could imagine integrating culture more into the selling aspect of the product would make it appeal it even more, because it also support making the natural experience even more unique. You can go kayaking in many other places around the world & you can see icebergs also in other places, but connecting it to the culture would give it the uniqueness. Now that I have

been here, there are certain things which you can only have this particular way in Greenland, which you can never experience anywhere else like this.

I would love it that would be possible, because culture is my trade & both material & immaterial & that's also a lot of the mentality we try to put into the guides. So we teach them whenever they tell something or experience something, they must connect it to something of their own. That is easy, because they can connect to so much. Sometimes you have to tell them to dig into their own background. There is a whole range of things you wouldn't know without asking the others, as there is a lot which has never been written down.

Interesting. So I have been asking the guides, what they think is their most important role. What would you say they have as a tour guide?

The most important role? That is a tough one. I think they should be honest representatives of their country. This is what we also train. Mainly Danish, but a lot of people come with negatives prejudices about Greenland & so we train the guides to meet those expectations. Instead of denying & lie by smiling & saying 'that is a lie, we have no problems at all', we educate them into the mind set of saying 'yes that & that might be true, but we are trying to work on it & we are doing this this & that to counter this problem'. It has to do with children, alcohol, killing seals & so on, whatever. We try to meet people with all those prejudices & try to get them on our sight by saying 'yes you might be right about this & that, but try to understand our perspective on this topic. Look, in our view, things are like this, & yes we have problem but we are trying to work on that'. That is the honesty. We are working on it; we might not be there yet but moving towards the goals.

I think that actually is a very good starting point, to be honest. I also met a lot of Danish visitors, who told me about how Greenland is not at all what they expected as they came full with negative expectations & now that they are here, how different it is & that they would recommend all their friends to become & experience themselves.

That is very nice to hear. I am quite proud of our young students because they are good representatives. Sometimes they might not be very self-confident when they start school. They are very shy, which is a big problem in Greenland, even with grownups. But we can move & help them, so in the end they will become more self-confident & outgoing. That is so wonderful to see. Once they graduate, they know a lot, they are confident & they don't look like a paralysed alcoholic, so they become good images to show on how they are trying to constantly improve.

In regard to the language barriers, which are still prominent in the country, do you consider the tour guides as a communicator between the tourists & the local community?

I think they cannot avoid this, if they come out in a small place, where they might be the only person to talk to the tourist. But I think it's better, that they do instead of someone ten English words & no teeth. Of course it might become a burden, but on the other hand they can be proud that they are capable of negotiating between two cultures & help them to see & understand each other.

I have maybe one last question for you. In general, because I know of all the new development plans with the harbour & the airport, what do you wish for here in South – more cruise or more individual tourists?

I think, it is nice to have visitors who are interested in the place, so that we can give them some knowledge about the place. I think the individual tourist will be well prepared before coming, as it might be a once in a lifetime journey & dream of them. But on the other hand, even if the cruise passengers are you in for a good time & they can't remember which town they are in, I expect us to provide something that they can take with them. I know that some of the products, as I said before, are for all over Greenland, but they will meet different people & places along the way, so I hope they will take something with them, something very particular of this place. I like cruise tourists as well. Something they can be terrible superficial, but they might have different purposes of their travel than knowing everything about Qaqortoq history & so on. It doesn't matter if we can just make them a little happier, that is okay. I can't say I prefer one. It is also about all the non-sense I sometimes heard, what maybe international guides talk about Greenland, where I would have offered giving a short intro course to them, when they arrived, so they would at least have some knowledge about the country. But in the beginning even the tour operators didn't understand why they should support that or why this would be needed, which made me very annoyed. It is complicated because you also wouldn't know as a customer, if the company you are travelling with has local guides or not. & even though I have been living here for 30 years & my husband was Greenlandic, there are still things, I learn from my students. What I want to say with that it takes a long time. Well long answer to a short question, sorry

No its fine. That was all I wanted to talk with you about. So thank you very much.

Thank you for coming & making the effort to be here. There was some kind of research from Aalborg in last year, I think, which overlooked us, which I don't want to complain about, I just appreciate that you are making the effort to research on that topic & coming down here.

(This is an organised transcript of the written answers by the focus group participants. Some have been answered in Danish & translated to English by myself)

STUDENT 1

Question 1

- A good guide is open minded, very good to speak at least English, preferable multiple languages.
- Helpful to the traveller/tourist
- Neat looking
- & he or she has to be very knowledgeable about the nature surroundings & culture

Question 2

I am still learning different aspects of work in the tourism industry, but I still want to work as a guide when needed. But I also want to do office work.

Question 3

I think the guide is also very important to community too. There are some places that are so remote & no one is speaking English that the guide has to do everything, from sales of souvenirs & accommodation, explaining what type of food there is in the store. But in Nuuk, I think, there are so many different communities, that the guide doesn't really have to know everything.

Question 4

1. Safety guard
2. Manager
3. Information Giver

Question 1

- Prepared
- Nice & outgoing
- Proper attire & outdoor clothing
- Punctual
- Informative
- Input of personal stories

Question 2

/

Question 3

I think, this depends on the tour performed. But in general, I am certain that the local community & the guides should work closely aligned, in order to offer a good experience to the tourists. & after this also the local tourist information & tour offices play a role.

Question 4

1. Role Model
2. Information Giver
3. Teacher

Question 1

- Knowledge about facts, culture, human aspects, personal, weather, history, good to know, relations of the place
- Good at reading what people need
- Flexible & good with improvising
- Multi person → guide, driver, cook, leader, captain & friend

Question 2

- A full-time guide job also during winter
- Get more certification → high mountain guides
- Travelling Greenland & the world
- Learn more languages

Question 3

It depends on the tourist whether the destination or locals or both play an important role. As a Greenland you usually are both, communicator & representative, but at the same time well connected with each part of it & have the knowledge

Question 4

1. Manager → Timewise, Group Managing, Excursions, Preparation & Information
2. Cultural Broker → as a Greenlander it is important to give a valuable & rightful image of Greenland & at the same time learn from other cultures & develop
3. Pathbreaker → Knows the way into towns or nature, in a fun, safe & respectable way
- A GUIDE IS THE FACE & AMBASSADOR

STUDENT 4

Question 1

- Knows the history of the place
- Can always answer the questions

Question 2

I want to be a coordinator in the tourism field.

Question 3

It is important, also for the reputation Of Greenland.

Question 4

1. Information Giver
2. Safety Guard
3. Sales Person

STUDENT 5

Question 1

A tour guide is good when he or she

- can be welcoming new guests
- is happy to tell about his or her destination
- is willing to understand & question what good service is & willing to further improve
- has a good knowledge about both the society's history & also the current situation

Question 2

My goal within tourism is to

- give people an understanding & knowledge about how many different possibilities & work opportunities there are in Greenland
- become an independent tour operator
- become a business council for other people

Question 3

Yes, communication is the most important aspect when selling a destination. A guide cannot be good at guiding, when he or she does not know about & understand the reality, because every destination has their particularities, & it wouldn't be right to tell the same about all destinations in Greenland, so the local community plays an important role.

Question 4

1. Ambassador / Sales Person
2. Leader / Teacher
3. Safety Guard / Entrepreneur

STUDENT 6

Question 1

A good guide should always look & be active, have a good knowledge in culture so his or her gestures are not too offensive. They must be good at speaking English & understanding it, so they can hopefully any questions asked by tourists.

Question 2

My future goal is to ensure good/great service that will make an unforgettable tour, & be able to directly speak to them in their mother language, as having a translator is great for them, but takes up extra time.

Question 3

Yes, I believe that the tour guide is important as a communicator between the tourists & the locals, as the guide is able to tell you how they might be able to communicate with gestures, as many locals are not able to speak or understand English or other languages than Greenlandic or Danish.

Question 4

1. Caretaker
2. Educator
3. Sales Person
➔ The reason I chose these 3 is because 1. As a guide guides tourists around they are also in charge of making sure they don't hurt themselves during the tour, & 2. They do their best at educating tourists with the history of Greenland, teaching them not only the meaning but also the facts about it, & lastly 3. A tour guide is pretty much a salesperson as they sell the history & service provided, such as in selling a product to ensure they get what they paid for & maybe more.

Question 1

I do not have any personal experience as a tour guide yet, but I think that a good tour guide should be outgoing & good at the job he or she is doing, meaning knowing the culture & nature & explain to the tourists about the past & present of living in Greenland.

Question 2

My plan for the future is to offer several tours in my hometown, so I can make the place more attractive for tourists who are going to Ilulissat, as my hometown is close to Ilulissat. I would like to offer my own tourist attraction to increase the number of visitors.

Question 3

I believe that communication is the most important within tourism sector & that communication between tourists & locals will create more knowledge & understanding about how Greenlandic culture is & how people in Greenland are.

Question 4

1. Organiser
2. Buffer
3. Information Giver

Question: What do you think the future of tourism in Greenland is?

I think without a doubt that we need to get better at developing new products. It is understandably challenging & scary for entrepreneurs to start a company, especially when the first year can be quite unsure. But it takes time for the international agent partners to learn about new products, let alone promote & sell them. I hope there will come more & more who take the leap. History shows that it always pays off in the end. I believe we can create many more exciting adventure races like the existing Arctic Circle Race & Polar Circle Marathon. I see a lot of potential in something like a kayaking race from Nuuk to Kapisillit or developing long trekking routes stretching from one town, or settlement, to the next.

[Source: *http://corporate.greenland.com/en/newsletter-archive/future-faces-of-greenland-s-tourism-industry/*]

STUDENT 9

Question: What do you think the future of tourism in Greenland is?

Tourism is certainly progressing in Greenland, of course with variation in different towns & settlements. In Kulusuk, for example, there are now five tourism companies here, & it is a good sign when there are direct flights from Iceland to Kulusuk. I myself have just started a company entirely on my own, Greenlandic Indigenous Guides, with a focus on day-trip guests travelling from Iceland. The experiences range from a walk to the settlement from the airport, a museum tour & visiting a local home to get a look into typical everyday life in Kulusuk. I am currently working on getting the word out about my products, & I hope that other stakeholders will help in that process.

Question: What is your impression of the tourism curricula at Campus Kujalleq?

I am happy that the Arctic Tourist Guide education is available in Greenland, especially because it taught me about the history, identity & culture of my own country. As a Greenlander, we actually don't learn that much about ourselves in primary school. I also learned a lot about plants & wildlife, which is good. The programme is new, & of course there will come changes & fine-tuning along the way, but overall, they have created a good education. My criticism, however, is that the education material is primarily focused on West Greenlandic culture. I think East Greenlandic culture is underrepresented in the material, & not just because I am an East Greenlander myself. For example, when I guide it would be great to use the information I have learned in the curriculum, but I lack East Greenlandic stories.

[Source: *http://corporate.greenland.com/en/newsletter-archive/future-faces-of-greenland-s-tourism-industry/*]

Well I have a few questions prepared for you, but maybe I can start with telling you a bit more about what I am actually doing, why I am here & what my research is about. I am doing my master thesis right now & I am studying Global Tourism Development at Aalborg University in Copenhagen. So after I finished the internship here at VG last summer, I wrote a project about the position of tour guides in Greenlandic tourism - What role they have, how they combine the actual guiding part with the more storytelling & background information. So currently, I am following up on that topic, looking into the tour guides perspective, what they think their role is. So before I came to Nuuk, I have been in Qaqortoq last week, I visited the Campus, interviewed the student, talked to Rie & Colin, & participated in some classes & activities to explore more about the Campus. I was also looking into what those students plan for after they finished the programme, because I want to relate the topic of entrepreneurship into my research & set it into context of the tour guides development & also overall Greenlandic tourism development goals. With regard to entrepreneurship, I am trying to explore social entrepreneurship or try to see its potential within. Before I came to Greenland for the first time last summer, I did a project on social entrepreneurship in tourism & had an interview with Anders when he was still acting director at VG, talking about social entrepreneurship & its importance in community development & wellbeing. Also now, I realised that the students at Campus Kujalleq have a very particular mind set in regard to benefitting the community & supporting their hometown.

Super interesting.

Yes, it has been super interesting & super busy so far. There is a lot to explore.

Which university are you from again?

I am studying at Aalborg University, at the campus in Copenhagen.

Oh, so you know Karen.

Yes I do, I know that she has been doing this project last year, with one PHD student from Aalborg University.

Yes Julia. Yes, I know her pretty well. She is doing her PHD about Greenlandic Tourism right now. You should talk to her.

Is she here in Nuuk at the moment?

No, she is not here now. But I think she is coming in Spring at some point.

Okay, I should definitely E-mail her.

Yes you should, could be interesting for you.

I met them last semester, when they were doing the project & they told a little about it.

& it was Global Tourism Development, was it?

Yes. Maybe for the beginning I would like to ask for your opinion on the potential of Greenlandic Tourism Development & which direction Greenland should be heading in the future, as I know that you also are highly involved in Colourful Nuuk's development.

We have a lot of thoughts about this & this is also what doing those workshops really is about [she is pointing to a poster which is a summary of findings from the last workshop; some of the results from this workshop can be found in Appendix 15]. Taking a stand on how we want to develop as a destination. & from a personal perspective, the ideal way to go for Greenland on a general overview would be to focus on niche tourism. To have few which are willing to pay a lot, because part of our product is, that you can have it to yourself & that there a not a lot of other people, which is a unique experience, which you can still brag about. & Greenland is also not for everyone [laughing].

Definitely not. Imagine some mass tourists running around in town today, or rather sliding around. That would not be for them.

No, so quite honestly, I think it is important to focus on niche markets & find the right segment, those groups who are willing to pay more. Those tourists who would get the amazing experience which will change their life, instead of those who come here, who are just annoyed, because it is not like being in Spain or somewhere else, I mean in regard to being as organised & structured in regard to tourism performances. Also I think were we are moving with Nuuk, of course has a lot to do with my personal opinion & what I think is the right way to do, but one thing we are also looking into right now, is this transformational travel, travel like a hero giving perspective on tourism. What we see, for example, when we are looking at ATTA, is that motivational…

You mean that kind of new positioning of the adventure tourist? Where those tourists are looking for more than just being out in the nature, but more & more also for personal development?

Yes, & the biggest motivation being personal development, is actually so important, because I think if one thing Greenland can give you, than it is personal development & push your limits & put life into perspective. There is a chance for us, because it is still so new in the world, that we could be the front runners within that. We could be the best worldwide at this particular thing, & start doing it before everyone else does. So that's why I personally think we should go for it. That is where I see the biggest potential also economically speaking.

In regard to talking about attracting the right segment, do you think that you can further work with the segmentation model of VG or that this model should be revised based on what you just said regarding the new motivations? Given the Segmentation model the focus is on nature & culture, I experienced that it is nearly impossible to strictly separate nature & culture at all times. As in Greenland nature & culture very much depend on each other. As tourists might focus on one or the other aspect, but they often don't know beforehand how tightly they are connected, so I am wondering if it should be more promoted like Greenland being a place where you can't have one without the other.

I think you are absolutely right. When I look at the segments VG has done, I think they are good, & that we work a lot with them. But I think it is time to update them. Also as we look at data now within the travel has changed, & is moving away from the classical way of segmenting people according to age, demographics but looking more into interests & specific behaviours. Just from a marketing point of view here, we are moving away from segmenting by country, age or similar & focus on interest & motivation. What do people want to experience when they travel, what is their motivation, what is their goal; do they have a niche interest, which they are willing to pay for? I think emphasising on this would benefit us & make it easier to find the right people to attract. As you said, especially in Nuuk, nature & culture is very closely connected here. Even now that Nuuk is becoming a bigger city, nature is still such a big part of our life, for example as today [laughing]. So, I think it, in my opinion, time for an update. Just to review how we look at segments, as I think that is changing rapidly in the tourism world right now.

Maybe regarding, that workshop you told about before. Can everyone just join who is interested in opening a business or has ideas? Can they just book a session or workshop at Sermersooq Business Council in any area they are interested in, not only tourism of course.

Right now as a business council we have a lot of different areas we work with. So we also work a lot with entrepreneurship, where we offer courses for entrepreneurs who want to start up. So in general, as we offered this workshop it is very much targeted to tourism industry & this one was

for the already established tourism operators of the area. Of course this doesn't mean we are not welcoming entrepreneurs, but this one is focusing on developing the established industry, so you need to already be involved in the tourism industry to be focusing on that, to get something out of it. So this very first workshop was about creating a common goal & starting point for tourism development in the future. Next time we will be talking about business development, how to introduce & set up new products, how to get funding for development, how to market & so on. Again this will be starting up on a level where we expect people to already have a business.

So you would invite tour operators & other tourism businesses from the area?

Yes, at the first workshop, we also invited students from the university, to also get that sort of new perspective. So maybe some of them, who are studying economics right now, also have been taking the guide course or similar have an interest in tourism industry. So we are trying to combine their view with the perspective from the once who are currently working in the tourism business. Trying to creating the bridge where also the business can get something out of the knowledge we are creating. We are trying to build bridges, after that so called triple helix.

I think that is very interesting, because communication & networking is very important to share knowledge & be innovative. So in the field of entrepreneurship, is there currently a big demand, for setting up business in tourism? & further, are a lot of those following up on their idea? I know that for example for the service economy at Campus Kujalleq, they have to develop their own business model for setting up a company within the tourism industry, so I am curious if there is a lot of follow ups on this.

We get a lot of people, partly because we are counselling & supporting for free, which I call pre-entrepreneurs. Those are the once who have an idea & don't know what to do about it now. We are working with a lot of those people. So we are supporting them in taking the next steps & see if their idea can actually survive & become a business which will survive & generate profit. Can they make money out of it? Where could they get funding to start up? From this point to actually starting the business, it is a long way. But we see a lot of people who start from this & actual. We also do see some in tourism, partly because tourism is now hyped in Greenland, as in becoming the next boom, so a lot of people want to be involved in that & get their share from this. & then there are some people who want to become a part of it because they think they can make money out of it & there are other ones who just love tourism. Normally the once with the passion will survive & establish their business. I don't have specific number.

Oh, no no. That wasn't my goal. I am just in general interested if people or especially students keep up with those ideas they developed over their studies & want to further

grow within the tourism industry. The good ones, who follow up & establish their business, do you think they are having a difficult time in competing with international operators?

Yes & No if have to say. Say, because those international companies are on a higher level of professionalism & they drive more money & have more awareness on the market. They already have their established base of customer. If you build up a company from within Greenland, it is very difficult to gain that international recognition, they don't really know you are out there & you need to cooperate with those international players to raise awareness & interest. So in this way it is very difficult to compete. On the other hand, the types of tourists we have, they want the authentic product, they want Greenlandic guides, they want to support the local communities they come to, so in this regard the local companies have the biggest advantage. Because they are very much sort after, especially the Greenlandic guides, they are in very high demand those days. So I would say both. In Nuuk it is not the biggest problem, I agree. But also here there are a few big players who want to move in & we are a bit afraid of it, because the locals can't compete with them. But that is also why we are doing those business development workshops. If someone like Hurtigruten comes in a builds a hotel for 500 people, they are going to bring in their own boats, their own staff, guides etc. & no one from the local community will benefit from that. So we need to be able to either compete with them or become their suppliers. & I think this is the way to go for Greenland. This is the way we would like to move into that direction, because this could give us more international recognition working with international companies & be there suppliers in the destination.

I also see a similar challenge with the guides. Even though they are becoming more demanded by tourists & tour operators, they still have a hard time competing, especially on an economic basis, as bringing in international guides, often is much cheaper than employing locally trained guides. For the international guides, it often is also about the experience for them of being in Greenland, so apart from food & accommodation, they don't demand a high compensation, but contrasting to the local guides for whom this is a full-time position where they need a fixed monthly salary. & the challenge arousing from that is that some of those international tour guides are lacking in knowledge & experience of Greenland, which negatively influences the quality experience for the tourists.

It is a huge problem within the tourism industry in general. That we have a lot of guides who travel around the world & work on an international basis but they do not have any knowledge about the particularities of Greenland. We see it, as you said; the experience is enough for

themselves, so they don't need to get paid & how can you compete with practical free labour? & that is a huge problem. We see this especially within the cruise business. The cruise companies they are very particular type of business, because the smell money, let's put it like that, & it is hard core about the money than it is about the experience. As soon as they would have local tour guide on board who wants to get paid on Greenlandic salary basis, they would be like 'oh no honey, no'. & at the same time they are crying to us about 'why are there no Greenlandic guides? Why can't we have Greenlandic guides?' As soon as we ask them about how much the offer to pay, they are very surprised about paying them. They are looking at it as it should be a privilege from those guides to work & be with the cruise company. So I think international companies are having a very hard time adapting to that. At the same time, some of the big businesses are becoming very good at using local guides, so they are adapting & they likewise are becoming very popular & demanded by the tourists because they have an advantage with that. So again, there are pros & cons about it. The challenge is that the tourists do not necessarily know if the tour guide will be a local or internationally guide & that is bad.

Yes, I was also thinking about the challenge of tourists not knowing pre-hand whether their guide is local or not, when booking with an international company, even if they are interested.

Exactly. On top of it, it also is an issue for the local guides, that the season is very limited & unsure whether or not you will get that guiding jobs, so they need to look for a steady job for at least the other months of the year & then they keep this job, resulting in a lack of local guides even though they actually exist & a trained, but because of money it becomes a big issue.

I was also experiencing that many of the local people involved in tourism have a least two different jobs, due to limited season & competition. It is a high demand to keep up with several jobs & still perform on a high level.

It is a huge problem & it also means that it hurts the quality. At the same time people are very dedicated to this, showing that they really want to be involved in tourism & representing the destination, we call that Firestarter in Danish. This is their passion & they really work hard to achieve their goals. I mean, this is an advantage at the same time, how many businesses can say they all their employees are very dedicated & driven towards their goals?

This is also rare.

I think that, also with this workshop, I know I keep talking about it a lot, but we had this exercise where we would talk about their motivation for staying & developing in tourism. The answers

were very different but at the same time so very much alike in the basis of their motivation, that they love what they do & they have passion. & as we were saying earlier, a lot of them are looking at how it also can benefit the community & other people economically. One of this said this very wonderful thing 'I just love this country & I want to show the rest of the world how amazing it is". I mean, this clearly is passion.

I think that people in Greenland have a very strong sense of community. I was talking to Trine while in Qaqortoq & I think her future project she is now taking on is a very demanding but also wonderful opportunity to promote tourism, benefit the community & for her personal development.

This is a very good foundation to build upon, because being honest, only the people with passion & motivation will stay & further develop within tourism. People don't stay a long time within Greenland & they move a lot around, so we need to focus on making the best out of this short period. This is still in the process & it is still taking a long time. & this prediction of boom within tourism in the next couple of years, we still need to prepare for it. I don't think that we will become or rather should become the next Iceland in any way, like people are saying.

I mean you don't want to, right?

Exactly, yes we want more tourists but also we want the right tourists. I think that is really important.

I also think that Iceland is in the process of realising this now, that it boomed so fast, that they didn't have the time or knowledge to think ahead & think about the consequences.

Also in regard to the challenge that the locals are having with the tourists, when tourists behave like they own the place & start camping in people's backyards & things like that. It's awful.

That sometimes unfortunately is the downside of tourists who don't know how to behave & have no sense for the local community & the destination but rather see the places as their playground with no thoughts about effects their behaviour might have. What I am also interested in is, based on the strong sense of community & support; do you also have a lot of people in the area of social entrepreneurship, in trying to focus more on the wellbeing & benefit of the community, than the actual profit of the business?

Yeah, especially with the guides. I see a very strong passion about making the guide situation work & support the development. A lot of the people are working with that, in the more social economic area where they want to involve locals & employee locals.

I think this definitely is something that stands out about Greenland.

Yes, but this also brings some challenges. It can be problematic business wise. It is a problem if people do not see that the need to make money from this as well if they are establishing their system. I think this is connected to support system of Greenland that people are too used to getting the support they need when having a good idea. You don't have to think about how you will get the money if you have this idea. So it is very easy to think about also benefitting the others if you don't have to worry about the money for yourself. We say that to entrepreneurs all the time, who come in & say 'I want to save Greenland'. They can't do that & when you want to create that business you need to start thinking about how you make money, how you will pay your rent & things like that. How will you get people to buy your product or service? This is what it is very much about, so they need to start focusing on that instead of just having an idea. This aspects sometimes is so strong with some of the people that we have to pull them back & make them realise, if you don't also do this for yourself & your passion about your idea, then this lifestyle & 'job' will not suit you & you won't be able to pursue with this for a long time. & you will fail.

Yes, I think in social entrepreneurship it is a big challenge of finding the balance between social aspects & the economic business.

Yes, that is an interesting challenge. You normally didn't have to do that, when I was working with entrepreneurs before, they normally would be focus on economic benefit & want to become the new Bill Gates. But here, it is the contrast. You need someone in the middle; who is interested in something more than the money but also has the sense for economic business.

I keep thinking about some aspect, I have been discussing with Anders; the cooperation between the cruise operator & the local community, in benefiting them through something else than money e.g. English training for guides or similar. You think that those ways of cooperating with international companies will benefit & promote tourism development in Greenland in the future?

I definitely think so, & that quality wise, they will really appreciate that, because those are aspects which are very important within tourism services. If there is a cruise ship with more than 1,000 German guests of 75+, the tour guide needs to speak German.

Especially with the Germans, they always love if people speak their language. Germans can be very particular about that. [Laughing]

So there some things which will make it easier to cooperate with us & to work with us, which are already standards in other places of the world. So that is again the issue, what we think is an extra mile we go & where we make an extra effort to become better, is already standard in the rest of the world. That is just how it is. Reaching that international level again, so being a tourist here in Greenland you need to make yourself aware of what you are getting yourself into, because it is not the standard of the world. But this is okay; you can get around that & sell that as a charm if people are prepared for that. But of course bigger companies are requiring standards.

I think connecting to this, also big companies have a certain way of working & require that things work & go as they are used to when performing the travel & that is something which is never guaranteed in Greenland, so they are not very flexible about adapting to that way for their tourists. I think that is something they struggle with, because this also explains a bit why people still get annoyed if flights get cancelled or delayed even though they would know in advance that it could happen but that is not how they imagine or how they prepare for it, resulting in it being a negative aspect of their travel.

This is also something were we as a destination should be better about it, in 'Yes, congratulations, you get another day or night in Nuuk & that is what you should do with your new free time at the destination'. We need to again be better at this customer service. We locals know that this happens all the time, that we also need to adapt & be flexible about it but tourists don't. So we know that once, the flight is cancelled in Kangerlussuaq you better hurry to the counter to get a room in the hotel otherwise you will be send over to the barracks, but tourists don't. We need to work on treating them properly when those issues arise, because then those issues will become minor & not one of the biggest aspects they remember after their trip. I think that is something we need to improve.

In general, communication & sharing knowledge? As also I experienced that sometimes the big companies who want to establish themselves here, have little knowledge about the challenges they need to be aware of & that is why they still press their standards, as they can't imagine that there are places where it wouldn't work according to their standards. I was thinking that this might also be an area where there needs to be a bit more preparation from the side of the destination.

We have actually been talking about getting ahead of this, because we have the website where we have been putting on as much information as we can & doing videos about what to do when this

& that happens. But still people don't get it. So we were talking about actually creating a group of guides or locals or students, who when you as a tourists book an adventure trip at a high end, would get an hour of meeting one of those, where you could get all your questions out of the way & they could tell about what to do in case something unplanned occurs. Kind of a 'talk to the locals', as something included in the price. I think that would be very good in personal service.

I think it is a very interesting idea & perspective.

So again, as long as we don't have that many tourists, it is something feasible. We could advertise to the tour agencies, that when they are selling a trip to Nuuk or which includes Nuuk with a stay for more than 3 or 4 days; this could become part of the product. As in Nuuk we still have the challenge that people see this as place for maximum 3 to 4 days, but we want to them to stay longer of course.

This is a very interesting aspect. But I also think that not only tourists but also tour operators see Nuuk more as a city for locals than for tourists. As Nuuk in particular functions around the local society & hasn't been established for tourism business only.

This is also trying to get away off, the thought that Nuuk has nothing to offer to tourists. Especially culture wise, that all the events are published on our website, visible for tourists, because there is a lot going on, which is also interesting for tourists. It is a unique place of combining nature, history & culture with a big city life. You can't experience Nuuk, when it is only your layover or transit point to visit other places in Greenland. I think that is a shame. During VNTM, we did a survey with the tour operators, which gave us hard core feedback about Nuuk as a destination. A lot have solid feedback which we can work with. So we use the knowledge from that to aim at developing product wise & creating Nuuk into more than a transit or entrance to Greenland but as a destination for itself. We connected it to the workshop & asked the tour operators why tourists are currently coming to Nuuk & there were only 6 different reasons where the main points would be VFR & business. Nobody had written culture & nature was only a minor point. So afterwards we asked what their thoughts are on reasons why people should come to Nuuk & all of a sudden there were so many reasons why. So we discussed with them why apart from there being so many reasons, there are no products offering those named aspects. This was a starting point for product development in Nuuk. So now we are trying to show that to local operators & inspire them to go on with product development. It is such a shame to see all the potential but the lack of taking action. Some of those ideas are just adding on to the product range & not even a total new product. The question left was, why are we not using the potential already? We are also having one workshop where we invite those agencies to

provide direct feedback to our local operators on how & why they should improve the local products & can generate more tourists & better corporations from this. At the very end, we also will have a workshop on marketing. Right now we are marketing different things, which means that we are not creating big awareness on the global but if we put our strength together & promote & market into the same direction, we might be able to generate more awareness & a better picture of what we think is Nuuk. Combining powers will make it easier to get seen in the world & tourism market.

I am very interested on how all this will turn out & how development will progress. I will keep an eye on that. For now those were all my questions. Thank you very much already, this was very interesting & brought in some new aspects for me.

Can you tell me a bit more about your company, its development & your future goals in the tourism sector of Greenland?

PGI Greenland was founded by a company from Andorra, Pas Grau Internacional. It comes from the desire of such company to expand internationally to remote destinations for the practice of outdoor activities, as hiking, skiing, kayaking. Greenland is their second project after their first experience in Argentina (Mil Outdoor). PGI Greenland has been on for 4 years now. It has been growing in number of clients & also of staff. The staff has doubled in the last 3 years, from 3 to 6 (still a small company, which we are proud of). One of the most important changes in the last 2 years I also regarding staff is that Greenlandic people are employed. Besides the staff, our partnerships with local people have expanded, with kayaking, dogsledding, home visits & other activities in Ilulissat & the small settlement of Oqaatsut. We see tourism as a double edge sword. You can either make a positive impact to a destination or a destructive one. We strive to do the first one, & make small contributions to make the local people's life better, our clients' experience unforgettable & motivate our staff to work for a higher purpose.

What role does culture play in the experiences you offer?

It is very important. As I was saying before, to make a positive impact in the destination, we try to improve local people's life, but trying to do little impact in their lifestyles. Of course some impacts done, that is why we do very small scale tourism. This allows in turn that our customers have a more genuine experience.

How essential are local & locally educated guides for your company? What advantage do they have for your business?

They are completely essential. We would not be here if it were not for them. They know their land, their people, they speak Greenlandic (very important!), they always help us to understand Greenland & how to approach our business activities the right way so they match with the local nature & people expectations. Of course if these guides are educated through a tourism education program, much better. Because once in the company we will just have to do a 'fine tuning", instead of training them from scratch. Campus Kujalleq has made that dream to a reality, & it is going to change the future of tourism in Greenland for the better.

What was your motivation to become instructor for the guide education at Campus Kujalleq?

What I said above was my main motivation, once I learned about Campus Kujalleq's project: 'Adventure Guide Education'. It was a way to raise the standard of tourism services / outdoor activities in the country (so better experience for travellers) & at the same time have more Greenlandic people employed in the tourism sector. & of course another motivation was that I love to educate people in the outdoors, as well as the other instructors that participated in the project. I think it is a beautiful process. In the past, when I was an outdoor student, some people guided me. They taught me how important is to be in touch with nature, how to enjoy & take care of it, & how to guide people in nature / make a living / share this passion for the outdoors. Participating in this project I was feeling like giving back everything that has been taught to me in my outdoor career as skiing, hiking & kayaking guide.

In connection to the question before; how important is on the job training for your company & employees?

It is very important. The safety of our clients depends on it, & that is our first priority always. More than anything else. Therefore the guide must be skilled in his/her activity & also very good at managing the group of clients under his/her responsibility. The quality of the trip is our second priority after safety. A good outdoor guide is someone that has a deep knowledge about the nature & culture of the place, & is able to offer a whole 'journey" to the customers, interacting with them & making them part of the journey. Communication & empathy are important skills to be developed by a guide.

Can you name 3 roles which a good tour guide should be able to perform?

I am not sure if I get the question right. If you mean 3 important things, I would say that an outdoor guide should be very good at planning, group management & problem solving. During all these stages, the guide is in a constant process of communication & decision making.
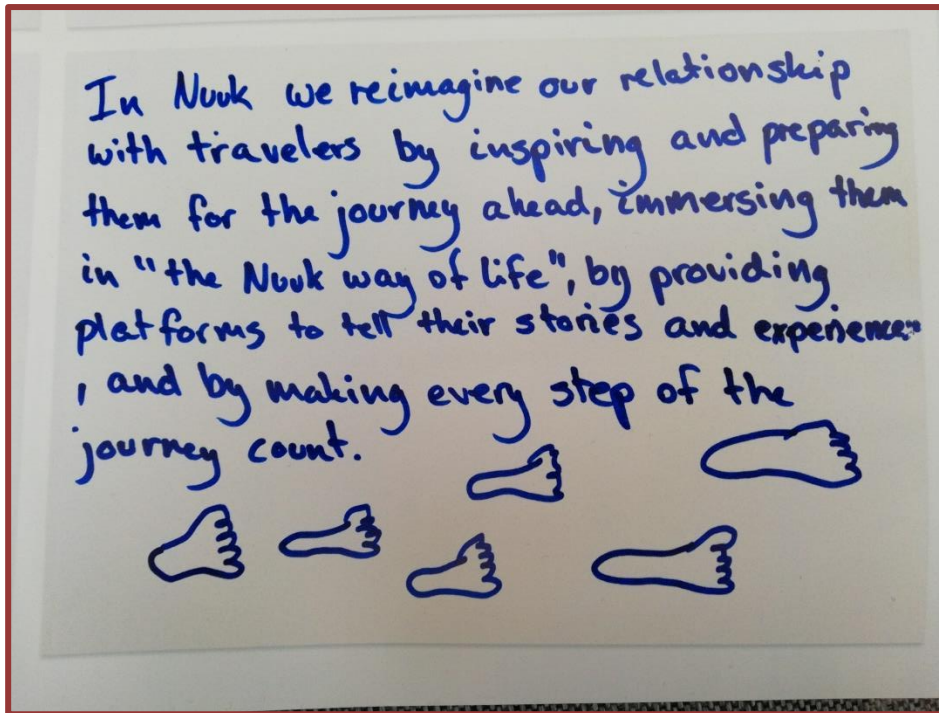
How do those roles influence your tourists' / customers' experience?

As I mentioned in question 5, as guides we offer a 'journey' to the customer, where he/she is active (does something), learns something (either to do something or acquires new knowledge), experiences beauty (usually nature), socializes (meets new people) & many times we see beautiful examples of people that overcome their fears & go beyond their limits.
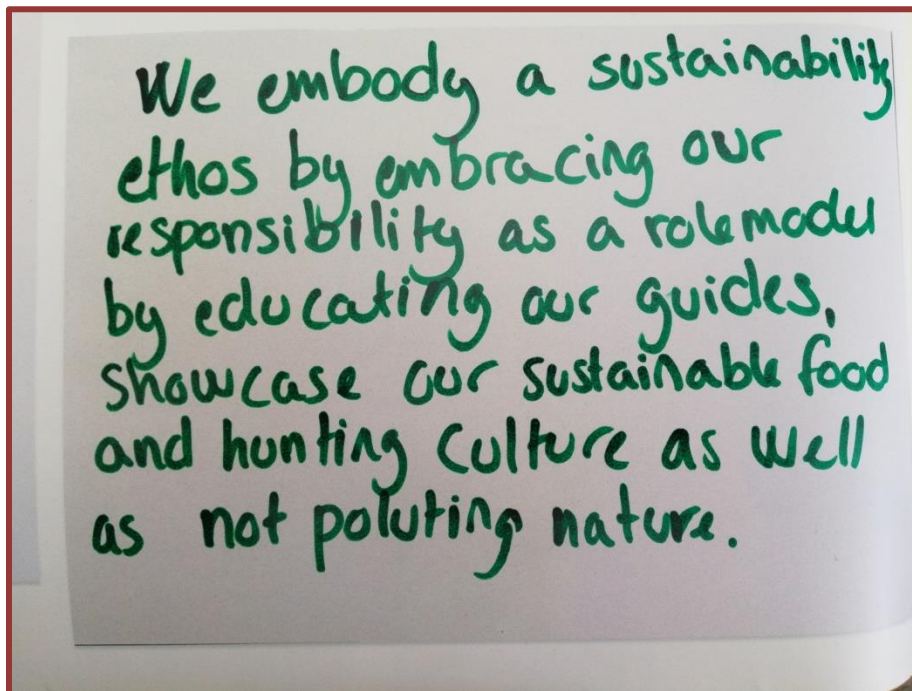
This has been a tourism workshop taken place in Nuuk, organised by Sermersooq Business Council, for established tourism businesses & university students.

PICTURE 1

In Nuuk we reimagine our relationship with travelers by inspiring and preparing them for the journey ahead, immersing them in "the Nuuk way of life", by providing platforms to tell their stories and experiences, and by making every step of the journey count.

PICTURE 2

We embody a sustainability ethos by embracing our responsibility as a rolemodel by educating our guides, showcase our sustainable food and hunting culture as well as not poluting nature.

- Expansion & development of South Greenland regarding UNESCO
- Communication & knowledge is the challenge
- Significant to have someone on the inside, knowing people already to get them on board → space / location spread over a huge piece of land
- Guides shall play a significant role in combining nature & culture (from the UNESCO sights)
- Guides star ranking = to establish the importance of knowledge about Greenland
- Monitoring system of guides, sides & tourism → how will this be possible? Space is an issue
- Networking is essential
- Building from scratch, establish new possibilities
- Workshops in Qaqortoq to work together with many operators = cooperation & collective development
- Language skills of the guides (shall know many different ones, but challenging to learn that many)
- A guide shall give the right information but also important in tourism management & local tourist information → need the right information out there
- New segments will urge for new marketing strategies (e.g. UNESCO, Viking, History etc.)
- Adapt to new possibilities e.g. special interest
- Cooperation with other UNESCO sights within Greenland → use it as a tool for expansion, market awareness & reputation
- 3rd UNESCO sight is in planning (Kangerlussuaq – Sisimiut)
- Political interest is a challenge in tourism planning e.g. conflicts with mining & between mining & farmers, they have a negative position towards development because of mining
- Many sights within the area, still many unexplored
- Need for a structured plan to develop all goal in short time = one person has many responsibilities & tasks at the same time
- Loose networks & social skills with a wide range of different people is very important to proceed & reach progress & development
- Develop a library with information, catalogues & all available information as those areas also be interesting for archaeologists & biologists or historians → also good tool to help

sharing, distributing & saving knowledge as historically knowledge was connected to place & passed on while experiencing in the place but not written down

- Park ranger who takes care of the huge park
- Get good relationship with sheep farmers & local to make them understand UNESCO & the connected development is not only about restrictions but giving new opportunities apart from expanding sheep farms & agriculture → tourism
- How can sheep farming, agriculture & UNESCO with tourism work together?
- Sheep farmers know many ruins from when they collect their sheep but haven't told yet → cooperation will show eventually many more sights
- A guide needs to keep certain roles especially with UNESCO giving rule is important → a guideline on how to act & behave around the sights for preservation & maintenance purpose

- Challenges with cruise tourism in South Greenland, currently not a lot of benefit for local operators nor cooperation
- Tourism expansion & development will depend a lot on the infrastructure expansion & the bigger airport to directly get tourists in & not via Narsarsuaq or Kangerlussuaq
- Market awareness is challenging for Greenland, especially South Greenland
- UNESCO is not only potential but also challenging in regard to cooperation &
- A lot of competition between the business because of limited tourists, they do not see the necessity to cooperate for the greater benefit of expansion
- Obstacle of education & knowledge, not only in tourism sector

APPENDIX 19 / PERSONAL NOTES

The following points are notes & observations I noted down after informal conversations & meetings during my empirical research period in Greenland.

- Tour guides should be part of the brand
- Can tour guides be the initiator for future innovation & development in the tourism sector?
- For many activities in Greenland you need a guide, if you do not have a lot of experience in the performed activity → thereby the tour guide guides the experience & has high influence on the quality & long-term effects
- Greenland is harmonizing human interaction with the nature surrounding while celebrating diversity, creativity & freedom → the complexity of relationships with people & nature is emphasized along with the importance of establishing more mutualistic social structures that take account for this
- Social networking = just stop by if you need anything → loose meetings, stop-by
- Knowing people & keeping in contact with them for future benefit
- Openness & interest, even outsider is welcome to stop by & ask questions, common ground of interest helps to initiate
- They dream big in regard to tourism & a lot will depend on building infrastructure
- Tourists want to hear about Greenland, life in Greenland
- Timidity is still an issue among tourism students → when meeting future potential employers, no initiative from their side to ask questions or get into contact; I was the one starting the conversation (no relation to business networking?)
- Business I talked to, seem very fond of what they are doing, they strongly believe in the potential & benefit of their product or service
- Is becoming the supplier really the answer for the challenge of international tour brands opening up business in Greenland? How can this be controlled in the future?

KNOWLEDGE	LANGUAGE / COMMUNICATION	SERVICE	LEADERSHIP
He/she has to be very knowledgeable about the nature surroundings & culture	Very good to speak at least English, preferable multiple languages	Helpful to the traveller/tourist	Flexible & good with improvising
Informative	Can be welcoming new guests	Willing to understand & question what good service is & willing to further improve	A good is open minded
Knowledge about facts, culture, human aspects, personal, weather, history, good to know relations of the place	Good open body language & facial expressions like mimic, gesture & the use of tone	A good guide should always look out & be active	Being the big leader, this kind of got stuck in my mind
Knows the history of the place	Very good at communicating	A good tour guide should be outgoing	Actor & entertainer, someone they can look up to & keep them in line
Has a good knowledge about both the society's history & also the current situation	They must be good at speaking English & understanding it, so they can hopefully any questions asked by tourists.	Neat looking	For me being able to organise everything is really important
Have a good knowledge in culture so his or her gestures are not too offensive.	Maybe say interpreter between several languages	Prepared	Being built to be a leader
Knowing the culture	Happy to tell about his	Nice & outgoing	Able to say 'No',

& nature & explain to the tourists about the past & present of living in Greenland.	or her destination		because there sometimes is a line & they need to have certain rules.
Can always answer the questions		Proper attire & outdoor clothing	Follow a plan
Input of personal stories		Punctual	Motivation (oneself & others) is very important for me
		Good at reading what people need	