MINISTRY OF EDUCATION, YOUTH AND SPORT

BUILD BRIGHT UNIVERSITY

SCHOOL OF DOCTORAL STUDIES

SEAN PHALLA

AN INVESTIGATIVE STUDY ON THE EFFECTIVENESS OF

STRATEGIES OF TOUR GUIDES IN SIEM REAP, CAMBODIA

THESIS SUBMITTED FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

SPECIALIZATION

MANAGEMENT

PHNOM PENH, 2025

MINISTRY OF EDUCATION, YOUTH AND SPORT

BUILD BRIGHT UNIVERSITY

SCHOOL OF DOCTORAL STUDIES

SEAN PHALLA

AN INVESTIGATIVE STUDY ON THE EFFECTIVENESS OF

STRATEGIES OF TOUR GUIDES IN SIEM REAP, CAMBODIA

THESIS SUBMITTED FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

SPECIALIZATION

MANAGEMENT

UNDER THE GUIDANCE OF

PROF. DR. MANARANJAN BEHERA

PHNOM PENH, 2025

DECLARATION

I do honestly declare that the thesis entitled "An Investigative Study on the Effectiveness of Strategies of Tour Guides in Siem Reap, Cambodia" is based on my original research work, and the same has not been submitted either in part or in full for the award of any other degree of any other university.

SEAN PHALLA

Place: Phnom Penh, Cambodia

Date: January, 2025

MINISTRY OF EDUCATION, YOUTH AND SPORT

BUILD BRIGHT UNIVERSITY

PROF. DR. MANARANJAN BEHERA
Senior Dean,
School of Doctoral Studies &
Faculty of Arts, Humanities, and Languages
E-mail: mbehera04@yahoo.co.in

CERTIFICATE

This is to certify that Mr. Sean Phalla, candidate for a Ph.D. degree in Management at Build Bright University, has prepared his thesis on "An Investigative Study on the Effectiveness of Strategies of Tour Guides in Siem Reap, Cambodia" under my supervision and guidance.

To the best of my knowledge, the present research work contains materials, which have not been submitted for the award of any degree. This thesis deserves meritorious consideration.

MANARANJAN BEHERA
(Supervisor)

ACKNOWLEDGEMENTS

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ACCSTP   ASEAN Common Competency Standard for Tourism Professional

ASEAN   Association of South East Asian Nations

Cambodia   Royal Government of the Kingdom of Cambodia

CEN   European Committee for Standardization

CPP   Cambodian People Party

DoT-SR   Siem Reap Provincial Department of Tourism

FEG   European Federation of Tourist Guide Association

GDP   Gross Domestic Product

ICC-Angkor   International Coordinating Committee for Safeguarding and

              Development of the Historic Site of Angkor

IDP   Industrial Development Policy

MoT   Ministry of Tourism

MRA-TP   Mutual Recognition Arrangement on Tourism Professions

PTG   Professional Tour Guide/Tourist Guide

SAP   Strategy As Practice

SR   Siem Reap Province

TG   Tour Guide/Tourist Guide

TGS   Tour Guide Strategy

TM   Tour Manager

UNESCO   United Nations Education, Scientific and Cultural Organization

UNWTO   World Tourism Organization

WFTGA   World Federation of Tourist Guide Association

WTTC   World Tourism and Travel Council

ABSTRACT

ABSTRACT

Since its inception, the term "strategy" originally denoted the pursuit of political ends. Following the 2nd World War, the world entered a phase of constant change. From the 1960s onward, the strategy gained widespread recognition among academics, professionals, and businesses alike. Tour guides play a crucial role in the success of tourism businesses and contribute significantly to the socio-economic aspects of the host country, both directly and indirectly. However, tourists come from diverse cultural backgrounds and travel for varied reasons, resulting in different preferences and expectations. This diversity necessitates that tour guides navigate complex roles within tourism, often encountering unique challenges along the way. Tourists' preferences are satisfied in a varied way. Therefore, tour guide strategy is pivotal for the success of tour guides.

To effectively strategize tour guide professionals, it is crucial to define, develop, and organize tour guide strategies for the effectiveness of tour guides in achieving success. The study has been carried out to seek answers to the following questions:

i. What are the income earnings of different language speaking tour guides in the study area?

ii. What is the tour guide strategy used by the tour guides in the study area?

iii. How is the working of the KMER model (knowledge, methodology, ethics, and relations) of tour guide strategy in the study area?

iv. What is the process of tour guide strategy development in the study area?

v. How is the organizing tour guide strategy for success in the study area?

vi. Is there any relationship between tour guide strategy and successful tour guides in the study area?

The study has seven main objectives as below:

i. To examine the income earnings of different language-speaking tour guides in the study area.

ii. To define the tour guide strategy of tour guides in the study area.

iii. To assess the working of the KMER model (knowledge, methodology, ethics, and relation) of tour guide strategy used by the tour guides in the study area.

iv. To analyze the process of tour guide strategy development in the study area.

v. To study organizing tour guide strategy for success in the study area.

vi. To find out the relationship between tour guide strategy and successful tour guides in the study area.

vii. To provide necessary recommendations for tour guides who will help with tourism and socio-economic development in the study area.

In this research study, an attempt is made to test the following hypotheses:

Ho 1: There is no working KMER model (knowledge, methodology, ethics, and relation) of tour guide strategy of tour guides in the study area.

Ho 2: There is no relationship between tour guide strategy and successful tour guides.

Both qualitative and quantitative analyses have been carried out in the study to approach the objectives. The study is extensively based on primary and secondary sources. While qualitative analysis has been undertaken to understand the perceptions of tour guide strategy, process of tour guide strategy development and organizing tour guide strategy for success. Quantitative analysis was conducted to examine the income earnings of different language-speaking tour guides. Additionally, the quantitative analysis was utilized to assess the working KMER model of tour guide strategies, and to find out the correlation between tour guide strategy and the success of tour guides. SPSS generated tables, figures, and pie charts to analyze the data. To test the hypotheses of the research study, multiple regression model and Spearman's rank correlation were utilized.

First, tour guides play a crucial role in tourism success and socio-economic development. However, due to tourists' diverse cultural backgrounds and social statuses, tourists' satisfaction varies, necessitating tour guides to employ diverse strategies.

Second, income earnings varied among tour guides who spoke different languages. The average annual income earnings of different languages-speaking tour guides, i.e., USD 13,000.00 was the highest average annual income earnings of Italian-speaking tour guides, followed by German, French, Spanish, Russian, Korean, English, Japanese, Malaysian, Vietnamese, Chinese and Thai were USD 10,000.00, USD 9,000.00, USD 8,250, USD 7,833.33, USD 7,654.55, USD 7,336.54, USD 7,086.21, USD 7,000.00, USD 6,800.00, USD 5,925.53 and USD 5,343.75 respectively.

Third, several factors contributing to annual income disparities among tour guides include tour guide fees, tips, and other forms of incentives include bonuses, commissions, and flexible scheduling.

Fourth, a tour guide is defined as an individual who facilitates the reception, guidance, and care of domestic and international tourists, providing explanations on geography, nature, tradition, history, culture, civilization, art, mythology, and social economy at the attraction sites.

Fifth, tour guides are typed based on geographical setting, qualifications, and specialization. The are five types of tour guides: community

tour guides, provincial tour guides, regional tour guides, national tour guides, and special interest tour guides.

Sixth, strategy was defined as a method to gain competitive advantages and seize opportunities for success. Tour guides require various strategies that are flexible and adaptable to meet the satisfaction of tourists effectively.

Seventh, tour guide strategy was defined as an intended and emergent approach to facing challenges and difficulties in the profession's success.

Eighth, the effectiveness of strategies of tour guides is assessed based on tourist satisfaction, the quality of experiences provided, and achievement of the tour objectives.

Ninth, tour guides employed various strategies, including KMER strategies: knowledge, methodology, ethics, and relations strategy.

Tenth, tour guides are categorized as strategic experts – strategists for professionals – leveraging their expertise to plan, coordinate, and optimize tourists' experiences, thereby enhancing the overall quality and success of their services in the tourism industry.

Eleventh, KMER strategies play a pivotal role in influencing the effectiveness of the tour guide's overall strategy, impacting how well their manage knowledge, methodology, ethics, and relations to enhance their performance and service delivery.

Twelfth, developing and organizing effective KMER strategies are crucial elements of tour guides to achieving success in the profession.

Thirteenth, the KMER strategies impact the effectiveness of the tour guide strategy. The percentages of knowledge on the effectiveness of tour guide strategy with highly influence was 97.25, followed by influence and perfect influence were 1.10 and 1.65 respectively. The methodology on the effectiveness of tour guide strategy was 97.80 percent highly influence, followed by 1.65 percent perfect influence and 0.55 percent influence. Ethics with highly influence and influence were 92.86 percent and 7.14 percent respectively. The percentages of relations on the effectiveness of tour guide strategy were 80.22 highly influence, followed by influence and perfect influence respectively 9.89 and 9.89.

Fourteenth, the percentage of effectiveness of tour guide strategy with highly satisfied was 86.81, followed by 8.24, 3.85, 0.55, and 0.55 were respectively satisfied, excellent, and not satisfied.

Fifteenth, based on the data collection, the regression results show that KMER was significantly influencing the effectiveness of the tour guide strategy, which can be revealed from the ANOVA result of the regression model (F = 242.557), and its significance level is 0.000. Independent variables, i.e., knowledge (X_1), methodology (X_2), ethics (X_3), and relations (X_4) had positive impacts on the dependent variable – effectiveness of tour guide strategy (G) as the regression coefficients of X_1, X_2, X_3 and X_4 are respective 1.915, -0.940, 0.367, and 0.691. Among the four types of tour guide strategy, the 't' values of

regression coefficients indicate that the impacts of knowledge (X_1), ethics (X_3), and relations (X_4) on the dependent variable - effectiveness of tour guide strategy (G) were significant at one percent level of significance. The 't' value and its significance level of the regression coefficient, knowledge (t= 9.977, sig = 0.000), methodology (t= -0.439, sig = 0.000), ethics (t= 9.942, sig = 0.000), and relations (t = 8.911, sig = 0.000) had significant impacts on dependent variable - effectiveness of tour guide strategy.

Sixteenth, the null hypothesis "Ho 1: There is no working the KMER model of tour guide strategy in the study area" is rejected. Additionally, the regression analysis reveals that knowledge, methodology, ethics, and relations strategy had a significant impact on the dependent variable, i.e., the effectiveness of the tour guide strategy at a one percent level of significance.

Seventeenth, tour guide strategy development begins with the intended strategy, followed by the emergence strategy in action. The development of the intended tour guide strategy is linked to the vision, mission, goals, and objectives. When a tour guide strategy is implemented, tour guides actively put the intended strategy in to practice, with the potential for it to be either realized or not. When intended strategy is not realized, tour guides formulate emergent strategies to address unexpected opportunities and challenges in their actual performance.

Eighteenth, tour guide strategy in action requires flexibility to adapt to the realities of different situations. Successful tour guides have integrated

KMER strategies into both intended and emergent tour guide strategies, having learned and organized them for effective implementation.

Nineteenth, strategically organizing KMER strategies contributed to tour guides' success. The KMER strategies - knowledge, methodology, ethics, and relations strategy - are interconnected elements that reinforce each other mutually.

Twenty, among the 182 selected tour guides, their rating on tour guide strategy in terms of the KMER strategies were distributed as follows: The percentages of tour guides who rated their knowledge strategy as good were 53.85 percent, very good 44.51 percent, fair 1.10 percent, and excellent 0.54 percent. Tour guides rated the methodology strategy as very good at 54.94 percent, good at 43.96 percent, and fair at 1.10 percent. The percentages of tour guides rating their ethics strategy as very good and excellent were 63.74 percent and 36.26 percent respectively. The distribution of tour guides' ratings on the relations strategy was 48.90 percent very good, 43.41 percent good, 6.59 percent fair, and 1.10 percent excellent.

Twenty-first, the percentages of tour guides rating their success as highly successful at 62.09 percent, successful at 33.51 percent, and absolute successful at 4.40 percent.

Twenty-second, the correlation between tour guide strategy and successful tour guides was calculated using Spearman's rank coefficients resulting as follows: Among the four types of tour guide strategies, the rank

correlation coefficients between knowledge strategy, methodology strategy, ethics strategy, and relations strategy, and successful tour guides were respectively (ρ: 0.666, sig: 0.000), (ρ: 0.776, sig: 0.000), (ρ: 0.571, sig: 0.000), and (ρ: 0.743, sig: 0.000) was found to be significant at a one percent level of significance.

Twenty-third, the null hypothesis "Ho 2: There is no relationship between tour guide strategy and successful tour guides" is rejected. Furthermore, the Spearman rank coefficients analysis reveals that knowledge strategy, methodology strategy, ethics strategy, and relations strategy had a significant relationship with the successful tour guides at a one percent level of significance.

Based on the research findings, specific recommendations are suggested for tour guides. First, tour guides should conduct a comprehensive assessment of the current professional landscape, identify challenges, and develop proactive solutions to enhance effectiveness. Second, the tour guides should critically utilize KMER strategies - knowledge, methodology, ethics, and relations – to tailor their services flexibly according to the diverse needs of tourists. Third, the tour guides should focus on analyzing the development of tour guide strategies and organizing strategies for success, encompassing both intended and emergent strategies, to ensure sustainable and effective successful tour guide strategy in action. Fourth, the tour guides should engage in ongoing professional development to remain abreast of emerging trends, technologies, and advancements in tourism and related disciplines. Fifth, the

tour guides should strategically define, develop, and organize their strategies to align with the realities of the situation, thereby creating personalized pathways to success.

CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

The present chapter introduces the background of the study, the statement of the problem, the research questions, the objectives of the study, the hypotheses, the significance of the study, the scope and limitations, and the layout of the study.

1.1 Background of the Study

From its origin until the 20th century, the strategy was primarily understood as pursuing political objectives (Liddell et al., 1940; Liddell, 1967; Freeman, 2013). Tour guides, a profession with deep historical roots, have traditionally played the roles of pathfinders and mentors (Cohen, 1985). In the past, formal training was not mandatory for tour guides; however, a deep knowledge of local areas and the sites visited remained important for their role. Following World War II, the world transitioned from a period of relative stability to a dynamic competition, with businesses and professionals facing significant challenges in adapting to ensure their survival (Williamson, 1975; Chandler, 2001; Friedman, 2002). As one of the pioneers in the scientific study of tour guides, Cohen (1985) highlighted the significant role that tour guides play in the success of tourism. Richter et al. (2013) argued that change is the only constant and that developing strategies for managing this change is critical.

Since the early 20th century, the central role of practice has contributed to a deeper understanding of social reality (Dewey, 1938; Wittgenstein, 1951;

Heidegger, 1962; Foucault, 1977; Vygotsky, 1978; Giddens, 1984; de Certeau, 1984; Bourdieu, 1990; Dreyfus, 1991; Brown & Duguid, 1991, 2001; Engestrom et al., 1999; Schatzki et al., 2000; Orlikowski, 2000, 2002; Whittington, 2002; Reckwitz, 2002; Nicolini al et., 2003; Jarzabkowski, 2003, 2005; Jarzabkowski, 2004; Tuomela, 2005; Gherardi, 2009; Dennis et al., 2007; Feldman & Orlikowski, 2011; Nicolini, 2012; Mantere et al., 2021). Whittington (2006) claimed that practice bridges the existing dualism between society and the individual.

Expanding on this perspective, the definition of strategy has evolved. Neumann et al. (1947) defined strategy as a series of actions taken to address a particular situation. According to Drucker (1954), the strategy involves analyzing the current situation and implementing necessary changes. From the 1960s onward, strategy gained widespread attention from academics, consultants, and practitioners. Chandler (1962) argued that strategy and structure are managerial choices and actions, rather than mere outcomes. Strategy also emerged as a key guide for decision-making (Ansoff, 1969). Waterman et al. (1980) emphasized that strategy aims to enhance competitive positioning. Furthermore, Huang (2011) suggested that strategy should be understood and explained through various personal, cultural, and contextual perspectives. In the Strategy as Practice (SAP) framework, Best (2011a) redefined the role of tour guides as strategists.

Tour guides overcome various obstacles and challenges to achieve success (Best, 2011a). Several scholars have examined the roles of tour guides

from different perspectives (Cohen, 1972, 1979, 1982a, 1985; Schmidt, 1979; Holloway, 1981; Pearce, 1984; Fine & Speer, 1985; Katz, 1985; Weiler & Devis, 1993; Pond, 1993; Bras, 2000; Jensen, 2000; McDonnell, 2001; Dahles, 2002; Dioko & Unakul, 2005; Salzar, 2006; Prakash & Chowdhary, 2009; Tanaka, 2010; Wynn, 2011; Poudel & Nyaupane, 2011; Lin et al., 2017; ASEAN, 2018; Ninpradith, 2019). Hofstede (2001) highlighted that tourists come from diverse cultural backgrounds, each with unique preferences regarding service quality and satisfaction. Braga et al. (2013) suggested that different types of tourists require tailored strategies.

A successful tour guide employs a variety of strategies tailored to specific situations. Research has been conducted to understand the strategies that contribute to a tour guide's success (Douga, 1996; Deca, 2000; Pipop, 2005; Irish, 2006). Additionally, several studies have focused on Tour Guide Strategy (TGS), particularly on interpretation strategies (Cartin & Aric, 1992; Pule, 2002; Magablih et al., 2010; Brito, 2012; Braga et al., 2013; Purnomo, 2017; Ababneh, 2018; Lu & Zao, 2019) and communication strategies (Fary & Pai, 2001; Huang, 2011; Ekati & Saniaty, 2018). These studies highlight the importance of both interpretation and communication skills in enhancing the overall tour experience and ensuring effective engagement with visitors.

Tour guides' competencies have significantly gained position and provided advantages within the profession (Tanaka, 2010; Supriadi & Anoroh, 2014; Lin et al., 2017; Ninpradith et al., 2019). Furthermore, several studies have explored the strategically developed competencies within tour guide

strategies, including the knowledge possessed by tour guides (Bra, 1997; Dabi, 2003; Wai, 2003; Jiayi & Ha, 2006; Ziriba, 2010), tour guiding methodology (Geoge, 1995; Serio, 2004; Hauros, 2003; Fyle, 2008; Jeo, 2010), ethics (Wiet, 2000; Fedi, 2002; Hauri, 2005; Zinaka, 2009), relations (Pyle, 2000; Harky, 2001; Wynni, 2003; Aneza, 2005), and knowledge and ethics in guiding (Hey, 1994, Fa & Telor, 2002; Bedi & Nec, 2005). The success of tour guides is greatly shaped by the strategies they employ. To attain sustained success in the profession, the significance of strategizing and organizing effective tour guide strategies has been widely acknowledged.

1.2 Statement of the Problem

Tourism has rapidly emerged as one of the most significant global industries, making a vital contribution to the economies of host countries, and the role of tour guides is critical to its success. The success of tourism destinations heavily relies on the quality of experiences provided to tourists, with tour guides playing a central role in shaping these experiences. Tour guides are responsible for offering insightful interpretations, guidance, and fostering deeper connections to the cultural and natural heritage of the sites visited (Cohen, 1985; Poria et al., 2001a; McKercher et al., 2015). Their ability to deliver an engaging and educational experience is closely linked to tourist satisfaction, which in turn impacts the broader success of the tourism industry (Weiler & Black, 2015; Best, 2011b).

However, despite their pivotal role, tour guides face significant challenges in delivering insightful and engaging experiences within the

complexities of the tourism industry (Weiler & Black, 2015; Best, 2011; Cohen, 1985). These challenges include managing diverse audiences with varying expectations and preferences, overcoming time constraints, staying competitive in a crowded market, and continuously updating their knowledge in an ever-changing tourism environment (Weiler & Black, 2015; Best, 2011; Richter et al., 2013; Weaver, 2010). For tour guides to thrive, they must develop strategies that address these challenges and promote sustainable practices. Such strategies involve relationship-building, effective communication, personalized experiences, and continuous professional development (Rita, 2013; Johnson et al., 2008; Tribe, 2015).

Siem Reap, Cambodia, serves as a prime example of a destination where the role of tour guides is crucial to the success of tourism. Known for its rich cultural heritage and the globally renowned Angkor Wat, Siem Reap attracts millions of tourists each year. The effectiveness of tour guides in Siem Reap directly impacts both tourist satisfaction and, by extension, the region's socio-economic development, as tourism is a key driver of local economic growth (Cohen, 1985; Tan & Zhang, 2015). While many tour guides in Siem Reap possess essential knowledge and qualifications, their strategies for engaging tourists, managing diverse group dynamics, and addressing contemporary tourism challenges remain under-explored (McKercher & du Cros, 2002).

Developing and refining effective strategies for tour guides in Siem Reap is essential to enhance tourist experiences and maintain the region's

competitiveness as a global tourism destination. As Siem Reap continues to attract millions of visitors, understanding how tour guides develop and implement these strategies is critical to the region's ongoing success. This research will address this gap by exploring the strategies employed by tour guides, which are key to the tour guides' success, the sustainability of the region's tourism sector, and the support of its socio-economic development (Poria et al., 2006; World Tourism Organization, 2021).

Effective tour guide strategies are critical for improving the quality of service, boosting tourist satisfaction, and supporting the broader socio-economic development of Siem Reap. These strategies combine knowledge-based approaches, efficient methodologies, ethical practices, and relationship-building. These strategies involve a dynamic blend of knowledge, methodology, ethical considerations, and relationship-building. Knowledge-based strategies enrich tourists' learning experiences and foster trust and engagement (McKercher et al., 2015). Methodological strategies, such as time management, structured itineraries, and interactive techniques, ensure efficient and engaging tours (Weiler & Ham, 2001; Moscardo, 1996). Ethical strategies that respect local culture, promote sustainability, and engage with the local community are key to responsible tourism (UNWTO, 2024; TIES, 2024). Additionally, relationship-building strategies that personalize the experience and cater to diverse tourist preferences are crucial to creating memorable tours (Govers & Go, 2009; McKercher et al., 2015).

Given the growing importance of tourism to Siem Reap's socio-economy (Tan & Zhang, 2015), the strategies employed by tour guides not only shape tourists' experiences but also influence the competitiveness of Siem Reap as a global destination (Cohen, 1985; McKercher & du Cros, 2002). Without the development, refinement, and standardization of these strategies, Siem Reap risks losing its appeal to increasingly discerning global travelers (Weiler & Black, 2015). Additionally, without a structured approach to enhancing tour guide practices, the long-term sustainability of tourism development in the region may be jeopardized (Poria et al., 2006; World Tourism Organization, 2021).

This study seeks to explore the strategies employed by tour guides in Siem Reap, Cambodia, to assess their effectiveness in enhancing tourist experiences and fostering sustainable tourism. By understanding how these strategies contribute to success, the research will provide valuable insights for the professional development of tour guides, aiming to improve service quality, boost tourist satisfaction, and support the overall growth of the tourism sector and socio-economic development in Siem Reap, Cambodia.

1.3 Research Questions

The present study seeks to provide answers to the following research questions:

i. What are the income earnings of different language-speaking tour guides in the study area?

ii. What is the tour guide strategy used by the tour guides in the study area?

iii. How is the working of the KMER model (Knowledge, Methodology, Ethics, and Relations) of tour guide strategy in the study area?

iv. What is the process of tour guide strategy development in the study area?

v. How is the organizing tour guide strategy for success in the study area?

vi. Is there any relationship between tour guide strategy and successful tour guides in the study area?

1.4 Objectives of the Study

The main objectives of the study are as follows:

i. To examine the income earnings of different language-speaking tour guides in the study area.

ii. To define the tour guide strategy used by tour guides in the study area.

iii. To assess the working of the KMER model (Knowledge, Methodology, Ethics, and Relations) of the tour guide strategy used by the tour guides in the study area.

iv. To analyze the process of tour guide strategy development in the study area.

v. To study organizing tour guide strategy for success in the study area.

vi. To find out the relationship between tour guide strategy and successful tour guides in the study area.

vii. To provide necessary recommendations for tour guides who will help with socio-economic development in the study area.

1.5 Hypotheses of the Study

The hypotheses of the study are as follows:

Ho 1: There is no working KMER model (Knowledge, Methodology, Ethics, and Relations) of the tour guide strategy of tour guides in the study area.

Ho 2: There is no relationship between tour guide strategy and the success of the tour guide.

1.6 Significance of the Study

The study would make a significant contribution to both operational and academic value. The operational value would assist tour guides in achieving professional goals, requiring a deep understanding of flexible design in practice and policy-making for socio-economic development in Cambodia, particularly in Siem Reap province. Moreover, the study's findings hold significant academic value. They offer comprehensive insights for tourism policymakers, researchers, teachers, students, trainees, and the general public. The study explores various aspects, including income earnings among tour guides and perceptions of tour guide strategy. The research also examines the working

KMER model of tour guide strategy, the development and organizing of tour guide strategies for success, and the relationship between tour guide strategy and tour guides' success and socio-economic development in Siem Reap, Cambodia. The study's findings would help in the development of tour guide professionals, thereby contributing to the socio-economic advancement in the study area.

1.7 Scope and Limitations of the Study

The scope of the study is confined to the tour guide strategy in Siem Reap, Cambodia. Only 182 tour guides including 52 English language speaking, 11 French speaking, 29 Japanese-speaking, 16 Thai-speaking, 47 Chinese speaking, 2 German-speaking, 4 Spanish speaking, 1 Italian speaking, 11 Korean speaking, 5 Vietnamese speaking, 3 Russian speaking and 1 Malaysian speaking out of 1706 licensed tour guides. From among these licensed tour guides, 12 languages (490 English, 99 French, 268 Japanese, 150 Thai, 442 Chinese, 20 German, 43 Spanish, 7 Italian, 99 Korean, 51 Vietnam, 33 Russian and 4 Malaysian) have been surveyed in 2019 to meet the objectives of the study. Interested researchers and academicians can take these respondents for further research in the future.

Furthermore, the study is confined to only the existing tour guides who got the license in 2018. However, somebody can research the effectiveness of strategies of tour guides in different regions of Cambodia in the future as well.

1.8 Layout of the Study

The present study is comprised of six chapters as follows:

Chapter 1: The first chapter includes background of the study, statement of the problem, research questions, study objectives, hypotheses, significance, scope and limitations of study, and layout of the study.

Chapter 2: A detailed review of both conceptual and empirical literature is carried out in the second chapter. The chapter includes literatures relating to the definitions of tour guide, strategy and tour guide strategy. More focus is made on the different of tour guide strategy in different places of the world, and how tour guide strategy has benefitted the professional tour guides and socio-economic development of the area.

Chapter 3: In the third chapter, the detail research methodology of the study is presented. This chapter includes the types of analysis, types and sources of data, sample size, sample method, procedure of data collection, statistical tools, coverage of the study and procedure of analyzing data.

Chapter 4: The chapter discusses the socio-economic profile of Siem Reap of Cambodia with more focus discussion on the tour guide strategy of tour guides so far adopted for tourism development in Cambodia.

Chapter 5: In the fifth chapter, income earnings of different language-speaking tour guides, tour guide strategy in perception, working KMER model of tour guide strategy, process of tour guide strategy development, organizing tour guide strategy for success, and the relationship between tour guide strategy and successful tour guides are analyzed.

Chapter 6: The last chapter summarizes the main findings of the study along with appropriate recommendations for professional tour guides leading to the socio-economic development of the study area. Based on the main findings of the study concluding remarks are given.

REFERENCES

Ababneh, A. (2018). *Case study for developing interpretive strategies in an archaeological heritage attraction*. Retrieved from https://www.academia.edu/41262265/The_Site_of_Pella_in_Jordan_A_Case_Study_for_Developing_Interpretive_Strategies_in_an_Archaeological_Heritage_Attraction

Adema, C. (1998). Developing interpretative language for success: Language proficiency and interpretation. *Journal of Tourism Management, 7*(2), 200.

Aneza, C. (2005). Significant impact of professional ethics: A case study on tourism services' provider. *International Journal of Tourism Management, 7*(1), 35-55.

Ansoff, H. I. (1969). *Business strategy: Selected readings*. Baltimore, MD: Penguin Books.

Ap, J., & Wong, K. K. (2001). Case study on tour guiding: Professionalism, issues and problems. *Tourism Management, 22*(5), 551-563. https://doi.org/10.1016/S0261-5177(01)00011-6

ASEAN. (2018). *Handbook of ASEAN mutual recognition arrangement on tourism professionals* (2nd ed.). Jakarta: ASEAN Secretariat.

ASTA. (2017). Tailor Made Tour Specialist. Retrieved from https://www.novalandtours.com/japantours.html?gclid=CjwKCAjwr8z

oBRA0EiwANmvpYAKEfpDAnyCHzC9H4UMgzNZKzO4OXJFCyXVHIA_sE

JjZ2UwlyOCDlxoCU9IQAvD_BwE

Bedi, A. T., & Nec, T. L. (2005). Strategy as practice: Relation and ethics. *Journal of Tourism Studies, 11*(2), 155-172.

Berry, M. E. (2006). *Japan in Print Information and Nation in the Early Modern Period*. Berkeley, California: University of California Press.

Best, J. (2011b). *Tour guiding and the role of tour guides in sustainable tourism development*. In S. M. Weaver (Ed.), *The Encyclopedia of Tourism and Recreation in the Asia-Pacific Region* (pp. 362-368). Routledge.

Best, K. (2011a). Strategy in Practice: Re-categorising Tour Guides as Strategists. *Academy of Management Conference*.

Black, R., & Weiler, B. (2005). Quality assurance and regulatory mechanism in the tour guiding industry: A systematic review. *Tourism Management, 26*(3), 551-560.

Bourdieu, P. (1990). *The Logic of Practice*. Cambridge: Polity Press.

Bra, R. (1997). Tour Guide Competences: Significance of Tour Guide's Knowledge. *International Journal of Professional Competencies, 5*(1), 105.

Braga, C., Brito, L., & Soares, M. (2013). Tour Guides, Facts and Fiction in Heritage Interpretation: The case study of Sintra National Palace. In Koerts & Smith (Eds.), *3rd International Research Forum on Guided*

Tour, 4-6 April 2013, Breda, Holland (pp. 165-181). ISBN: 978-90-5472-194-9.

Bras, K. (2000). *Image-Building and Guiding on Lombok: The Social Construction of a Tourist Destination*. PhD Dissertation Submitted to Department of Leisure Studies, Tilburg University.

Brito, L. (2012). Intercultural Interpretation Strategies in the Museum Context: Case Study of a Guided Visit to the Coach Museum in Lisbon. *Turismo & Desenvolvimento, 17/18*(3), 1509-22.

Brown, J. S., & Duguid, P. (1991). Organizational Learning and Communities of Practice: Toward a Unified View of Working, Learning and Innovation. *Organization Science, 2*(1), 40-57.

Brown, J. S., & Duguid, P. (2001). Knowledge and organization: A social-practice perspective. *Organization Science, 12*(2), 198-213.

Calderon, J. (2013). Asia Hotels in Investor Spotlight. Retrieved from http://investvine.com/asia-hotels-get-in-investor-spotlight/

Cartin, B., & Aric, D. (1992). Interpretive Language Sufficiency: A Case Study for Successful Tour Guide. *International Journal of Tourism, 5*(2), 233-250.

Chandler, A. D. (1962). *Strategy and Structure*. New York: Doubleday.

Chandler, A. D. (2001). *Inventing the electronic century: The epic story of the consumer electronics industry*. Free Press.

Cohen, E. (1972). Toward a Sociology of International Tourism. *Social Research, 39*(1), 164-182.

Cohen, E. (1979). Rethinking the Sociology of Tourism. *Annals of Tourism Research, 6*(1), 18-35.

Cohen, E. (1982a). Jungle Guides in Northern Thailand: The Dynamics of Marginal Occupational Role. *Sociological Review, 30*(2), 234-266.

Cohen, E. (1982b). Toward a Sociology of International Tourism. *Social Research, 39*(2), 164-182.

Cohen, E. (1985). The Tourist Guide: The Origins, Structure and Dynamics of a Role. *Annals of Tourism Research, 12*(1), 5–29.

Cooper, C., Hall, M., Timothy, D., & Duval, D. (2008). *Tourism: Principles and practice*. Pearson Education Limited.

Dabi, A. (2003). Developing Tour Guides' Knowledge for the Success. *Journal of Tourism Management, 1*, 10.

Dahles, H. (2002). The Politics of Tour Guiding: Image Management in Indonesia. *Annals of Tourism Research, 29*(3), 783-800.

De Certeau, M. (1984). *The Practice of Everyday Life*. Berkeley: University of California Press.

Deca, F. (2008). An Analysis on Level of Tour Guides' Success. *International Journal of Management, 8*, 20.

Denis, J. L., Langley, A., & Rouleau, L. (2007). Strategizing in Pluralistic Contexts: Rethinking Theoretical Frame. *Human Relations, 60*(1), 179-215.

Derera, K., & Esshetie, T. (2017). Tour Guiding Assurance Mechanisms and Respective Tourist Satisfaction: Evidence from South Ethiopia. Retrieved from https://www.researchgate.net/publication/322071303_Tour_Guiding_Quality_Assurance_Mechanisms_and_Respective_Tourist_Satisfaction_Evidence_from_South_Ethiopia.

Dewey, J. (1938). *Experience and Education*. New York: Touchstone.

Dioko, L. A. N., & Unakul, M. H. (2005). The Need for Specialized Training in Heritage Tour Guiding at Asia World Heritage's Sites: Preliminary Findings on the Challenges and Opportunities. Regional Consultation Meeting, Macao.

Douga, L. (1996). Strategy Discourse for the Success. *Journal of Tourism Studies, 22*(2), 220-230.

Dreyfus, H. (1991). *Being in the World*. Cambridge, MA: The MIT Press.

Drucker, P. (1954). *The Practice of Management*. New York: Harper and Brothers.

Ekayati, R., & Saniaty, D. (2018). Communication Strategies Used by Tourist Guides: Case Study at Bukit Lwang. In *The 1st Annual International Conference on Language and Literature*, vol. 2018.

Engestrom, Y., Miettinen, R., & Punamaki, R. L. (1999). *Perspectives on Activity Theory*. Cambridge: Cambridge University Press.

European Commission. (2008). The European Qualification Framework for Lifelong Learning (EQF). Retrieved from http://www.ec.europa.eu /education/pub/pdf/general/eqf/proch_en.pdf

Fa, A. C., & Telor, D. (2002). Strategy discourse in context: Power of relation and professional ethics. *Journal of Tourism Studies, 32*(2), 200-212.

Fary, L., & Pai, R. (2001). Communication in Professional Effectively: A Compromising Tool Between Communication and Tour Guide Values. *International Journal of Communication and Strategy, 10*(3), 50.

Fedi, Z. A. (2002). Professional ethics: A case study on ethics and tour guide values. *International Journal of Management.*

Feldman, M. S., & Orlikowski, W. J. (2011). Theorizing Practice and Practicing Theory. *Organization Science, 22*(5), 1240-1253.

Fine, E. C., & Speer, J. H. (1985). Tour guide performance as sight sacralisation. *Annals of Tourism Research, 12*(1), 73–95.

Foucault, M. (1977). *Discipline and Punish: The Birth of the Prison*. New York: Pantheon Books.

Freedman, L. (2013). *Strategy*. Oxford University Press.

Freedman, L. (2015). *A History*. Oxford: Oxford University Press.

Friedman, M. (2002). *Capitalism and freedom*. University of Chicago Press.

Fyle, C. (2008). Strategy As Practice: Power of Tour Guiding Methodology. *Journal of Management Studies, 10*(4), 199-223.

Geertz, C. (1973). *The interpretation of cultures: Selected essays*. Basic Books.

Geoge, D. (1995). Tour Guiding Methodology. *International Journal of Tourism*, 201.

Geva, A., & Goldman, A. (1991). Satisfaction measurement in guided tours. *Annals of Tourism Research, 18*(2), 177-185.

Gherardi, S. (2009). Introduction: The Critical Power of the "Practice Lens". *Management Learning, 40*(2), 115-128.

Giddens, A. (1984). *The Constitution of Society*. Oxford: Polity Press.

Goeldner, C. R., & Richie, J. R. B. (2012). *Tourism: Principle, practice, Philosophies* (12th ed.). Wiley.

Govers, R., & Go, F. M. (2009). *Cultural tourism and destination marketing: Strategic perspectives on positioning and promotion*. Springer.

Govers, R., & Go, F. M. (2009). Place branding: Global, virtual, and physical identities, constructed, imagined, and experienced. Palgrave Macmillan.

Gunn, C. A. (2002). *Tourism planning: Policies, processes and relationships*. Longman.

Hall, C. M. (2005). Safety and security in tourism: Relationships, management, and marketing. Routledge.

Harky, A. (2001). Strategy Discourse in Context: Power of Relation in Professional. *International Journal of Tourism Studies, 40*(3), 300-315.

Haung, Y. (2011). Chinese tour guides' strategies in intercultural communication – Implications for language teaching and tourism education. *Journal of Language Teaching and Research, 2*(1), 146-155.

Hauri, Z. (2005). Strategy discourse in context: Professional ethics. *International Journal of Tourism, 11*(2), 300-301.

Hauros, A. L. (2003). Strategy discourse in context: Tour guiding methodology. *International Journal of Management and Strategy, 12*(2), 300-320.

Hauros, H. (2003). Knowledge acquisition and assimilation in tourism innovation processes. *Scandinavian Journal of Hospitality and Tourism, 14*(2), 300-320.

Heidegger, M. (1962). *Being and Time*. Oxford: Blackwell.

Henderson, B. (1989). The Origin of Strategy. *Harvard Business Review, 67*(1), 139-143.

Hey, B. (1994). Strategy discourse in tour guiding: Power of knowledge and tour guiding methodology. *International Journal of Tourism Studies, 12*(2), 80-99.

Hofstede, G. (2001). *Cultures' consequences: comparing values, behaviors, institutions and organizations across nations*. London: Sage Publications.

Holloway, J. C. (1981). The guided tour: A sociological approach. *Annals of Tourism Research, 8*(3), 377-402. https://doi.org/10.1016/0160-7383(81)90045-0

Irish, A. (2006). Placing Strategy for Success: Strategy and Power of Success. *Journal of Management Studies, 50*(1), 100-135.

Jarzabkowski, P. (2003). Strategy As Practice: Recursiveness and Adaptiveness-in-Use. *Organization Studies*.

Jarzabkowski, P. (2005). *Strategy as Practice: An Activity-Based Approach*. London, UK: Sage.

Jensen, O. (2000). Social mediation in remote developing world tourism location – Significance of social ties between local guides and host communities in sustainable tourism development. *Journal of Sustainable Tourism, 18*(5), 615–633.

Jeo, Z. A. (2010). Strategy as practice: Tour guiding methodology. *International Journal of Management, 11*(3), 200-230.

Jiayi, R., & Ha, B. (2006). Strategy as practice: Strategizing knowledge for the success. *International Journal of Management and Strategy, 33*(3), 88-100.

Johnson, G., Scholes, K., & Whittington, R. (2008). *Exploring corporate strategy*. Retrieved from https://www.amazon.com/Exploring-Corporate-Strategy-Gerry-Johnson/dp/0273711911.

Katz, S. (1985). The Israeli teacher-guide: The emergence and perpetuation of a role. *Annals of Tourism Research, 12*, 49-72.

Khoo-Lattimore, C., Prideaux, B., & Moscardo, G. (2016). Tour guides as mediators experience: An exploratory study of the Australian outback. *Tourism Management, 55*, 224-237.

Kingdom of Cambodia. (2009). *Law on Tourism* (Royal Kram No. NS/RKM/0609/007).

Kvint, V. (2009). *The Global Emerging Market: Strategic Management and Economics*. Retrieved from https://books.google.com.kh/books?id=mb5n8O9y6YIC&printsec=frontcover&dq=the+global+emerging+market&redir_esc=y&hl=km#v=onepage&q=the%20global%20emerging%20market&f=false

Liddell, H. B. H. (1967). *Strategy*. New York: Praeger.

Liddell, H. G., & Scott, R. (1940). *στρατηγία, A Greek-English Lexicon*. Retrieved from www.perseus.tufts.edu

Lin, Y. C., Lin, M. L., & Chen, Y. C. (2017). How tour guides' professional competencies influence on service quality of tour guiding and tourist satisfaction: An exploratory research. *International Journal of Human Resource Studies, 7*(1).

Magablih, K., Abulhaiha, L. A., & Saleh, M. A. (2010). Interpretation strategies used by Jordanian tourist guides to handle cultural specificity in tourism material. *TEAM Journal of Hospitality and Tourism Management, 7*(1).

Mantere, S., & Whittington, R. (2021). Becoming a strategist: The roles of strategy discourse and ontological security in managerial identity work. *Strategic Organization*.

Mason, P. (2015). *Tourism Impacts, Planning and Management*. Routledge.

Mason, P., & Miorandi, D. (2011). *Tourism and mobilities: Local-global connections*. Emerald Group Publishing Limited.

McDonnell, I. (2001). *The Roles of tour guide in transferring cultural understanding*. School of Leisure, Sport and Tourism, Sidney.

McGrath, J. (2007). Tour guides: Cultural ambassadors. *Tourism Recreation Research, 32*(3), 3-6.

McKeown, (2011). Book of the year awards 2013, *Chartered Institute of Management*.

McKercher, B., & du Cros, H. (2002). *Cultural tourism: The partnership between tourism and cultural heritage management*. Routledge.

McKercher, B., Cros, H., & Choi, Y. H. (2014). Roles of tour guides in managing tourism experiences: A case study of Chinese tour guides. *Tourism Management*, *48*, 15-24.

McKercher, B., Ho, P. S. Y., & Cros, S. (2015). *Tourism and cultural heritage management in Cambodia: Challenges and prospects*. Journal of Heritage Tourism, *10*(3), 269-285.

McKercher, B., Ho, P. S., & Du Cros, H. (2015). *Tourism and the Cultural Heritage of Asia*. Routledge.

Ministry of Tourism (MoT). (2018). *Guiding for tourism education and profession*. Department of Tourism, Cambodia.

Ministry of Tourism (MoT). (2019). *Tourism Statistics Report Year 2018*. Ministry of Tourism, Government of Cambodia.

Mintzberg, H. (1978). Patterns in strategy formation. *Management Science*, *24*(9), 934-948.

Mintzberg, H., & Quinn, J. B. (1996). *The Strategy Process: Concepts, Contexts, Cases*. Prentice Hall.

Mintzberg, H., Ahlstrand, B., & Lampel, J. (2009). *Strategy safari: A guide tour through the wilds of strategic management*. Free Press.

Mohimani, B. (2018). *How to Become Tourist Guide in India*. Retrieved from www.ghumakkads.in

Moscardo, G. (1996). Mindful visitors: Heritage and tourism. *Annals of Tourism Research, 23*(2), 376-397.

Nicolini, D. (2012). *Practice Theory, Work, and Organization: An Introduction*. Oxford: Oxford University Press.

Nicolini, D., Gherardi, S., & Yanow, D. (2003). *Knowing in Organizations: A Practice-Based Approach*. Armonk: ME Sharpe.

Ninpradith, N., Viriyasuebphon, P., & Voraseyanont, P. (2019). A Study of Tour Guide Competency, Service Quality, and Tourist Satisfaction of Chinese Tourist. *Burapha Journal of Business Management, 7*(2).

Orlikowski, W. J. (2000). Using Technology and Constituting Structures. *Organization Science, 11*(4), 404-428.

Orlikowski, W. J. (2002). Knowing in practice: Enacting a collective capability in distributive organizing. *Organization Science, 13*(3).

Parasuraman, A., Berry, L. L., & Zeithaml, V. A. (1991). Refinement and reassessment of the SERQUAL Scale. *Journal of Retailing, 67*(4), 420-450.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing, 49*(4), 41-50.

Pask, G. (1972). Learning Strategies and Individual Competence. *International Journal of Man-Machine Studies, 4*(3), 217-253.

Pearce, P. L. (1984). Tourist Guide Interaction. *Annals of Tourism Research, 11*, 129-146.

Pipop, D. A. (2005). An analysis on level of tour guides' success. *International Journal of Tourism, 6*(6), 50-72.

Pond, K. L. (1993). *The professional guide: Dynamics of tour guiding*. New York: Van Nostrand Reinhold.

Poria, Y., Butler, R., & Airey, D. (2001). The core of heritage tourism. *Annals of Tourism Research, 28*(4), 927-939.

Poria, Y., Butler, R., & Airey, D. (2006). *The core of heritage tourism*. Annals of Tourism Research, 33(3), 640-660.

Poria, Y., Reichel, A., & Biran, A. (2001b). *Tourism, religion and religions in tourism: The role of religion in the tourist experience*. International Journal of Tourism Research, 3(2), 81-94.

Poria, Y., Reichel, A., & Biran, A. (2001a). *Tourist's evaluation of guided tours in heritage sites: The case of Masada*. Journal of Heritage Tourism, 5(1), 1-14.

Porter, M. E. (1980). *Competitive Strategy*. Free Press.

Porter, M. E. (1996). What is strategy? *Harvard Business Review*, 61-78.

Poudel, S., & Nyaupane, G. P. (2011). *Exploring the roles of tour guides in trekking tourism*. University of Massachusetts Amherst.

Poudel, S., & Nyaupane, G. P. (2011). *Tourist satisfaction and loyalty: A study of Siem Reap, Cambodia*. Journal of Tourism and Cultural Change, 9(3), 204-221.

Prakash, M., & Chowdhary, N. (2009). Tour guide: Roles, challenges, and desired competences. *Indian Institute of Tourism and Travel Management, Gwalior*.

Pule, M. (2002). Developing language interpretation for tour guide: Interpretive language methodology. *Journal of Art in Languages, 7*(7), 200.

Purnomo, B. (2017). More than words: Strategies used by Indonesian tourist guides to interpret cultural terms in Surakarta and Yogyakarta Royal Palaces. Electronic ISSN: 2579-7263.

Pyle, A. D. (2000). Strategy discourse in context: Power of relationship in tour guide professional. *International Journal of Management Studies, 81*(2), 275-301.

Reckwitz, A. (2002). Toward a theory of social practices: A development in cultural theorizing. *European Journal of Social Theory, 5*(2), 243-263.

Reisinger, Y., & Lindsay, W. T. (2011). *Cross-cultural behaviour in tourism: concepts and analysis*. Butterworth.

Richter, K., Riva, R., & Drage, H. (2013). Impact of self-attraction and loading effects induced by self-mass loading on projected regional sea-level rise. *Geophysical Research Letters, 40*(6), 1144-1148.

Richter, L. K., Moore, R., & Pearce, P. L. (2013). *Tourism: A Global Perspective*. Wiley.

Rita, B. A. (2013). The 5 strategies for personal and professional success in 2013. Retrieved from www.archive.boston.com/business/blogs/global-business-hub/2013/01/5_strategies_fo.html

Rosing, M. V. (2010). *The importance of a business model*. Retrieved from https://www.researchgate.net/publication/288003355_The_Importance_of_a_Business_Model

Royal Government of Cambodia (RGC). (2018). *Rectangular Strategy for Growth, Employment, Equity and Efficiency: Building the Foundation Toward Realizing the Cambodia Vision 2050*. Retrieved from http://cnv.org.kh/wp-content/uploads/2012/10/Rectangular-Strategy-Phase-IV-of-the-Royal-Government-of-Cambodia-of-the-Sixth-Legislature-of-the-National-Assembly-2018-2023.pdf

Salazar, N. B. (2006). Touristifying tanzania: Local guides, global discourse. *Annals of Tourism Research, 33*(3), 833–852.

Schatzki, T., Knorr-Centina, K., & Von Savigny, E. (2000). *The practice turn in contemporary theory*. London: Routledge.

Schmidt, C. J. (1979). The guided tour: Insulated adventure. *Urban Life, 7*(4), 441–467.

Serio, B. (2004). Developing tour guiding methodology: Understanding and practical technique. *Journal of Management Science, 6*(6), 12.

Siem Reap Provincial Department of Tourism (DOT-SR). (2018). Office of Tour Guide License, Siem Reap Provincial Department of Tourism.

Sujarinphong, P. (2016). *Tour guide*. Published Kasetsart University.

Supriadi, B., & Aniroh, K. (2014). Profiling tour guides' competences on the ASEAN competence standards. *International Symposium – Universitas Merkeda*.

Tan, W. K., & Zhang, L. (2015). *Tourism and destination branding: A critical review*. Journal of Travel & Tourism Marketing, 32(2), 145-162.

Tanaka, H. (2010). Competence model and elements required for tour guides. *University of Nagasaki. Kyushu Communication Studies, 8*, 21-39.

Telor, A. (1999). Effective language interpretation: A case study on tour guides. *International Journal of Management and Strategy, 20*(2), 80.

Tribe, J. (2015). *The economics of recreation, leisure and tourism*. Routledge.

Tuomela, R. (2005). *The Philosophy of Social Practices: A Collective Acceptance View*. Cambridge: Cambridge University Press.

Urry, J., & Larsen, J. (2011). *The tourist gaze 3.0*. SAGE Publications.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Wai, B. C. (2003). Strategy as practice: Strategizing knowledge for success. *International Journal of Management and Strategy, 33*(3), 213-240.

Waterman, R. H., Peters, T. J., & Phillips, J. R. (1980). Structure is not organization. *Business Horizons, 23*(3), 14-26.

Weaver, D. (2010). *The Encyclopedia of Tourism and Recreation in the Asia-Pacific Region*. Routledge.

Weaver, D. B. (2010). *Tourism Management* (3rd ed.). Wiley.

Weiler, B., & Black, R. (2015). The changing face of the tour guide: From one-way communicator to choreographer to co-creator of the tourist experience. *Tourism Recreation, 40*(3), 364-378. https://doi.org/10.1080/02508281.2015.1051624

Weiler, B., & Black, R. (2015). *Tourism and sustainability: Development, globalisation and new tourism in the third world*. Routledge.

Weiler, B., & Davis, D. (1993). An exploratory investigation into the roles of the nature-based tour leader. *International Journal of Tourism Management, 14*(2), 91-98.

Weiler, B., & Ham, S. (2001). Tour guide training: A model for sustainable capacity building in developing countries. *Journal of Sustainable Tourism, 9*(3), 209-235.

Whittington, R. (2002). Practice perspectives on strategy: Unifying and developing a field. *Academy of Management Best Paper Proceedings, Denver*.

Whittington, R. (2006). Completing the practice turn in strategy research. *Organization Studies, 27*(5), 613-634.

Wiet, A. B. (2000). Case study for developing ethical professional in an archaeological heritage attraction. *Journal of Management and Tourism, 2,* 109.

Williamson, O. E. (1975). *Markets and hierarchies: Analysis and antitrust implications*. Free Press.

Wittgenstein, L. (1951). *Philosophical Investigations*. Oxford: Basil Blackwell.

Wong, E. P. Y., & Lee, W. H. K. (2012). Leadership through service: An exploratory study of the leadership styles of tour leaders. *Tourism Management, 33*(5), 1112-1121. https://doi.org/10.1016/j.tourman.2011.11.013

World Federation Tourist Guide Associations (WFTGA). (2008). Standard for the Training and Qualification of Tourist Guides. Retrieved from http://wftga.org/news/en-15565-2008-standard-training-and-qualification-tourist-guides

World Tourism Organization (UNWTO). (2021). *Tourism for inclusive growth: A review of trends and strategies*.

World Travel & Tourism Council (WTTC). (2017). Travel & Tourism, Economic Impact 2017 Cambodia. Retrieved from www.wttc.org/economic-impact/country-analysis/country-reports/cambodia-2017.pdf

World Travel & Tourism Council (WTTC). (2019). *Travel & Tourism, Economic Impact 2019 World*. Retrieved from www.wttc.org/-/media/files/reports/economic-impact-research/regions-2019/world2019.pldf

Wynn, J. R. (2011). *The tour guide: walking and talking New York*. University of Chicago Press, Chicago and London.

Wynni, A. C. (2003). Developing relationship in professional for the success: A case study on tour guide and driver. *Journal of Tourism Management, 3,* 280.

Zani, A. (2005). Strategy as practice: Power of relationship. *International Journal of Management Studies, 33*(2), 100-133.

Zhang, H. Q., & Chow, I. (2004). Application of importance-performance model in tour guides' performance: Evidence from mainland Chinese outbound visitors in Hong Kong. *Tourism Management, 25*(1), 81-91. https://doi.org/10.1016/S0261-5177(03)00095-3

Zibra, C. R. (2010). Strategy discourse in context: Power of tour guides' knowledge. *International Journal of Tourism Studies, 22*(2), 190-202.

Zinaka, K. (2009). Strategy discourse in context: Ethics and successful professional. *Journal of Tourism Studies, 32*(2), 200-212.

Ziriba, C. R. (2010). Strategy discourse in context: Power of tour guides' knowledge. *International Journal of Tourism Studies, 22*(2), 190-202.

CHAPTER II

REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

This literature review compilation of both conceptual and empirical of what other authors, scholars, and researchers have written concerning the topic of the study. Both conceptual and empirical reviews of the literature focus on the definitions of the terms related to the topic, tour guides, tour guide strategy, effectiveness of strategies, tour guide strategy development, strategizing, and organizing strategy for success. Most of the materials used for review are in English, some are in Khmer and have been translated into English. The reviews in this chapter are recent, while others are older, yet remain highly valuable. Published and unpublished sources of data, especially those in the Khmer language, have also been used. The chapter is organized into three sections, conceptual review, empirical reviews, and conceptual framework.

2.1 Conceptual Review

2.1.1 Concept of Tour Guides

Tour guides are essential figures in the tourism industry, significantly influencing the quality of tourist experiences and cultural exchanges between visitors and local destinations (Cohen, 1985; McKercher et al., 2015). Their role goes beyond providing information; they also act as facilitators of engagement with cultural, historical, and natural heritage. The diverse functions of tour guides have been conceptualized in various ways, but scholars and professional organizations consistently emphasize the importance of knowledge,

communication skills, and responsibility in their duties (Poria et al., 2006; Best, 2011; Weiler & Black, 2015; World Tourism Organization, 2021).

Several professional organizations have framed the role of the tour guide with different nuances. For instance, the European Committee for Standardization (CEN, 2003) defines a tourist guide as "a person who guides visitors in the language of their choice and interprets the cultural and natural heritage of an area, who normally possesses an area-specific qualification usually issued and/or recognized by the appropriate authority." This definition emphasizes the dual responsibilities of a tour guide: language proficiency and the ability to interpret the cultural and natural heritage of a destination. The CEN's focus on area-specific qualifications further highlights the professionalization of the field, underscoring that tour guides must possess specialized knowledge and training that are recognized by the relevant authorities.

Similarly, the World Federation of Tourist Guide Associations (WFTGA), which represents professional tour guides globally, offers a similar definition. According to WFTGA (2019), a tour guide is a trained professional who possesses specialized knowledge, typically acquired through formal education and certification, to facilitate interpretation and ensure meaningful connections between tourists and the local culture and heritage. This definition emphasizes not just knowledge but also the engagement of the visitor, ensuring a safe and enriching experience. WFTGA stresses that the role of a tour guide is not only

to convey information but also to create an engaging and memorable experience that bridges the gap between tourists and the local culture.

Likewise, the International Federation of Tour Guides Associations (IFTTA), as defined in 2009, also stresses the professional training of tour guides. IFTTA defines a tour guide as a trained individual who leads groups of tourists, providing them with detailed information about the history, culture, and environment of a particular location (IFTTA, 2009). IFTTA's definition aligns with the other organizations by emphasizing the need for specialized training, but it also highlights the necessity for tour guides to manage group dynamics effectively, address diverse tourist needs, and create a welcoming atmosphere during the tour. In this definition, the role of a tour guide extends beyond education to include group management and customer service skills.

In Cambodia, the Ministry of Tourism is the authority responsible for managing tour guides (Royal Government of Cambodia, 2011). Aligned with the Law on Tourism of the Kingdom of Cambodia (2009), Sub-decree No. 911 on the Tour Guides of the Royal Government of Cambodia outlines that tour guides are professionals who take care of both domestic and international visitors, explaining the local geography, history, culture, traditions, arts, customs, and socio-economic aspects of the area (Kingdom of Cambodia, 2009; Royal Government of Cambodia, 2011). This definition of tour guides emphasizes the significant role they play in influencing the overall tourist experience by ensuring that visitors gain a deeper understanding of the attractions they visit. Furthermore, temple or museum speakers and language

translators are not included as tour guides (Royal Government of Cambodia, 2011).

Tour guides in Cambodia, including those in Siem Reap, must meet specific criteria to obtain a license. The Kingdom of Cambodia (2009) establishes the foundational requirements for obtaining a tour guide license, which are further elaborated upon in the Royal Government of Cambodia (2011). As per the Kingdom of Cambodia (2009), the criteria for obtaining a tour guide license include:

- The individual must be a Cambodian citizen and at least 18 years old,
- Hold a professional tour guide certificate from a training program recognized by the Ministry of Tourism.

The law also indicates that a sub-degree will determine the specific criteria for granting a tour guide license.

Following the Kingdom of Cambodia (2009), the Royal Government of Cambodia (2011) outlines additional qualifications, including:

- A behavior certificate issued by the commune/Sangkat administration of the applicant's place of residence,
- A health and fitness certificate from the Ministry of Labor and Vocational Training, Provincial Department of Health, or a Ministry of Health-recognized hospital, with approval from the Ministry of Tourism,

- A curriculum vitae with a photo.

These requirements ensure that tour guides possess not only a deep understanding of Cambodian culture and history but also the necessary training to perform their duties effectively. Tour guide practices their profession within the designated geographical area specified by their license, adhering to the principles of integrity and honesty (Ministry of Tourism, 2014a, Article 4). Additionally, Tour guides in Cambodia are categorized based on their area of operation, professional level, and expertise, ranging from special interest tour guides to national, regional, sub-national, and community-based tour guides (Royal Government of Cambodia, 2011). They authenticate their profession by holding a valid tour guide license (Royal Government of Cambodia, 2011; Ministry of Tourism, 2014a). Tour guide licenses are non-transferable and cannot be sold, as they are granted based on the licensee's qualifications and experience (Kingdom of Cambodia, 2009, Article 43; Royal Government of Cambodia, 2011, Article 11). A tour guide's license must be withdrawn if the tour guide resigns or is disqualified from practicing (Ministry of Tourism, 2014a; Ministry of Tourism, 2014b).

Tour guides are obligated to follow both the Code of Conduct and the Code of Ethics for Tour Guides to ensure the dignity and trust of national and international tourists. Professional tour guides must maintain positive relationships, strong morals, and good manners with tourists, colleagues, tour companies, associations, fellow tour guides, the Ministry of Tourism, and relevant authorities. In performing their duties, working, or leading a tour, tour

guides must adhere to the professional ethics outlined (Ministry of Tourism, 2014a). The procedures have been established to evaluate and oversee the professional performance of tour guides to improve the efficiency and quality of tourism services have been established (Ministry of Tourism, 2014b). Additionally, the uniform with the official logo must be worn by the tour guide at all times while performing their duties (Ministry of Tourism, 2006; Ministry of Tourism, 2014a; Ministry of Tourism, 2014c; Ministry of Tourism, 2017a). Wearing a uniform, a tour guide presents a professional appearance that fosters friendliness, builds trust, and reinforces credibility with tourists. (Ministry of Tourism, 2014a). Any tour guide who fails to wear the uniform and insignia as specified in the Ministry of Tourism's Prakas will be subject to a fine (Ministry of Tourism, 2006; Ministry of Tourism, 2014c; Ministry of Tourism, 2017a).

Tour guide training requires passing a selection exam (Royal Government of Cambodia, 2011). In line with this, the Ministry of Tourism has developed a strategic plan focused on building human resources in the tourism sector, emphasizing the education, training, and promotion of Cambodia's tourism professionals (Ministry of Tourism, 2017b). ASEAN (2018) acknowledges the crucial role of the tour guide profession in promoting sustainable tourism and emphasizes that professional training and qualifications are essential for ensuring the success of tourism in the region. The Ministry of Tourism plays a vital role in the training and certification of tour guides, and in 2018, it organized an entry exam and training for the 6th cohort of national tour guides and the 27th cohort of regional guides in Siem Reap.

The training program is comprehensive, covering a wide range of topics related to the tour guide profession. The curriculum is primarily taught in Khmer, with supplementary courses in foreign languages, including English, Chinese, French, Japanese, and others. This multilingual approach, according to the Ministry of Tourism (2018), ensures that Cambodian guides can effectively communicate with the growing number of foreign tourists from diverse backgrounds.

The training program typically spans six months, consisting of classroom-based learning followed by an internship with an experienced guide. This hands-on experience is essential for aspiring tour guides to develop the practical skills necessary for their professional growth. At the conclusion of the course, guides are required to submit a report based on their internship and pass a final exam before receiving their tour guide certification. Upon certification, they are officially authorized to guide tourists in Cambodia (Ministry of Tourism, 2018). These measures ensure that tour guides in Cambodia are not only knowledgeable but also well-equipped to deliver high-quality, informative, and engaging experiences for tourists.

As tourism professionals, tour guides play a crucial and labor-intensive role in the industry (Kim et al., 2013; ASEAN, 2018; WTTC, 2019), consistently ranking among the top ten professions globally. The tourism sector has evolved into a significant industry worldwide (ASEAN, 2018). According to WTTC (2018), tourism's contributions to the global Gross Domestic Product (GDP) and

the overall ASEAN economy are steadily increasing, which includes countries like Cambodia (WTTC, 2018).

Recognizing and appreciating the value of tour guides is essential to fostering pride in this profession. There is a growing interest in developing and organizing effective strategies for success, acknowledging that tour guides are not only facilitators but also strategists who adapt various methods to meet the needs of tourists. This strategic approach is vital for enhancing the quality and impact of tourism experiences.

2.1.1.1 Roles of Tour Guides

The roles of tour guides have been subject of scholarly attention in the scientific study and gradually defining the significance of professional in tourism (Cohen, 1972, 1979, 1982, 1985; Schmidt, 1979; Holloway, 1981; Pearce, 1984; Fine & Speer, 1985; Katz, 1985; Weiler & Devis, 1993; Pond, 1993; Bras, 2000; Jensen, 2000; McDonnell, 2001; Dahles, 2002; Dioko & Unakul, 2005; Salzar, 2006; Prakash & Chowdhary, 2009; Tanaka, 2010; Wynn, 2011; Poudel & Nyaupane, 2011; ASEAN, 2018; Ninpradith, 2019). Scholars have examined the roles of tour guides from various perspectives, with the primary responsibility being to create a pleasurable experience for tourists. This involves delivering information in an entertaining and culturally sensitive way (Boyle & Arnott, 2004). Cohen (1985) noted that the roles of modern tour guides evolved from their original functions as pathfinders and mentors.

Historically, pathfinders emerged from local communities without specialized training, yet they possessed valuable native knowledge of their

environment (Cohen, 1985). The original role of the pathfinder evolved from non-institutionalized tourists who explored uncharted areas such as jungles, mountains, and deserts, where formal tourist infrastructure was lacking (Cohen, 1972, 1982). The term "tour guide" became particularly sought after by armies exploring uncharted territories (Oxford, 1933).Pathfinders are essential for travelers and explorers venturing into unfamiliar territories (Robert, 1970). Tour guides have been present since Greco-Roman antiquity (Casson, 1994; Wyn, 2011), serving as leaders or explainers to foreigners at secret sites (Wyn, 2011). Encouraged by Greece's fabled mythology, many Romans traveled as pilgrims to its sites of worship (Stark, 2009). This period marked the beginning of tourism as a pursuit of pleasure away from daily life, utilizing leisure time for non-work purposes (Page & Cornell, 2009), aligning with the modern definition by UNWTO. With the expansion of travel during the Grand Tour era, tour guides re-emerged; their traditional roles evolved as travel conditions improved thanks to modern infrastructure and the availability of guidebooks and maps. Today, most travelers focus on exploration rather than leisure (Mohamed, 2017).

In some remote areas, local youths are still hired as pathfinders by travelers. For instance, in the hill tribe villages of northern Thailand, locals volunteer to guide visitors from one village to another, and similarly on Kiribati Island in the Pacific (Cornell, 1980). This reflects modern tourism activities (Stark, 2009), as there is a need for numerous tour guides to assist unfamiliar visitors. The role of a tour guide is now seen as a suitable profession, with

guides receiving substantial fees for their services in ensuring safe travels (Casson, 1994; Cimacio et al., 2009).

The pathfinder role has become a specialized occupation, guiding specific interest travelers in remote areas, such as fishing guides (Flamme, 1979), hunting guides (Story, 1982), and safari guides (Almagor, 1985). In fishing, specialized guides like the Pesca lead fishermen to their catches (Zulaika, 1981). Notably, mountaineering showcases the pathfinding role, with specialized guides leading climbers in regions like the Alps, Andes, and Himalayas (Foux, 1981). The local youths who guided early mountaineers in the Alps were among the predecessors of modern tourist guides, while the Nepalese Sherpas gained fame as guides for Himalayan expeditions (Baumgartner et al., 1978; Coppock, 1978; Sacherer, 1981). Even experienced travelers sometimes relied on local pathfinders for assistance in challenging or dangerous segments of their journeys (Porges, 1981), similar to leaders of religious pilgrimages in earlier times.

The role of the mentor, personal tutor, or spiritual advisor has a complex origin and is difficult to trace historically (Cohen, 1985). This term reflects the teaching aspect of these roles. In religious settings, mentors are well developed and institutionalized, serving as gurus to novices, guiding them towards insight and enlightenment (Wyn, 2011). The ideal mentor is typically viewed as a respected, mature individual who not only teaches but also oversees the morals and beliefs of their pupils, although the practical realization of this ideal may vary (Hibbert, 1969). During the Grand Tour, the role of the

mentor often overshadowed that of a geographic guide. Tour guides today embody a variety of roles tailored to the characteristics of their audiences, adapting their approach based on the needs and expectations of different groups.

Holloway (1981) identifies several pedagogic roles of tour guides, describing them as ambassadors for their countries, entertainers, group leaders, and confidants. He emphasizes the importance of mediation in tour guide analysis, highlighting their diverse roles as directors, choreographers, stagehands, and performers. According to Cohen (1985), tour guides act as both leaders and mediators, integrating tourists into the visited setting by connecting them to their environment.

Pond (1993) outlines five key roles of tour guides: leader, educator, public relations representative, host, and conduit. However, these multiple roles can create conflicts, making it challenging for guides to maintain a balanced relationship with visitors, tour operators, travel agencies, service providers, regulatory bodies, and locals (Weiler & Ham, 2002). The basic responsibilities of tour guides are to ensure that all group members stay together and to educate them about the site being visited (Ferguson, 2010; Wressning, 1999). In doing so, guides can help bridge conflicts and foster understanding between communities (Causevic & Lynch, 2011; Skinner, 2016). Conversely, they may also reinforce power dynamics rooted in colonialism and Orientalist views of indigenous cultures (Bruner, 2004; Bunten, 2008; Crick, 1989).Tour guides perform multiple roles within the tourism system (Cohen, 1985; Pond, 1993),

including their function as cultural brokers, which has been explored by various researchers (Holloway, 1981; Pearce, 1984; Katz, 1985; Cohen, 1985; Pond, 1993; Gurung et al., 1996; Ap & Wong, 2001; Weiler & Ham, 2001; Smith, 2001; Dahles, 2002; Christie et al., 2003; Macdonald, 2006; Salazar, 2014).

These roles encompass a diverse range of functions, such as actor (Holloway, 1981), ambassador (Holloway, 1981), buffer (Schmidt, 1979; Pearce), caretaker (Fine et al., 1985), catalyst (Holloway, 1981), information giver (Holloway, 1981; Hughes, 1991), intermediary (Schmidt, 1979; Ryan et al., 1995), interpreter (Almagador, 1985; Holloway, 1981; Katz, 1985; Ryan et al., 1995), leader (Cohen, 1985; Geva et al., 1991), mediator (Schmidt, 1979; Holloway, 1981; Cohen, 1985; Katz, 1985), middleman (Van den Berghen, 1980), organizer (Hughes, 1991; Pearce, 1982; Schuchat, 1983), salesperson (Fine & Speer, 1985; Gronroos, 1978), shaman (Schmidt, 1979), and teacher (Holloway, 1981; Pearce, 1982; Fine & Speer, 1985; Mancini, 2001).

Several authors, including Weiler & Davis (1993), Haig (1997), and Poudel & Nyaupane (2011), have supported Cohen's (1985) tour guide role model in their studies. Recently, the importance of licensed tour guides has grown, leading to a higher demand for competent professionals in this field (Tanaka, 2010). The functions and roles of tourists and tours vary, outlining the distinct responsibilities associated with different types of tour guides.

2.1.1.2 Types of Tour Guides

Tour guides can be categorized into several types based on geographical boundaries, tiers within the guiding system, and qualification

requirements. According to OER (2012), tour guides can also be classified based on the nature of the tourist destination. Prakash and Chowdhary (2009) proposed a three-tier system that includes local-level guides, state-level guides, and regional-level guides, which is based on the area of operation rather than a professional or educational hierarchy. Different types of tour guides require varying qualifications and skills, performing distinct activities depending on their geographical area (Chilembwe & Mweiwa, 2014). Understanding these distinctions is vital for both professional practices and academic studies in tourism.

There are many types of tour guides, as Cohen (1985) notes that guiding is a complex concept. This complexity necessitates specialization among tour guides to distinguish various tourism activities. The multifaceted nature of package tours occasionally requires more than one type of guide to fulfill multiple roles. Expertise is often determined by factors such as geographical environment, history, season, product, or employer (Black & Weiler, 2005).

Eight main types of tour guides include heritage guides, cultural guides, adventure guides, forest-wilderness guides, business-MICE guides, coach guides, nature guides, and special interest guides. Various classifications have emerged in response to the differentiation of tours, tourist types, and guiding roles, including on-site guides (Mancini, 2001; Chilembwe & Mweiwa, 2014), and specific roles such as museum guides, city guides, sightseeing guides, driver guides, and step-on guides.

Tour guides can also be categorized by their geographical scope into local, community, provincial, state-level, regional, and national guides (Prakash & Chowdhary, 2009; Chilembwe & Mweiwa, 2014). Additionally, specialized guides serve particular interests, such as fishing, hunting, mountain, and safari guides (Flamme, 1979; Baumgartner et al., 1978).

The profession includes both volunteer (Cornell, 1980) and professional (Chilembwe & Mweiwa, 2014) roles. Many tour guides work freelance or independently, while a few hold contracted or permanent positions with tour operators. Each type of tour guide has specific responsibilities, salaries, working conditions, qualifications, and job requirements. Tour guides play a critical role in the tourism industry, significantly impacting tourists' experiences.

On-site guides conduct tours at specific locations for designated durations (Mancini, 2001). They may operate on board vehicles or on foot, leading groups through attractions such as museums and trails. Tours can occur in various formats, including walking tours, bike tours, scenic excursions, and more (Perks & Barrie, 2015).

Overall, tour guides are classified based on geographic boundaries, the nature of tourist destinations, and specific guiding activities, emphasizing their diverse and critical roles within the tourism sector.

2.1.1.3 Competence of Tour Guides

Tour guides are expected to possess competencies that enable them to deliver professional services effectively (Mao & Wang, 2010; Tanaka, 2010;

Chen et al., 2012; Hoarau, 2014; Lin et al., 2017; ASEAN, 2018; Napradith et al., 2019). As Batman et al. (2000) highlight, the tour guide profession faces numerous challenges and difficulties. To navigate these challenges, tour guides must demonstrate a range of competencies and flexibility in finding solutions to ensure tourist satisfaction.

Jarvis (1993) notes that professional competencies are primarily linked to job performance. As tourism professionals, tour guides must acquire the knowledge, skills, and attitudes necessary to fulfill their responsibilities effectively (Lin et al., 2017; ASEAN, 2018). Given the evolving nature of the profession, the competencies required for tour guides must also adapt and develop over time.

The term "competence" began to gain recognition in the 1950s, becoming more widely adopted after the 1980s (Boyatis, 1982; Weinert, 2004). Competence is defined as the ability to perform tasks well (Cambridge Dictionary, 2019; Collins Dictionary, 2019), indicating that intelligence and skill are not the sole factors influencing job performance (McClelland, 1973). Alongside knowledge and skills, factors like attitude, cognition, and personality traits also contribute significantly to achieving excellent job performance.

In the early 1970s, McClelland (1973) emphasized that knowledge and skills are the observable aspects of competence, while ethics and attributes are more complex and require time to develop. Behavior in a professional context is shaped by knowledge on how to perform in different situations (Goffman, 1959). Various studies have explored competency models based on workplace

behavior, business strategy, cognitive and motivational aspects, and holistic approaches (Chomsky, 1970; Taylor, 1911/1980; Boyatzis, 1982; and others). Competence can thus be framed as a combination of cognitive (hard skills) and behavioral (soft skills) aspects.

To succeed professionally, a minimum level of competence is essential for any position (Boyatzis, 1982; ASEAN, 2018). Parry (1977) defined competence as the interrelation of knowledge, skills, and attributes that affect job responsibilities. Competence can be measured against acceptable standards, and it can be developed through training and education. UNL (2019) asserts that professional competence encompasses observable and measurable knowledge, skills, abilities, and personal attributes that contribute to professional success.

In the tourism industry, the effective competencies required by tour guides are set by acceptable common standards to ensure qualified professionals can be recognized and assessed equitably (ASEAN, 2018). In today's competitive landscape, professional tour guides must possess the competencies expected by both employers and tourists. While competence can develop and grow, McClelland (1998) emphasized focusing on competence over intelligence in assessing performance.

Tour guides interact with people from around the world and should strive to build positive relationships with tourists by respecting their values and perspectives (Tanguler, 2002). A tour guide's success depends on their self-efficacy in both soft and hard skills; both are necessary for effective

performance (Fletcher, 1990, 1991; McMurchie, 1998; Kemper, 1999). Soft skills are often perceived as more challenging to develop compared to hard skills (Caudron, 1999). Although some scholars like George (1996) and Arnold & Davey (1994) have overlooked soft skills due to difficulties in measurement, possessing a mix of soft and hard skills is critical for professional success in securing employment (Pratt, 1996; Kirk & Chapman, 1992).

Enhancing tour guides' knowledge and language proficiency within their work context helps identify intercultural skills, though inappropriate attitudes can still arise (Brito, 2012). According to Job Characteristics Theory (JCT), individuals with sufficient knowledge and skills for good performance are likely to feel positive about their job (Hackman et al., 1980). Wu et al. (2007) further proposed an Activity Competency Model (ACM), which outlines the knowledge, skills, and attitudes necessary for success in professional roles.

Recent scholars have focused on mapping the required competencies for tour guides (Tanaka, 2010; Supriadi & Aniroh, 2014; Lin et al., 2017; Ninpradith et al., 2019). Ninpradith et al. (2019) supported McClelland's (1973) assertion regarding the attributes of tour guide competence, including knowledge, skills, ethics, and personal attributes.

In line with the efforts to facilitate mobility in tourism labor across the ASEAN region, ASEAN (2018) aims to enhance international cooperation through a mutual recognition arrangement for tourism professionals (MRA-TP). Each ASEAN member nation has specific standards, certifications, and regulations for recognizing worker competency in the tourism sector. It is

essential for governments to establish competency standards that detail the necessary knowledge and skills for successful performance, especially considering the diverse cultural backgrounds and varying preferences for service quality among tourists.

2.1.2 Tour Guide Strategy

To ensure success, tour guides must be competent and strategic in their approach. Developing and organizing a clear tour guide strategy is crucial for achieving professional excellence. According to Best (2011), tour guides can be seen as strategists, a view supported by several other scholars who focus on the role of strategy in the profession. Tour guides, along with the government, play a key role in promoting the image of tourist destinations (Dahles, 2002). A well-executed strategy is essential for tour guides to perform effectively and manage the needs of tourists. In order to ensure smooth operations and the well-being of clients, it is important for tour guides to take responsibility and act strategically (Cohen, 1985; Pond, 1993; Larsen & Meged, 2013). The concept of a tour guide strategy evolves over time and must be adapted to the specific context and situation in which it is applied, reflecting the continuous development of both the profession and its practices.

Strategy has its origins in ancient Greece, dating back to the Athenian wars around 500 BC (Cumming, 1993). The term "strategy" is derived from the Greek word *strategos*, which referred to a general in command of troops who utilized resources effectively to defeat enemies (Liddell et al., 1940; Steiner & Miner, 1977; Bracker, 1980; Cumming, 1993; Stead & Stead, 2008;

Freeman, 2013; Athapaththu, 2016). At its core, strategy involves setting objectives and developing action plans to respond to various scenarios, depending on the behavior of adversaries (Schnaars, 1991). The concept of strategy was first used in Eastern Roman terminology during the 6th century AD, and by the 18th century, it was translated into Western vernacular languages (Freeman, 2013).

The concept of strategy, from its origins through to the 20th century, was primarily linked to achieving political objectives within the context of warfare (Liddell, 1929, 1967; Liddell et al., 1940; Mintzberg, 1978; Cumming, 1993; Freeman, 2013). Strategy was seen as the art of distributing and applying military resources to fulfill these ends (Liddell, 1929). It was utilized by military leaders as a highly detailed plan to navigate uncertain conditions (Liddell et al., 1940). In examining wars and battles, strategy was understood as a systematic approach to achieving objectives (Liddell, 1967; Cumming, 1993). Liddell (1967) viewed strategy as both a policy and a means to accomplish strategic goals. To ensure security and victory, Mintzberg (1978) defined strategy as the coordinated use of national resources for planning and development.

The need for strategy in business and professional occupations became increasingly significant in the 20th century, particularly after World War II, as organizations shifted from a relatively stable environment to one characterized by dynamic competition. Ansoff (1969) attributed this shift to two key factors: the rapid acceleration in the rate of change within firms and the increased

application of science and technology to management processes. In a world where change is seen as the only constant, strategies for managing change have become critical (Richter et al., 2013). According to Drucker (1954), analyzing the present situation and preparing for necessary changes is a fundamental aspect of strategy.

In the business context, the modern concept of strategy emerged as a critical component of management. Neumann et al. (1947) defined strategy as a series of actions taken by a firm based on its situation. Chandler (1962) further refined this definition, describing strategy as the formulation of long-term goals and objectives for an organization, along with the adoption of courses of action and the allocation of resources to achieve those goals. Ansoff (1969) emphasized the significance of strategy as a decision-making guide, focusing on key determinants such as market scope, growth rate, competitive advantage, and synergy.

The significance of strategy became more prominent in modern management, especially following its introduction in the 1960s by academic scholars, consultants, and practitioners. Chandler (1962) argued that strategy and structure should be viewed as managerial choices and actions rather than predetermined outcomes. He proposed that structure follows strategy, meaning that if an organization's structure is insufficient to support its strategic objectives, adjustments must be made to align the two. Waterman et al. (1980) expanded on this idea, emphasizing that a decentralized structure may be necessary when the strategy requires diversity. This

contingency perspective suggested that firms could only reach their full potential if their organizational structure optimally supported the strategy chosen to achieve their objectives. The connection between strategy and structure became a focal point of academic research in the 1960s, evolving into a critical concept in management by the 1970s.

In the 1980s, the strategy-structure framework had a profound influence on applied management literature, particularly with the development of the Seven-S framework by Waterman et al. (1980). This framework emphasized the alignment of an organization's strategy, structure, systems, skills, staff, style, and superordinate goals, which are the shared values that guide organizational behavior. The "hard" elements—strategy, structure, and systems—are easier to identify and directly influence through management, while the "soft" elements—skills, staff, style, and shared values—are more challenging to define and are shaped by company culture (McKinsey, 2016). Waterman et al. (1980) defined strategy as the actions a company takes in response to or anticipation of changes in its external environment, including customers and competitors. Essentially, strategy represents a company's approach to improving its competitive position and creating unique value, building on the foundational work of Chandler (1962) and earlier contributors like Neumann et al. (1947), Drucker (1954), and Ansoff (1965, 1969).

In the 1970s and 1980s, strategy in both academia and practice began to shift towards the ideas of industrial economics and organizational theory. A significant contribution to the field came from Porter (1980), who introduced

the concept of competitive strategy, emphasizing that organizations could gain a competitive advantage through market positioning. This approach is known as the market-based view of strategy. Andrews (1980) defined strategy as a pattern of decisions within an organization that formulates goals, objectives, and purposes, producing policies and plans to achieve those goals while also defining the economic and non-economic contributions to its stakeholders.

Strategy is widely regarded as a means to gain competitive advantage (Steiner, 1979; Porter, 1980; Mintzberg, 1994; Dess et al., 2012; Pearce & Robinson, 2007; Thompson et al., 2007; Mindtools, 2019) due to the competitive nature of business and professional occupations. Steiner (1979) suggested that strategy involves anticipating competitors' moves, while Porter (1980) saw strategy as setting goals and determining the policies needed to achieve them. Mintzberg (1994) introduced the 5Ps of strategy—plan, pattern, perspective, position, and ploy—to capture the complexity and flexibility of strategic decision-making. Pearce and Robinson (2007) emphasized that strategy involves interacting with the competitive environment to achieve objectives, and Dess et al. (2012) focused on the analysis, decisions, and actions necessary to sustain competitive advantage. Mindtools (2019) proposed a framework where strategy is about leveraging strengths to overcome weaknesses and threats. According to Thompson et al. (2007), strategy consists of competitive moves and business approaches that help organizations grow, attract customers, and achieve performance targets. For

professionals such as tour guides, success lies in performing competently and adapting flexibly to achieve high levels of professionalism.

Recently, scholars have increasingly focused on strategies that tour guides can use to overcome professional challenges (Best, 2011; Magablih et al., 2010; Brito, 2012; Braga et al., 2013; Purnomo, 2017; Ababneh, 2018; Lu & Zhao, 2019). These studies have primarily centered on interpretation strategies and the role of tour guides as intercultural mediators. Best (2011) discusses the strategy in two important ways: first, by reflecting and reiterating the strategy of audience engagement, and second, by dividing the audience into subsets to tailor the message. This approach contrasts with traditional views where audiences are often treated as a homogeneous group in tour-guiding literature (Ham & Weiler, 2002; Pond, 1993; Schmidt, 1979), as well as in performance studies (Heritage & Greatbatch, 1986; Schechner, 2002; Turner, 1986). As the information era has progressed, the traditional interpretation methods used by tour guides have been increasingly challenged (Lu & Zhao, 2019), presenting both a challenge and an opportunity for guides to improve their professional services.

Magablih et al. (2010) examine various interpretation strategies, including transliteration, paraphrasing, expansion, cultural equivalents, neutralization, literal translation, reduction, and recognized translation. Purnomo (2017) further expands on these strategies, identifying five key types of interpretation strategies: addition, borrowing, synonymy, descriptive equivalent, and componential analysis. Addition involves making adjustments

to serve both stylistic and strategic purposes, while borrowing involves using original words or expressions in the target language without actual translation. Synonymy is used to convey meaning by substituting words in the target language. The descriptive equivalent strategy is employed to provide detailed descriptions of cultural terms in the target language, while componential analysis splits lexical units into meaning elements to interpret expressions, particularly cultural terms. These interpretation strategies allow tour guides to bridge cultural and linguistic gaps, enhancing their ability to connect with and engage diverse audiences.

Having a well-formulated strategy alone does not guarantee success; the strategy must be executed by the right people, doing the right things, in the right way (Johnson et al., 2008). Strategy is increasingly conceptualized as a situated, socially constructed activity, where strategizing involves the actions, interactions, and negotiations of various actors drawing upon situational practices to accomplish strategic goals. This perspective, known as Strategy as Practice (SAP), emphasizes that strategy is not just a top-down process but an ongoing, collective endeavor (Jarzabkowski, 2005). SAP highlights the complexities of identifying the types of social activities involved in strategy, as it encompasses a broad range of actions that draw on strategic practices within a specific context.

Within this framework, strategists are viewed as strategic actors who shape and execute strategy through various practices and methodologies (Floyd et al., 1997; Regner, 2003; Whittington, 2006; Jarzabkowski et al.,

2007; Balogun et al., 2004; Best, 2011). A strategist, as a potential strategic actor, is responsible for developing and organizing strategizing activities, creating a dynamic intersection between praxis, practice, and practitioner (Jarzabkowski et al., 2007). This evolving understanding of strategists offers a much more detailed and nuanced perspective than traditional strategy literature, focusing on the social and interactive dimensions of strategic practice and the role of individuals in driving strategy.

This comprehensive view of strategy can be applied to tour guides, where tour guides are not just following set guidelines but engaging in strategic thinking and practices that address unique challenges in their profession. As strategic actors, they must navigate cultural, linguistic, and situational factors to ensure the success of their tours, emphasizing the importance of adapting strategy to meet both the needs of tourists and the dynamic environments in which they operate.

2.1.2.1 Strategist

Strategists emerged in scientific studies of management, with Whittington (2006) focusing on the study of strategists who have an emergent interest. Strategists understand their strategic position and the strategic choices available to them (Johnson et al., 2008). Best (2011a) categorized tour guides as strategists within the framework of the Strategy as Practice (SAP) approach, which involves viewing tour guides as strategic actors actively engaging in strategy. However, there are inherent challenges in becoming a strategist. SAP views strategy not only as a deliberate, top-down process but also as an

ongoing, socially constructed activity involving a broader range of actors who may be considered potential strategists (Jarzabkowski et al., 2007). To support the practice of strategizing, Vaara (2015) introduced Critical Discourse Analysis (CDA) as a methodology in SAP research. This methodological approach highlights the role of discourse in shaping strategies and strategizing activities. Furthermore, Mantere et al. (2021) identified the roles of strategic discourse, focusing on how self-strategy influences the formation of a strategist's managerial identity.

The studies underlying the SAP approach include assumptions about strategy as a body of knowledge (Knights et al., 1991), the central role of narratives and discourse forms (Barry & Elmes, 1997), and the importance of rhetorical skills in strategizing (Samra-Federicks, 2003, 2005). Additionally, the impact of strategy on identity and power dynamics has been explored in organizational discourse (Ezzamel & Willmott, 2008; Mantere & Vaara, 2008; McCabe, 2016). Strategy is connected to various practices such as strategic planning, annual reviews, and strategy workshops, which involve specific forms of discourse that reflect the activity-based nature of strategy (Barry & Elmes, 1997; Hendry, 2000; Knights & Morgan, 1991).

CDA is a methodological approach that examines the constitution of discourses and their role in linking social practices to strategy-making (Vaara, 2015). The role of discursive practices is evident in the micro-level processes that constitute strategies and strategizing activities. Tradition in managerial work (Dalton, 1959; Mintzberg, 1973; Kotter, 1982) emphasized how strategy

and organization emerge informally through managerial activities. By drawing on CDA in strategy studies, researchers have broadened the scope of strategy research, incorporating how discourse influences strategic decisions (Hardy et al., 2000; Balogun et al., 2014; Hodge et al., 2006). Studies in strategic management have also explored the application of CDA to better understand strategic discourse (Phillips et al., 2008; Vaara, 2010).

Mantere et al. (2021) identified the importance of strategic discourse and ontological security in managerial work, illustrating how these factors play a significant role in a manager's journey to becoming a strategist. The discourse of strategy is something that increasingly confronts many organizations (Balogun et al., 2014; Wenzel & Koch, 2018), and individuals, including tour guides, also face this challenge. Strategic competence is seen as foundational for leaders in organizations, as it is essential for interpreting and communicating strategy effectively (Heracleous, 1998; Porter, 1996). A competent strategist must be able to turn strategy into action and convey it to others to create a strategic environment (Balogun & Rouleau, 2017; Mantere & Vaara, 2008; Wooldridge & Floyd, 1990).

Ambitious managers often pursue specialized strategic roles in their careers, whether within corporate strategy units or in prestigious strategy consulting firms like McKinsey & Company (Mahoney & Sturdy, 2016; Angwin et al., 2009; Paroutis & Heracleous, 2013). In addition, the trend of open strategy has expanded the role of strategy discourse, making it more inclusive

and involving a wider range of participants in strategic conversations (Hautz et al., 2017; Neeley & Leonardi, 2018).

Various actors engaging with strategy discourse must also navigate their own social identities, recognizing themselves as legitimate participants in strategy and sometimes rethinking their roles as strategists (Mantere et al., 2021). The identity of the strategist, however, is not straightforward; it is diffuse and multi-faceted, with no single, tightly defined professional group to which one must belong to be considered a strategist (Whittington, 2019). As Mintzberg & Quinn (1996) and Mirram-Webster (2021) state, a strategist is a person skilled in strategy who selects and enacts both strategic activities and methodologies. These methodologies aim to make a significant impact on outcomes, not only in business but also in other professional domains, such as tour guiding.

2.1.2.2 Strategy Process and Management

The strategy process and management encompassing all activities required to formulate, implement, and monitor strategies to ensure effectiveness and success is the fundamental concept of management literature (Kotler et al., 2009; David & David, 2019). For a structured approach, tour guides can formulate, implement, and monitor their performance to adapt to changing conditions for sustained success.

Tour guide strategy is crucial for tour success because it ensures tourists have a smooth and enjoyable experience, optimizes operations for

efficiency and safety, differentiates operators in a competitive market, promotes sustainable practices, and fosters ongoing professional development (Ritchie, 1978). Strategy process and management, including strategy development and organizing strategy for success, is crucial for achieving long-term objectives and maintaining a competitive edge (David & David, 2019).

Tour guides can develop, and organize strategies to enhance their offering, attract more visitors, and ultimately achieve professional success in the tourism industry (Kotler et al., 2009). Tour guide strategy development is to enhance visitors' satisfaction, optimize operational efficiency, differentiate tour offerings, promote sustainable tourism practices, and foster professional growth among guides. These factors collectively contribute to a successful and competitive tour operation (Ritchie & Crouch, 2003). Organizing strategies for tour guides is crucial for ensuring successful outcomes, including enhanced guest satisfaction, efficient operations, differentiation in the market, promotion of sustainable tourism practices, and ongoing professional development. These elements collectively contribute to a robust and competitive tour experience (Hall, 2006).

Therefore, tour guide strategy development and organizing are essential for achieving success by enhancing guest satisfaction, optimizing operations, gaining a competitive edge, managing risks effectively, and promoting sustainable tourism practices (Ritchie, Crouch, 2003). Developing and organizing strategies for success are very important for the success of tour guides.

2.1.2.3 Strategy Development

Tour guide strategy development needs critical strategizing and organizing. Leclerc & Martin (2004) pointed out that the tour guide deals with tourists from different cultures, with the interaction between tourists and host culture being of crucial importance. Differences among tour guides require distinct qualities, skills, and strategies to strategically and adaptively address challenges that arise during tours (Cohen, 1972). According to Schein (1990), a professional career encompasses the development of any individual's life over time and how it is perceived by oneself. Tour guide talks and actions are often highly efficient, and these findings will be appropriate for developing measurable performance to help professionalize and raise the standing of this often-overlooked occupation (Tran et al., 2007). The study of tour guides is frequently concerned with the dynamic roles and challenges of the tour guide's work (Almagor, 1985; Cohen, 1982; Cohen, 1985; Edensor, 1998; Ham & Weiler, 2002). Strategy can be intended or emerge as a pattern of activities in setting goals and determining actions to achieve those goals (Freeman, 2015).

Since the early 20th century, practice turns in contemporary social theory and management science (Dewey, 1938; Wittgenstein, 1951; Heidegger, 1962; Foucault, 1977; Dreyfus, 1991; Tuomela, 2005; Giddens, 1984; de Certeau, 1984; Bourdieu, 1990; Ortner, 2006; Vygotsky, 1978; Engeström et al., 1999; Jarzabkowski, 2003, 2005; Dennis et al., 2007; Martin, 2003; Brown & Duguid, 1991, 2001; Orlikowski, 2000, 2002; Gherardi, 2009; Schatzki et al., 2000; Whittington, 2002; Nicolini et al., 2003; Jarzabkowski,

2004; Feldman & Orlikowski, 2011; Nicolini, 2012; Reckwitz, 2002), SAP is also included by discourse analysts (Mantere et al., 2021), contributing to understanding the central role of practice in social reality.

The practice overcomes the existing dualism between social and individual (Whittington, 2006), bridging the gap between macro and micro levels due to key concepts of practice being linked in social systems, cultures, and organizations. Latour (1987) defined strategy as activities that draw on particular strategic practices. SAP is defined as understanding central questions about how agency and structure, and institutions and individual action (Foucault, 1977; Giddens, 1984; de Certeau, 1984; Bourdieu, 1990; Sztompka, 1991; Schatzki, 2002). Johnson et al. (2003) concluded that SAP studies on a macro approach must include the micro level to guide managerial action.

Attention to people's actual activities follows a practice turn in social theory (Bourdieu, 1990; Schatzki, 2000). Brown et al. (2000) have called for attention to the internal life of the process. A common thread is the appreciation of the skill by which people work with their resources in making everyday lives (de Certeau, 1984). There is a strong focus on people, rather than organizations, due to an opposition to change and situated activities, rather than abstract processes (Whittington, 2003). The intellectual orientation is interested in the practical wisdom that gets things done (Tsoukas & Cummings, 1997). In addition, the practice turn has entered the strategy field, focusing more on the actual work of strategists and strategizing (Blackler, 1993, 1995; Orlikowski, 2002; Spender, 1996; Spender & Grinyer, 1996; Tsoukas, 1996;

Johnson et al., 2008; Golsorkhi et al., 2010). Various scholars have focused attention on the discursive aspects of strategizing (Knights et al., 1991; Hendry, 2000; Samra-Federicks, 2005; Seidl, 2007; Balogun et al., 2014).

The development is fundamentally about individual change, and more conscious change is needed (Kelly, 1955; Schein, 1972; Lange et al., 1994). Mere comprehensive self-knowledge of change is more than the mere positive or negative immediate reaction to the possibility of change. The components of effective professional development should consist of matching existing needs, professional involvement in the design of professional development activities, such as active participation opportunities, long-term engagement, and high-quality instructors (Bayer, 2014). Professional development activities can be of two main types: traditional and non-traditional. A key determinant for considering traditional or non-traditional professional development is the duration of the program (Ozer, 2008). To compare traditional professional development activities, such as short workshops, conferences, etc., with non-traditional professional development, which includes mentoring, coaching, peer observation, and so on. Traditional professional development activities, while taking less time, tend to be less effective in reaching their desired goals and require participants to invest less effort (Birman et al., 2000; Eaton, 2008). Therefore, they offer little or no impact on skills (Boyle & Arnott, 2004). Traditional development programs lack efficiency (Collin, 2000). As a result, non-traditional professional development, including mentoring, peer observation, and so on, tends to utilize greater time on task and is more

effective than traditional professional development counterparts (Birman et al., 2000).

Professional development has received considerable support and should begin with the identification of needs (Lawton et al., 1986; McKillip, 1987; Brennan, 1988, 1990; Cameron, 1988; Fessler & Burke, 1988; Stiggins & Duke, 1988; Hopkins, 1990). These needs should include those of the individual tour guide along with competency development (Fullan & Hargreaves, 1992). While professional associations have often provided a forum for input into this process, governments, universities, and employing authorities have traditionally shaped the content, provision, delivery, and access to continuing professional development (Longan, 1994). The role of individual professionals in identifying their needs as the basis for professional development has often been minor (Harris, 2000). This development of strategy focusing on the tour guide involves professional success.

As strategy is a learner-centered approach to professional development (Begg, 1993), this approach views the professional as a learner or researcher (Giroux, 1988; Elliott, 1991). Bell (1993) describes the approach as a critical perspective on professional development, conceptualizing professionals who think critically about themselves as practitioners and about the contexts within which they work. Cranton (1996) used the term transformative learning to describe an approach to learning that includes self-directed learning as a fundamental aspect, with ongoing critical reflection throughout the process. This approach moves beyond the 'deficiency' or 'deficit' perspectives of

66

professional development, where teachers are perceived as lacking or inadequate in specific areas of competencies or skills—deficiencies that can only be remedied by the staff developer or school administrator (Starratt, 1993). Instead, it refocuses the teacher's involvement from one of passively accepting the perspectives of others to one in which teachers are active in questioning and examining their behaviors in light of their own values and attitudes.

Strategy development is not mutually exclusive of intended and emergent strategy (Johnson et al., 2008; Mintzberg, 1987, 1996; Mintzberg & Quinn, 1996; Mintzberg & Waters, 1985). In a stable and predictable environment, strategic planning offers a solid foundation for achieving and sustaining success (Mintzberg & Waters, 1985). However, as experience shows, between 10 percent to 30 percent of the intended strategy is realized, and change affects the strategies of almost all organizations. Understanding the concepts of intended, emergent, and realized strategies is important.

Emergent strategy development refers to strategies that evolve organically as organizations respond to unpredictable changes in their environment (Mintzberg & Waters, 1995). The emergent strategy is developed over time through a process of adaptation and learning, rather than being planned (Mintzberg et al., 1998). This process allows organizations to capitalize on unexpected developments and adapt their strategies dynamically. It emphasizes flexibility and responsiveness to evolving market conditions and competitive pressures (Burgelman, 1983). Emergent strategies are often the result of bottom-up initiatives and grassroots innovations within organizations.

They can arise from informal interactions among employees, customer feedback, or serendipitous discoveries in the marketplace (Mintzberg, 1994).

Intended strategy refers to the strategy that an organization hopes to execute, usually described in detail within a strategic plan (Donahoe, 2011). When a strategic plan is created for a new venture, it is called a business plan. Johnson et al. (2008) describe intended strategy as an expression of a desired strategy, deliberately formulated or planned, and also associated with the use of tools, techniques, and frameworks for strategic analysis and evaluation. The intended strategy involves careful deliberation, typically associated with decision-making, while emergent strategy does not develop based on a grand plan but tends to emerge over time. Emergent strategy develops through everyday routines, activities, and processes that lead to decisions, becoming the long-term direction. The strategy that is followed in practice is known as a realized strategy; what doesn't come to practice, or is only partially realized, is known as an unrealized strategy.

2.1.2.4 Strategizing and Organizing

The SAP is an emergent interest and results covered interesting in strategizing to gain the kind of weight that those in the discipline believe it deserves (Whittington, 1996; Samra-Fredericks, 2010; Johnson et al., 2007; Golsorkhi et al., 2010). This practice turn in strategy is visible in utilizing paradigm enrich understanding of strategizing (Brown & Duguid, 1991; Orlikowski, 2000; Nicolini et al., 2003; Feldman & Orlikowski, 2011; Nicolini, 2012). To characterize strategy and strategizing (Johnson et al., 2008;

Golsorkhi et al., 2010), focused on the micro-level social activities, processes, and practices.

Johnson et al. (2003) studied a special issue on micro strategy and strategizing, the first and very clearly defined SAP in sub-field strategy research has been published in the seminal Journal of Management Studies. There are several strategizing in different contexts, business, and professional occupations. Concern in strategy work is known as strategizing; in fact, most SAP is studied in management aspects (Ezzammel & Willmott, 2008, 2010). In such strategizing in multi-business firms (Parontis & Pettigrew, 2007; Jarzabkowski & Balogun, 2009), venture capital firms (King, 2008), financial services organizations (Ambrosini et al., 2007), airlines (Vaara et al., 2004), clothing companies (Rouleau, 2005), orchestras (Maitlis & Lawrence, 2003), center vs periphery (Regner, 2003); artistic organizations (Daigle & Rouleau, 2010); hospitals (Denis et al., 2011; Von Arx, 2008); cities (Kornberger & Clegg, 2011; Palli et al., 2009); and strategizing in universities (Jarzabkowski, 2003, 2004, 2005, 2008; Jarzabkowski & Seidl, 2008). A strategist has organizing and strategizing intersections between praxis, practice, and practitioner (Jarzabkowski et al., 2007; Johnson et al., 2008). The three elements of practice theory are praxis, practice, and practitioner (Whittington, 2006).

Praxis refers to a particular philosophy used to guide and conduct the doing of things (Tierney et al., 2008), which is an emphatic term to describe the whole of human action (Reckwitz, 2002). On both micro- and macro-levels, praxis consists of what is happening inside society and what actors do

(Sztompka, 1991; Jarzabkowski et al., 2007). As the flow of activity, praxis is developed by people (Sztompka, 1991; Whittington, 2006), as individual action and delineates operationalized and interconnection between individuals and groups at different levels in different actions which have contributed (Sztompka, 1991). Praxis comprises the interconnection between the actions of different, dispersed individuals and groups and those socially, politically, and economically embedded institutions within which individuals act and to which they contribute. This definition is important, as it indicates that praxis is both an embedded concept that may be operationalized at different levels from the institutional to the micro, and also dynamic, shifting fluidly through the interactions between levels. For example, praxis might be studied at the institutional level as a particular type of widely diffused activity, such as merger and acquisition behavior within an industry, or at the micro-level of a particular individual or group of individuals engaged in merger and acquisition activity (Vaara et al., 2004). This study examines the praxis of merger and acquisition as a socially accomplished strategic activity, operationalizing practice at different levels of analysis that are interconnected over time. Jarzabkowski et al. (2007) suggest praxis is the situated, socially accomplished flows of activity that are strategically consequential for the direction and survival of the group, organization, or industry.

Practice is meant to do, once practice provides behavioral, cognitive, discursive, and physical sources through which multiple actors can interact and socially achieve collective goals (Jarzabkowski et al., 2007), understanding how the strategy is constructed. Practice is defined as routinized types of behavior

that consist of several elements and are interconnected to one another; forms of bodily and mental activities, things and their use, background knowledge in the form of understanding, know-how, states of emotion, and motivational knowledge (Reckwitz, 2002; Jarzabkowski et al., 2007). As these resources are utilized in routinized ways that form patterns, they may be studied to understand how the strategic activity is constructed. For example, we may study how different actors employ particular forms of language in their social practices of interaction to socially accomplish the restructuring of an organization over time (Balogun & Johnson, 2004) or rhetorically to construct coherence between multiple contradictory strategies. Such studies emphasize that, despite their routinization, practices are not immutable. That is, they neither form rigid patterns nor are interconnected in the same ratios, types, and combinations all the time. Rather, practices are diverse and variable, being combined and altered according to the uses to which they are put and the way that they alter the flow of activity in which they are used (de Certeau, 1984; Orlikowski, 1996; Seidl, 2007). Indeed, even more materially represented practices – the 'things' to which Reckwitz (2002) refers – such as Gantt charts, whiteboards, and post-it notes, may have relatively routinized properties in the way they are employed but contribute to different forms of strategic activity according to their situations of use (Blackler et al., 2000; Eden & Ackerman, 1998; Sapsed & Salter, 2004). We might thus use practices as potential units of analysis for studying how strategy-as-practice is constructed; examining what practices are drawn upon, how they are drawn upon, how use alters over

time, and the consequences of these patterns of use for shaping praxis at different levels.

Practitioners are the actors intertwined with practice and praxis (Reckwitz, 2002; Whittington, 2006; Jarzabkowski et al., 2007; Jarzabkowski & Spee, 2009), required for strategic action. Being experienced and skillful in strategy work can provide practitioners with a competitive advantage (Whittington, 2006). Reckwitz (2002) suggests that practitioners derive agency through their use of the practices – ways of behaving, thinking, emoting, knowing, and acting – prevalent within their society, combining, coordinating, and adapting them to their needs to act within and influence that society. Practitioners are individuals who practice strategies and practice the practices (Whittington, 2006). Jarzabkowski et al. (2007) explain that practitioners are the actors who draw upon practices to act, thus interrelating with practices and praxis. Such agency is embodied, being part of who a practitioner is and how that individual can act, but is also always connected to the situation and context in which agency is derived (Balogun et al., 2005). From a strategy perspective, practitioners are active participants in the construction of activity that is consequential for the organization and its survival. Jarzabkowski et al. (2007) suggest that practitioners shape strategic activity through who they are, how they act, and what practices they draw upon in that action.

Strategizing is significant in linking interaction between micro-activities and macro-order (Whittington, 1996; Jarzabkowski et al., 2007; Samra-Fredericks, 2010). Whittington (2003) developed six research questions on

strategizing and organizing: How and where is strategizing and organizing work done? Who does the formal work of strategizing and organizing and how do they get to do it? What are the skills required for strategizing work and how are they acquired? What are the common tools and techniques of strategizing and organizing and how are these used in practice? How is the work of strategizing and organizing organized itself? How are the products of strategizing and organizing communicated and consumed?

2.1.2.5 Effectiveness of Strategy

The effectiveness of strategies of tour guides is defined by their skill in planning, implementing, and adjusting approaches to enhance tourist experiences and achieve goals like satisfaction, learning, and enjoyment (Lew, 2014). This includes employing effective communication, engaging activities, cultural sensitivity, and leveraging local expertise to create meaningful and memorable interactions with tourists. Tour guides' crucial role is to shape tourist experiences through strategic planning and executing activities that meet the needs and interests of visitors.

Tour guides employ the effectiveness of strategies that vary widely depending on factors such as destination, target audience, and specific goals of the tour. Fesenmaier et al. (2006) explored strategies such as narrative techniques, interactivity, and local expertise as key components influencing tour guide effectiveness. Engaging tourists through interactive activities, personal anecdotes, and tailored experiences can significantly enhance satisfaction and enjoyment (Xiao et al., 2017). Incorporating technology such

as audio guides, virtual reality, or mobile apps can enrich the tour experience and provide additional information and context to tourists. Technology enhances tours improving engagement, and satisfaction among tourists (Xiang & Gretzel, 2010). Effective tour guides are adept at addressing unexpected challenges and adapting plans to ensure a smooth and enjoyable tourist experience. A study suggested that tour guides who demonstrate flexibility and quick problem-solving skills are more likely to receive positive feedback from tourists (Pavlova & Tribe, 2017). Tour guides enhance visitors' experiences not only by providing personalized service, demonstrating problem-solving, and adhering to ethical standards but also by promoting sustainable tourism practices and fostering cultural understanding (Riley et al., 2018).

Tour guides with in-depth knowledge of local history, culture, and natural surroundings are perceived as more credible and capable. Studies have shown that tourists value guides who provide accurate and insightful commentary (Riley & Van Doren, 2018). By understanding and respecting diverse cultures, it is essential for tour guides operating in multicultural environments. Tour guides who demonstrate cultural sensitivity are more likely to create positive experiences for tourists (Jin, 2012). Ethical conduct and professional demeanor are crucial for establishing trust and credibility with tourists. Research emphasizes the importance of guides adhering to ethical standards, respecting local customs, and promoting sustainable tourism practices (Wang, 2011). Tailoring tours to meet the interests and preferences of tourists can enhance their satisfaction and overall experience. Personalized

interactions and customized itineraries contribute positively to tourist enjoyment and perceived value (Gretzel & Yoo, 2008).

Delve deeper into various dimensions of tour guide effectiveness, encompassing personalized service, problem-solving abilities, ethical considerations, and integrated technology. The effectiveness of strategies of tour guides shapes tourist experiences and contributes to destination attractiveness (Fesenmaier et al., 2006). The significance of the effectiveness of strategies of tour guides lies in their ability to enhance tourist experiences, contribute to destination attractiveness, and ultimately impact tourism industry outcomes.

2.2 Empirical Review

Tour guide strategies have been widely studied across different countries, providing valuable insights into the broader field of tour guide research. These strategies are essential in shaping the quality of tourist experiences and contributing to the tour guides' success. These empirical reviews investigate the effectiveness of strategies in various contexts, specifically focusing on tour guide strategies and their impact on performance and success.

Cohen (1985) largely pioneered the role of the tour guide's framework. The study explored two roles of tour guides: leadership and mediatory spheres, which were presented in a 2x2 matrix. The leadership sphere has consisted of instrumental leadership as outer-directed and social leadership as inner-

directed. The mediatory sphere has consisted of interactional mediatory as outer-directed and communicative mediatory as inner-directed. The original roles of tour guides have developed from outer-directed leadership and instrumental primacy, while professional tour guides have an emergence and developed from inner-directed, communicative primacy. The finding furthers the two new touristic occupations of the tour guide – the tour leader, who is concerned primarily with interactional activities, and the animator, who focuses on social ones.

Weiler and Devis (1993) conducted a study in Australia that examined the structure of tour guides' roles within a 3x2 matrix. The study identified three key management spheres: tour management, experience management, and resource management. Within these spheres, tour guides' roles were further divided into outer-directed roles (organizer, group leader, motivator) and inner-directed roles (entertainer, teacher, environmental interpreter). This framework contributed to understanding the varying roles tour guides play in managing not only the logistics of a tour but also the emotional and educational experiences of tourists.

Ap and Wong (2001) studied the professionalism and challenges faced by tour guides in Hong Kong. They highlighted that while the challenges faced by Hong Kong tour guides may be unique to the region, many of the issues are common to the guiding profession globally. The study emphasized the need for strategies to upgrade the professionalism of tour guides, noting that such efforts require support from the government, inbound tour operators, and

educational institutions to address issues like role conflict and lack of standardized training programs.

Poudel et al. (2011) assessed the role of tour guides in Nepal's trekking tourism. The study identified three primary spheres of guide roles: social (focus on group dynamics), instrumental (focus on tourist experience), and educational (focus on environmental awareness). The authors created a 3x2 matrix with six roles: inner-directed (tour leader, organizer, motivator) and outer-directed (group leader, teacher, interpreter). The research highlighted how understanding tourists' expectations could help guides refine their roles and improve the quality of the trekking experience.

Haig (1997) investigated the roles of tour guides working with eco-tourists and found that the role of organizer was the most important, followed by that of interpreter, teacher, and motivator for promoting environmentally responsible behavior. Interestingly, the study revealed that the importance placed on these roles varied by tour group type, with resort-based eco-tourist groups prioritizing the roles of entertainer and social facilitator over other responsibilities like education and environmental interpretation.

Roehl and Fesenmaier (1992a) examined the role of tour guides in creating memorable experiences for tourists. Their research emphasized that tour guides must go beyond providing factual knowledge and engage tourists emotionally and experientially. The study revealed that tour guides play a critical role in enhancing tourists' overall satisfaction by offering informed information, and emotional and experiential connections to the destination. The

authors suggested that the social interactions between tour guides and tourists contribute significantly to the formation of lasting memories, highlighting the importance of relational and emotional aspects in tour guiding.

Snyder and Katz (2003a) further examined the changing role of tour guides within the experience economy, arguing that tour guides go beyond simply providing factual information to orchestrate memorable and unique tourist experiences. Their research highlighted strategies such as storytelling, emotional engagement, and experiential facilitation, emphasizing the critical role of guides in shaping tourists' perceptions and interactions with destinations.

A study was done by Mak et al. (2011) on critical issues affecting the service quality and professionalism of the tour guides in Hong Kong and Macau. The study findings on the topic were identified and classified into six themes: unhealthy business practices of Chinese outbound travel agencies; immaturity of the Chinese tourism market; exploitative measures by inbound tour operators; human resources issues; role conflict; and service quality assurance mechanism. Further, the study proposed a conceptual model to explain the role conflict faced by the tour guiding profession.

Tanaka (2010) conducted a study in Japan to identify the competencies required for tour guides, revealing that knowledge is the top priority, followed by language skills, friendliness, politeness, kindness, energy, leadership, and appearance. These eight elements were categorized into three key components based on Spitzberg's model of competence: motivation,

knowledge, and skills. The study confirmed that attributes like energy, friendliness, and kindness fit into motivation, while knowledge falls under knowledge, and language skills, politeness, leadership, and appearance belong to skills. Four key findings emerged: foreign tourists have diverse interests in Japan, they were dissatisfied with the level of tour guide performance as expected by the government, they expect guides to possess not just knowledge and language skills, but also traits like friendliness and leadership, and the study supported Spitzberg's model of competence, positioning tour guides as professional communicators and private diplomats.

Supriadi and Aniroh (2014) investigated tour guides' competencies in meeting ASEAN standards while guiding tours around Mount Bromo in East Java, Indonesia. The study identified three main competencies: Applying Knowledge of Guiding (AKS), Implementing Guiding Task (IGT), and Developing Knowledge and Skills (DKS). The results revealed that most local tour guides were moderately competent in these areas, with 31% of the guides meeting the standard, 67% showing no significant difference, and 2% failing to meet the required competence. Lin et al. (2017) explored how the professional competencies of tour guides impact service quality and tourist satisfaction in Taiwan, concluding that tour guides' competencies significantly influence both service quality and satisfaction levels. Their findings offer valuable implications for improving tour guide training to enhance service quality and tourist satisfaction.

Ninpradith et al. (2019) examined the relationship between tour guide competency, service quality, and tourist satisfaction for Chinese tourists in Thailand. The study found that tour guide competencies positively influenced service quality, which, in turn, positively impacted satisfaction levels. Their research recommended that travel agencies and government bodies develop guidelines for recruiting and training guides, with a focus on the necessary competencies, skills, and ethics tailored to Chinese tourists. Telor (1999) studied language proficiency among tour guides in Thailand, revealing that 85% of tourists were highly satisfied with their guides' language skills, emphasizing the importance of language proficiency for a guide's success. Similarly, Adema (1998) found that higher language proficiency among tour guides is essential for professional success, further supporting the need for guides to develop their language skills to meet tourists' expectations.

Tung and Ritchie (2011a) investigated the effectiveness of tour guides' strategies in enhancing the tourist experience. Their study revealed that tour guides employ a combination of communication, interpersonal skills, and local knowledge to shape the tourist's experience in meaningful ways. The authors highlighted the importance of guides' ability to adapt their strategies based on the tourists' needs, cultural backgrounds, and the context of the tour. They found that the most effective tour guides use a dynamic approach, blending scripted narratives with impromptu interactions to create a personalized and engaging experience. Their work underscores the significant impact that skilled tour guides can have on tourist satisfaction and destination loyalty.

Gursoy, Chi, and Dyer (2007) explored the influence of tour guide services on tourists' satisfaction, finding that tour guides with specialized knowledge and training significantly enhance the quality of the experience. Their study highlights that a guide's expertise in local history, culture, and attractions positively affects how tourists perceive the tour, leading to higher satisfaction levels. This finding supports the importance of knowledge as a strategic element, emphasizing how guides who provide engaging, informative, and accurate content can improve their performance. Ultimately, this enhances their chances of success through increased customer satisfaction and repeat business.

Boley and McGehee (2014a) explored how tour guides contribute to promoting sustainable tourism, focusing on educating tourists about local culture, environmental preservation, and responsible tourism. Their findings underscored the importance of a guide's knowledge, communication skills, and commitment to sustainability, showing how guides can influence tourists' behaviors and attitudes toward more responsible practices.

Weiler and Ham (2001) examined the critical role of tour guides in shaping the visitor experience, emphasizing how their knowledge of a destination's history, culture, and heritage can greatly enhance the tourist experience. Their study highlighted that knowledgeable guides can personalize their storytelling, engaging tourists in a deeper, more meaningful way. The research concluded that a guide's expertise plays a vital role in facilitating emotional connections between tourists and the destination, establishing

knowledge as a key strategy in tour guiding. Similarly, Tung and Ritchie (2011b) explored how tour guides' knowledge contributes to creating memorable experiences, revealing that effective guides blend communication skills, local knowledge, and personal engagement. Their study underscored that guides who adapt their delivery to tourists' needs and cultural backgrounds are more likely to generate satisfaction and loyalty, positioning knowledgeable guides as crucial to enhancing the overall travel experience.

Boley and McGehee (2014b) investigated how tour guides' knowledge promotes sustainable tourism practices, stressing the role guides play in educating tourists about local cultures, environmental preservation, and responsible tourism. They found that knowledgeable guides can significantly influence tourists' attitudes toward sustainability, encouraging behaviors that support both environmental and cultural preservation. This aligns with Snyder and Katz's (2003b) research, which explored the expanded role of tour guides in the experience economy. Their study argued that guides use their knowledge to create immersive cultural narratives, enriching tourists' understanding of the destination and deepening their emotional connection to it. Roehl and Fesenmaier (1992b) also emphasized the importance of guides' knowledge, showing that those who blend factual information with emotional and experiential connections create lasting memories and positive perceptions of the destination.

Additional studies further highlight the importance of knowledge as a strategy for success. Bra (1997) found that among 300 tour guides in Lao PDR,

60% were rated "good," and recommended ongoing professional development to ensure up-to-date knowledge. Ziriba (2010) in Indonesia also identified that tour guides with strong knowledge significantly impacted their professional success, recommending knowledge as a strategy for sustainable success. Dabi (2003) in Nigeria and Wai (2003) in Thailand similarly noted that tour guides' knowledge directly influenced tourist satisfaction, with the latter study suggesting that guides' knowledge is a key factor in gaining competitive advantage. Finally, Jiayi & Ha (2006) in Indonesia found that tour guides' knowledge was essential for tourist satisfaction, positioning it as a competitive strategy in the professional tourism industry. These studies collectively highlight knowledge's central role as a strategy for enhancing the tour-guiding profession and ensuring long-term success in the industry.

Rao and Wang (2014) explored the role of tour guides in China's cultural tourism, focusing on the interactive methodologies used to engage tourists. Their research emphasized that strategies such as storytelling and participatory activities significantly enhance the tour experience, helping to create a personalized and immersive environment. This flexibility in methodology fosters meaningful connections between tourists and the destination, enriching their overall experience. Similarly, Ruelle and Koster (2009) examined tour guiding methodologies in European heritage tourism, highlighting the importance of techniques like experiential learning and hands-on engagement in communicating historical and cultural narratives. They stressed that such diverse approaches allow tourists to connect both cognitively and emotionally with the destination. In the realm of ecotourism, Müller and

O'Neill (2004) discussed how tour guides use environmentally sensitive methodologies in nature-based settings. They argued that sustainable practices, such as minimizing environmental impact while educating tourists on local ecosystems, are essential. This approach involves careful planning and the use of demonstration techniques and dialogue-based learning to foster responsible understanding of the environment.

Poudel et al. (2011) studied trekking tourism in Nepal, focusing on how guides use interactive methodologies to enhance tourists' learning in natural settings. Their research showed that real-time explanations of the environment and the creation of dialogic spaces where tourists engage with local cultural practices promote active participation, leading to a deeper understanding of the destination's heritage. Jafari and Scott (2014) explored the methodological evolution of tour guiding, noting the shift from information dissemination to experience-oriented methodologies. They emphasized the use of storytelling, role-playing, and cultural immersion to foster deeper emotional connections between tourists and destinations. This shift mirrors broader global tourism trends toward creating immersive, participatory experiences. In Myanmar, Geoge (1995) found that tour guides' methodologies were highly rated by tourists, suggesting that strategic use of tour guiding methodologies is essential for professional success. Similarly, Serio (2004) reported that 93% of tourists in Peru rated tour guides' methodologies as very good, emphasizing the significant impact of methodology on tourist satisfaction.

Jeo (2010) also examined tour guiding methodology in Thailand, finding that 88.2% of tourists were highly satisfied with their guides' methods. The study concluded that the level of methodology directly impacted the success of the tour guides. In Myanmar, Hauros (2003) noted that 80% of tourists rated the tour guiding methodology as very good, underscoring its importance for gaining a competitive professional edge. Fyle (2008) found that tour guides in Sri Lanka who employed varied methodologies achieved high satisfaction rates from tourists, further reinforcing the connection between effective methodology and professional success. Hey (1994) examined the relationship between tour guides' knowledge and methodologies in Bangkok, Thailand, noting that 83% of tourists rated the methodologies as very good. The study concluded that effective knowledge and methodology are key factors in achieving professional success for tour guides, suggesting that both aspects are crucial for fostering tourist satisfaction and career advancement.

Smith and Swanson (2014) investigated the importance of professional ethics and behavior in the hospitality and tourism industries, with a particular focus on tour guides. They discovered that ethical strategies, such as honesty, integrity, and respect for local cultures, not only enhance customer satisfaction but also build trust and loyalty. Tour guides who integrate these ethical practices into their daily operations are more likely to establish a positive reputation, which in turn contributes to sustained career growth and success. This illustrates the significant role of ethics in shaping the long-term success of tour guides.

Lastly, Bigné, Sánchez, and Andreu (2005) explored the ethical dimensions of the tourism industry, emphasizing that ethical decision-making—such as respecting local cultures, providing honest and transparent information, and ensuring customer safety—helps build trust between tourists and guides. Their research highlights the importance of ethics as a strategic pillar for building strong, positive relationships with clients. Ethical behavior not only enhances the guide's reputation but also contributes to customer loyalty, improved performance, and overall success. In the competitive tourism industry, guides who consistently demonstrate ethical behavior are more likely to achieve sustained success by fostering long-term client relationships and receiving positive reviews, which further contribute to career growth.

Fedi (2002) explored the role of tour guide ethics in Myanmar, finding that 73.75% of tourists rated their guides' ethics as very good, and 26.25% as excellent. The study emphasized the importance of developing and strategizing professional ethics for the success of tour guides.

Similarly, Wiet (2000) examined tour guides' ethics in Sri Lanka and found that 90% of tourists rated their guides' ethics as very good, with smaller percentages rating it as good (6%) and fair (4%). The study suggested that tour guides need to strategize their ethics to achieve a high level of professional success. Ethics also plays a crucial role in guiding practices, particularly in balancing entertainment with cultural sensitivity. Black (2005) discussed the ethical challenges faced by tour guides, noting the delicate balance between being an entertainer and providing accurate, culturally respectful information.

He highlighted the importance of ethical standards set by tour operators to align with sustainability goals.

Haig (1997) examined the ethical responsibilities of tour guides in eco-tourism, stressing the importance of guides adhering to ethical practices that promote environmental conservation and sustainable tourism. Haig's research highlighted the necessity of ethical training for guides to ensure tourists engage in eco-friendly practices. Poudel et al. (2011) assessed the ethical role of tour guides in Nepal, noting that ethics was central to educating tourists on cultural sensitivity and environmental responsibility. Their study found that guides who demonstrated ethical leadership encouraged responsible behavior from tourists, such as respecting local traditions and minimizing environmental damage.

Hauri (2005) studied tour guides' ethics in Myanmar and found that 95.2% of tourists rated their guides' ethics as very good, underscoring the significant impact of ethics on professional success. Similarly, Zinaka (2009) examined the ethics of tour guides in Thailand, finding that 80.1% of tourists rated their guides' ethics as very good. The study concluded that tour guides need to develop professional ethics as a personal strategy for success in the competitive tourism industry.

Harky (2001) examined the role of tour guides' relationships and networks, finding that 77.90% of tour guides rated their relations as good, with smaller percentages rating them as fair (14%), excellent (6.9%), and very good (1.2%). The study highlighted the importance of these relationships and

networks as key elements of success in the tour guiding profession, recommending that tour guides appreciate and cultivate their connections for professional growth.

Aneza (2005) focused on the communication skills of tour guides in Sri Lanka, finding that 92% of tourists rated their guides' communication as good, with 5% rating it as very good and 3% as fair. The study emphasized that effective communication is a critical component of a successful tour guide's performance. Similarly, Zani (2010) analyzed tour guides' relations and networks in Thailand, revealing that 90.20% of tourists rated their guides' relational skills as very good, with 9.80% rating them as good. This research further underscored the value of strong relationships and networks in enhancing tourist satisfaction.

The role of relational strategies in promoting community-based tourism was explored by Sirakaya-Turk and Teng (2003), who found that guides who established meaningful connections with both tourists and local community members played a crucial role in promoting the authenticity and sustainability of the tourism experience. By fostering mutual understanding and respect, guides bridged cultural gaps and helped preserve the local culture and environment. Xu and Li (2011) examined relational strategies in China's cultural tourism, finding that guides who built personal connections with tourists—through sharing personal stories or engaging in meaningful conversations—helped facilitate cross-cultural interactions. These strategies were crucial in

enhancing the tourist experience and making cultural tourism more engaging and impactful.

Wynni (2003) explored the interaction levels of tour guides in Myanmar, revealing that 90% of tourists rated their guides' interaction as very good. The study concluded that tour guides' interaction is a key element for professional success. Similarly, Pyle (2000) investigated the role of tour guides' relationships in Sri Lanka and found that 80% of guides were highly successful in establishing strong relationships. The study emphasized the importance of maintaining good relationships with tourists, tour operators, and relevant stakeholders, and recommended that tour guides prioritize these connections to ensure their professional success.

Fa & Telor (2002) examined the level of tour guides' relations and professional ethics on tour in Peru. The study revealed that the percentage of tourists having the rates on their tour guides' relation was highly satisfied 85.00, followed by satisfied and fair respectively 12.00 and 3.00. The percentages of professional ethics with very good and excellent were 80.75 and 19.25 respectively. The study concluded that relationships and professional ethics were necessary need in achieving professional tour guides in Peru. Further, the study recommended that tour guides' relationships and professional ethics be gained competitively professional to succeed professionally.

Bedi & Nec (2005) studied the level of tour guides' relations and professional ethics on tour in Myanmar. The result revealed that the percentage of tourists having the rates on their tour guides' relation was highly satisfied

90.00, followed by fair and satisfied were 6.00 and 4.00 respectively. The percentages of professional ethics were very good 92.75 and 7.27 was excellent. The study concluded that relationship and professional ethics were significant in gaining the position of tour guide.

Pipop (2005) analyzed the success level among tour guides in Bangkok, Thailand. The study revealed that 40% of the 250 tour guides surveyed rated themselves as highly successful, while 50% considered themselves successful, and 10% reported not being successful. The findings of this study suggest that tour guides who achieved success did so by employing a variety of strategies in their professional practices. These strategies likely included a blend of effective communication, adaptability, and engagement with tourists, which are key factors in creating memorable and satisfying experiences. The study concluded that the success of tour guides depends on their ability to apply different strategies that align with both their strengths and the needs of the tourists they serve.

In a similar vein, Deca (2000) examined the level of success among tour guides in Myanmar, revealing that 80% of the guides rated their success as very good, while 20% considered their success satisfactory. The study highlighted the importance of ongoing professional development for tour guides, emphasizing that continuous improvement in skills, knowledge, and customer interaction is necessary to reach higher levels of success. Deca's research suggests that those who rated their success as very good likely

engaged in further training and adopted effective guiding strategies to consistently meet or exceed tourist expectations.

A study by Irish (2006) also explored the success of tour guides, showing that 80.10% of the guides rated their professional performance as very good, with 16% rating it as good, 3% as fair, and 0.90% as excellent. While the majority of guides rated themselves highly, the research also revealed that many tour guides face challenges and difficulties in their professional roles. These challenges could include managing diverse groups, adapting to varying tourist needs, or overcoming cultural and language barriers. Despite these challenges, the study concluded that the key to a successful tour guiding career lies in overcoming these difficulties through effective problem-solving and adapting to the demands of the job.

Douga (1996) conducted a similar study in Myanmar, focusing on the success levels of tour guides. Among the 100 selected tour guides, 50.10% rated themselves as very good, 40.10% as good, and 9.20% as fair. The research found that tour guiding was considered an attractive profession, especially by those who rated their performance highly. The study emphasized the necessity of developing professional strategies to ensure that tour guides continue to improve and achieve greater success. According to Douga, a well-organized strategy, such as continual training, professional networking, and adopting best practices, was key to sustaining success in the competitive tourism industry.

In the USA, Oschell (2009) examined the effectiveness of tour guide communication: Measuring the factors that contribute to the perceived communication competence of nature-based tourism guides. The result shows that motivation, knowledge, and skills were all significant predictors of overall competence, while skills were the strongest predictors. Tour guides have more interaction with visitors than managers ever have, and this is a critical opportunity to use this interaction to benefit the individual tourist and the land they are visiting.

Pule (2002) conducted a study on tour guide strategies and found that language interpretation is a crucial strategy for tour guides. The research revealed that effective interpretive strategies should be tailored to both the personal development of the guide and the nationality of the tourist. Tour guides were encouraged to improve their language proficiency and employ interpretative strategies that align with the interests of tourists. The study emphasized that language proficiency is essential for all tour guides and that varied language strategies can help them gain a competitive edge in their professional success.

Magablih et al. (2010) studied the interpretation strategies used by Jordanian tour guides to handle cultural specificity in tourism material. The research found that Jordanian guides utilized various interpretation techniques, including transliteration, paraphrasing, expansion, providing cultural equivalents, neutralization, literal translation, reduction, and recognized translation. The study recommended establishing a uniform list of cultural terms

and their meanings to ensure quality interpretation by tour guides and to promote Jordan as a cultural tourism destination. This approach would help maintain the authenticity of the cultural narratives while facilitating better understanding between guides and tourists.

Brito (2012) investigated intercultural interpretation strategies used by tour guides in Portugal, specifically in the context of a guided visit to the Coach Museum in Lisbon. The study discovered that tour guides employed various strategies, including asking questions, using humor, storytelling, and connecting the experience to tourists' realities and fantasies. The study highlighted that the interpretive strategies varied based on the nationality of the tourists as well as the tour guide's characteristics. It concluded that the effective use of intercultural communication skills and interpretation strategies could significantly change tourists' perceptions and enhance their engagement with the cultural content.

In another case study in Portugal, Braga et al. (2013) explored tour guides' interpretation strategies at the Sintra National Palace. The study revealed that different tourists required specific strategies, considering their cultural and intellectual differences. Common strategies included storytelling, using legends, educating, entertaining, persuading, and comparing the cultural backgrounds of both the guides and visitors. Some strategies, such as using humor, games, or props, were less commonly used. The study concluded that the most effective strategies were those rooted in intercultural interpretation,

connecting to the three main features of the palace: memory, structure, and timing.

Purnomo (2017) examined interpretation strategies used by Indonesian tour guides at the Surakarta and Yogyakarta royal palaces. The study identified five primary interpretive strategies: addition, borrowing, synonymy, descriptive equivalents, and componential analysis. It concluded that Indonesian tour guides should improve their interpretation skills to make their guiding services more meaningful, especially in overcoming cultural barriers. This improvement in interpretive strategies could lead to better tourist satisfaction and engagement with cultural content.

Ababneh (2018) conducted a study at the archaeological site of Pella in Jordan, focusing on developing interpretive strategies in heritage tourism. The study found that the interpretation of the site could be enhanced by focusing on themes like cultural history, natural resources, and the association of places with historical events and people. The research recommended establishing a board to manage the site effectively, creating an interpretive plan that caters to both local and international visitors, and providing training for local tour guides and officials to better communicate the site's cultural significance.

Lu and Zhao (2019) explored strategies for improving the language art of tour guides in China. Their study emphasized the importance of preparation, accuracy, attention to detail, and continuous professional improvement. The study concluded that the language art of tour guides is a comprehensive skill

that should be developed alongside moral qualities to provide high-quality services. By focusing on self-development, tour guides can enhance the overall tourist experience.

Cartin and Aric (1992) examined communication strategies used by tour guides in Bangkok, Thailand, and found that friendly demeanor, smiling, eye contact and language proficiency were key to effective communication. The study revealed that 80.25% of tourists rated their tour guides' communication as highly satisfactory. The research emphasized the importance of self-development in communication strategies to improve tour quality and increase tourist satisfaction.

Fary and Pai (2001) analyzed the communication strategies of Nigerian tour guides, noting that communication varied based on language proficiency, which affected tourist satisfaction. The study suggested that tour guides should adapt their communication strategies to accommodate tourists' nationalities, personalities, and statuses. This adaptation would ensure better communication and understanding, enhancing the overall tourist experience.

Huang (2011) studied the strategies used by Chinese tour guides in intercultural communication, particularly in Yunnan province. The study found that tour guides adopted varying strategies based on their roles, identities, and relationships with tourists. The research recommended that tour guides be trained to understand the complexities of personal, cultural, and contextual perspectives when communicating with tourists.

Ekayati and Sanity (2018) explored communication strategies used by tour guides in Bukit Lwang, Indonesia, and identified five types of strategies: achievement, interactional, avoidance, self-monitoring, and stalling strategies. The study found that communication strategies were essential for overcoming conversational barriers and ensuring effective interaction with tourists. The challenges faced by guides included a lack of grammar, vocabulary, and confidence, which impacted their communication effectiveness.

Tung (2004) highlighted that tour guides play a central role in managing the tour experience by controlling the flow of information, managing group dynamics, and tailoring their strategies to meet the specific interests and needs of tourists. According to Tung, guides often use storytelling, humor, and active participation to engage tourists, which contributes to a more satisfying experience. Similarly, Yuan and Jang (2008) emphasized that tour guides in cultural tourism act as strategic communicators, shaping tourists' perceptions and emotional responses to destinations. Their ability to balance education with entertainment, customize their delivery for different audiences, and foster personal connections with tourists significantly enhances the tour experience.

Hughes (2013) focused on the interactive techniques employed by tour guides, noting that they often adjust their strategies based on the group's interests and backgrounds. Guides use various methods, such as local storytelling, asking engaging questions, and incorporating sensory experiences to create a more immersive and engaging tour. In a similar vein, Herbert (2001) examined how guides manage their relationship with tourists by planning and

organizing their approach strategically. He found that successful tour guides use techniques like pacing, narrative construction, and humor to maintain tourists' interest, and they skillfully adjust their strategies depending on the group dynamics.

Bryman (2004) explored the professionalization of tour guides and highlighted how their strategic communication contributes to the success of the tourism experience. He argued that tour guides must balance multiple roles— such as educator, entertainer, and cultural mediator—using strategic approaches to meet the diverse needs of tourists while ensuring an authentic representation of the destination. Together, these studies underscore the importance of tour guides as strategic actors who navigate the complexities of the tour experience and enhance the overall satisfaction of tourists.

Choi and Murray (2010) examined the impact of service quality strategies in tourism, specifically focusing on how the quality of tour guide services influences customer satisfaction and retention. Their research found that guides who effectively use customer service strategies—such as attentiveness, communication, and flexibility—achieve higher satisfaction levels, which are directly linked to business success. This supports the view that a guide's methodology, particularly in service delivery and interaction, plays a critical role in performance and long-term success.

In another area of research, Xu, Chen, and Wang (2020) examined the relationship between innovation in tour guide services and customer satisfaction. They found that incorporating innovative strategies, such as the

use of new technologies (e.g., digital guides or virtual tours), can significantly improve a guide's performance. This research emphasizes the importance of methodological innovation, where leveraging technology to enhance the tour experience can help guides stand out and succeed in a competitive market.

Porter (1985) introduced the concept of competitive advantage, emphasizing how businesses that implement strategic frameworks outperform competitors. In the tourism context, this theory applies to tour guides who, by using strategic methodologies such as personalized customer interactions and tailored tour experiences, can differentiate themselves in a crowded market. For example, a tour guide who incorporates unique storytelling techniques or creative itineraries can stand out from others. Porter's framework suggests that the successful application of such strategies can lead to improved performance and long-term success, making strategic planning a crucial factor in tour guide effectiveness.

The process of strategy development has been widely studied, with a significant body of research focusing on how strategies should be created and organized for success in various industries, including tourism. A key study by Mintzberg, Ahlstrand, and Lampel (1998) offers a foundational understanding of strategic planning. Their research suggests that strategic planning should not be viewed as a rigid, top-down process, but rather as a flexible and adaptive approach. Mintzberg's work emphasizes the importance of emergent strategies, meaning that while it's essential for tour guides to have a clear framework for their strategies, they should also remain responsive to real-time tourist needs,

weather conditions, and unexpected requests. This flexibility allows tour guides to refine their approach dynamically, improving both their performance and long-term success.

Ritchie and Crouch (2003) further examined how to develop tourism strategies by integrating both internal and external factors. Their findings suggest that effective strategy development requires accounting for both internal capabilities (such as a tour guide's knowledge, skills, and methodology) and external influences (including cultural trends, technological advancements, and evolving tourist expectations). This research aligns with the practice of adaptation in strategy development for tour guides, suggesting that they must continuously evolve their approach in response to the changing tourism environment, incorporating new technologies like digital guides or adjusting their methodologies based on tourists' changing preferences.

Buhalis (2000) explored the impact of technology on tourism strategy development, finding that technological tools, such as virtual reality and augmented reality, have become essential in the tourism industry to maintain a competitive edge. For tour guides, incorporating such innovations into their strategies can enhance the visitor experience, whether through multimedia storytelling or interactive digital content, thereby providing a competitive advantage. This study highlights the growing importance of integrating technological innovation into the strategic development process for tour guides.

The concept of service-dominant logic developed by Vargo and Lusch (2004) adds another dimension to strategy development. Their research

emphasizes the creation of value through service interactions, suggesting that tour guides must focus on building strong relationships with customers, positioning tourists as active participants in the tour experience rather than passive recipients of information. This relational focus is crucial for tour guides, who must develop strategies that foster customer engagement and loyalty to drive long-term success.

In terms of organizing strategies for success, Kaplan and Norton's (1992) Balanced Scorecard provides an important framework. The Balanced Scorecard emphasizes that strategy development must extend beyond financial goals, incorporating customer satisfaction, internal processes, and learning and growth. For tour guides, this model is particularly useful in organizing strategies, as it encourages a holistic approach that balances excellent service delivery with ongoing learning and personal development. By focusing on these key areas, tour guides can improve both their immediate performance and long-term success.

Porter's (1985) Competitive Strategy emphasizes the importance of differentiation in achieving a sustainable competitive advantage. This theory can be directly applied to tour guides, who should aim to develop specialized offerings such as eco-tours, cultural experiences, or historical tours to differentiate themselves in a competitive market. By focusing on their unique value propositions and aligning their strategies with tourists' specific interests, tour guides can enhance both their market positioning and customer satisfaction.

Mintzberg's (1994) Five Ps of Strategy further contribute to organizing successful strategies. His framework highlights that strategy development should not only involve planning, but should also include flexibility, as strategies may evolve based on feedback and environmental changes. For tour guides, this means developing a clear strategy but being open to emergent opportunities, such as customizing tours based on tourist preferences or adjusting to changes in weather or the availability of attractions. This flexibility ensures that the strategy remains relevant and adaptable, enhancing performance and success.

Teece (2010) introduces the concept of dynamic capabilities, which refers to an organization's ability to adapt and innovate in response to changes in the market. For tour guides, developing dynamic capabilities means incorporating new technologies, such as virtual tours, or using creative storytelling techniques to offer personalized experiences. Teece's framework highlights the importance of innovation in strategy development, ensuring that tour guides can remain competitive in a rapidly evolving tourism market.

Schilke (2014) underscores the importance of aligning strategic decisions with long-term goals. For tour guides, this means that their strategy development should not only focus on delivering a high-quality tour experience but also on building a long-term reputation and customer loyalty. By aligning short-term performance goals (such as customer satisfaction) with long-term career goals (such as reputation building and business growth), tour guides can achieve sustained success.

In summary, strategy development for tour guides is a dynamic and multifaceted process. It involves creating a structured plan while also being flexible enough to adapt to changing circumstances and customer needs. Successful strategy development for tour guides should incorporate both internal strengths (such as knowledge and skills) and external factors (such as technology and tourist trends). Organizing these strategies for success involves focusing on differentiation, customer satisfaction, continuous learning, and long-term career goals. By leveraging these strategic frameworks, tour guides can ensure that their strategies align with both immediate customer needs and long-term success.

Best (2011) identified tour guides as strategists, noting that their work aligns with organizational strategies in two key ways. First, tour guides reflect and reinforce the organizational strategy of engaging the audience. The study emphasized that tour guides must navigate significant obstacles and challenges that arise during the tour to maintain audience engagement. Ultimately, the research concluded that tour guides play a crucial role as strategic actors in shaping the tour experience and enhancing audience involvement.

2.3 Conceptual Framework of Research

The conceptual framework investigates how the effectiveness of strategies used by tour guides influence both their performance and success. The strategies focus on four key areas: knowledge, methodology, ethics, and relations. These strategies directly impact the performance of tour guides by enhancing their ability to deliver engaging and informative tours. Additionally,

KMER strategies contribute directly to the tour guide's success through career growth, reputation building, and long-term achievements. Performance, in turn, plays a critical role in shaping success, as improved performance leads to higher customer satisfaction, repeat business, and professional advancement. This framework illustrates how these interconnected strategies influence both immediate performance and long-term success, forming a continuous cycle of development and achievement for tour guides.

Figure 2.1: Conceptual Framework on the Effectiveness of Strategies of Tour Guides on Their Performance and Success
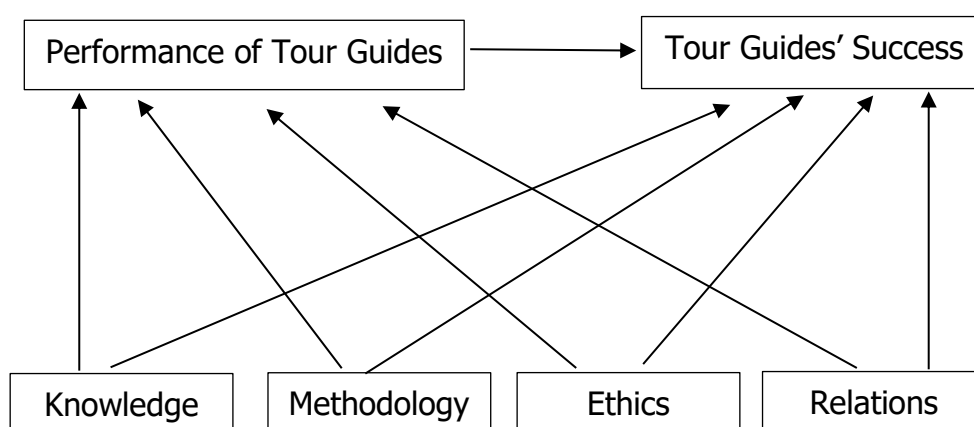
2.4 Conclusion

The tour guide is one of the oldest professions alongside of other tourism professionals. The definition of the tour guide varies according to the different countries, authorities, associations, and individuals. A tour guide is an individual who leads visitors in their preferred language, provide interpretations at various sites, and typically holds specialized qualifications recognized by relevant authorities in the specific area. The role of tour guides is to turn a most

pleasurable tourist experience. The tour guides were typed based on the tiers of tour guiding, the nature of the tourist destination, and tour guiding activities. Tour guides' competencies must acquire knowledge, skills, and attitudes to perform a specific role to respond to work effectively.

Tour guides encounter numerous challenges and difficulties in their profession. The tour guides engage in strategic discourse to position themselves as legitimate participants in strategy and view themselves as strategists. Therefore, professional strategizing is essential and of growing interest for tour guides. Since its origin, the term strategy has been used to pursue the political end. Strategy is defined as gaining competitive advantages and aims to improve its position in competition. Tour guide strategy can be intended and emergent, involves setting goals and actions to achieve specific objectives.

The strategy process and management encompass all activities required to formulate, implement, and monitor strategies to ensure effectiveness and success. This structured approach enhances tour guides' performance by helping them to adapt to changing conditions, ensuring sustained success. Effective tour guide strategies are crucial for success as to ensure tourists experience smooth and enjoyable journeys, optimize operational efficiency and safety, differentiate operators in a competitive market, promote sustainable practices, and foster ongoing professional development. The process and management of strategy, which include strategy

development and organizing for success, are crucial for achieving long-term objectives and maintaining a competitive edge.

Tour guides can develop and organize strategies to enhance services, attract more visitors, and ultimately achieve success. Tour guide strategy aims to enhance visitor satisfaction, optimize operation, differentiate tours, promote sustainable tourism, and support professional growth among tour guides. Together, these factors contribute to the success and competitiveness of tour operations. Organizing strategies of tour guides are crucial for ensuring successful outcomes, including tourist satisfaction, operational efficiency, market differentiation, sustainable tourism promotion, and ongoing professional development. Developing and organizing strategies for success are very important for the success of tour guides.

Several studies of the tour guide strategy have been conducted. Most of the studies investigate strategies of tour guides for effective communication and interpretation. Moreover, both conceptual and empirical review of literatures have found the effectiveness of knowledge, methodology, ethics, and relations of tour guides worldwide. Tour guide strategy effectiveness shapes tourist experiences and contributes to destination attractiveness. The effectiveness of tour guide strategies significantly enhances tourist experiences and satisfaction, ultimately impacting outcomes in the tourism industry.

REFERENCES

Ababneh, A. (2017). Tour guides and heritage interpretation: Guides' interpretation of the past at the archaeological site of Jarash, Jordan. *Journal of Heritage Tourism*. https://doi.org/10.1080/1743873X.2017.1321003

Ababneh, A. (2018). *Case study for developing interpretive strategies in an archaeological heritage attraction*. Retrieved from https://www.academia.edu/41262265/The_Site_of_Pella_in_Jordan_A_Case_Study_for_Developing_Interpretive_Strategies_in_an_Archaeological_Heritage_Attraction

Adam, K. (1995/1996). *Competency's American origins and the conflicting Approaches in Use Today*. London: Eclipes Group.

Adema, C. (1998). Developing Interpretative Language for the Success: Language Proficiency and Interpretation. *Journal of Tourism Management*, *7*, 200.

Ajar, I. D. (2019). 8 Types of Tour Guides. Retrieved from https://www.ajar.id/en/post/8-types-of-tour-guides

Almagor, U. (1985). A tourist's "Vision Quest" in an African game reserve. *Annals of Tourism Research*, *12*(1), 31-47.

Ambrosini, V., Bowman, C. & Burton-Taylor, S. (2007). Inter-team coordination activities as a source of customer satisfaction. *Human Relations*, *60*(1), 61-98.

Andrews, K. (1980). *The concept of corporate strategy, (2nd ed.)*. Dow – Jones Irwin.

Aneza, C. (2005). Significant impact of professional ethics: A case study on tourism services' provider. *International Journal of Tourism Management, 7,* 35.

Angwin, D., Cummings, S., & Smith, P. (2009). *Strategy in practice*. Sage Publications.

Angwin, D., Paroutis, S., & Mitson, S. (2009). Connecting up strategy: Are senior strategy directors a missing link? *California Management Review, 51*(3), 74-94.

Ansoff, H. I. (1965). Corporate strategy. *New York: McGraw-Hill*.

Ansoff, H. I. (1969). Business strategy: Selected readings Baltimore, Md. Penguin Books.

Ansoff, H. I., Avner, J., Brandenburg, R. G., Portner, F. E. & Radosevich, R. (1970). Does planning pay? The effect of planning on success of acquisitions in American firms. *Long Range Planning, 1*(2), 2-7.

Ap, J. & Wong, K. K. (2001). Case study on tour guiding: Professionalism, issues and problems. *Tourism Management, 22*, 551–563.

Arnold, J. & Davey, K. M. (1994). Evaluating graduate development: Key findings from the graduate development project. *Leadership and Organization Development Journal, 15*, 9-15.

ASEAN. (2018). *Handbook of ASEAN mutual recognition arrangement on tourism professionals,* (2nd ed). Jakata: ASEAN Secretariat.

ASEAN. (2018). *Tourism and hospitality development: ASEAN tourism strategy 2016–2025*. ASEAN Secretariat.

Athapaththu, H. K. S. H. (2016). An overview of strategic management: An analysis of the concepts and the importance of strategic management. *International Journal of Scientific and Research Publication*, *6*(2). ISSN: 22503153.

Ballantyne, R. & Packer, J. (2011). Visitors' memories of wildlife tourism: Implications for the design of powerful interpretive experiences. *Tourism Management, 32*(4): 770-779.

Balogun, J. & Johnson, G. (2004). Organizational restructuring and middle manager sensemaking. *Academy of Management Journal, 47*(4), 523-549.

Balogun, J. & Rouleau, L. (2017). *Strategy as practice research on middle managers and sensemaking*. In Floyd, S. & Wooldridge, B. (Ed), *Handbook of middle management strategy process research*. *Cheltenham: Edward Elgar Publishing*, 109-132.

Balogun, J., & Johnson, G. (2004). *Organizational restructuring and middle manager sensemaking*. Academy of Management Journal, 47(4), 523-549.

Balogun, J., & Rouleau, L. (2017). The Role of the Strategist in Strategy Making: A Practice Perspective. *Academy of Management Review*, 42(2), 228-251.

Balogun, J., Jacobs, C. & Jarzabkowski, P. (2014). Placing strategy discourse in context: Socio-materiality, sensemaking and power. *Journal of Management Studies*, *51*(2): 175-201.

Barry, D., & Elmes, M. (1997). Strategy retold: Toward a narrative view of strategic discourse". *Academy of Management Review*, *22*(2), 429-52.

Baumgartner, F., Iten, M., Michel, F., & Schmid, A. (1978). *Trekking tourismus in Nepal*. Zurich: E.T.H. INDEL.

Bayer, A. (2014). Components of effective professional development.

Bayer, A. (2014). The components of effective professional development activities in terms of teacher's perspective. *International Online Journal of Educational Science 6*(2), 319-327.

Bedi, A. T. & Nec, T. L. (2005). Strategy as practice: Relation and ethics. Journal of Tourism Studies, *11*(2): 155-172.

Begg, A. J. (1993). *Professional development of high school mathematics teachers. Centre for Science and Mathematics Education Research, University of Waikato*.

Bell, B. (1993). *I Know About Lisp but How Do I Put it into Practice? Final Report of the Learning in Science Project (Teacher Development)*. Hamilton:

Centre for Science and Mathematics Education Research, University of
Waikato.

Bell, M. (1993). A critical perspective on professional development.

Best, C. (2011). *The role of the tour guide in tourism: Exploring its role and its
development*. Journal of Tourism Studies, 12(3), 29-41.

Best, K. (2011). Strategy in practice: Re-categorising tour guides as strategists.
Academy of Management Conference.

Bigné, E., Sánchez, I., & Andreu, L. (2005). The role of ethics in customer
satisfaction: An empirical study in the tourism sector. *Journal of
Business Ethics*, 56(3), 319-332. https://doi.org/10.1007/s10551-004-
3020-4

Birman, B. F., Desimone, L., Porter, A. C. & Garet, M. S. (2000). *Designing
professional development that works*. Educational Leadership, 57(8),
28-33.

Birman, B., et al. (2000). Effectiveness of professional development activities.

Black, J. (2005). Ethical dilemmas in the practice of tour guiding. *Tourism
Management, 26*(1), 85-97.
https://doi.org/10.1016/j.tourman.2003.09.003

Black, R., & Weiler, B. (2005). Quality assurance and regulatory mechanisms in
the tour guiding industry: A system review. *The Journal of Tourism
Studies, 16*(1), 24 -37.

Black, R., & Weiler, B. (2005). *The role of the tour guide: Education, interpretation, and communication*. In P. Lynch & S. L. Morrison (Eds.), *Tourism education: Global perspectives* (pp. 174-189). Routledge.

Blackler, F., Crump, N. & McDonald, S. (2000). Organizing processes in complex activity networks. *Organization*, *7*, 277–300.

Blackler, F., Crump, N., & McDonald, S. (2000). *Reflective practice and professional learning*. Management Learning, 31(3), 355-369.

Boam, R. & Sparrow, P. (1992). *Designing and achieving competency.* London: McGraw-Hill.

Boley, B. B., & McGehee, N. G. (2014a). The role of tour guides in sustainable tourism: An empirical study. *Journal of Sustainable Tourism, 22*(4), 506-525. https://doi.org/10.1080/09669582.2013.855667

Boley, B. B., & McGehee, N. G. (2014b). The role of tour guides in sustainable tourism: Educating tourists and promoting environmentally responsible behaviors. *Journal of Sustainable Tourism, 22*(6), 777-794.

Bourdieu, P. (1990). *The Logic of Practice*. Cambridge: Polity Press.

Bowie, D. & Chang, J. C. (2005). Tourist satisfaction: A view from a mixed international guided package tour. *Journal of Vocation Marketing*, *11*(4), 303-322.

Boyatzis, R. (1982). The competent manager: A model for effective performance. *New York: John Willey & Sons*.

Boyle, A., & Arnott, A. (2004). What Tour Guide Stories Can Tell Us about Learning, Education and Training: A Case Study in the Top End of the Northern Territory. *Council for Australian Tourism and Hospitality Education*, 86-94.

Boyle, B., & Arnott, M. (2004). Impact of traditional professional development.

Bra, R. (1997). Tour guide competences: Significant of tour guide's knowledge. *International Journal of Professional Competencies*, *5*(1), 105.

Bracker, J. (1980). The historical development of the strategic management concept. *Academy of Management Review*, *5*(1), 219-224. ISSN: 0363-7425.

Braga, C., Brito, L., & Soares, M. (2013). *Tour guides, facts and fiction in heritage interpretation: The case study of Sintra National Palace*. In Koerts & Smith (eds.). 3rd International Research Forum on Guided Tour. 4-6 April 2013. Breda, Holland, pp.165-181. ISBN: 978-90-5472-194-9.

Bras, K. (2000). Image-building and guiding on Lombok: The social construction of a tourist destination, PhD Dissertation Submitted to Department of Leisure Studies, Tilburg University.

Brennan, B. (1988). Needs and Needs Assessment in CPE. Pre-conference Discussion Paper. Armidale: Continuing Professional Education: Meeting the Needs of Practitioners.

Brennan, B. (1990). Continuing Professional Education: promise and performance. Hawthorn: Australian Council of Educational Research.

Brito, L. (2012). Intercultural interpretation strategies in the museum context: Case study of a guided visit to the coach museum in Lisbon. Turismo & Desenvolvimento, *17/18*(3), 1509-22.

Brown, J. S. & Duguid, P. (1991). Organizational learning and communities of practice: toward a unified view of working, learning and innovation, *Organization Science*, *2(1*), 40–57.

Brown, J. S. & Duguid, P. (2001). Knowledge and organization: A social-practice perspective. *Organization Science*, *12*(2), 198–213.

Bruner, E. (2004). *Culture on tour: Ethnographies of travel*. Chicago: University of Chicago Press.

Bryman, A. (2004). *The role of professionalization in tourism: The case of tour guides*. Tourism Management, 25(4), 467-475. https://doi.org/10.1016/j.tourman.2003.10.017

Buhalis, D. (2000). Marketing the competitive destination of the future. *Tourism Management*, 21(1), 75-116. https://doi.org/10.1016/S0261-5177(99)00095-3

Bunten, A. (2008). Sharing culture or selling out? Developing the commodified persona in the heritage industry. *American Anthropologist, 35*(3), 380-395.

Cameron, C. (1988). Identifying learning needs: Six methods adult educators can use. *Lifelong Education*, *11*(4), 25–28.

Cappock. R. (1978). The Influence of Himalayan tourism on sherpa culture and habitat. *Zeitschrift fur Kulturaustausch*, *28*(3):61-68.

Cardona, P., & Chinchilla, M. N. (1998). Evaluacíon y Desarrollo de las Compencias Directivas. *Revista Harvard Deusto*, 10.

Cartin, B. & Aric, D. (1992). Interpretive language sufficiency: A case study for successful tour Guide. *International Journal of Tourism*, (5), 233-250.

Casson, L. (1994). *Travel in the ancient world*. The Johns Hopkins University Press.

Caudron, S. (1999). The Hard Case for Soft Skills. *Workforce, 78*, 60-64.

Causevic, S. & Lynch, P. (2011). Phoenix tourism: Post conflict tourism role. Annals of Tourism Research, *38*(3), 780-800.

CEN. (2003). *Tourist guides – Requirements for the profession*. European Committee for Standardization.

Chandler, A. (1962). *Strategy and structure*. New York: Doubleday.

Chandler, A. J. (1962). *Strategy and structure: Chapter in the history of the American industrial enterprise*. MIT.

Chang, K. (2014). Examining the effect of tour guide performance, tourist trust, tourist satisfaction, and flow experience on tourists' shopping Behavior.

Asia Pacific Journal of Tourism Research, *19*(2), 219-247, DOI: 10.1080/10941665.2012.739189.

Cheetham, G., & Chivers, G. (1996). Towards a holistic model of professional competence. *Journal of European Industrial Training*, *20*, 20-30.

Chen, C., Li, Z. Y. & Gong, H. Q. (2012). Study on tourist vocational competency index system construction-based on the double perspective of industry and academic discussion. *In Tourism Forum*, *1*, 17.

Chilembwe, J. M. & Mweiwa, V. (2014). Tour guides: Are they Tourism promoters and developers? Case study of Malawi. *International Journal of Research in Business Management, 2*.

Chilembwe, S., & Mweiwa, R. (2014). *The evolving role of tour guides: Implications for professional development in tourism*. International Journal of Hospitality & Tourism Administration, 15(2), 130-146. https://doi.org/10.1080/15256480.2014.926460

Choi, Y., & Murray, L. (2010). Service quality and customer satisfaction in tourism: A review of literature. *Journal of Tourism Studies*, 11(2), 57-75.

Cimacio, B. C., Pormentria, D. B. C., Reside, O.H. & Nullar, M.B. (2009). Tour Guiding in Baquio City: Perspective from Three Stakeholders Groups. Philippines: University of the Cordilleras.

Cohen, E. (1972). Toward a sociology of international tourism. *Social research*, *39*(1), 164 – 182.

Cohen, E. (1979). Rethinking the sociology of tourism. *Annals of Tourism Research*, *6*(1), 18 -35.

Cohen, E. (1982). Jungle guides in northern Thailand: The dynamics of marginal occupational role. *Sociological Review*, *30*(2), 234 - 266.

Cohen, E. (1982). Toward a sociology of international tourism. *Social Research*, *39*(2), 164-182.

Cohen, E. (1985). The tourist guide: The origins, structure and dynamics of a role. *Annals of Tourism Research*, *12*(1), 5-29.

Cohen, E. (1985). The tourist guide: The origins, structure, and dynamics of guide services. *Annals of Tourism Research, 12*(1), 5-29. https://doi.org/10.1016/0160-7383(85)90004-7

Collin, K. (2000). Efficiency of traditional professional development programs.

Collins, P. (2000). Agro-tourism – a sustainable approach to economic growth. Inter-American Institute for Cooperation on Agriculture Trinidad and Tobago.

Collins, V. R. (2000). Becoming a tour guide: The principles of guiding and site interpretation. Thomson, UK. Retrieved from https://books.google.com.kh/books?id=aBm3tu6wYu0C&printsec=fro ntcover&dq=Type+of+Tour+Guide&hl=en&sa=X&ved=0ahUKEwjn9e

fxnLLnAhUSfX0KHVM5AgU4FBDoAQhPMAU#v=onepage&q=Type%20 of%20Tour%20Guide&f=false

Cornell, J. (1980). A brief memorable love affair with Abemama. *Pacific Islands Monthly*, *51*(9), 47-50.

Cranton, P. (1996). Professional Development as Transformative Learning. San Francisco: Jossey-Bass.

Cranton, P. (1996). Transformative learning in professional development.

Crick, M. (1989). Representations of international tourism in the social sciences: Sun, sex, sights, savings, and servility. Annual Review of Anthropology, *18*(1), 307-344.

Cruz, L.C. (1999). Principles and Ethics of Tour Guiding, Quezon City: Rex Printing.

Dabi, A. (2003). Developing Tour Guides' Knowledge for Success. Journal of Tourism Management, (1st ed.), pp.10.

Dahles, H. (2002). The politics of tour guiding: Image management in Indonesia. *Annals of Tourism Research*, *29*(3), 783-800.

Daigle, P., & Rouleau, L. (2010). Strategic plans in arts organizations: A Compromising tool between artistic and managerial values. *International Journal of Arts Management*, *12*(3), 13-30.

Dalton, M. (1959). Men Who Manage: Fusions of Feeling and Theory in Administration. New York: Wiley.

David, F. R., & David, F. R. (2019). *Strategic Management: A Competitive Advantage Approach, Concepts and Cases (17th ed.)*. Pearson Education, Inc.

De Certeau, M. (1984). The Practice of Everyday Life. Berkeley: University of California Press.

De Certeau, M. (1984). *The Practice of Everyday Life*. University of California Press.

Deca, F. (2008). An analysis of level of tour guides' success. International Journal of Management, *8*, 20.

Delemare, F., & Winterton, J. (2001). What is competence? Human Resource Department International. Vol.8, 27-46. Obtenido de EBSCO Host Business Source Complete.

Denis, J. L., Dompierre, J., Langley, A. & Rouleau, L. (2011). Escalating indecision: Between reification and strategic ambiguity. *Organization Science, 22*(1), 225-244.

Denis, J. L., Langley, A., & Rouleau, L. (2007). Strategizing in pluralistic contexts: Rethinking theoretical frame. *Human Relation, 60*(1), 179-215.

Dess, G. G., Lumpkin, G. T., Eisner, A. B. & McNamara, G. (2012). *Strategic management (6th ed.)*. McGraw-Hill Irwin. ISBN 978-0-07-802931-8.

Dewey, J. (1938). *Experience and Education*. New York: Touchstone.

Dioko, L. A. N. & Unakul, M. H. (2005). The Need for Specialized Training in Heritage Tour Guiding at Asia World Heritage's Sites: Preliminary Findings on the Challenges and Opportunities. Regional Consultation Meeting, Macao.

Douga, L. (1996). Strategy Discourse for the Success. *Journal of Tourism Studies*, *22*(2), 220-230.

Dreyfus, H. (1991). *Being in the world*. Cambridge.

Drucker, P. (1954). *The practice of management*. New York: Harper and Brothers.

Easton, L. B. (2008). From professional development to professional learning. *Phi Delta Kappan*, *89*(10), 755-761.

Eden, C. & Ackerman, F. (1998). *Making strategy: The journey of strategic management*. London: Sage.

Eden, C., & Ackerman, F. (1998). *Making Strategy: The Journey of Strategic Management*. Sage Publications.

Edensor, T. (1998). *Tourist at the Taj*. Routledge, London.

Ekayati, R., & Saniaty, D. (2018). Communication strategies used by tourist guides: Case study at Bukit Lwang. The 1st Annual International Conference on Language and Liturature, vol.2018.

Elliott, J. (1991). *Action research for educational change*. Buckingham: Open University Press.

Engestrom, Y., Miettinen, R. & Punamaki, R. L. (1999). Perspectives on activity theory. Cambridge University Press.

Ezzamel, M. & Willmott, H. (2008). Strategy as discourse in a global retailer: A supplement to rationalist and interpretive accounts. *Organization Studies*, *29*(2), 191-217.

Ezzamel, M. & Willmott, H. (2010). Strategy and strategizing: A poststructuralist perspective. *Advances in Strategic Management*, *27*, 29-50.

Fa, A. C. & Telor, D. (2002). Strategy discourse in context: Power of relation and professional ethics. *Journal of Tourism Studies*, *32*(2), 200-212.

Fary, L. & Pai, R. (2001). Communication in Professional Effectively: A Compromising Tool Between Communication and Tour Guide Values. *International Journal of Communication and Strategy*, *10*(3), 50.

Faux, R. (1981). Getting to Know British Guides in the Alps. The Times, 1.4.81: 14.

Fedi, Z. A. (2002). Professional ethics. A case study on ethics and tour Guide values. *International Journal of Management*.

FEG. (2019). *Definition: Tour guide*. European Federation of Tourist Guide Association.

Feldman, M. S. & Orlikowski, W. J. (2011). Theorizing practice and practicing theory. *Organization Science*, *22*(5), 1240-1253.

Fesenmaier, D.R., Werthner, H., and Wober, K. W. (2006). *Destination recommendation system: Behavioral foundations and applications*. CABI Publication.

Fessler, R. & Burke, P. J. (1988). Teacher assessment and staff development: Links in the same chain. *Journal of Staff Development*, *9*(1), 14-18.

Fine, E. C. & Speer, J. H. (1985). Tour guide performance as sight sacralisation. *Annals of Tourism Research*, *12*(1), 73-95.

Flamme, L. A. (1979). The impact of tourism: A case from the Bahama islands. *Annals of Tourism Research*, *6*(2), 136-148.

Flectcher, J. (1990). Self-esteem and cooperative education: A theoretical framework. *Journal of Comparative Education*, *26*, 41-55.

Floyd, S. W., & Lane, P. J. (2000). Strategizing Throughout the organization: Management role conflict and strategic renewal. *Academy of Management Review*, *25*(1), 154-177.

Foster, D. (1985). *Travel and Tourism Management*. London: Macmillan.

Foucault, M. (1977). *Discipline and punish: The birth of the prison*. New York: Pantheon Books.

Freedman, L. (2013). *Strategy*. Oxford University Press.

Freedman, L. (2015). *A history*. Oxford University Press.

Fullan, M. & Hargreaves, A. (1992). *Teacher Development and Educational Change*. London: Falmer Press.

Fyle, C. (2008). Strategy as practice: Power of tour guiding methodology. *Journal of Management Studies*, *10*(4), 199-223.

Geoge, D. (1995). Tour guiding methodology. *International Journal of Tourism*, *2*, 201.

George, J. C. (1996). The myth of soft skill training. *Training*, *33*, 48-52.

Gherardi, S. (2009). Introduction: The critical power of the "Practice Lens". *Management Learning*, *40*(2), 115-128.

Giddens, A. (1984). *The constitution of society*. Oxford: Polity Press.

Giroux, H. (1988). *Teachers as intellectuals: Towards a critical pedagogy of learning*. South Hadley: Bergin & Garvey.

Goffman, E. (1959). *The presentation of self in everyday life*. Penguin, Harmondsworth.

Golsorkhi, D., Rouleau, L., Seidl, D. & Vaara, E. (2010). Cambridge handbook of strategy as practice. Cambridge University Press.

Gretzel, U., & Yoo, K. H. (2008). Use and impact of online travel reviews. *Information and Communication Technologies in Tourism 2008, 35-46.* doi:10.1007/978-3-211-77280-5_4

Gronroos, C. (1978). *A service oriented approach to marketing of services.* *European Journal of Marketing, 2*(3), 588-601

Gursoy, D., Chi, C. G., & Dyer, P. (2007). The impact of tour guide service on tourists' satisfaction: An empirical study. *Journal of Hospitality & Tourism Research,* 31(1), 3-24. https://doi.org/10.1177/1096348006295292

Gurung, G., Simmons, D. & Devlin, P. (1996). *The evolving role of tourist guides: The Nepali experience.* In Butler, R. and Hinch, T. (eds.) *Tourism and indigenous peoples,* 107-128. London: International Thomson Business Press.

Hackman, J. R. & Oldham, G. R. (1980). *Work redesign.* Reading, MA.

Haig, D. R. (1997). Ethics and the eco-tour guide: Preserving cultural heritage through responsible tourism. *Journal of Tourism and Cultural Change, 4*(3), 150-168. https://doi.org/10.1080/14766825.1997.10876495

Haig, I. (1997). *Viewing nature: Can a guide make different? Master of Art thesis in Outdoor Education.* Queensland: Griffith University.

Hall, C. M., & Page, S. J. (2006). *Tourism: A Critical Business.* Routledge.

Ham, S., & Weiler, B. (2002). Toward a theory of quality in cruise-based interpretive guiding. *Journal of Interpretation Research*.

Hamel, G. & Prahalad, C. K. (1990). The Core Competence of the Corporation. Harvard Business Review, 79-91.

Harky, A. (2001). Strategy discourse in context: Power of relation in professional. *International Journal of Tourism Studies*, *40*(3): 300-315.

Harris, B. (2000). A Strategy for Identifying the Professional Development Needs of Teachers: a report from New South Wales, Journal of In-Service Education, 26:1, 25-47.

Haung, Y. (2011). Chinese tour guides' strategies in intercultural communication – Implications for language teaching and tourism education. *Journal of Language Teaching and Research*, *2*(1), 146-155.

Hauri, Z. (2005). Strategy discourse in context: Professional ethics. *International Journal of Tourism*, *11*(2): 300-301.

Hauros, A. L. (2003). Strategy Discourse in Context: Tour Guiding Methodology. *International Journal of Management and Strategy*, *12*(2), 300-320.

Hautz, J., Seidl, D. & Whittington, R. (2017). Open strategy: Dimensions, dilemmas, dynamics. *Long Range Planning, 50*(3), 298-309.

Hautz, J., Seidl, D., & Whittington, R. (2017). Open Strategy: A New Strategy? *Journal of the Academy of Management*, 60(3), 1171-1182.

Heidegger, M. (1962). Being and time. Oxford: Blackwell.

Heracleous, L. (1998). Strategic thinking or strategic planning? *Long Range Planning*, *31*(3), 481-487.

Herbert, D. T. (2001). *Tourism and the development of rural areas: Tour guides as mediators of place*. The Professional Geographer, 53(2), 235-245. https://doi.org/10.1111/0033-0124.00273

Heritage, J., & Greatbatch, D. (1986). Generating applause: A study of rhetoric and response at party political conferences. *The American Journal of Sociology*, *92*(1), 110-157.

Hey, B. (1994). Strategy discourse in tour guiding: Power of knowledge and tour guiding methodology. *International Journal of Tourism Studies*, *12*(2), 80-99.

Hilbert, C. (1969). *The Grand Tour*. New York: Putnam.

Hoarau, H. (2014). Knowledge acquisition and assimilation in tourism innovation processes. *Scandinavian Journal of Hospitality and Tourism*, *14*(2), 135-151.

Holloway, J. C. (1981). The guided tour: A sociological approach. *Annals of Tourism Research*, *8*(3), 377-402.

Holloway, J. C. (1981). *The Role of the Tourist Guide: A Multi-Dimensional Model*. Journal of Tourism Research, 11(4), 5-15. https://doi.org/10.1016/0160-7383(81)90045-5

Hopkins, D. (1990). Identifying INSET Needs: A School Improvement Perspective, in McBride, R. (Ed.). The Inservice Training of Teachers. London: Falmer Press.

Huang, Y. (2011). Chinese tour guides' strategies in intercultural communication - Implications for language teaching and tourism education. *Journal of Language Teaching and Research*, *2*(1), 146-150.

Hughes, H. L. (2013). *The strategic communication of tour guides: Interaction and engagement with tourists*. Journal of Tourism Studies, 16(3), 17-28. https://doi.org/10.1108/JTS-01-2013-0014

Hughes, K. (1991). Tourist satisfaction: A guided "Cultural" tour in north queensland. *Australian Psychologist*, *26*(3), 166-171.

IFTTA. (2009). *International Federation of Tour Guides Associations: Code of Professional Conduct and Guidelines for Tour Guides*. IFTTA.

IFTTA. (2019). Definition of Tour Guide. International Forum of Travel and Tourism Advocates.

Irish, A. (2006). Placing strategy for success: Strategy and power of success. *Journal of Management Studies*, *50*(1), 100-135.

Jafari, J., & Scott, N. (2014). The role of the tour guide in the era of experience economy. *Tourism Management, 44*, 263-277. https://doi.org/10.1016/j.tourman.2014.03.011

Jarzabkowski, P. & Balogun, J. (2009). The practice and process of delivering integration through strategic planning. *Journal of Management Studies*, *46*(8), 1255-1288.

Jarzabkowski, P. & Seidl, D. (2008). The role of meetings in the social practice of strategy. *Organization Studies*, *29*(11), 1391-1426.

Jarzabkowski, P. (2003). Strategic practices: An activity theory perspective on continuity and change. *Journal of Management Studies*, *40*(1), 23-55.

Jarzabkowski, P. (2003). Strategy as practice: Recursiveness and adaptiveness-in-Use. *Organization Studies*.

Jarzabkowski, P. (2004). Strategy as practice: Recursive, adaptive and practice in use. *Organization Studies*, *25*(4), 529-560.

Jarzabkowski, P. (2005). Strategy as practice: An activity-based approach. London, UK: Sage.

Jarzabkowski, P. (2008). Shaping strategy as a structuration process. *Academy of Management Journal*, *51*(4), 621-650.

Jarzabkowski, P., & Balogun, J. (2009). *The practice and process of organizing: A review and research agenda*. International Journal of Management Reviews, 11(3), 381-410.

Jarzabkowski, P., & Spee, A. P. (2009). *Strategy-as-practice: A review and future directions for the field*. International Journal of Management Reviews, 11(3), 263-280.

Jarzabkowski, P., Balogun, J. & Seidl, D. (2007). Strategizing: The challenges of a practice perspective. *Human Relations*, *60*(1), 5-27.

Jensen, O. (2000). Social mediation in remote developing world tourism location – Significance of social ties between local guides and host communities in sustainable tourism development. *Journal of Sustainable Tourism*, *18*(5), 615-633.

Jeo, Z. A. (2010). Strategy as practice: Tour guiding methodology. *International Journal of Management*, *11*(3), 200-230.

Jiayi, R. & Ha, B. (2006). Strategy as practice: Strategizing knowledge for the success. *International Journal of Management and Strategy*, *33*(3), 88-100.

Jin, N. (2012). The impact of tour guide performance on tourist satisfaction and behavioral intention: A study of Chinese tourists in Korea. *Journal of Travel & Tourism Marketing*, *29*(3), 244-261. doi:10.1080/10548408.2012.655991

JobMonkey. (2016). Land tour section. Tour guide job description. Retrieved from https://www.jobmonkey.com/landtours/job_descriptions

Johnson, G., Langley, A., Melin, L., & Whittington, R. (2007). *Strategy as practice: Research directions and resources*. Cambridge University Press.

Johnson, G., Schles, K., & Whittington, R. (2008). Exploring corporate strategy (8th ed.). Introduction Strategy.

Kachnowski, V. (2012). Strategic management frameworks in tourism: A critical review. *International Journal of Tourism Research*, 14(2), 159-171. https://doi.org/10.1002/jtr.845

Kaplan, R. S., & Norton, D. P. (1992). The balanced scorecard: Measures that drive performance. *Harvard Business Review*, 70(1), 71-79.

Katz, S. (1985). The Israeli teacher-guide: The emergence and perpetuation of a role. *Annals of Tourism Research*, *12*, 49-72.

Kelly, G. (1955). The Psychology of Personal Constructs, Vols 1 & 2. New York: W. W. Norton.

Kemper, C.L. (1999). EQ vs IQ. *Communicative World*, *16,* 15-19.

Kim, H., Sean, H. C. & Huh, C. (2013). The Relationship Between Types of Tourists and Destination Authenticity. Retrieved from https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1161&context=gradconf_hospitality

King, B. (2008). Strategizing at leading venture capital firms: Of planning, opportunism and deliberate emergence. *Long Range Planning, 41*(3), 345-366.

Kingdom of Cambodia. (2009). *Law on Tourism* (Royal Kram No.NS/RKM/0609/007).

Kirk, C. M., & Chapman, R. (1992). Science and technology management: Designing an undergraduate course. *Research in Science Education, 22,* 252-259.

Knights, D., & Morgan, G. (1991). Corporate strategy, organizations and subjectivity. *Organization Studies, 12,* 251-273.

Kornberger, M., & Clegg, S. (2011). Strategy as performative practice: The case of Sydney 2030. *Strategic Organization, 9*(2), 136-162.

Kotler, P., Keller, K. L., Koshy, A., & Jha, M. (2009). *Marketing management: A south asian perspective*. Pearson Education India.

Kotter, J. (1982). *The general managers*. New York: Free Press.

Lange, J. D., & Burroughs-Lange, S. G. (1994). Professional uncertainty and professional growth: A case study of experienced teachers. *Teaching and Teacher Education, 10,* 617–631

Larsen, J., & Meged, J. W. (2013). Tourists co-producing guided tours. *Scandinavian Journal of Hospitality and Tourism, 13*(2), 88-102.

Latour, B. (1987). *Science in action: How to follow scientists and engineers through society*. Harvard University Press.

Lawton, S., Hickox, E., Leithwood, K., & Musella, D. (1986). *Development and use of performance appraisal of certified education staff in Ontario school boards, Vol. 1*. Toronto: Ministry of Education.

Leclerc, D., & Martin, J. N. (2004). Tour guide communication competence: French, German and American tourists' perceptions. *International Journal of Intercultural Relations, 28,* 181–200.

Lew, A. A. (2014). Tourism information and destination image modification through the use of narratives: The role of tour guides and their stories. *Journal of Travel & Tourism Marketing*, *31*(5), 573-586. doi:10.1080/10548408.2014.885488

Liddell, H. B. H. (1929). *The decisive wars of history*. Boston: Little, Brown, and Company.

Liddell, H. B. H. (1967). *Strategy*. New York: Praeger.

Liddell, H. G., & Scott, R. (1940). *στρατηγία, A Greek-English lexicon, on Perseus*. Retrieved from www.perseus.tufts.edu

Lin, Y. C., Lin, M. L., & Chen, Y. C. (2017). How tour guides' professional competencies influence on service quality of tour guiding and tourist satisfaction: An exploratory research. *International Journal of Human Resource Studies, 7*(1).

Logan, L. (1994). Continuing teacher education: A perspective. *Unicorn, 20*(4), 5–8.

Lu, D., & Zhao, H. (2019). An analysis on the strategy of the improvement of languages art of tour guides. In *Advances in Social Science, Education*

and Humanities Research, vol.268, Proceedings of the 2nd Symposium on Health and Education (SOHE 2019).

Macdonald, S. (2006). Mediating heritage: Tour guides at the former Nazi Party Rally Grounds, Nuremberg. *Tourist Studies, 6*(2), 119-138.

Magablih, K., Abulhaiha, L. A., & Saleh, M. A. (2010). Interpretation strategies used by Jordanian tourist guides to handle cultural specificity in tourism material. *TEAM Journal of Hospitality and Tourism Management, 7*(1).

Mahoney, J., & Sturdy, A. (2016). Power and the diffusion of management ideas: The case of McKinsey & Co. *Management Learning, 47*(3), 247–265.

Maitlis, S., & Lawrence, T. B. (2003). Orchestral manoeuvres in the dark: Understanding failure in organizational strategizing. *Journal of Management Studies, 40*(1), 109-139.

Mak, B., Wong, K. K. F., & Lee, M. K. O. (2011). Professionalism and role conflict in the tourism guide profession. *Tourism Management, 32*(4), 906-919.

Mancini, M. (2001). *Conducting tours*. Albany, NY: Delmar.

Mantere, S., & Vaara, E. (2008). On the Problem of Participation in Strategy: A Critical Discursive Perspective. *Organization Science*, 19(2), 360-376.

Mantere, S., & Vaara, E. (2008). On the problem of participation in strategy: A critical discursive perspective. *Organization Science, 19*(2), 341–358.

Mantere, S., & Whittington, R. (2021). Becoming a strategist: The roles of strategy discourse and ontological security in managerial identity work. *Strategic Organization*.

Mantere, S., Vaara, E., & Lamberg, J. (2021). Strategy as Discursive Practice: The Role of the Discursive Setting in Strategic Change. *Journal of Management Studies*, 58(5), 1060-1088.

Mao, H., & Wang, Z. (2010). Tourism management professional training mode innovation. *Asean Social Science, 6*(7), 87.

McCabe, D. (2016). Numericalizing the other: A critical analysis of a strategy discourse in a UK bank. *Organization, 23*(4), 525-549.

McClelland, D. (1973). Test for competence, rather than intelligence. *American Psychologist, 17*(7), 57-83.

McClelland, D. (1998). Identifying competencies with behavioral-event interviews. *Psychological Science, 9*, 331–339.

McDonnell, I. (2001). The roles of tour guide in transferring cultural understanding. School of Leisure, Sport and Tourism, Sidney.

McKercher, B., Ho, P. S. Y., & du Cros, H. (2015). *The role of the tour guide in shaping tourist experiences*. International Journal of Tourism Research, 17(1), 39-47. https://doi.org/10.1002/jtr.2029

McKillip, J. (1987). *Needs assessment tools for human services and education*. Newbury Park: Sage.

McKinsey Global. (2009). Economic conditions snapshot, McKinsey Global Survey results.

McKinsey. (2016). The 7-S model. Retrieved from https://www.mckinsey.com

McMurchie, L. L. (1998). Careers can rise or fall with EQ. *Computing Canada, 1,* 18-21.

Merriam-Webster. (2021). Definition of strategist. Retrieved from https://www.merriam-webster.com/dictionary/strategist.

Mindtools. (2019). Developing your strategy. Retrieved from https://www.mindtools.com/pages/article/developing-strategy.htm

Ministry of Tourism (MoT). (2006). *Prakas on the uniform of tour guides of the Kingdom of Cambodia*.

Ministry of Tourism (MoT). (2014a). *Prakas on the implementation of the Code of Conduct for Tour Guides and the Code of Professional Conduct for Tour Guides of the Kingdom of Cambodia*. Ministry of Tourism.

Ministry of Tourism (MoT). (2014b). *Prakas on the procedure for monitoring and evaluating the professional performance of tour guides of the Kingdom of Cambodia*. Ministry of Tourism.

Ministry of Tourism (MoT). (2014c). *Prakas on the uniform of community-based tour guides of the Kingdom of Cambodia*.

Ministry of Tourism (MoT). (2017a). *Prakas on the uniform of regional tour guides of the Kingdom of Cambodia*.

Ministry of Tourism (MoT). (2017b). *Strategic Planning for the Development of Human Resources in the Tourism*.

Mintzberg, H. (1973). *The nature of managerial work*. New York: Harper and Row.

Mintzberg, H. (1978). Patterns in strategy formation. *Management Science, 24*(9), 934-948.

Mintzberg, H. (1979). *The structuring of organizations*. Englewood Cliffs, NJ: Prentice Hall.

Mintzberg, H. (1987). Crafting strategy. *Harvard Business Review*.

Mintzberg, H. (1987). The strategy concept I: Five P's for strategy. *California Management Review, 30*(1), 11-24.

Mintzberg, H. (1994). The fall and rise of strategic planning. *Harvard Business Review, 72*(1), 107-114.

Mintzberg, H. (1994). The rise and fall of strategic planning. *Free Press*.

Mintzberg, H. (1996). *The entrepreneurial organization*.

Mintzberg, H. (2000). *The rise and fall of strategic planning*. Pearson Education.

Mintzberg, H., & Quinn, J. B. (1996). *The strategy process: Concepts, contexts, cases*. Prentice Hall.

Mintzberg, H., & Quinn, J. B. (1996). *The strategy process: Concepts, contexts, cases*. Prentice Hall. ISBN 978-0-132-340304.

Mintzberg, H., & Waters, J. A. (1985). Of strategies, deliberate and emergent. *Strategic Management Journal, 6,* 257–272.

Mintzberg, H., Ahlstrand, B., & Lampel, J. (1998). *Strategy safari: A guided tour through the wilds of strategic management*. Free Press.

Mintzberg, H., Ahlstrand, B., & Lampel, J. (1998). *Strategy safari: A guided tour through the wilds of strategic management*. Free Press.

Mohamed, M. (2017). Ancient Rome, tourism, Roman Empire, Renaissance, and ancient Greece. Retrieved from https://kupdf.net/download/history-of-tourguiding_59ba8fbbc58627894_pdf.

Müller, D. K., & O'Neill, M. A. (2004). Ecotourism and its impact: An examination of methodological issues. *Journal of Ecotourism, 3*(2), 81-97. https://doi.org/10.1080/14724040408668150

Neeley, T. B., & Leonardi, P. M. (2018). Enacting knowledge strategy through social media: Passable trust and the paradox of nonwork interactions. *Strategic Management Journal, 39*(3), 922–946.

Nicolini, D. (2012). *Practice theory, work, and organization: An introduction*. Oxford: Oxford University Press.

Nicolini, D., Gherardi, S., & Yanow, D. (2003). *Knowing in organizations: A practice-based approach*. Armonk, NY: ME Sharpe.

Ninpradith, N., Viriyasuebphon, P., & Voraseyanont, P. (2019). A study of tour
guide competency, service quality, and tourist satisfaction of Chinese
tourist. *Burapha Journal of Business Management, 7*(2).

OER. (2012). National Institute of Open Schooling: Types of tourist guides.
Open Education Resources. Retrieved from
http://oer.nios.ac.in/wiki/index.php/Guides_and_Types

Orlikowski, W. (1996). Improvising organizational transformation over time: A
situated change perspective. *Information Systems Research, 7*(1), 63-
92.

Orlikowski, W. J. (2000). Using technology and constituting structures.
Organization Science, 11(4), 404-428.

Orlikowski, W. J. (2002). Knowing in practice: Enacting a collective capability
in distributive organizing. *Organization Science, 13*(3).

Oschell, C. (2009). The effectiveness of tour guide communication: Measuring
the factors that contribute to perceived communication competence of
nature-based tourism guides. University of Massachusetts Amherst.
Presented at the 2009 ttra International Conference.

Oxford. (1933). *Oxford English Dictionary, Vol. IV*. Clarendon: Oxford.

Ozer, B. (2008). Professional development of teachers: The development in the
field of teaching. *Anadolu Üniversitesi Açıköğretim Fakültesi*.

Page, S. J., & Connell, J. (2009). *Tourism: A modern synthesis* (3rd ed.). Andover: Cengage Learning.

Parontis, S., & Pettigrew, A. (2007). Strategizing in multi-business firm: Strategy team at multiple levels and over time. *Human Relations, 60*(1), 99-135.

Paroutis, S., & Heracleous, L. (2013). Discourse revisited: Dimensions and employment of first-order strategy discourse during institutional adoption. *Strategic Management Journal, 34*(8), 934-956

Parry, S. K. (1997). *Evaluating the impact of training*. Alexandria, VA: American Society for Training and Development.

Pavlova, M., & Tribe, J. (2017). Tourism as a boundary object: The role of tour guides in representing culture and heritage. *Tourism Management, 59,* 509-520. doi:10.1016/j.tourman.2016.08.018

Pearce II, J. A., & Robinson, Jr., R. B. (2007). *Strategic management: Formulation, implementation, and control*.

Pearce, P. L. (1982). *The social psychology of tourist behavior*. New York: Pergamon.

Pearce, P. L. (1984). Tourist guide interaction. *Annals of Tourism Research, 11*, 129-146.

Perks, J., & Barrie, R. (2015). *How to be an award-winning tour guide*. Global Gypsies Pty Ltd.

Phillips, N., Sewell, G., & Jaynes, S. (2007). Applying critical discourse analysis in strategic management research. *Organizational Research Methods, 11*(4), 770-789.

Pipop, D. A. (2005). An analysis on level of tour guides' success. *International Journal of Tourism, 6*, 50-72.

Pond, K. L. (1993). *The professional guide: Dynamics of tour guiding*. New York: Van Nostrand Reinhold.

Porges, B. E. (1981). The Grand Tour: Travel as an educational device: 1600-1800. *Annals of Tourism Research, 8*(2), 171-186.

Poria, Y., Reichel, A., & Biran, A. (2006). *Tourist perceptions of site guides: The case of heritage sites*. Tourism Management, 27(4), 498-507. https://doi.org/10.1016/j.tourman.2005.02.013

Porter, M. E. (1980). *Competitive strategy*. Free Press.

Porter, M. E. (1985). *Competitive advantage: Creating and sustaining superior performance*. Free Press.

Porter, M. E. (1996). What is strategy? *Harvard Business Review, 74*, 61-78.

Poudel, S., & Nyaupane, G. P. (2011). Exploring the roles of tour guides in trekking tourism. University of Massachusetts Amherst.

Poudel, S., Koirala, B., & Dahal, B. (2011). The role of tour guides in trekking tourism: The case of Nepal. *Annals of Tourism Research, 38*(1), 243-266. https://doi.org/10.1016/j.annals.2010.09.006

Poudel, S., Thapa, B., & Ghimire, S. (2011). Role of tour guides in nature-based tourism: A study of trekking guides in Nepal. *Tourism Management, 32*(2), 285-295. https://doi.org/10.1016/j.tourman.2010.02.006

Prakash, M., & Chowdhary, N. (2009). Tour guide: Roles, challenges, and desired competences. Indian Institute of Tourism and Travel Management, Gwalior.

Prakash, S., & Chowdhary, N. (2009). *A tiered approach to tour guide professional development*. Journal of Hospitality and Tourism Management, 16(2), 89-101. https://doi.org/10.1016/j.jhtm.2009.03.001

Pratt, R. (1996). Cooperative education as an aid to best practice. Keynote address at the Second Pacific Conference on Cooperative Education. Melbourne, Australian Cooperative Education Association.

Pule, M. (2002). Developing language interpretation for tour guide: Interpretive language methodology. *Journal of Art in Languages, 7*, 200.

Purnomo, B. (2017). More than words: Strategies used by Indonesian tourist guides to interpret cultural terms in Surakarta and Yogyakarta royal palaces. *Electronic ISSN: 2579-7263*.

Pyle, A. D. (2000). Strategy discourse in context: Power of relationship in tour guide professional. *International Journal of Management Studies, 81*(2), 275-301.

Quinn, J. B. (1980). *Strategies for change: Logical incrementalism*. Homewood, IL: Irwin.

Rao, S., & Wang, J. (2014). Tour guide practices in China's cultural tourism: Methodologies and impacts. *Tourism Management Perspectives, 11*, 16-24. https://doi.org/10.1016/j.tmp.2014.02.001

Reckwitz, A. (2002). *Toward a theory of social practices: A development

Reckwitz, A. (2002). Toward a theory of social practices: A development in cultural theorizing. *European Journal of Social Theory, 5*(2), 243-263.

Regnér, P. (2003). Strategy creation in the periphery: Inductive versus deductive strategy making. *Journal of Management Studies, 40*(1), 57–82.

Richter, K., Riva, R., & Drage, H. (2013). Impact of self-attraction and loading effects induced by self-mass loading on projected regional sea-level rise. *Geophysical Research Letters, 40*(6), 1144-1148.

Riley, R. W., & Van Doren, C. S. (2018). Tour guide expertise and tourist motivation. *Journal of Travel Research, 57*(8), 1009-1022. doi:10.1177/0047287517727261

Riley, R. W., & Van Doren, C. S. (2018). Tour guide expertise and tourist motivation. *Journal of Travel Research*, *57*(8), 1009-1022. doi:10.1177/0047287517727261

Ritchie, B. W., & Crouch, G. I. (2003). *The competitive destination: A sustainable tourism perspective*. CABI Publishing.

Ritchie, B. W., & Zins, A. H. (1978). Conceptualization of tourist satisfaction and destination loyalty: A sequential approach. *Journal of Travel Research, 17*(4), 16-20.

Ritchie, J. R. B., & Crouch, G. I. (2003). *The competitive destination: A sustainable tourism perspective*. CABI Publishing.

Roehl, W. S., & Fesenmaier, D. R. (1992a). The role of tour guides in creating memorable experiences. *Journal of Travel & Tourism Marketing, 1*(4), 81-91. https://doi.org/10.1300/J073v01n04_08

Roehl, W. S., & Fesenmaier, D. R. (1992b). The role of the tour guide in shaping the tourist experience. *Tourism Management, 13*(3), 295-303.

Rouleau, L. (2005). Micro-practices of strategic sensemaking and sensegiving: How middle managers interpret and sell change every day. *Journal of Management Studies, 42*(7), 1414–1441.

Royal Government of Cambodia (RGC). (2011). *Sub-Decree on Tour Guides*. Royal Government of Cambodia. file:///D:/Tour%20Guide/20190425-Sub-Decree%20on%20Tourism%20Guide_2011_Kh.pdf.pdf

Ruelle, D., & Koster, S. (2009). The role of methodology in European heritage tour guiding. *Journal of Heritage Tourism, 4*(1), 44-58. https://doi.org/10.1080/17438730902777922

Sacherer, J. (1981). The recent social and economic impact of tourism on the Sherpa community. In *Asian Highland Societies*. New Delhi: Sterling Publisher.

Salazar, N. (2014). Culture broker, tourism. In J. Jafari & H. Xiao (Eds.), *Encyclopedia of tourism* (pp. 1–2). Basel: Springer International Publishing.

Salazar, N. B. (2006). Touristifying Tanzania: Local guides, global discourse. *Annals of Tourism Research, 33*(3), 833-852.

Samra-Federicks, D. (2003). Strategizing as Lived Experience and Strategists' Everyday Efforts to Shape Strategic Direction. *Journal of Management Studies*, 40(1), 141-174.

Samra-Fredericks, D. (2010). Researching everyday practice: The ethnomethodological contribution. In D. Golsorkhi, L. Rouleau, D. Seidl, & E. Vaara (Eds.), *Cambridge handbook of strategy as practice*. Cambridge University Press.

Sapsed, J., & Salter, A. (2004). Postcards from the edge: Local communities, global programs and boundary objects. *Organization Studies, 25*(9), 1515-1535.

Sapsed, J., & Salter, A. (2004). Postcards from the edge: Local communities, global programs and boundary objects. *Organization Studies, 25*(9), 1515–1535.

Scan, T. S. (1992). What work requires of schools: A SCANS report for America 2000. Washington, DC: Department of Labor.

Scan, T. S. (1992). What work requires of schools: A SCANS report for America 2000. Washington, DC: Department of Labor.

Schatzki, T. R. (2002). *The site of the social: A philosophical account of the constitution of social life and change*. University Park: The Pennsylvania State University Press.

Schatzki, T. R. (2002). *The site of the social: A philosophical account of the constitution of social life and change*. University Park: The Pennsylvania State University Press.

Schatzki, T., Knorr-Centina, K., & Von Savigny, E. (2000). *The practice turn in contemporary theory*. London: Routledge.

Schatzki, T., Knorr-Centina, K., & Von Savigny, E. (2000). *The practice turn in contemporary theory*. London: Routledge.

Schilke, O. (2014). On the contingent value of dynamic capabilities for competitive advantage: The impact of strategic orientation and competitive intensity. *Strategic Management Journal*, 35(2), 217-237. https://doi.org/10.1002/smj.2111.

Sirakaya-Turk, E., & Teng, K. (2003). Community-based tourism: An alternative approach to tourism development. *Tourism Management, 24*(1), 113-123. https://doi.org/10.1016/S0261-5177(02)00057-6

Skinner, J. (2016). Walking the Falls: Dark tourism and the significance of movement on the political tour of West Belfast. *Tourist Studies, 16*(1), 23–39.

Smith, P. R., & Swanson, K. A. (2014). Ethical conduct in the tourism industry: A review of tour guide practices. *Tourism Ethics Review*, 22(4), 301-318. https://doi.org/10.1080/13683500.2014.905691

Snyder, K. E., & Katz, E. (2003a). The role of the tour guide in the experience economy. *Tourism Management, 24*(5), 595-603. https://doi.org/10.1016/S0261-5177(03)00039-6

Snyder, S., & Katz, L. (2003b). The role of tour guides in the experience economy: The power of knowledge. *Tourism Recreation Research, 28*(3), 67-77.

Spencer, L. M., & Spencer, S. M. (1993). *Competence at work*. New York, NY: John Wiley and Sons Inc.

Stark, D. J. (2009). Religious tourism in Roman Greece. Theses and dissertations (Comprehensive). Retrieved from [Available Online: Accessed 08 October 2019].

Starrat, R. (1993). *Transforming life in schools: Conversations about leadership and school renewal*. Hawthorn: Australian Council for Educational Research.

Stead, J., & Stead, W. (2008). Sustainable strategic management: An evolutionary perspective. *International Journal of Sustainable Strategic Management, 1*(1), 62-81. doi:10.1504/IJSSM.2008.017589

Steiner, G. (1979). *Strategic planning*. New York, NY: Free Press.

Steiner, G., & Miner, J. B. (1977). *Management policy and strategy: Text, readings, and cases*. New York: Macmillan.

Stiggins, R. J., & Duke, D. L. (1988). *The case for commitment to teacher growth – research on teacher evaluation*. Albany: State University of New York Press.

Story, G. M. (1980). Guides to Newfoundland. *The New Found Land Quarterly, 75*(4), 17-23.

Supriadi, B., & Aniroh, K. (2014). Profiling tour guides' competences on the ASEAN competence standards. *International Symposium – Universitas Merkeda*.

Sztompka, P. (1991). *Society in action: The theory of social becoming*. Cambridge: Polity Press.

Tan, H. (2016). Types of tour guides. Retrieved from https://prezi.com/kvzz_ev4hngt/types-of-tour-guide

Tanaka, H. (2010). Competence model and elements required for tour guides. *Kyushu Communication Studies, 8*, 21-39. University of Nagasaki.

Tangüler, A. (2002). *Profesyonel turist rehberliği ve turist rehberlerinin seyahat acentesi ve müşteri ilişkileri: Kapadokya örneği* [Professional tour guiding and the relationship of tour guides with travel agencies and customers: The case of Cappadocia]. Unpublished master's dissertation, Hacettepe University Graduate School of Social Sciences, Ankara.

Taylor, F. W. (1980). *Principios de la administración científica: Administración industrial y general* [Principles of scientific management: Industrial and general administration]. Buenos Aires: El Ateneo. (Original work published 1911).

Teece, D. J. (2010). Business models, business strategy and innovation. *Long Range Planning*, 43(2-3), 172-194. https://doi.org/10.1016/j.lrp.2009.07.003

Telor, A. (1999). Effective language interpretation: A case study on tour guides. *International Journal of Management and Strategy, 20*(2), 80.

Thera, T. (2011). *Tour guides as mediators in cultural tourism: Understanding the role of local guides in heritage sites*. Tourism & Hospitality Education Research Association.

Thompson, A. Jr., Strickland, A. J., & Gamble, J. E. (2007). *Crafting and executing strategy: The quest for competitive advantage - The concept and cases* (15th ed.). McGraw-Hill/Irwin. ISBN-13: 978-0-07-296943-6

Tierney, W. G., & Sallee, M. W. (2008). Praxis. In L. M. Given (Ed.), *The SAGE encyclopedia of qualitative research methods*. Thousand Oaks, CA: Sage Publications.

Tran, L. U., & King, H. (2007). The professionalization of museum educators: The case in science museums. *Museum Management and Curatorship, 22*(2), 131–149.

Traveler's Notes. (2009). Tour guide. Retrieved from https://drelevart.wordpress.com/2009/11/23/types-of-tour-guide

Treacy, M., & Wiersema, F. (1994). *The discipline of market leaders*. Reading, MA: Addison-Wesley.

Tsoukas, H., & Cummings, S. (1997). Marginalization and recovery: The emergence of Aristotelian themes in organization studies. *Organization Studies, 18*(4), 655–683.

Tung, V. W. S. (2004). *Tour guides as strategic communicators: Tailoring the tourist experience*. International Journal of Tourism Research, 6(5), 335-346. https://doi.org/10.1002/jtr.482

Tung, V. W. S., & Ritchie, J. R. B. (2011a). Exploring the effectiveness of tour guides' strategies in enhancing tourist experiences. *Journal of Travel Research, 50*(1), 92-105. https://doi.org/10.1177/0047287510362886

Tung, V. W. S., & Ritchie, J. R. B. (2011b). Exploring the essence of memorable tourism experiences. *Annals of Tourism Research, 38*(4), 1367-1386.

Tuomela, R. (2005). *The philosophy of social practices: A collective acceptance view*. Cambridge: Cambridge University Press.

Tuomela, R. (2005). *The philosophy of social practices: A collective acceptance view*. Cambridge: Cambridge University Press.

Turner, V. (1986). *The anthropology of performance*. New York: PAJ Publications.

UNL. (2019). Core competency. University of Nebraska-Lincoln. Retrieved from https://hr.unl.edu/compensation/nuvalues/corecompetencies.shtml

UNWTO. (2019). Definition of tourist and tourism. Retrieved from https://www.unwto.org/glossary-tourism-terms

Vaara, E. (2015). Critical analysis as methodology in strategy-as-practice research. University of Oxford.

Vaara, E., Kleymann, B., & Seristo, H. (2004). Strategy as discursive construction: The case of airline alliances. *Journal of Management Studies, 41*(1), 1-35.

Van den Berghen, P. (1980). Tourism as ethnic relations: A case study of Cusco, Peru. *Ethnic and Racial Studies, 3*(4), 375-392.

Vargo, S. L., & Lusch, R. F. (2004). Evolving to a new dominant logic for marketing. *Journal of Marketing*, 68(1), 1-17. https://doi.org/10.1509/jmkg.68.1.1.24036

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Wai, B. C. (2003). Strategy as practice: Strategizing knowledge for success. *International Journal of Management and Strategy, 33*(3), 213-240.

Wang, N. (2011). Tourism ethics, ethics of hospitality, and ethics of encounters. *Tourism Management, 32*(5), 1165-1176. doi:10.1016/j.tourman.2010.12.007

Waterman, R. H., Peters, T. J., & Phillips, J. R. (1980). Structure is not organization. *Business Horizons, 23*(3), 14-26.

Weick, K. E. (1995). *Sensemaking in organizations*. London: SAGE.

Weiler, B., & Black, R. (2015). *The Role of the Tour Guide: Enhancing the Visitor Experience*. In J. P. P. Arnould (Ed.), *The Visitor Experience and Tourism Education* (pp. 134-150). Springer.

Weiler, B., & Black, R. (2015). *Tour guiding research: Insights, issues and implications*. Channel View Publications.

Weiler, B., & Davis, D. (1993). An exploratory investigation into the roles of the nature based tour leader. *International Journal of Tourism Management, 14*(2), 91-98.

Weiler, B., & Ham, S. (2001). The role of tour guides in managing the visitor experience: The influence of knowledge and personal interaction. *Tourism Management, 22*(3), 245-257.

Weiler, B., & Ham, S. H. (2002). Tour guide training: A model for sustainable capacity building in developing countries. *Journal of Sustainable Tourism, 10*(1), 52–69.

Weinert, F. E. (2004). Concept of competence: Definition and selection fundamental competence for personal. Mexico: Culture Economics.

Wenzel, M., & Koch, J. (2018). Strategy as staged performance: A critical discursive perspective on keynote speeches as a genre of strategic communication. *Strategic Management Journal, 39*(3), 639–663.

WFTGA. (2003). Definition of tour guide. Adopted from EN 13809:2003/ENISO 18513:2003 at the 10th convention in Dunblane in the year of 2003.

WFTGA. (2019). *Code of practice for tourist guides*. World Federation of Tourist Guide Associations.

WFTGA. (2019). Definition of tour guide. World Federation of Tourist Guide Associations. Retrieved from https://wftga.org/about-us/what-is-a-tourist-guide/

WFTGA. (2021). Definition of tour guide. Adopted from EN 13809:2003/ENISO 18513:2003 at the 10th Convention in Dunblane in the Year of 2003. Retrieved from https://wftga.org/about-us/what-is-a-tourist-guide/

Whittington, R. (1996). Strategy as practice. *Long Range Planning, 29*(5), 731-735.

Whittington, R. (2002). Practice perspectives on strategy: Unifying and developing a field. *Academy of Management Best Paper Proceedings, Denver*.

Whittington, R. (2003). The work of strategizing and organizing: For a practice perspective. *Strategic Organization: Sage Publication, 1*(1), 117-125.

Whittington, R. (2006). Completing the Practice Turn in Strategy Research. *Organization Studies*, 27(5), 613-634.

Whittington, R. (2006). Completing the practice turn in strategy research. *Organization Studies, 27*(5), 613-634.

Whittington, R. (2019). *Opening Strategy: Professional Strategists and Practice Change, 1960 to Today*. Oxford University Press.

Wiet, A. B. (2000). Case study for developing ethical professional in an archaeological heritage attraction. *Journal of Management and Tourism*, 2nd ed., 109.

Wittgenstein, L. (1951). *Philosophical Investigations*. Oxford: Basil Blackwell.

Wolf, I. D., Stricker, H. K., & Hangenloh, G. (2013). Interpretive media that attract park visitors and enhance their experiences: A comparison of modern and traditional tools using GPS tracking and GIS technology. *Tourism Management Perspective, 7*, 59-72.

Wooldridge, B., & Floyd, S. W. (1990). The strategy process, middle management involvement, and organizational performance. *Strategic Management Journal, 11*(3), 231–241.

World Federation of Tourist Guide Associations (WFTGA). (2019). *Tour Guide Professionalism and Training*. WFTGA.

World Travel & Tourism Council (WTTC). (2019). *Tourism's contribution to global economic growth*. WTTC.

World Travel & Tourism Council. (2019). *Travel & tourism, economic impact 2019 world*. Retrieved from https://www.wttc.org/-/media/files/reports/economics-impact-research/regions-2019/world2019.pdf

Wu, J. H., Chen, Y. C., & Chang, J. (2007). Critical IS professional activities and skills/knowledge: A perspective of IS manager. *Computers in Human Behavior, 23*(6), 295-546.

Wynn, J. R. (2011). *The tour guide: Walking and talking New York*. University of Chicago Press.

Wynni, A. C. (2003). Developing relationship in professional for the success: A case study on tour guide and driver. *Journal of Tourism Management, 3*(2), 280.

Xiang, Z., & Gretzel, U. (2010). Role of social media in online travel information search. *Tourism Management, 31*(2), 179-188. doi:10.1016/j.tourman.2009.02.016

Xiao, H., Kim, H. J., & Deng, J. (2017). Tour guide performance and tourist satisfaction: A study of the Guilin tourism industry in China. *Tourism Management Perspectives, 22*, 66-74. doi:10.1016/j.tmp.2017.01.003

Xu, H., & Li, J. (2011). The relational strategies of tour guides in cultural tourism. *Annals of Tourism Research, 38*(2), 497-509. https://doi.org/10.1016/j.annals.2010.12.001

Xu, Y., Chen, X., & Wang, M. (2020). The role of innovation in improving customer satisfaction in tourism services. *Journal of Travel & Tourism Marketing, 37*(5), 555-570. https://doi.org/10.1080/10548408.2020.1790637

Yuan, J., & Jang, S. (2008). *The role of tour guides in cultural tourism: Strategic communication and emotional engagement.* Journal of Travel & Tourism Marketing, 25(2), 1-11. https://doi.org/10.1080/10548400802278878

Zani, A. (2005). Strategy as practice: Power of relationship. *International Journal of Management Studies, 33*(2), 100-133.

Zinak, K. (2009). Strategy discourse in context: Ethics and successful professional. *Journal of Tourism Studies, 32*(2), 200-212.

Ziriba, C. R. (2010). Strategy discourse in context: Power of tour guides' knowledge. *International Journal of Tourism Studies, 22*(2), 190-202.

Zulaika, J. (1981). *Terranova*. Philadelphia, PA: ISHI.

CHAPTER III

RESEARCH METHODOLOGY

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a detailed description of the research methodology employed in the study. The chapter includes the type of analysis, types and sources of data, sample size, sampling method, data gathering procedure, statistical tools, coverage of the study, and procedure of analyzing data.

3.1 Type of Analysis

In this research study, both qualitative and quantitative analyses were conducted to comprehensively answer the research questions, meet the objectives, and test the hypotheses. The qualitative analysis aimed to define the terms of the tour guide strategy in perception, analyze the process of tour guide strategy development, and study the organizing tour guide strategy for success. The quantitative analysis investigated income earnings among tour guides who speak different languages, assessed the working of the KMER model of tour guide strategy, and analyzed the relationship between tour guide strategy and successful tour guides.

3.2 Types and Sources of Data

Data for this study were gathered from both primary and secondary sources. Primary data were collected through a field survey among selected tour guides in Siem Reap, Cambodia. Additionally, primary data were obtained using a questionnaire with both open-ended and closed-ended questions in an

exploratory sequential mixed methods design, involving tour guides as the respondents. Relevant secondary data, both published and unpublished, were gathered from reputable sources to ensure reliability and accuracy, including the Royal Government of Cambodia (RGC), the Ministry of Tourism (MoT), Siem Reap Provincial Department of Tourism (DoT-SR), the United Nations of World Tourism Organization (UNWTO), the World Travel & Tourism Council (WTTC), and related international journals, articles, publications, and organizations.

3.3 Sample/Universe Size

In 2018, a total of 1706 licensed tour guides working in Siem Reap, Cambodia, were issued licenses. These tour guides are licensed to speak 12 different languages, including 490 English, 99 French, 268 Japanese, 150 Thai, 442 Chinese, 20 German, 43 Spanish, 7 Italian, 99 Korean, 51 Vietnamese, 33 Russian, and 4 Malaysian (DoT-SR, 2018).

For the purpose of the study, Yamane's (1967) formula was used to determine the sample size. The formula and calculated sample size are shown below:

$$n = \frac{N}{1 + Ne^2} = \frac{1706}{1 + 1{,}706 * (0.07)^2} = 182$$

Where, N = Total number of tour guides

e = Margin of error which is assumed as 7 percent (0.07)

n = Sample size, or the number of tour guides to be surveyed

3.4 Sampling/Census Method

In this study, the proportional stratified random sampling method was used to select the different categories of tour guides for the study purpose. The total numbers and sample numbers for each category of tour guides are shown in the below table:

Table 3.1: Total and Sample Numbers of Different Categories of Tour Guides

Sl. No.	Type of Tour Guide	Total	Sample
1	English Language Speaking	490	52
2	French Language Speaking	99	11
3	Japanese Language Speaking	268	29
4	Thai Language Speaking	150	16
5	Chinese Language Speaking	442	47
6	Germany Language Speaking	20	2
7	Spanish Language Speaking	43	4
8	Italian Language Speaking	7	1
9	Korean Language Speaking	99	11
10	Vietnam Language Speaking	51	5
11	Russian Language Speaking	33	3
12	Malaysian Language Speaking	4	1
	Total	1706	182

Source: DOT-SR, 2018 and Own Estimate.

This method ensures that all relevant subgroups (i.e., different language-speaking tour guides) are adequately represented in the sample and that the sample accurately reflects the population of licensed tour guides in Siem Reap. The stratified sampling approach guarantees that each language category is proportionally represented, reducing the likelihood of bias and enhancing the reliability of the study findings.

3.5 Data Gathering Procedure

Necessary secondary and primary data were gathered for the study to respond to the research questions, meet the objectives, and test the hypotheses. Secondary data were quoted and recited from appropriate sources such as the Royal Government of Cambodia (RGC), Ministry of Tourism (MoT), Siem Reap Provincial Department of Tourism (DoT-SR), the United Nations of World Tourism Organization (UNWTO), and the World Travel & Tourism Council (WTTC), were cross-verified for accuracy and relevance. The use of reputable and well-established data sources ensures the reliability of the secondary data, maintaining rigorous data collection. Additional related international journals, articles, publications, and organizations were also consulted as secondary data sources.

For primary data, a questionnaire was administered to 182 selected tour guides in Siem Reap. The data were collected using a questionnaire for particular respondents. Moreover, direct personal interviews were conducted with the selected respondents to gather more in-depth information.

The questionnaire included questions for profile of respondents, income earnings of different language-speaking tour guides, tour guide strategy in perception, working of the KMER model (knowledge, methodology, ethics, and relation) of tour guide strategy, process of tour guide strategy development, organizing tour guide strategy for success, and the relationship between tour guide strategy and successful tour guides in Siem Reap, Cambodia.

3.6 Statistical Tools

The study utilized both primary and secondary data. Data processing was carried out using Statistical Package for the Social Sciences (SPSS) and MS Excel, both of which are widely recognized and trusted tools for quantitative data analysis. Keeping the objectives in mind, tabular and graphical analyses, using tables and pie charts, were conducted. Simple statistical calculations, such as average and percentage were performed for this purpose of analysis.

To ensure the reliability of the statistical analysis, the data were cleaned and validated to identify any outliers or errors, including checking missing values, duplicates, and consistencies, before performing the analysis. Both multiple regression analysis and Spearman's rank correlation coefficient analysis were appropriate statistical methods for the data type and research objectives, ensuring the reliability of the results.

To assess the working of the KMER model (Knowledge, Methodology, Ethics, and Relations) of tour guide strategy, the following multiple regression model was employed:

$$G = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + U$$

Where:

G = Dependent Variable = Effectiveness of Strategies

X_1 = Knowledge

X_2 = Methodology

X_3 = Ethics

X_4 = Relations

a = Intercept term

$\beta_1, \beta_2, \beta_3, \beta_4$ are regression coefficients

U = Error term

Additionally, a Likert Scale was used to assess the influence of independent variables (Knowledge, Methodology, Ethics, and Relations) as follows: 1 = No influence, 2 = Maybe, 3 = Influence, 4 = Highly influence, and 5 = Perfect. For the dependent variable, the effectiveness of the tour guides strategy, the following scoring system was used: score 1 for "not satisfied", score 2 for "fair", score 3 for "satisfied", score 4 for "highly satisfied", and score 5 for "excellent".

To measure the relationship between tour guide strategy and successful tour guides, Spearman's rank correlation coefficient was used. The formula is as follows:

$$\rho = 1 - \frac{\sigma \sum d^2}{n(n^2 - 1)}$$

Where:

ρ = rho = Spearman's rank correlation coefficient

d = Difference between the pair of ranks

n = Number of tour guides

For this purpose, the Likert Scale is used to rate the KMER strategies, a score of 5 was given for excellent, a score of 4 was given for very good, a score of 3 was given for good, a score of 2 was given for fair, and score 1 was given for poor. Similarly, selected tour guides rated their successful professional; Score 5 = Absolute, score 4 = highly successful, score 3 = successful, score 2 = acceptable, and score 1 = not successful.

3.7 Coverage of the Study

The study covers 182 tour guides including 52 English-speaking, 11 French-speaking, 29 Japanese-speaking, 16 Thai-speaking, 47 Chinese-speaking, 2 German-speaking, 4 Spanish-speaking, 1 Italian-speaking, 11 Korean-speaking, 5 Vietnamese-speaking, 3 Russian-speaking and 1 Malaysian-speaking. These selected tour guides are part of a total of 1706 licensed tour guides in Siem Reap, Cambodia, who speak 12 languages (490 English, 99 French, 268 Japanese, 150 Thai, 442 Chinese, 20 German, 43 Spanish, 7 Italian, 99 Korean, 51 Vietnam, 33 Russian and 4 Malaysian).

Furthermore, this research focuses on the analysis of tour guide strategy, the KMER Model (Knowledge, Methodology, Ethics, and Relations), the process of developing and organizing tour guide strategies for success, and exploring

the relationship between tour guide strategy and successful professional tour guides in Siem Reap, Cambodia. Necessary recommendations for professional tour guides that could contribute to the socio-economic development of the study area have been provided. The study was carried out in 2019.

3.8 Procedure of Analyzing Data

The data analysis procedure followed a systematic and transparent approach, with all interpretations based on established statistical principles. Both qualitative methods (descriptive analysis) and quantitative methods (regression and correlation analysis) were employed to enhance the reliability and validity of the study.

For the review of relevant literature, the effectiveness of strategies of tour guides, and the study's main findings, summaries, conclusions, and recommendations were drawn. The study used tabular and graphical analyses to describe and analyze both quantitative and qualitative data. Additionally, necessary pie charts and tables were created for further data analysis. To test the hypotheses, regression and correlation analyses were conducted.

3.9 Reliability Test

To ensure the reliability of the data collected for this study, several critical steps were taken. First, primary data were gathered using a carefully designed questionnaire that included both open-ended and closed-ended questions, allowing for a comprehensive analysis from both qualitative and quantitative perspectives. The questionnaire was administered to a randomly

selected sample of 182 tour guides from a population of 1706 licensed guides in Siem Reap. The sample size was determined using Yamane's (1967) formula, a well-established method for obtaining an accurate sample size, and further supported by a stratified random sampling approach. This method ensured that the sample represented the various subgroups within the population (tour guides speaking different languages), thus minimizing potential bias.

For the qualitative data, responses from open-ended questions and in-depth personal interviews were analyzed clearly and systematically to ensure validity and reliability. All qualitative responses were coded and categorized according to the research objectives, allowing for meaningful comparisons and in-depth analysis.

To enhance the reliability of the quantitative data, well-known statistical tools like SPSS and MS Excel were employed for data processing and analysis. Before analysis, the data were thoroughly cleaned to detect and address any inconsistencies, missing values, or outliers that could impact the accuracy of the results. Multiple regression analysis and Spearman's rank correlation coefficient were then applied to robustly assess the relationships between variables, while the Likert Scale provided a standardized way to evaluate perceptions and strategies across respondents.

Additionally, secondary data from reputable sources, including the Royal Government of Cambodia, the Ministry of Tourism, and the United Nations World Tourism Organization, were cross-verified for accuracy and relevance, further strengthening the reliability of the study's findings.

By employing a combination of these rigorous qualitative and quantitative methods, alongside thorough data cleaning and validation, this study ensures a high level of reliability, ensuring that the findings are both consistent and replicable across different samples and contexts.

REFERENCE

Siem Reap Provincial Department of Tourism (DoT-SR). (2018). *Office of tour guide license, Siem Reap Municipal-Provincial Department of Tourism*.

Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper & Row.

CHAPTER IV

SOCIO-ECONOMIC PROFILE OF SIEM REAP, CAMBODIA

CHAPTER IV

SOCIO-ECONOMIC PROFILE OF SIEM REAP, CAMBODIA

This chapter discusses the socio-economic profile of Siem Reap Province of the Kingdom of Cambodia. It covers various aspects, including geographical setting, demographic factors, education, agriculture, transportation, industry, tourism, and tour guide, as well as cultural and political factors.

4.1 Geographical Setting

Siem Reap (SR) is officially one of the 24 provinces governed by the Royal Government of the Kingdom of Cambodia (Ministry of Planning, 2020). Phnom Penh is the only capital city of the kingdom, which holds administrative, economic, and political significance. In Cambodia's administrative structure, each of the 24 provinces has one provincial city, except for Banteay Meanchey, Svay Rieng, and Kampot, in which each province has two provincial cities. These administrative divisions play a crucial role in local governance and the distribution of resources across the country (Cambodia National Institute of Statistics, 2019).

The provincial city of Siem Reap shares its name with the province, Siem Reap City. This city is strategically located in the heart of Siem Reap Province, approximately 314 kilometers north of Cambodia's capital, Phnom Penh (Siemreap.Net, 2021). Siem Reap Province shares borders with several other provinces: Preah Vihear and Kampong Thom to the east, Oddar Meanchey to the north, Battambang to the south, and Banteay Meanchey to

the west. This province is also located near Tonle Sap, the largest freshwater lake in Southeast Asia, which is approximately 13 kilometers south of Siem Reap City. Siem Reap Province is home to the globally recognized Angkor Archaeological Park, a UNESCO World Heritage Site, with the famous Angkor Wat temple situated just 6 kilometers north of the city center.

The name 'Siem Reap' is historically significant, as it translates to 'Siam Defeated,' referencing the victory of the Khmer King Ang Chan (1516–1566) over the Siamese forces that had invaded Cambodia under King Maha Chakkraphat in 1549 (Schliesinger, 2012). This historical event led to the province being named Siem Reap as a commemoration of the defeat of the Siamese. Over time, the city of Siem Reap has become synonymous with the Angkor temples, cementing its place as a renowned destination not only in Cambodia but also on the global tourism map. The city is internationally known for its connection to Angkor, one of the most celebrated ancient temple complexes in the world.

Siem Reap Province ranks as the 10th largest province in Cambodia, covering a total area of 10,299 square kilometers. According to the 2019 General Census (Ministry of Planning, 2020), the population of Siem Reap stands at 1,014,234 people, making it the fourth most populous province in the country, following Phnom Penh, Prey Veng, and Kandal. The province's population growth is largely attributed to the thriving tourism industry, with Siem Reap as the gateway to the Angkor temples. This increase in population has spurred urbanization, particularly in Siem Reap city, leading to greater

demand for infrastructure and services. The influx of both residents and foreign investors has contributed to the economic and cultural development of the province, solidifying its role as a key cultural and economic hub in Cambodia.

The province is home to a diverse population, including local Khmers as well as expatriates and foreign investors, many of whom are attracted by the region's proximity to the Angkor temples. Over the years, Siem Reap has evolved into a major cultural and economic hub, driven largely by the thriving tourism sector. The city itself is characterized by its peaceful atmosphere, comfortable living conditions, and a range of services catering to the needs of both residents and visitors. The influx of international tourists has spurred the growth of hotels, resorts, restaurants, and other businesses that support the tourism industry. Today, Siem Reap is one of Cambodia's most popular tourist destinations, with the Angkor temples at its heart, attracting millions of visitors annually (Siem Reap Provincial Government, 2021).

4.2 Demographic Factors

As of the 2019 General Census, Siem Reap had a population of 1,014,234, accounting for 6.52% of Cambodia's total population of 15,552,211. The population density in Siem Reap is 98 people per square kilometer, which is relatively moderate compared to other provinces in Cambodia. Over the 11 years from 2008 to 2019, the province's population growth rate averaged 1.1% per year, which is slightly lower than the national growth rate of 1.4% during the same period (Ministry of Planning, 2020). This growth has been largely driven by the expansion of the tourism industry, with Siem Reap serving as the

main gateway to the Angkor Archaeological Park, attracting both foreign visitors and Cambodians seeking employment in the tourism sector.

The province's population structure also reflects Cambodia's broader demographic trends. For instance, in 2010, 34% of Siem Reap's population was under the age of 17, indicating a relatively young population (SIEMREAP.NET, 2017). Cambodia has a youthful population overall, with a high percentage of people under 30 years old, due to the population boom following the end of the Khmer Rouge era in the late 1970s and early 1980s (Chandler, 2000). After years of destruction during the Khmer Rouge period, when an estimated quarter of the population perished, the country saw a significant demographic recovery during the peace period post-1998, with the population rapidly growing once stability was restored (Heder, 2004). This young population contributes to the country's vibrant labor force and is a key demographic factor driving economic growth, especially in the tourism sector in Siem Reap.

Siem Reap's gender balance is relatively even, with women accounting for 51% of the population and men 49%, which mirrors the overall gender distribution in Cambodia, where women represent 51.31% of the total population (Ministry of Planning, 2020). However, women in Siem Reap tend to have a higher life expectancy compared to men. Women in the province live, on average, to 66 years, while men's life expectancy is 61 years (Siem Reap, 2017a). This life expectancy gap is consistent with national trends, where women outlive men due to factors such as healthcare improvements, maternal health, and lifestyle choices (UNFPA, 2018).

The population of Siem Reap is heavily concentrated in the central city, which holds about 20% of the province's total population. This centralization is primarily due to Siem Reap City's role as the epicenter of the province's tourism and economic activities (Siem Reap, 2017b). In addition, migration from rural areas to the city has further contributed to urbanization and population density, as people seek employment opportunities related to tourism, hospitality, and related services (Muth, 2017).

4.3 Education

The education system in Cambodia, including that of Siem Reap, has evolved from the ashes of the Khmer Rouge era, which devastated the nation's infrastructure and education system. During the Khmer Rouge period (1975-1979), the educational system collapsed entirely, with schools shut down, teachers persecuted, and intellectuals targeted. After the fall of the regime in 1979, Cambodia faced the enormous task of rebuilding its education system from scratch. By the early 1980s, the government began efforts to re-establish basic education, initially focusing on primary and secondary schooling. The system gradually evolved, and in 1989, an 11-year education structure was introduced (5+3+3 years). In 1996, this structure was expanded to the current 12-year system (6+3+3) to include both primary and secondary education (MoEYS, 2018).

The Cambodian education system is regulated by the Ministry of Education, Youth, and Sports (MoEYS), which formulates national policies and curricula. At the provincial level, the Municipal-Provincial Department of

Education, Youth, and Sports plays a crucial role in implementing these policies and national education programs. The education system comprises various levels: preschool, primary, lower-secondary, upper-secondary, and higher education. Students are required to complete 12 years of schooling (Grades 1-12), with basic education (Grades 1-9) being compulsory and free, while higher education is offered through both public and private institutions (MoEYS, 2018).

Siem Reap, one of Cambodia's key provinces, has made significant strides in improving its education system. Reflecting the demographic and socio-economic growth of the province, Siem Reap has both public and private schools that provide educational opportunities from early childhood to higher education. Public schools in Siem Reap include 443 pre-schools, 503 primary schools, and 121 lower and upper secondary schools, with a total student enrollment of 280,283, of which 138,800 are female students (MoEYS, 2019). This enrollment growth speaks to the rising demand for education as the province continues to expand both economically and demographically.

Siem Reap has a single technical school under the Ministry of Education, Youth and Sports (MoEYS) – the Puok General and Technical High School. This institution offers vocational programs aimed at equipping students with practical skills for various industries. These technical schools play a vital role in preparing the local workforce, especially as Siem Reap's economy continues to grow, driven by the expanding tourism sector and increasing urbanization (Siem Reap Provincial Government, 2017).

In higher education, Siem Reap boasts five private universities: Build Bright University, Mekong University, Angkor University, Southeast Asia University, and Panasatra University of Cambodia. Build Bright University, in particular, is recognized for its academic quality and large student enrollment, offering a range of programs from associate degrees to bachelor's, master's, and doctoral degrees. These universities contribute significantly to improving human capital in Siem Reap and Cambodia at large (Siem Reap Provincial Government, 2017).

According to MoEYS (2019), Cambodia's total student enrollment for the 2018-2019 academic year was 3,337,193, covering pre-school to upper-secondary levels. In Siem Reap, the province had 1,067 public schools, with 443 at the pre-school level, 503 at the primary level, and 121 at the secondary level. The educational workforce in the province includes 7,396 staff members, comprising 5,950 teachers and 1,446 non-teaching staff, reflecting a growing investment in human resources as Siem Reap works to meet the demands of its expanding economy and population (MoEYS, 2019).

Siem Reap's educational focus is closely tied to the region's booming tourism industry. The provincial government, alongside the private sector, has invested in skills development programs tailored to the hospitality industry's needs. These programs aim to provide the workforce with the qualifications necessary for careers in tourism-related fields such as hotel management, customer service, and language proficiency. This initiative has contributed to creating a skilled workforce that can meet the demands of the rapidly growing

tourism and hospitality sectors in the region. As Cambodia continues to modernize its education system, Siem Reap stands as a prime example of how provincial areas can benefit from national reforms and local initiatives focused on improving educational opportunities and standards.

4.4 Agriculture

The rapid growth of tourism and urbanization in Siem Reap has significantly increased the demand for fresh produce in local markets. However, this demand remains only partially satisfied by local agricultural producers, primarily due to various challenges within the sector (Agrisus International, 2015). Agriculture remains a critical pillar of Cambodia's economy, employing approximately 50 percent of the labor force. Despite its importance, some areas, particularly the protected zones around the Angkor temples, are off-limits for agricultural activities, which limits available land for farming (ADB, 2018a).

A key study by Edralin and Reyes (2013) on conservation agriculture in Siem Reap highlights the essential role women play in vegetable production. Empowering farmers, particularly women, to increase vegetable production could help reduce the province's reliance on imports from neighboring countries. The introduction of conservation agriculture, which involves practices such as drip irrigation, aims to improve soil health and farming productivity. By minimizing soil disturbance, promoting continuous mulching, increasing crop diversity, and reducing soil evaporation, conservation agriculture helps to maintain soil fertility, reduce erosion, and sustainably increase farm

productivity. These improvements would support local farmers in meeting the growing market demand for fresh produce.

According to the Asian Development Bank (ADB, 2018b), agriculture contributed approximately 26 percent to Cambodia's GDP in 2016. Despite facing challenges, including slower-than-expected growth in rice milling, the agricultural sector demonstrated resilience, achieving a growth rate of around 1.7 percent in 2017. To foster sector growth, the Cambodian government has taken steps such as exempting materials and equipment for agricultural production from import duties, aiming to boost rice exports and support the wider agricultural industry.

A 2019 survey by the Cambodia Institute of Agricultural Sciences (CIAS) revealed that there were 1,726,000 agricultural households across the country, with 23.5 percent headed by women. These households are distributed across various geographic zones, with the highest concentration in the Plain Zone (42 percent), followed by the Tonle Sap Lake Zone (35 percent). The survey also found that a significant portion of agricultural production (61 percent) is dedicated to household consumption, while the remaining 39 percent is sold in local markets. Among the most common crops grown are fruits such as mangoes, bananas, papayas, and durians.

Rice remains the dominant crop in Cambodia's agricultural sector, occupying around 70 percent of cultivated land, followed by industrial crops such as rubber (ADB, 2020). Despite some recent setbacks, including a forecasted slowdown to 5.5 percent growth in 2020, the agricultural sector

continues to be a cornerstone of Cambodia's economy, contributing significantly to food security and export revenue.

In Siem Reap, agriculture is poised to play a vital role in sustaining the province's growing economy, particularly as demand for locally produced fresh goods continues to rise. While challenges remain, efforts to improve farming techniques, empower women in agriculture, and bolster infrastructure can create a more resilient agricultural sector, ensuring it continues to meet both local and export demands.

4.5 Transportation

Cambodia's transportation system was severely impacted by the civil war, but since the early 2000s, significant efforts have been made to rehabilitate and modernize the infrastructure. The Royal Government has focused on upgrading the road networks, with many key highways now meeting international standards (ADB, 2020). These improvements are crucial for connecting Siem Reap to the capital, Phnom Penh, and other provinces across the country.

Siem Reap is well-connected by road to Phnom Penh via National Road 6, the main highway linking the two cities. In total, Cambodia has eight national roads that facilitate internal movement and connect the country to its neighbors, including Laos, Thailand, and Vietnam (ADB, 2018c). These national roads are complemented by sub-roads that serve local traffic, ensuring accessibility across different regions.

Siem Reap also benefits from robust air travel infrastructure. Siem Reap International Airport is a vital hub for international tourists visiting the Angkor Archaeological Park, handling over 1.9 million international arrivals in 2018 (Tourism Statistics Report, 2018). The airport connects the province to regional destinations such as China, Thailand, and South Korea, playing an essential role in supporting the tourism sector. While Siem Reap is served by this international airport, Phnom Penh International Airport remains the busiest in the country, and Sihanoukville International Airport serves as an additional gateway for international visitors (Tourism Statistics Report, 2018).

Waterways also contribute to Cambodia's transportation network, particularly in Siem Reap, which is located near Tonle Sap Lake. Although Siem Reap lacks direct sea access, the river systems connected to the lake play a vital role in local and tourism-related transport. The Kompong Som International Port, a major seaport in Cambodia, handles cargo and passenger traffic; however, Siem Reap's access to water transport is limited to the Tonle Sap region (ADB, 2020).

The tourism industry significantly drives transportation in Siem Reap. In 2018, nearly 1.9 million international tourists arrived through Siem Reap International Airport, while approximately 1.96 million tourists entered Cambodia by land and 144,196 by waterways (Tourism Statistics Report, 2018). While air travel dominates, land and water routes are also important for inbound tourism, demonstrating the diverse transportation options in Cambodia.

Despite these developments, Siem Reap's transportation infrastructure faces challenges, particularly during peak tourist seasons, when congestion becomes an issue. Local authorities are addressing these challenges by investing in expanding infrastructure, including exploring public transportation options like electric buses and improving pedestrian pathways to accommodate increasing demand (Edralin & Reyes, 2013). Road safety and traffic management improvements are also being prioritized to enhance both local mobility and the tourist experience (ADB, 2020).

The growth of tourism in Siem Reap underscores the need for continued investment in transportation. A well-integrated, sustainable transportation system that serves both residents and visitors will be crucial to Siem Reap's future growth and its ability to maintain its status as a top global tourist destination.

4.6 Industry

Tourism is the main industry driving Siem Reap's economy, with complementary contributions from agriculture, construction, and local handicraft workshops. These sectors work in tandem to support the growth of the region. In 2017, Cambodia was classified as a lower-middle-income country by the World Bank. The country aims to reach upper-middle-income status by 2030 and higher-income status by 2050, as outlined in the National Strategic Development Plan for 2014–2018. This strategic direction underscores the critical role of industrial growth as a driver for future economic expansion (MoP, 2014). The development of small and medium enterprises (SMEs) is central to

improving the socio-economic landscape of Siem Reap and the broader Cambodian economy.

Cambodia's Industrial Development Policy (IDP), adopted in 2015, provides a framework for fostering a competitive industrial sector. This policy aims to diversify the country's economic base by expanding exports beyond traditional sectors like garment and footwear manufacturing. The goal was for these dominant products to constitute 55 percent of total exports by 2020 and 50 percent by 2025 (World Bank, 2015). To support the IDP, the World Bank committed US$540 million over 2018-2021 to fund Cambodia's economic development (World Bank, 2017).

The manufacturing sector has been a key contributor to Cambodia's economic growth, accounting for 31 percent of the economy in 2016. Cambodia's industrial growth rate is the highest in Southeast Asia, with emerging industries such as electrical parts, automobile components, bicycles, milled rice, and rubber leading the charge (ADB, 2018). In 2017, Cambodia became the European Union's number-one supplier of bicycles (Jack, 2018). However, Cambodia's industrial base remains narrow, with low technological sophistication, limited value-added production, and concentration in a few sectors, including garment and footwear manufacturing (ADB, 2018). The country is also working to diversify by expanding into other areas such as construction materials, electronics, and chemical products (Ministry of Interior, 2019).

In 2018, Cambodia's manufacturing sector saw the opening of 178 new factories, an increase from 150 in 2017, with a total of 1,528 factories by the end of the year. The total income from production, both domestic and export, was approximately US$13.17 billion, marking a 23 percent increase compared to 2017 (MoI, 2019). The garment sector remains a key engine of growth, providing around 635,000 jobs by early 2017 (ILO, 2018). China is the largest foreign investor in Cambodia's garment and footwear industries (ILO, 2017). Despite these advancements, Cambodia's industrial sector still faces challenges related to low-tech manufacturing and a lack of diversification in production processes.

Siem Reap has experienced significant growth in the manufacturing and handicraft sectors. According to the 2011 Economic Census, manufacturing, including handicrafts and artisanal production, was the third-largest industry in Siem Reap, following tourism and wholesale and retail trade. In 2011, the manufacturing sector provided 94,326 jobs and accounted for 2.4 percent of the total turnover in Siem Reap (Siem Reap Investment's Guide, 2021). This growth reflects the increasing importance of local handicraft and artisanal production, which complements the region's booming tourism industry.

In addition to manufacturing, the construction sector in Siem Reap has seen a boom, with the value of construction permits issued in the country reaching $2.5 billion in 2014. This sector overtook agriculture and tourism as the second-largest driver of economic growth in the country. This boom is also

supported by investments in the tourism sector, with $258 million in fixed assets approved for development (Kang & George, 2014).

4.7 Tourism and Tour Guides

Tourism is the strongest and most significant sector in Siem Reap, making a substantial contribution to both the provincial and national GDP. The province, home to the world-renowned Angkor Archaeological Park, attracts millions of international visitors annually, which significantly boosts the local economy. Tourism is a key contributor to Siem Reap's socio-economic development, and also to Cambodia's overall national growth (Asian Development Bank, 2018; Ministry of Tourism, 2020). It creates numerous job opportunities in sectors like hospitality, transportation, and retail, and stimulates growth in other industries such as construction, agriculture, and handicrafts (World Bank, 2019). The growth of Siem Reap's tourism industry has led to the increased demand for services such as tour operators and guides, with the tourism sector expanding to meet this demand (Ministry of Tourism, 2020).

Cambodia's tourism industry is governed by the Ministry of Tourism (MoT) at the national level, with each province, including Siem Reap, overseen by a provincial director. The MoT is responsible for coordinating tourism policy, providing technical support, and managing the marketing and promotion of Cambodia's tourism sector. Additionally, local authorities and tourism associations play an essential role in promoting and developing Siem Reap's tourism potential (Law on Tourism, 2009). The Ministry of Tourism has

implemented several strategies to ensure that tourism remains sustainable while boosting economic growth.

Siem Reap is one of Cambodia's four primary tourist regions, with the other three being Phnom Penh, the coastal areas, and the eco-tourism zones in northeastern Cambodia (Ministry of Tourism, 2020). Angkor, located in Siem Reap, is not only one of Cambodia's most iconic tourist sites but also one of the largest and most important archaeological sites in Southeast Asia. Angkor's listing as a UNESCO World Heritage site in 1992 significantly elevated Cambodia's global tourism profile (UNESCO, 1992). The site encompasses over 400 square kilometers and contains hundreds of ancient temples, including the famous Angkor Wat, which draws millions of tourists annually. In addition to its historical and cultural significance, Siem Reap offers various ecotourism attractions such as waterfalls, floating villages, and mangrove forests, which help diversify the tourism experience (UNESCO, 1992).

Tourism's economic impact is evident in the significant contribution it makes to Cambodia's GDP. In 2016, tourism accounted for 28.3% of Cambodia's GDP, and it also employed approximately 25.9% of the labor force (World Bank Group, 2017). In Siem Reap, more than 50% of the workforce is employed in the tourism sector (Biddulph, 2015). In addition to the hospitality industry, many Siem Reap residents find work in local businesses, travel agencies, and financial institutions, all of which rely on the revenue generated by tourism. As of 2018, tourism was referred to as "green gold" by the Cambodian government, recognizing its vital role in supporting economic

growth, creating jobs, reducing poverty, and boosting regional integration (Sum, 2018).

The Cambodian government has projected continued growth in the tourism sector, with expectations that by 2020, Cambodia will receive 7 million foreign visitors, generating an estimated $10 billion in revenue and creating 2 million jobs (Sum, 2018). Siem Reap, as the gateway to the Angkor temples, is central to these projections and is expected to remain a key player in Cambodia's tourism industry. The city's tourism industry not only contributes to economic development but also serves as a vehicle for cultural exchange, with tourists from around the world visiting Cambodia to experience its unique heritage.

4.7.1 Tourists

Since the 1990s, Angkor has become one of the world's most significant tourist destinations. In particular, Siem Reap has seen remarkable growth in both domestic and international tourism. The number of domestic tourists visiting Cambodia has grown substantially, with an estimated 10 million domestic visitors recorded, doubling over the past decade (Ministry of Tourism, 2017). This represents an average growth rate of approximately 5-7 percent annually. The rapid tourism growth has spurred the development of a Master Plan by the Ministry of Tourism to guide industry development and attract further investment. This initiative is focused on expanding the variety of tourism products available to visitors and promoting sustainable tourism practices (World Bank Group, 2017).

As of 2004, Cambodia recorded about 561,000 foreign tourists visiting Siem Reap, accounting for roughly 50 percent of all foreign visitors to the country. This number continued to increase in subsequent years, reflecting the growing importance of Siem Reap in Cambodia's tourism industry (Siem Reap Provincial Department of Tourism, 2018). The number of travel agencies and tour operators in the region has expanded significantly, from just 12 in 1994 to 149 in 2012. Similarly, the number of registered tour guides has grown from 95 in 1994 to nearly 5,000 in 2018 (Siem Reap Provincial Department of Tourism, 2018). This growth indicates the sector's ability to generate significant employment and economic opportunities for local communities.

In 2018, Siem Reap ranked second among Cambodia's tourist regions, with 2.6 million visitors, accounting for 36.2 percent of total arrivals to Cambodia. Phnom Penh and its surrounding areas ranked first with 3.6 million visitors (Ministry of Tourism, 2018). In comparison, other regions such as the coastal areas and eco-tourism zones have seen lower tourist arrivals (12.3 percent and 1 percent, respectively). The Angkor Wat temple complex, one of the world's most iconic monuments, remains the central draw for visitors to Siem Reap. Angkor Wat was the capital of the Khmer Empire from 802 to 1431 AD and has a long history of being a cultural and religious hub, which dates back to the 16th century. Early European visitors, including António da Madalena in 1586, documented their visits to Angkor, marking the beginning of a long history of international interest in the site (Higham, 2004).

The continued international recognition of Angkor has contributed to the growth of tourism. Since its listing as a UNESCO World Heritage Site in 1992, Angkor has been at the heart of Cambodia's tourism boom. The UNESCO designation has helped raise global awareness of Cambodia's cultural heritage, making Angkor Wat one of the most visited tourist sites in Southeast Asia. As of 2017, Cambodia's total international tourist arrivals reached 5.6 million, a year-on-year increase of 11.8 percent. The increase is driven by a growing number of visitors from China and other Asian countries. Over 1.2 million Chinese visitors arrived in Cambodia in 2017, marking a 46 percent increase from the previous year (Tourism Statistics Report, 2018).

Tourism in Siem Reap has contributed significantly to the local economy, with major impacts on sectors such as hospitality, transportation, and retail. The average length of stay for international visitors has decreased slightly from 8 days in 1995 to 7 days in 2018, but tourism receipts have seen a sharp increase, reaching USD 4.375 billion in 2018 from USD 100 million in 1995 (Tourism Statistics Report, 2018). The primary purpose of most visitors to Cambodia in 2018 was leisure, with 86 percent traveling for holiday purposes, 11 percent for business, and 3 percent for other reasons (Tourism Statistics Report, 2018). Cambodia's tourism industry has also benefited from a growing number of outbound tourists, with Cambodian nationals traveling to other countries in increasing numbers each year.

Siem Reap has a particularly high proportion of foreign visitors, with more than 50 percent of Cambodia's total visitors heading directly to the

province, surpassing even Phnom Penh in terms of international arrivals. Key source markets for Siem Reap include visitors from ASEAN countries, South Korea, China, and Japan, as well as international tourists from the United States, France, and Australia (Ministry of Tourism, 2018). These trends reflect Siem Reap's importance not only as a local tourist destination but also as a central hub for Cambodia's broader tourism industry.

4.7.2 Tour Guides

Siem Reap, home to the renowned Angkor Archaeological Park, has seen a significant surge in tourism over the past few decades, making it one of Cambodia's most important cultural and economic centers. This increasing flow of international tourists has created a growing demand for qualified and knowledgeable tour guides. By 2018, Siem Reap registered nearly 5,000 tour guides, indicating the region's popularity as a tourist destination and the increasing role of guides in the tourism infrastructure (Siem Reap Provincial Department of Tourism, 2018).

Tour guides in Siem Reap typically operate as self-employed professionals, either through partnerships with tour operators or by working directly with tourists. This freelance structure offers flexibility in terms of scheduling and the types of tours offered. However, it also results in variable income, with some guides earning substantial income, particularly during peak tourist seasons. This flexibility, while providing opportunity, also means that many guides must continually adapt to the changing demands of the tourism market.

The financial prospects for tour guides are particularly strong for those specializing in languages that are in high demand, as well as for those who demonstrate competence and quality in their strategies. As international visitors from East Asia and the Western world continue to flock to Siem Reap, multilingual tour guides have become an essential part of the tourism experience. According to Chheang (2009), guides fluent in these languages can command higher fees, especially when catering to large tour groups or luxury travelers who prefer an in-depth, personalized experience of the Angkor temples.

While tour guides are a critical component of the local economy, their role extends beyond the direct financial transactions with tourists. As intermediaries between visitors and the various services that cater to them, tour guides contribute to the economic ecosystem of Siem Reap. These services include transportation, hotels, restaurants, and local markets, where tourism spending circulates through multiple sectors. This interconnectedness creates a "multiplier effect," where the income generated by tour guides helps support other businesses and creates jobs in the region (World Bank Group, 2017). As such, the tour guide profession plays a vital part in Siem Reap's broader tourism economy, helping to sustain employment opportunities in related industries.

Moreover, tour guides are not only responsible for providing insightful commentary but also for ensuring that tourists respect the cultural and environmental significance of the Angkor Archaeological Park. This role as cultural ambassadors requires guides to be highly knowledgeable about the

historical, cultural, and spiritual aspects of the sites they visit. In this context, the Ministry of Tourism regularly updates training programs to ensure that guides are well-versed in new research, cultural sensitivities, and the sustainable management of Cambodia's heritage sites (Ministry of Tourism, 2020). The critical nature of this role is particularly significant at Angkor Wat, a UNESCO World Heritage Site, where the preservation of both tangible and intangible heritage is paramount (UNESCO, 2019).

Additionally, the demand for skilled and professional guides in Siem Reap has led to increased efforts to standardize training and certification. The Cambodian government has partnered with international bodies, such as the World Federation of Tourist Guide Associations (WFTGA), to create global standards for professional tour guiding (WFTGA, 2019). These standards help ensure that guides possess not only factual knowledge about the sites but also skills in communication, hospitality, and conflict resolution. As part of their certification process, guides must undergo periodic assessments, ensuring that they maintain a high level of service quality and meet international expectations for professionalism.

The growth of the tourism sector in Siem Reap, while beneficial for tour guides, has also led to challenges. The competition for clients can be fierce, particularly for guides specializing in popular languages. Moreover, seasonal fluctuations in tourist numbers, especially during Cambodia's rainy season, mean that tour guides must find ways to balance their income across the year. Some have diversified their services by offering specialized tours, such as eco-

tourism, culinary tours, or educational experiences, in order to attract a broader range of tourists and mitigate the impact of low-season slumps (McCool & Moisey, 2019).

Furthermore, the increasing number of tourists visiting Angkor Wat and the surrounding temples has raised concerns about over-tourism, environmental degradation, and the preservation of cultural heritage. In response, many tour guides have become advocates for responsible tourism, encouraging visitors to follow guidelines that protect the environment and respect local customs. These guidelines often include suggestions to minimize waste, avoid disruptive behavior, and adhere to local practices to ensure the protection of sacred sites. This advocacy plays a key role in ensuring the sustainability of tourism in the region, balancing the need for economic development with the need to preserve Siem Reap's cultural and natural assets for future generations (OECD, 2016). Through these efforts, they create a platform for sustainable tourism, where both local communities and tourists can thrive in harmony, ensuring that tourism does not come at the expense of the region's future.

Tour guides, specifically in Siem Reap, are critical to the region's tourism industry, serving multiple roles as cultural heritage and facilitators of the local economy. While they benefit from a growing tourism sector, they must also navigate challenges such as seasonal fluctuations, competition, and the increasing demand for specialized knowledge. As Siem Reap continues to grow as a global tourist destination, tour guides will remain a cornerstone of its

tourism ecosystem, shaping the experiences of visitors and contributing to the region's socio-economic development.

4.8 Cultural Factor

Siem Reap Angkor, home to the world-famous Angkor temples, is not only a significant historical and cultural hub but also a beacon of Cambodia's vibrant heritage. The province is known for its ancient stone temples and ruins, which once formed the heart of the Khmer Empire, as well as its colonial and Chinese-style architecture, which reflects the cultural imprints left by French and Chinese occupations. The city boasts a rich diversity of cultural attractions, including museums, traditional Apsara dance performances, the Cambodian Cultural Village, and a range of shops selling traditional Cambodian handicrafts and souvenirs. Additionally, the province is home to silk farms, rural rice paddies, fishing villages, and a bird sanctuary near Tonle Sap Lake, providing a dynamic blend of cultural, natural, and traditional experiences for visitors. The vibrant and cosmopolitan drinking and dining scene in Siem Reap further reflects the fusion of local traditions with global influences (Chheang, 2009; Biddulph, 2015).

A key cultural asset of Siem Reap Angkor is the Angkor Archaeological Park, which has been inscribed as a UNESCO World Heritage Site since 1992, recognizing its outstanding universal value (UNESCO, 1992). Angkor meets four out of the six criteria for cultural significance under UNESCO's classification, highlighting the exceptional cultural and artistic contributions of the Khmer Empire. These criteria include: (i) the Angkor complex represents the entire

range of Khmer art from the 9th to the 14th centuries and contains masterpieces such as Angkor Wat, the Bayon, and Banteay Srei; (ii) the influence of Khmer art, particularly as developed at Angkor, significantly impacted much of Southeast Asia, shaping the region's cultural evolution; (iii) the Khmer Empire, at its peak, extended over much of Southeast Asia and played a pivotal role in the political and cultural development of the region, with the surviving monuments being a testament to the empire's grandeur; and (iv) the distinctive evolution of Khmer architecture, drawing from Indian influences but developing unique characteristics that contributed to a new artistic horizon in Oriental art and architecture. These criteria emphasize the outstanding universal value of Angkor as not only a remarkable site but also as a symbol of cultural and historical significance that continues to influence modern Southeast Asia (UNESCO, 1992).

The cultural sector of Siem Reap is further recognized on the regional stage. In 2020, during the 9th Meeting of ASEAN Ministers Responsible for Culture and Arts (AMCA), the Angkor temples were designated the 'ASEAN City of Culture' for the 2020–2021 period (AMCA, 2020). This prestigious accolade highlights not only Siem Reap's rich cultural heritage but also its active role in promoting cultural dialogue and cooperation within the ASEAN community. The recognition underscores the city's ongoing commitment to preserving its historical monuments while also positioning Siem Reap as a key player in regional cultural exchange. The Angkor temples' symbolic importance transcends the local and national levels, as they are celebrated globally as an enduring cultural legacy. This distinction attracts not only international tourists

but also scholars, historians, and cultural experts, further solidifying Siem Reap's reputation as a hub for cultural research and tourism. As a result, the city's growing cultural prominence continues to stimulate both tourism and academic interest, ensuring the longevity of its heritage for future generations.

Angkor's rich historical significance as the capital of the Khmer Kingdom from the 9th to the 14th centuries is evident in the site's monumental architecture, elaborate urban planning, and vast water reservoirs. These features testify to the exceptional civilization of the Khmer people, whose innovations in engineering, art, and governance helped shape the cultural and political landscape of Southeast Asia. The ruins of Angkor, including iconic structures like Angkor Wat, the Bayon, and Ta Prohm, reflect the advanced artistic, architectural, and engineering skills of the Khmer Empire, with the monumental temples serving as both religious centers and symbols of imperial power. As such, Angkor remains a unique concentration of features, providing visitors and scholars with a glimpse into one of the greatest ancient civilizations of Southeast Asia (Durand, 2002; Higham, 2004).

The cultural heritage of Siem Reap extends beyond the physical structures of Angkor. The region's ongoing cultural practices, such as Apsara dance, traditional crafts, and the preservation of Khmer music, also play a significant role in the province's cultural identity and the tourism sector. The Apsara dance, which is often performed for tourists, traces its roots back to the royal courts of Angkor, and today it serves as both an artistic expression and a means of preserving Cambodia's cultural heritage. The continued popularity of

cultural tourism, which highlights both the ancient and living traditions of Siem Reap, underscores the importance of the cultural sector to the region's socio-economic development (World Bank, 2019).

4.9 Political Factor

The political history of Cambodia, including Siem Reap, is marked by a complex and tumultuous series of events. After the fall of the Khmer Empire in the 15th century, Cambodia faced invasions and occupations by neighboring Thailand and Vietnam. From the mid-19th century to the early 20th century, Cambodia became a French protectorate, which lasted until Cambodia's independence in 1953. During World War II, Japan briefly occupied Cambodia from 1941 to 1945. Despite these foreign occupations, the 1950s under King Norodom Sihanouk marked a period of relative peace and development for Cambodia. However, this peace was short-lived, as Cambodia was plunged into civil war in the 1970s following the rise of the Khmer Rouge regime. This tragic period resulted in the Cambodian Genocide, which lasted until the 1990s. The Paris Peace Agreements in 1991 paved the way for Cambodia's transition to peace and stability, which culminated in peaceful elections in 1998 (Chandler, 2008; Kiernan, 2008).

Cambodia's political structure was significantly shaped by the adoption of a new constitution in 1993, following the restoration of the monarchy. This constitution established Cambodia as a constitutional monarchy with a multi-party system and a market-driven economy. It aimed to guarantee citizens' rights to quality education and equal opportunities for earning a living. The

1993 elections marked the beginning of a new political era, with the Cambodian People's Party (CPP) emerging as the dominant political force. The monarch, King Norodom Sihanouk, was reinstated, but executive power was held primarily by the elected government (Hughes, 2003; Heder, 2004).

In Siem Reap, the local government structure mirrors Cambodia's broader political framework. The province is currently governed by H.E. Tea Seha, a member of the ruling Cambodian People's Party (CPP), which has been in power for several decades. Prime Minister Hun Sen, who has served as Cambodia's leader since 1985, is also the president of the CPP. His leadership has been central to the party's dominance in Cambodian politics, including in Siem Reap.

In 2017, Cambodia held commune-level elections across the country. In Siem Reap, the ruling CPP secured the second-highest number of commune councils, with 318 councils. The party placed 44 members as commune chiefs. In contrast, the opposition Cambodian National Rescue Party (CNRP) emerged as the top winner in the province, securing 347 commune councils and placing 56 commune chiefs. Smaller opposition parties, such as the League for Democracy Party and Khmer United Party, also won a few councils. The 2017 elections reflected the political strength of both the ruling and opposition parties in Siem Reap, although the CPP's dominance remained clear at the national level (NEC, 2017; UNDP, 2017).

The 2018 national elections further solidified the political dominance of the CPP. Siem Reap saw a voter turnout of 78.92% of registered voters.

Eighteen out of 20 political parties competed in the elections, with the CPP securing 70.17% of the vote in Siem Reap. This result contributed to the CPP's total of 125 seats (100%) in the National Assembly of Cambodia. In Siem Reap, the CPP won all six seats available in the National Assembly, further consolidating the party's control over both local and national politics (NEC, 2018a; NEC, 2018b; Cambodia Development Resource Institute, 2018).

The political landscape in Siem Reap and Cambodia is characterized by the dominance of the CPP and the continued leadership of Prime Minister Hun Sen. While Cambodia has seen significant economic growth, particularly in Siem Reap's tourism sector, concerns about political freedom and the suppression of opposition voices persist. The CPP's control remains a defining feature of Cambodia's political environment, and future elections will be closely monitored for any shifts in power dynamics (Hughes, 2010; Global Witness, 2019).

4.10 Conclusion

Siem Reap is a key cultural and economic hub in Cambodia, strategically positioned near the Angkor Archaeological Park, a UNESCO World Heritage Site that symbolizes the extraordinary achievements of the Khmer Empire. The province's tourism-driven growth has fostered rapid urbanization, transforming Siem Reap into one of Cambodia's top tourist destinations. This growth is supported by a young and dynamic labor force and a balanced gender population, with Siem Reap's city center acting as a focal point for economic opportunities. The province's development is rooted in a steady population growth and a focus on expanding educational opportunities, particularly in

195

tourism, hospitality, and vocational training, which align with Siem Reap's role as a vital tourism hub.

While agriculture remains a key sector supporting Siem Reap's economy, challenges such as land limitations and underdeveloped farming techniques have prompted efforts to enhance productivity and sustainability. The agricultural sector, alongside the province's growing tourism and construction industries, is critical to its economic resilience. Siem Reap's transportation infrastructure has also seen significant improvements, particularly with its well-connected road network and international airport, supporting the region's tourism sector and facilitating greater access for both domestic and international travelers.

Tourism remains the dominant industry in Siem Reap, with the Angkor temples serving as the primary draw for millions of visitors each year. This influx of tourists has stimulated growth in various sectors, including hospitality, retail, and local handicrafts. The importance of tour guides is undeniable, as they contribute to the deepening of tourists' understanding of Cambodia's cultural and historical heritage, enhancing the overall experience of Siem Reap. The professional training of guides ensures a high standard of service, reinforcing the region's reputation as a global tourist destination.

Culturally, Siem Reap blends the ancient grandeur of the Angkor temples with vibrant, living traditions such as Apsara dance and traditional crafts. The province has been recognized as the ASEAN City of Culture, underscoring its commitment to preserving and promoting its rich heritage

while fostering cultural exchange. As tourism grows, the cultural sector will continue to drive socio-economic development, preserving Siem Reap's historical significance for future generations.

Politically, Cambodia, including Siem Reap, has overcome a tumultuous history marked by foreign occupations, civil war, and the Khmer Rouge regime. The adoption of a new constitution in 1993 ushered in a period of peace and stability, with the Cambodian People's Party (CPP), led by Prime Minister Hun Sen, remaining the dominant political force in both national and local elections. While political stability has supported Siem Reap's economic growth, challenges related to political freedoms and the concentration of power remain. Moving forward, the political landscape of Siem Reap will continue to evolve under the CPP's leadership, impacting the region's development and future opportunities.

In conclusion, Siem Reap's growth and development reflect the intertwined nature of its cultural heritage, economic progress, and political stability. As the province continues to flourish, it will need to balance its rich historical legacy with modern economic and political dynamics, ensuring sustainable development that benefits both the local community and the broader Cambodian economy.

REFERENCES

ASEAN Ministers Responsible for Culture and Arts (AMCA). (2020). *ASEAN City of Culture 2020-2021*. 9th Meeting of ASEAN Ministers Responsible for Culture and Arts.

Asian Development Bank (ADB). (2018). *Asian Development Outlook (ADO) 2018: How Technology Affects Jobs*. Retrieved from https://www.adb.org/publications/asian-development-outlook-2018-how-technology-affects-jobs

Asian Development Bank (ADB). (2018b). *Cambodia: Economic update and outlook*. Asian Development Bank.

Asian Development Bank (ADB). (2018c). *Cambodia: Transport sector assessment, strategy, and road map*. Asian Development Bank.

Asian Development Bank (ADB). (2020). *Asian Development Outlook Supplement: Agricultural Development on the Periurban area of Siem Reap in Cambodia*. Retrieved from http://www.agrisud.or/en/development-agricole-en-peripherie-de-siem-reap-au-cambodge/

Asian Development Bank (ADB). (2020). *Cambodia: Agriculture and rural development sector report*. Asian Development Bank.

Asian Development Bank. (2018a). *Agriculture and rural development in Cambodia: Key challenges and opportunities*. Asian Development Bank.

https://www.adb.org/publications/agriculture-rural-development-cambodia

Biddulph, R. (2015). Limits to mass tourism's effects in rural Peripheries. *Annals of Tourism Research, 50*, 98-112.

Biddulph, R. (2015). *The impact of tourism on Siem Reap's socio-economy*. Siem Reap Investment Guide.

Cambodia Development Resource Institute (CDRI). (2018). *Political landscape and voter behavior in Cambodia's 2018 elections*. CDRI.

Cambodia Development Resource Institute (CDRI). (2020). *Agricultural Growth and Challenges in Cambodia*. CDRI.

Cambodia Development Resource Institute. (2019). *Education in Cambodia: Achievements and Challenges*. CDRI.

Cambodia National Institute of Statistics. (2019). *Cambodia's Administrative Structure and Local Governance*. Ministry of Planning, Royal Government of Cambodia.

Chandler, D. (2008). *A history of Cambodia* (4th ed.). Westview Press.

Chandler, D. P. (2000). *A history of Cambodia*. Westview Press.

Cheang, V. (2009). Hun Sen's talks and Cambodia's tourism development: The discourse of power. *Journal of Asia Pacific Studies*, *25*, 85-105.

Chheang, V. (2009). The Cambodian tourism industry: Development, challenges, and opportunities. *Cambodian Economic Association*.

Chheang, V. (2009). *Tourism in Cambodia: Opportunities and challenges*. Cambodian Development Resource Institute.

Chheang, V. (2009). Tourism in Cambodia: Trends and challenges. In *Cambodia's economy: Growth, development, and poverty reduction* (pp. 50–70). Cambodia Development Resource Institute.

CIAS. (2019). *Cambodia Inter-Census Agricultural Survey 2019: Statistical released*.

Durand, L. (2002). *Cambodia: History and culture*. Oxford University Press.

Durand, S. (2002). Angkor: A decade of tourist development after a decade of heritage rescue? *Museum International*, *54*(1&2), 131-137.

Edralin, D. A., & Reyes, D. E. (2013). Conservation agriculture and sustainable practices in Cambodia: Case studies on Siem Reap and beyond.

Edralin, D. I. A., & Reyes, M. R. (2013). *Conservation agriculture with drip irrigation in Siem Reap, Cambodia*. North Carolina Agricultural and Technical State University. Retrieved from https://vtechworks.lib.vt.edu/bitstream/handle/10919/70214/7551_Edralin_women_of_siem_reap_poster_water_.pdf?sequence=1&isAllowed=y

Global Witness. (2019). *Cambodia's political landscape: A review of human rights and democratic practices*. Global Witness.

Heder, S. (2004). Cambodia: Political history and development. *Southeast Asian Studies, 42*(3), 333–350.

Heder, S. (2004). The Khmer Rouge and Cambodia's legacy of violence. *Asia Pacific Journal of Social Work and Development, 14*(1), 46–60.

Higham, C. (2004). *The civilization of Angkor*. University of California Press.

Higham, C. (2004). *The civilization of Angkor*. University of California Press. ISBN-10: 0520242181. ISBN-13: 978-0520242180.

Higham, C. (2004). *The civilization of Angkor*. University of Chicago Press.

Hughes, C. (2003). Cambodia's 1998 elections: A cautious step toward political stability? *Asian Survey, 43*(4), 553–576.

International Labour Organization (ILO). (2017). *Cambodian garment and footwear sector bulletin: What explains strong export and weak employment figures in the Cambodian garment sector?* Retrieved from file:///C:/Users/ASEAN-IT/Downloads/Documents/wcms_555290.pdf

International Labour Organization (ILO). (2018). *Cambodia: Labor market trends and employment statistics*. International Labour Organization.

International Labour Organization (ILO). (2018). *Cambodian garment and footwear sector bulletin: How has garment workers' pay changed in*

recent   years   in   Cambodia?   Retrieved   from

https://www.ilo.org/asia/publications/issue-

briefs/WCMS_631686/lang--en/index.htm

Jack, D. (2018). Cambodia becomes EU's leading bicycle supplier.

Jack, O. (2018). Cambodia now EU's leading bicycle supplier. *Bike Europe*.

Retrieved   from   https://www.bike-eu.com/sales-

trends/nieuws/2018/06/cambodia-now-eus-leading-bicycle-supplier-

10134013?vakmedianet-approve-

cookies=1&_ga=2.186818925.432973189.1530239937-

885009858.1530239937

Kang, S. & George, S. (2014). Lack of Construction Regulations a Concern.

Retrieved   from   https://www.combodiadaily.com/news/lack-of-

construction-regulations-a-concern-68862/

Kang, W., & George, A. (2014). *The construction boom in Cambodia*. World

Bank.

Kiernan, B. (2008). *The Pol Pot regime: Race, power, and genocide in Cambodia

under the Khmer Rouge, 1975–1979*. Yale University Press.

Kingdom   of   Cambodia.   (2009).   *Law   on   Tourism*   (Royal   Kram

No.NS/RKM/0609/007).

McCool, S. F., & Moisey, R. N. (2019). *Sustainable tourism: A comprehensive

approach*. Routledge.

Ministry of Commerce (MoC). (2015). *Cambodia industrial development policy 2015-2025*. Retrieved from www.cambodiainvestment.gov.kh/content/uploads/2015/09/IDP-English-Version-FINAL1.pdf

Ministry of Commerce (MoC). (2015). *Industrial development policy*. Royal Government of Cambodia.

Ministry of Education, Youth, and Sports (MoEYS). (2018). *Education statistics and reports of Cambodia*. Royal Government of Cambodia.

Ministry of Education, Youth, and Sports (MoEYS). (2019). *Cambodia education statistics 2018-2019*. Royal Government of Cambodia.

Ministry of Information (MoI). (2019). *Cambodia's industrial and manufacturing landscape*. Ministry of Information.

Ministry of Interior (MoI) (2019). *Higher Number of Factories Opened in 2018*. Retrieved from https://www.information.gov.kh/detailnews/261132

Ministry of Planning (MoP). (2014). *National strategic development plan 2014-2018*. Royal Government of Cambodia.

Ministry of Planning (MoP). (2014). *National Strategic Development Plan 2014-2018*. Retrieved from https://cambodia.unfpa.org/en/publications/national-strategic-development-plan-2014-2018

Ministry of Planning (MoP). (2020). *General population census of Cambodia 2019*. Royal Government of Cambodia.

Ministry of Planning (MoP). (2020). *General population census of the Kingdom of Cambodia 2019 – Final result*. National Institute of Statistics. Retrieved from https://nis.gov.kh/nis/Census2019/Final%20General%20Population%20Census%202019-English.pdf

Ministry of Tourism (MoT). (2017). *Tourism master plan and growth strategy for Cambodia*. Ministry of Tourism, Cambodia.

Ministry of Tourism (MoT). (2018). *Announcement on Recruitment of Entry Exam for Tour Guide Training: The 6th Promotion of National Tour Guides and the 27th Regional Tour Guides*. Build Bright University, Siemreap Campus.

Ministry of Tourism (MoT). (2018). *Tour guide training program and recruitment announcement for national and regional guides*. Ministry of Tourism, Cambodia.

Ministry of Tourism (MoT). (2018). *Tourism in Cambodia 1993–2018*. Ministry of Tourism, Cambodia.

Ministry of Tourism (MoT). (2018). *Tourism statistics report 2018*. Ministry of Tourism, Cambodia.

Ministry of Tourism (MoT). (2018). *Tourism statistics report*. Ministry of Tourism, Cambodia.

Ministry of Tourism (MoT). (2020). *Tourism statistics and economic impact of tourism in Cambodia*. Ministry of Tourism, Cambodia.

Ministry of Tourism. (2020). *Tourism development and management guidelines for tour guides*. Phnom Penh, Cambodia: Ministry of Tourism.

MoEYS (2019). *Public education statistics and indicators 2018-2019*. MoEYS – Department of Education Management Information System.

MoEYS. (2018). *Ministry of Education, Youth and Sport: Hang Chuon Naron's Exclusive Interview on Cambodian Educational Reform*. Retrieved from http://www.moeys.gov.kh/index.php/en/minister-page/1831.html#.XK8ZhKIxU2x

Muth, S. (2017). Urbanization and migration patterns in Siem Reap province: A case study of the tourism sector. *Cambodian Economic Review, 6*(2), 23–30.

National Election Committee (NEC). (2017). *2017 Commune election results*. National Election Committee.

National Election Committee (NEC). (2017). *Result for Commune Council Election: Official*. Retrieved from https://www.nec.gov.kh/khmer/content/4457

National Election Committee (NEC). (2018a). *Final results of 2018 national election*. National Election Committee.

National Election Committee (NEC). (2018a). *Result for National Election: Numbers of Voter, Official*. Retrieved from https://www.nec.gov.kh/khmer/sites/default/files/images-attachment/voter-turnout-official.jpg

National Election Committee (NEC). (2018b). *Result for National Election: Official*. Retrieved from https://www.nec.gov.kh/khmer/content/3516

National Election Committee (NEC). (2018b). *Siem Reap election results*. National Election Committee.

Naylon, J. (1967). *Tourism: Spain's most important industry*. Geography, 52: 23-40.

OECD. (2016). *Tourism and sustainable development in Cambodia: Policy implications*. Organisation for Economic Co-operation and Development.

Royal Government of Cambodia. (2011). *Sub-decree No. 911 on tour guides*. Royal Government of Cambodia.

Schliesinger, J. (2012). *Elephant in Thailand: White elephants in Thailand and neighboring countries*. White Lotus, *3*, 32. ISBN 978-9744801890.

Siem Reap (2017). *Siemreap Province*. Retrieved from https://www.siemreap.net/visit/about-siem-reap/info/siem-reap-province/

Siem Reap (2017). *The population of Siem Reap in facts and figures*. Retrieved from https://www.siemreap.net/visit/about-siem-reap/info/siem-reap-population

Siem Reap Investment's Guide (2021). *2011 Economic Census: Opportunity, Innovation, Growth*. Retrieved from https://www.investinsiemreap.com/core-sector/?fbclid=IwAR3o2CkXnC7a-ZFP-NymlUZdvxgVLZJab9fQ2HU9Sqwii8o0hRYZKtaLjUQ

Siem Reap Provincial Department of Tourism (DoT). (2018). *Tourism development and statistics in Siem Reap*. Siem Reap Department of Tourism.

Siem Reap Provincial Department of Tourism (DoT). (2018). *Tourism statistics report and tour guide overview*. Siem Reap Department of Tourism.

Siem Reap Provincial Department of Tourism. (2018). *Annual tourism statistics report*. Siem Reap, Cambodia: Siem Reap Provincial Department of Tourism.

Siem Reap Provincial Government. (2017). *Education development in Siem Reap province: Progress and challenges*. Siem Reap Provincial Government.

Siem Reap Provincial Government. (2021). *Overview of Siem Reap Province*. Siem Reap Provincial Department of Tourism. Retrieved from www.siemreap.gov.kh

Siemreap.Net. (2017). *Demographic profile of Siem Reap province*. Retrieved from https://www.siemreap.net.

Sum, S. (2018). *Tourism as Cambodia's green gold*. The Phnom Penh Post.

Tour Guide. (2011). *Sub-decree No.911 on the Tour Guide*. Royal Government of the Kingdom of Cambodia.

Tourism Statistics Report (2018). *Tourism statistics report: Year 2018*. Ministry of Tourism. Retrieved from https://www.tourismcambodia.com/img/resources/cambodia_tourism _statistics_2018.pdf

United Nations Development Programme (UNDP). (2017). *Cambodia's electoral process: Challenges and prospects*. UNDP.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2019). *Guidelines for tourism management at World Heritage Sites*. United Nations Educational, Scientific and Cultural Organization.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2017). *Education for Sustainable Development in Cambodia: Trends and Progress*. UNESCO.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (1992). *Angkor archaeological park: World heritage site*. United Nations Educational, Scientific and Cultural Organization.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (1992). *Angkor: World heritage site inscription*.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (1992). *World heritage list: Angkor*. Retrieved from https://whc.unesco.org/en/list/668/

United Nations Food and Agriculture Organization (FAO). (2019). *The State of Food and Agriculture: Agriculture and Rural Development in Cambodia*. FAO.

United Nations Population Fund (UNFPA). (2018). *The state of Cambodia's population report 2018*. UNFPA.

Wanderlush (2015). *The top 25 best destinations in the world*. Retrieved from https://worldofwanderlust.com/the-top-25-best-destinations-in-the-world/

WFTGA. (2019). *Global standards for professional tour guiding*. World Federation of Tourist Guide Associations.

World Bank (WB). (2015). *Cambodia economic update, April 2018: Recent economic developments and outlook.* Retrieved June 12, 2019, from https://openknowledge.worldbank.org/handle/10986/29811

World Bank Group. (2017). *Balancing act: World Bank East Asia and Pacific Economic Update*. Retrieved from https://openknowledge.worldbank.org/bitstream/handle/10986/28396 /9781464812095.pdf?sequence=4&isAllowed=y

World Bank Group. (2017). *Cambodia tourism industry: Contribution to GDP and employment*. World Bank.

World Bank Group. (2017). *Cambodia tourism: Master plan for industry development*. World Bank.

World Bank Group. (2017). *Cambodia's tourism industry: Economic impact and growth potential*. World Bank Group.

World Bank Group. (2017). *Tourism and the economy in Cambodia: Growth prospects and challenges*. World Bank Group.

World Bank. (2015). *Cambodia: Strengthening the industrial sector*. World Bank.

World Bank. (2017). *Economic development financing: Cambodia 2018–2021*. World Bank.

World Bank. (2019). *Cambodia economic update: The role of tourism in economic development*. World Bank.

World Bank. (2019). *The role of culture in economic development: Case studies from Cambodia*. World Bank Group.

CHAPTER V

DATA ANALYSIS AND DISCUSSION OF RESULTS

CHAPTER V

DATA ANALYSIS AND DISCUSSION OF RESULTS

The present chapter provides a detailed analysis of the effectiveness of tour guide strategies in the Siem Reap, Cambodia study area. For this purpose, the chapter is broadly divided into nine significant sections. Section one discusses the profile of the selected respondents, tour guides. The second section of the study examines the income earnings of tour guides who speak different languages. In the third section, strategies employed by tour guides are defined and analyzed. Moreover, in section four the working KMER model of the tour guide strategy is assessed. In the subsequent fifth section, the focus is on studying the tour guide strategy development process. Section six analyzes the study on the organizing tour guide strategy for success. Next, in the seventh section, the study explores the relationship between tour guide strategies and tour guides' success in the study area. In section eight, a comprehensive discussion of the findings is presented. Lastly, section nine contains the chapter conclusion.

5.1 Profile of the Respondents

This section analyzes the profile of the surveyed tour guides in Siem Reap, Cambodia. It includes tour guides' age groups, genders, and years of experience. Additionally, the section examines the types of tour guides, types of work employment, educational qualifications, and the languages in which they are licensed.

5.1.1 Age Groups

Among the total number of 182 surveyed tour guides, 46.70 percent were of age between 18 to 30 years old, followed by respective 27.47 percent, 13.74 percent, 9.34 percent, and 2.75 percent were of age between 31 to 40 years old, 41 to 50 years old, 51 to 60 years old and above 60 years old (Table 5.1 and Figure 5.1).

Table 5.1: Distribution of Tour Guides as per the Age-Groups

Age Groups (in year)	No. of Tour Guides	Percentage
18 – 30	85	46.70
31 - 40	50	27.47
41 – 50	25	13.74
51 – 60	17	9.34
Above 60	5	2.75
Total	182	100.00

Source: Own Survey.

Figure 5.1: Percentages of Tour Guides in Different Age Groups
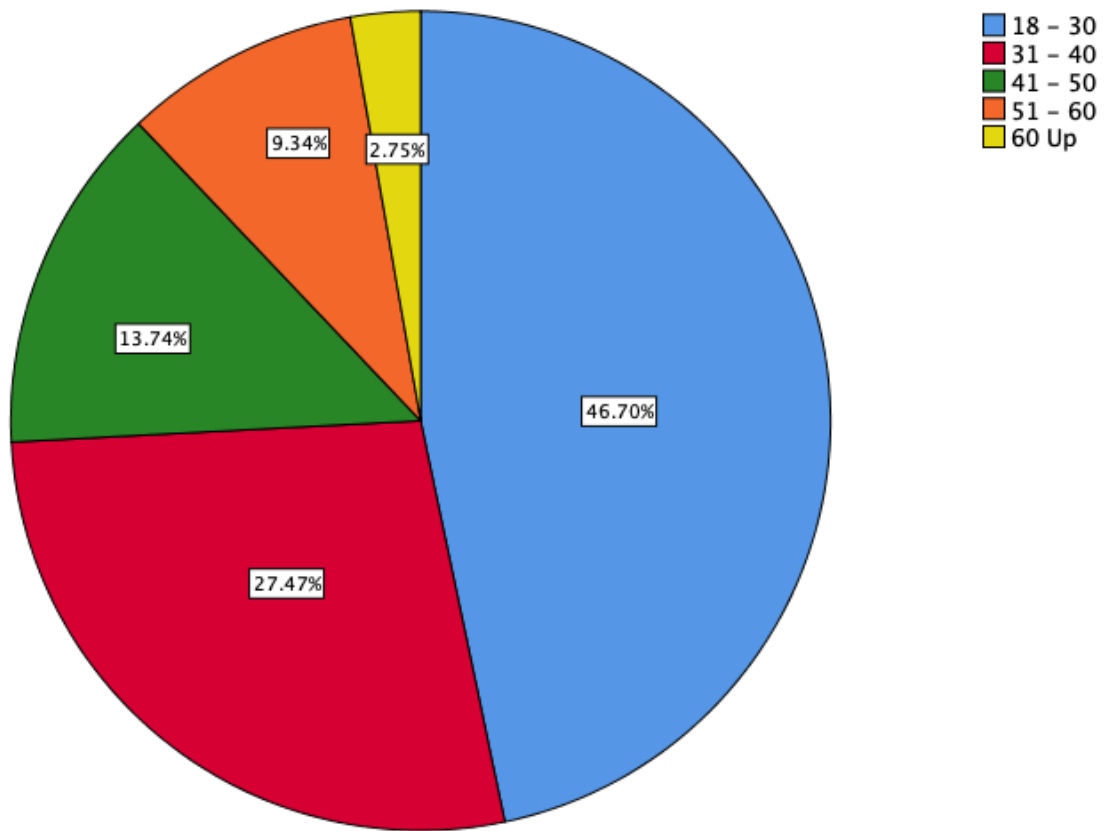
5.1.2 Genders

The data showed that the percentages of tour guides with gender of male and female were 53.30 and 46.70 respectively (Table 5.2 and Figure 5.2).

Table 5.2: Distribution of Tour Guides as per the Gender

Gender	No. of Tour Guides	Percentage
Male	97	53.30
Female	85	46.70
Total	182	100.00

Source: Own Survey.

Figure 5.2: Percentages of Tour Guides in Different Genders
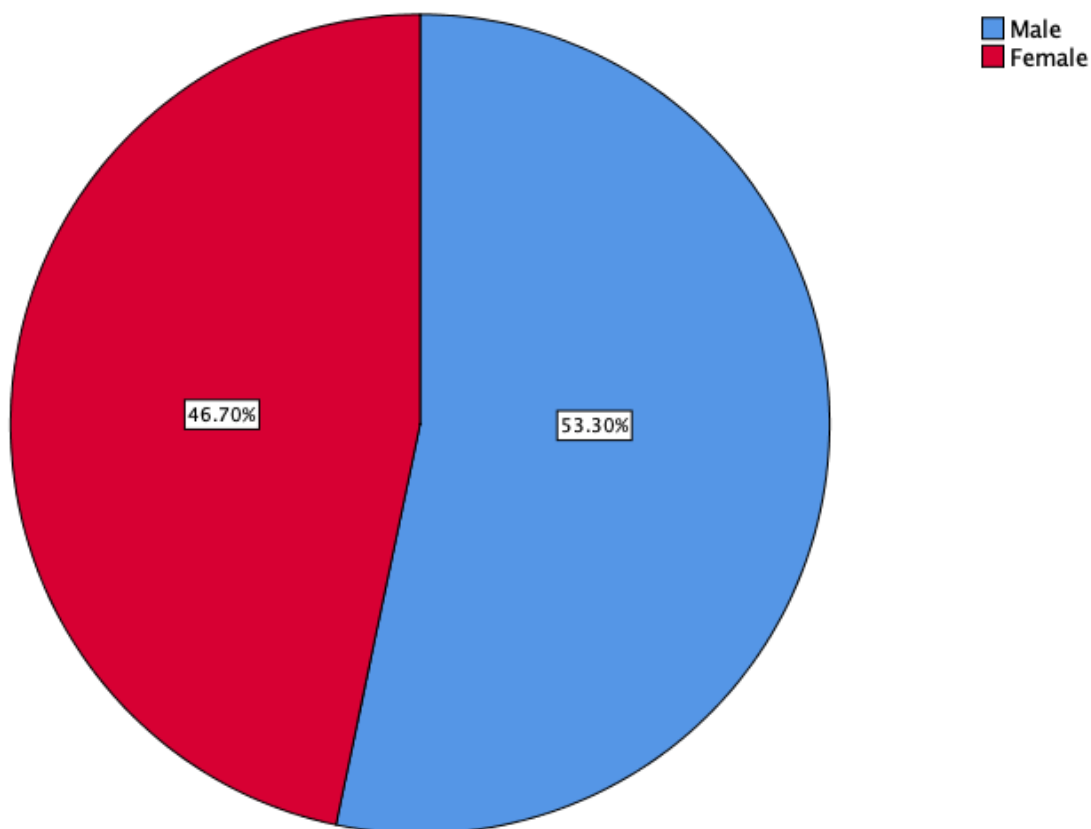
5.1.3 Years of Experience

The study found that the tour guides have different years of experience, the percentage of years of experience less than 1 year was 30.22, followed by years of experience between 1 to 5, 6 to 10, 11 to 20, and more than 20 were 27.47, 21.98, 13.74 and 6.59 respectively (Table 5.3 and Figure 5.3).

Table 5.3: Distribution of Tour Guides as per the Years of Experience

Years of Experience	No. of Tour Guides	Percentage
Less than 1	55	30.22
1 – 5	50	27.47
6 – 10	40	21.98
11 – 20	25	13.74
20 up	12	6.59
Total	182	100.00

Source: Own Survey.

Figure 5.3: Percentages of Tour Guides in Different Years of Experience
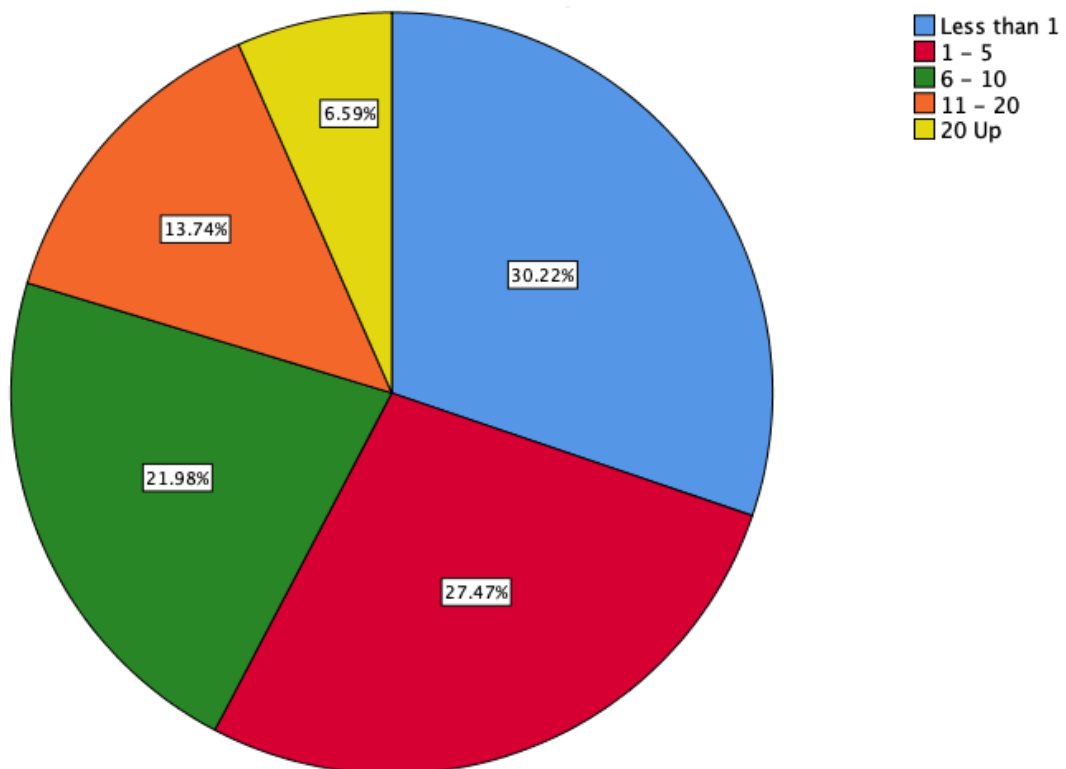
5.1.4 Types of Tour Guides

Among the 182 surveyed tour guides, 89.01 percent were regional tour guides, while 10.99 percent were national tour guides (Table 5.4 and Figure 5.4).

Table 5.4: Distribution of Tour Guides as per the Type of Tour Guides

Types of Tour Guides	No. of Tour Guides	Percentage
Community-based Tour Guides	0	0.00
Sub-national Tour Guides	0	0.00
Regional Tour Guides	162	89.01
National Tour Guides	20	10.99
Special Interest Tour Guides	0	0.00
Total	182	100.00

Source: Own Survey.

Figure 5.4: Percentages of Tour Guides in Different Types of Tour Guides
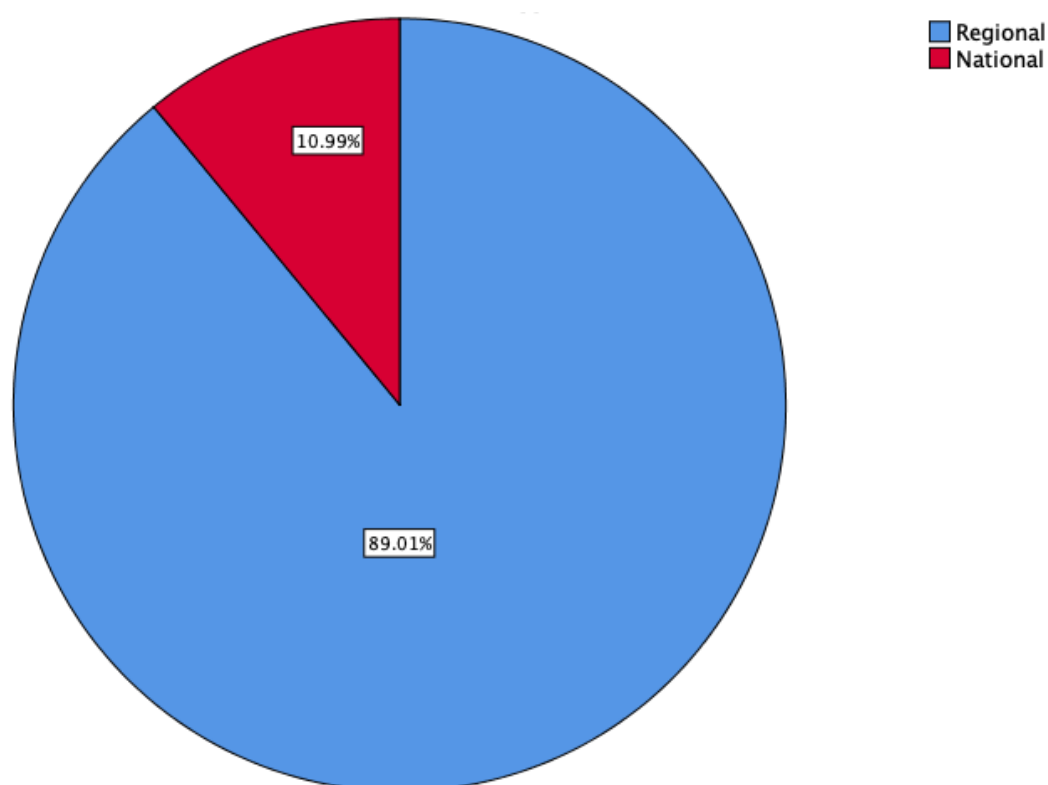
5.1.5 Types of Work

The survey showed that among the 182 selected tour guides, freelance 89.56 percent engaged in freelance work, and 10.44 percent held permanent positions (Table 5.5 and Figure 5.5).

Table 5.5: Distribution of Tour Guides as per the Types of Work

Types of Work	No. of Tour Guides	Percentage
Permanent	19	10.44
Freelance	163	89.56
Total	182	100.00

Source: Own Survey.

Figure 5.5: Percentages of Tour Guides in Different Types of Work
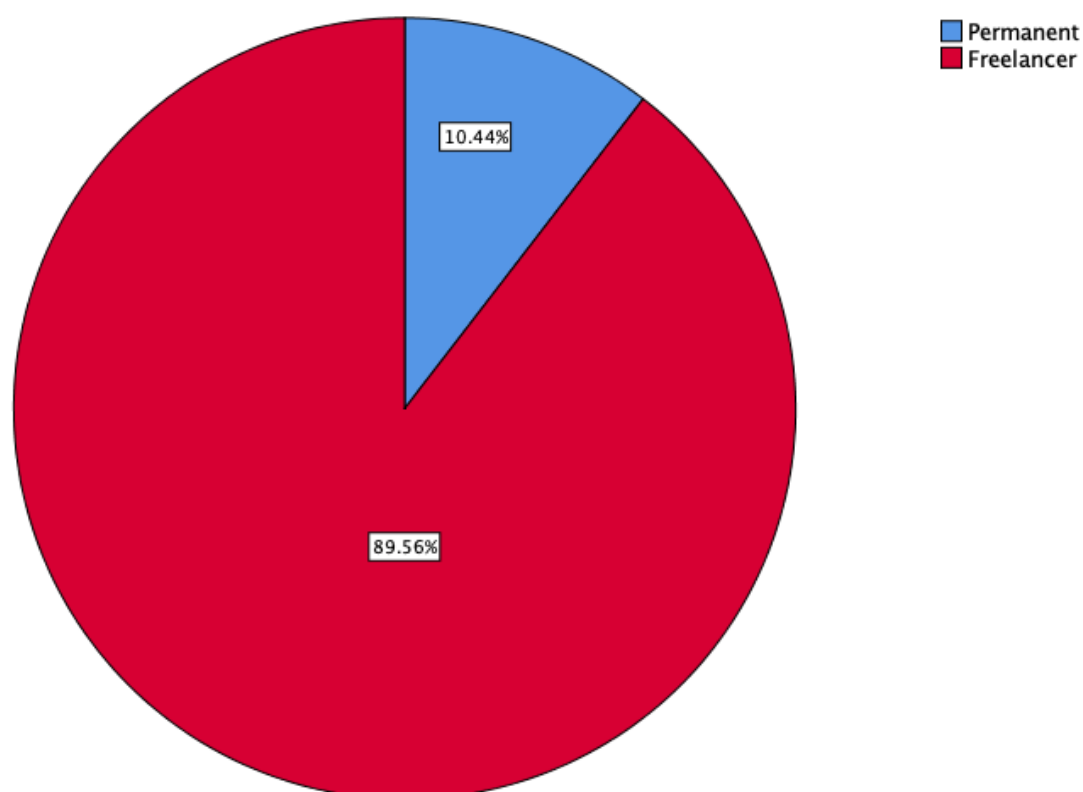
5.1.6 Educational Qualification

The research found that the highest percentage of surveyed tour guides, 60.44 percent, had graduated from high school. This was followed by 27.47 percent with bachelor's degrees and 12.09 percent with master's degrees (Table 5.6 and Figure 5.6).

Table 5.6: Distribution of Tour Guides as per the Educational Qualification

Educational Qualification	No. of Tour Guides	Percentage
High School	110	60.44
Bachelor	50	27.47
Master	22	12.09
Ph.D/Dr.	0	0.00
Other	0	0.00
Total	182	100.00

Source: Own Survey.

Figure 5.6: Percentages of Tour Guides in Different Educational Qualifications
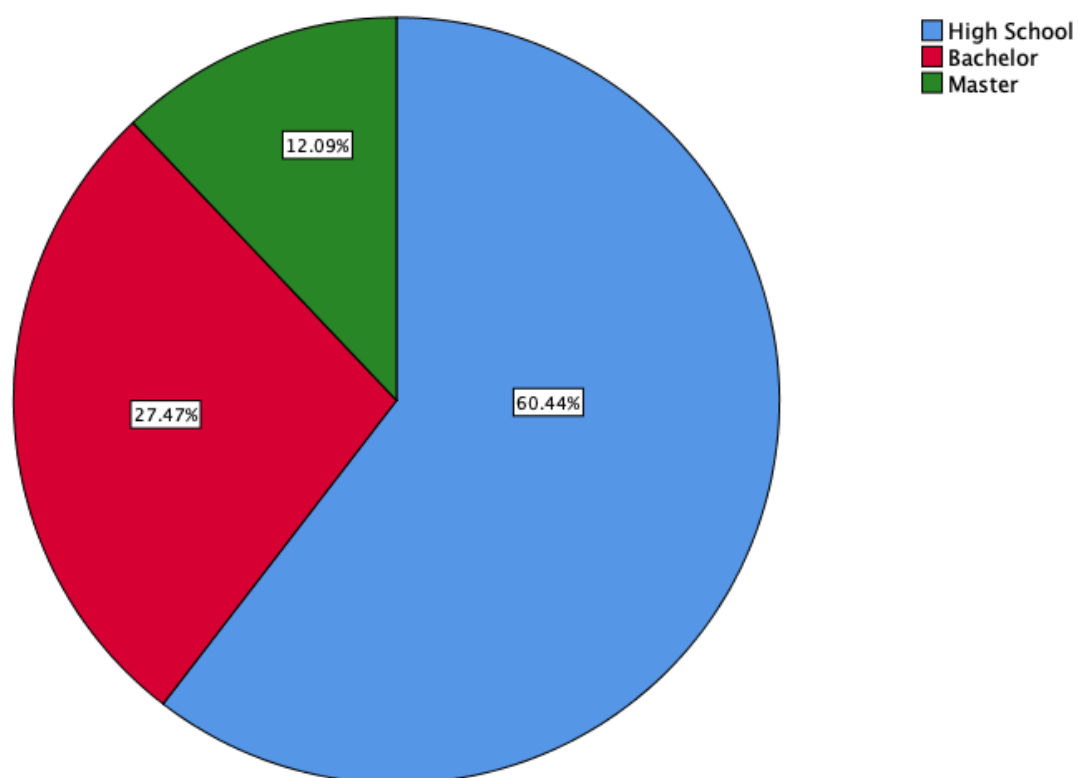
5.1.7 Licensed Languages of Tour Guides

The percentages of respondents among the 12 licensed language-speaking tour guides of English, Chinese, Japanese, Thai, Korean, French, Vietnamese, Spanish, German, Italian, and Malaysian were 28.57, 25.82, 15.93, 8.79, 6.04, 6.04, 2.75, 2.20, 1.10, 0.50 and 0.50 respectively (Table 5.7 and Figure 5.7).

Table 5.7: Distribution of Tour Guides as per the Licensed Languages

Licensed Languages	No. of Tour Guides	Percentage
English	52	28.57
French	11	6.04
Japanese	29	15.93
Thai	16	8.79
Chinese	47	25.82
German	2	1.10
Spanish	4	2.20
Italian	1	0.50
Korean	11	6.04
Vietnam	5	2.75
Russian	3	1.65
Malaysian	1	0.50
Total	182	100

Source: Own Survey.

Figure 5.7: Percentages of Tour Guides in Different Licensed Languages
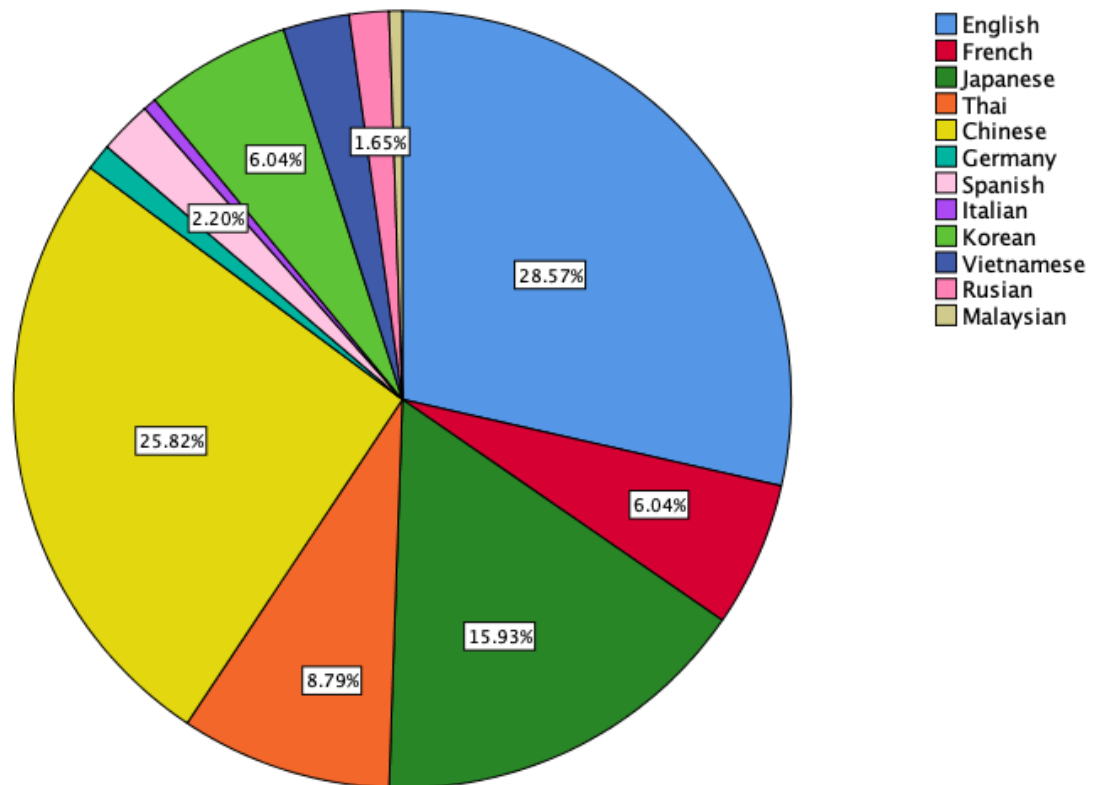
5.2 Income Earnings of Language-Speaking Tour Guides

This section reveals the annual income earned by tour guides who speak different languages in the study area. The income earnings of different language-speaking tour guides are grouped into five, i.e., less than 4,000 USD, 4,001 to 6,000 USD, 6,001 to 8,000 USD, 8,001 to 10,000 USD and 10,00 USD up. The 12 language-speaking tour guides include English, French, Japanese, Thai, Chinese, German, Spanish, Italian, Korean, Vietnamese, Russia, and Malaysian.

5.2.1 Earning of Income of Tour Guides

The survey revealed that among the 182 selected tour guides, the percentages of respondents earned their annual income between 6,001 to

8,000 USD, 8,001 to 10,000 USD, 4,001 to 6,000 USD, and 10,000 USD up were 40.11, 34.62, 16.48 and 8.79 respectively (Table 5.8 and Figure 5.8).

Table 5.8: Distribution of Tour Guides as per the Annual Earning of Income

Annual Income Earnings	No. of Tour Guides	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	30	16.48
6,001 - 8,000	73	40.11
8,001 – 10,000	63	34.62
10,000 Up	16	8.79
Total	182	100.00

Source: Own Survey.

Figure 5.8: Percentages of Tour Guides in Different Annual Earning of Income
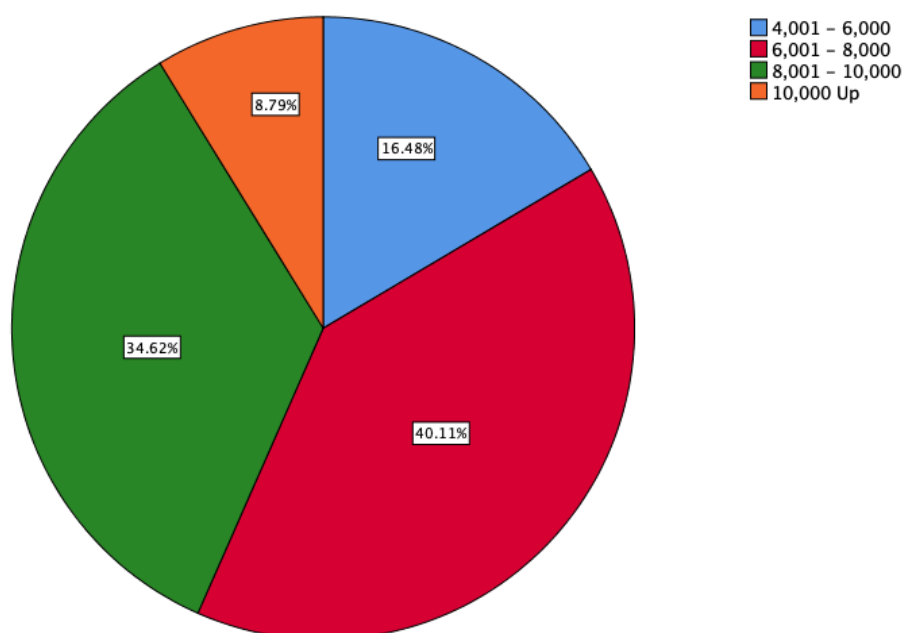
5.2.2 Income Earnings of Different Language Speaking Tour Guides

English Speaking Tour Guides

The study showed that English-speaking tour guides have different groups of annual income earning; 24 out of 52 English-speaking tour guides equivalent to 46.15 percent was between USD 4,001.00 to 6,000.00, 26.92 percent was between USD 8,001.00 − 10,000.00, 15.38 percent was between USD 6,001.00 − 8,000.00 and 11.54 percent was above the USD 10,000.00 (Table 5.9 and Figure 5.9).

Table 5.9: Distribution of English-Speaking Tour Guides as per the Annual Earning of Income

Annual Earning of Income	No. of Tour Guides	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	24	46.15
6,001 - 8,000	8	15.38
8,001 − 10,000	14	26.92
10,000 Up	6	11.54
Total	52	100.00

Source: Own Survey.

Figure 5.9: Percentages of English-Speaking Tour Guides in Different Annual
Income Earnings
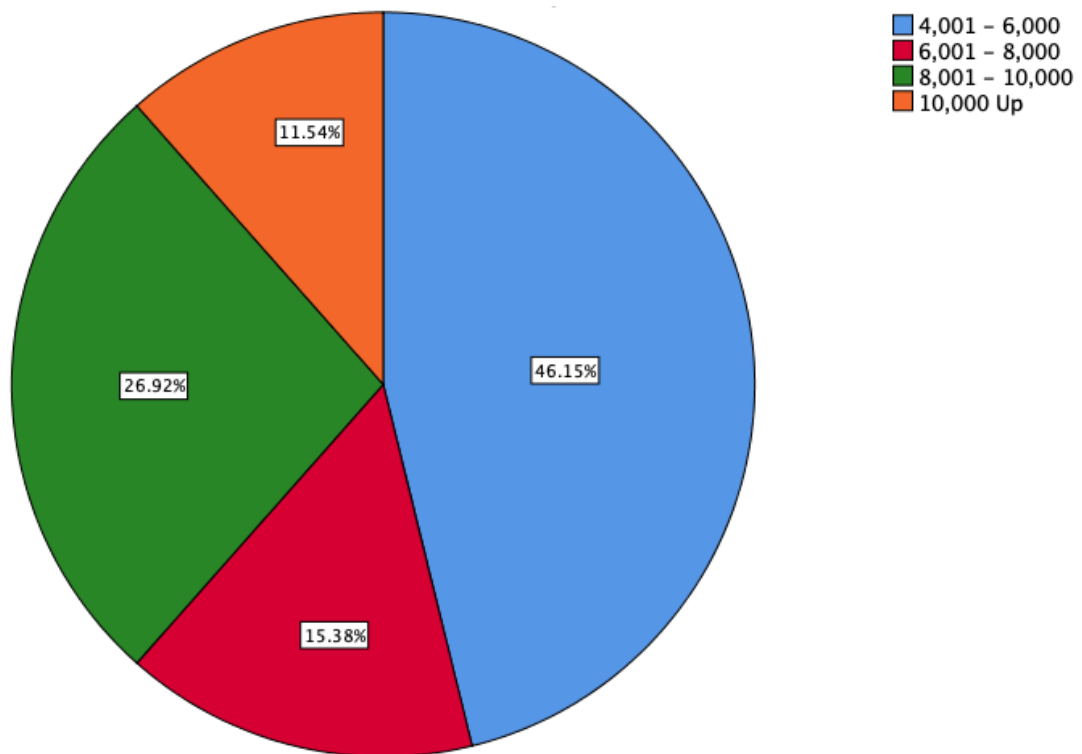
French English Speaking Tour Guides

French-speaking tour guides have different groups of annual earning income; 63.64 percent was between USD 8,001.00 to 10,000.00, 18.18 percent was above USD 10,000.00, 9.09 percent was between USD 4,001.00 to 6,000.00 and 9.09 percent was between USD 6,001.00 to 8,000.00 (Table 5.10 and Figure 5.10).

Table 5.10: Distribution of French Speaking Tour Guides as per the Annual
Earning of Income

Annual Earning of Income	No. of Tour Guides	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	1	9.09
6,001 - 8,000	1	9.09
8,001 – 10,000	7	63.64
10,000 Up	2	18.18
Total	11	100

Source: Own Survey.

Figure 5.10: Percentages of French Speaking Tour Guides in Different Annual
Earning Income
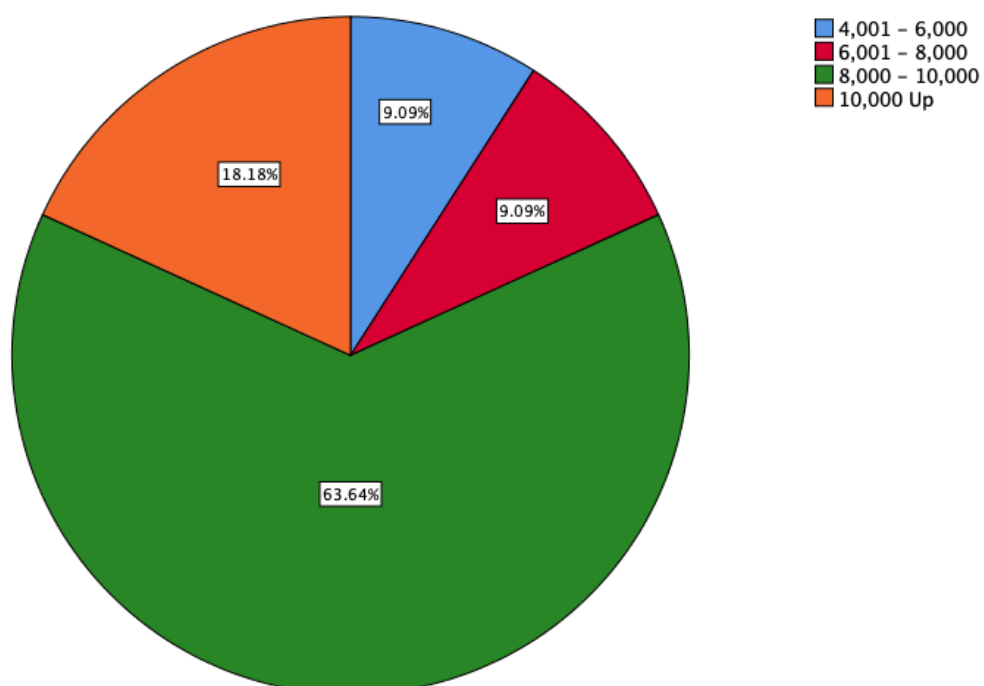
Japanese Speaking Tour Guides

The survey showed that Japanese speaking tour guides have an annual earning income of 62.06 percent between USD 6,001.00 to 8,000.00, followed by respective 27.59 percent and 6.90 percent between USD 8,001.00 to 10,000.00 and between USD 4,001 to 6,000 (Table 5.11 and Figure 5.11).

Table 5.11: Distribution of Japanese Speaking Tour Guides as per the Annual Earning of Income

Annual Earning of Income	No. of Tour Guides	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	2	6.90
6,001 - 8,000	18	62.06
8,001 – 10,000	8	27.59
10,000 Up	1	3.45
Total	29	100

Source: Own Survey.

Figure 5.11: Percentages of Japanese Speaking Tour Guides in Different Annual Earning Income

Thai Speaking Tour Guides

As per the study, the annual earning of income of Thai speaking tour guides was 75.00 percent between USD 6,001.00 to 8,000.00 and 25.00 between USD 8,001 to 10,000.00 (Table 5.12 and Figure 5.12).

Table 5.12: Distribution of Thai Speaking Tour Guides as per the Annual Earning of Income

Annual Earning of Income	No. of Tour Guides	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	0	0.00
6,001 - 8,000	12	75.00
8,001 – 10,000	4	25.00
10,000 Up	0	0.00
Total	16	100.00

Source: Own Survey.

Figure 5.12: Percentages of Thai Speaking Tour Guides in Different Annual Earning Income
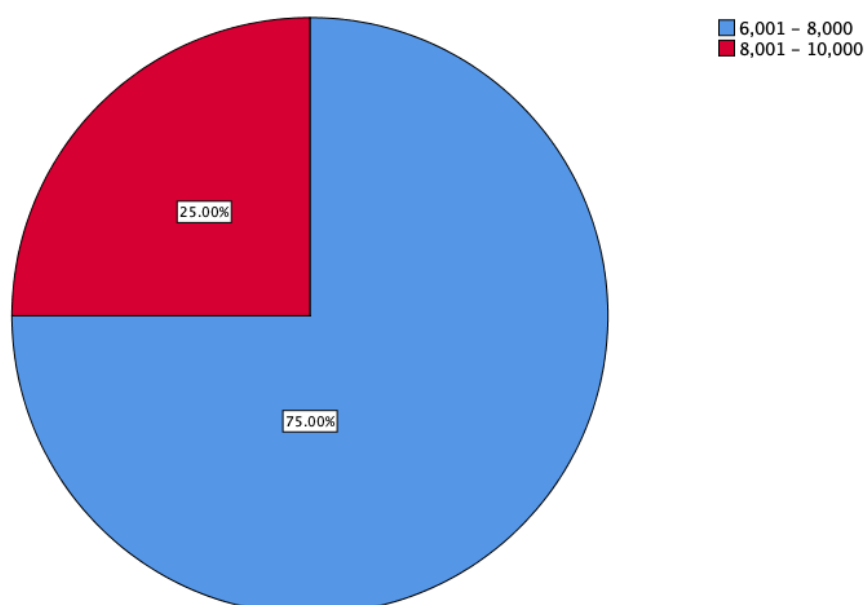
Chinese Speaking Tour Guides

Table 5.13 and Figure 5.13 revealed that 25 out of 47 Chinese speaking tour guides equivalent to 53.19 percent have earned between USD 8,001 to 10,000.00, 21 out of 47 equivalents to 44.68 percent have earned between USD 8,001.00 to 10,000 USD and 1 out of 47 equivalents to 2.13 percent has earned between USD 4,001.00 to 6,000.00.

Table 5.13: Distribution of Chinese Speaking Tour Guides as per the Annual Earning of Income

Annual Earning of Income	No. of Tour Guides	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	1	2.13
6,001 - 8,000	21	44.68
8,001 – 10,000	25	53.19
10,000 Up	0	0.00
Total	47	100

Source: Own Survey.

Figure 5.13: Percentages of Chinese Speaking Tour Guides in Different Annual Earning Income

German Speaking Tour Guides

The study showed that 50.00 percent has earned between 8,001.00 to 10,000.00 USD and 50.00 percent has earned above 10,000.00 USD (Table 5.14 and Figure 5.14).

Table 5.14: Distribution of Germany Speaking Tour Guides as per the Annual Earning of Income

Annual Earning of Income	No. of Tour Guides	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	0	0.00
6,001 - 8,000	0	0.00
8,001 − 10,000	1	50.00
10,000 Up	1	50.00
Total	2	100.00

Source: Own Survey.

Figure 5.14: Percentages of German Speaking Tour Guides in Different Annual Earning Income
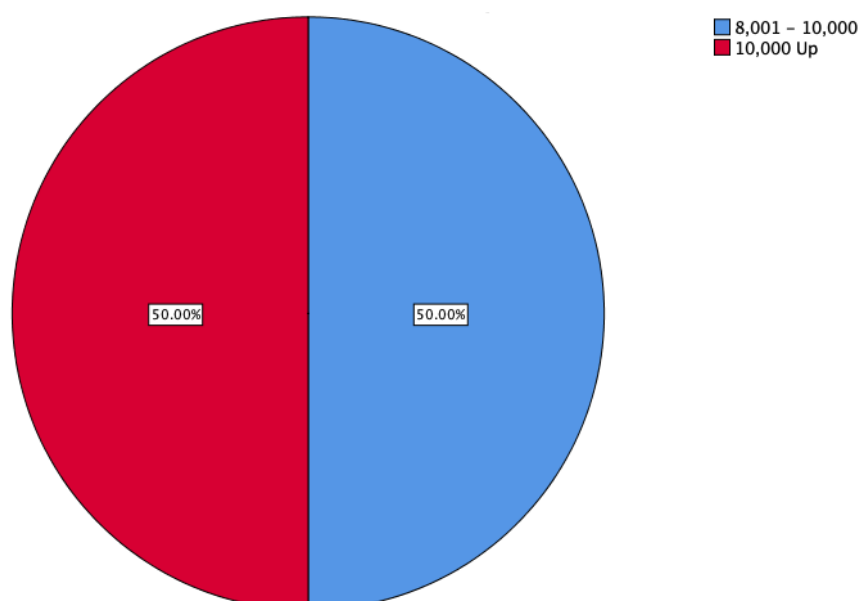
Spanish Speaking Tour Guides

According to the research, 50.00 percent of TGs has earned between 6,001.00 to 8,000.00 USD and another 50.00 percent has earned between 8,001.00 to 10,000.00 USD (Table 1.15 and Figure 5.15).

Table 5.15: Distribution of Spanish Speaking Tour Guides as per the Annual Earning of Income

Annual Earning of Income	No. of Tour Guides	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	0	0.00
6,001 - 8,000	2	50.00
8,001 – 10,000	2	50.00
10,000 Up	0	0.00
Total	4	100

Source: Own Survey.

Figure 5.15: Percentages of Spanish Speaking Tour Guides in Different Annual Earning Income
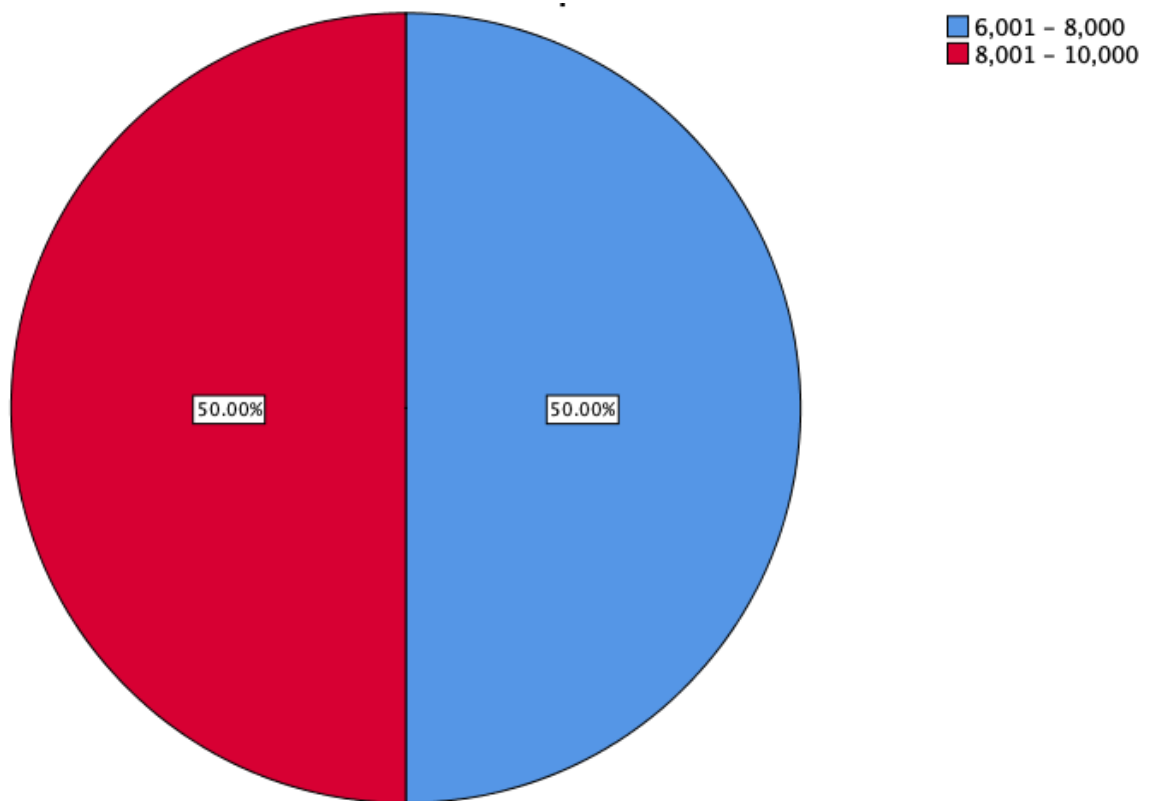
Italian Speaking Tour Guides

Based on the study, Italian speaking tour guides earned above 10,000.00 USD annually (Table 5.16 and Figure 5.16).

Table 5.16: Distribution of Italian Speaking Tour Guides as per the Annual
Earning of Income

Annual Earning of Income	No. of Tour Guides	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	0	0.00
6,001 - 8,000	0	0.00
8,001 – 10,000	0	0.00
10,000 Up	1	100.00
Total	1	100.00

Source: Own Survey.

Figure 5.16: Percentages of Italian Speaking Tour Guides in Different Annual
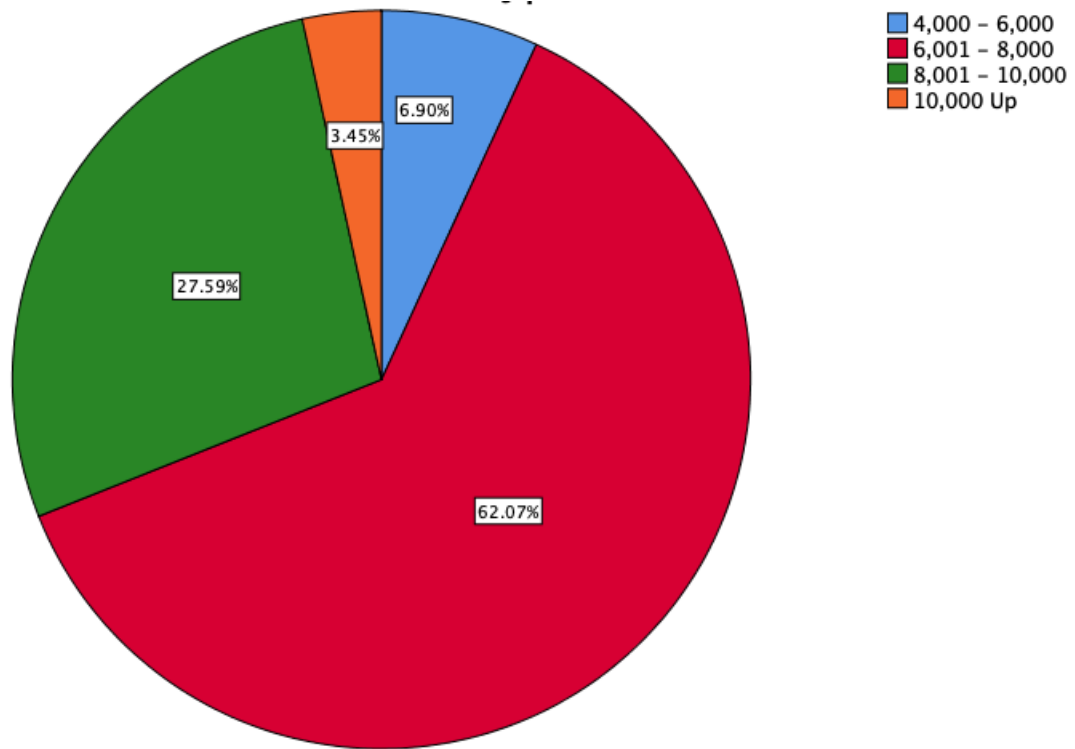Earning Income
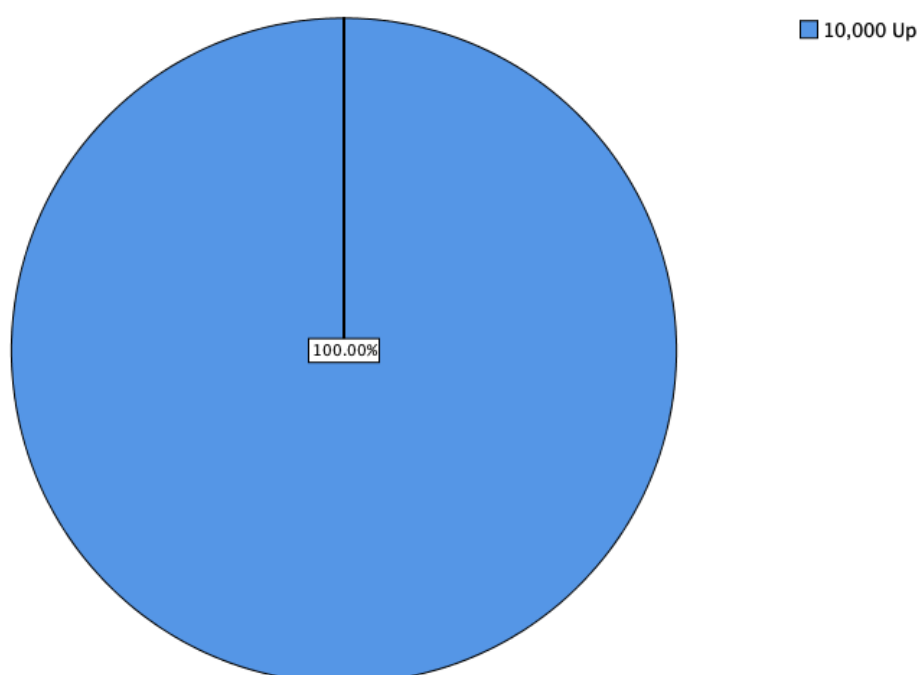
Korean Speaking Tour Guides

Table 5.17 and figure 5.17 revealed that 7 out of 11 Korean speaking tour guides earned between 6,001.00 to 8,000.00 USD, followed by 27 percent earned above USD 10,000.00 USD and 9.09 percent earned USD 8,001 to 10,000.00.

Table 5.17: Distribution of Korean Speaking Tour Guides as per Annual Earning of Income

Annual Earning of Income	No. of Tour Guides	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	0	0.00
6,001 - 8,000	7	63.64
8,001 – 10,000	1	9.09
10,000 Up	3	27.27
Total	11	100.00

Source: Own Survey.

Figure 5.17: Percentages of Korean Speaking Tour Guides in Different Annual Earning Income

Legend:
- 6,001 – 8,000
- 8,001 – 10,000
- 10,000 Up

Pie chart values: 63.64%, 9.09%, 27.27%
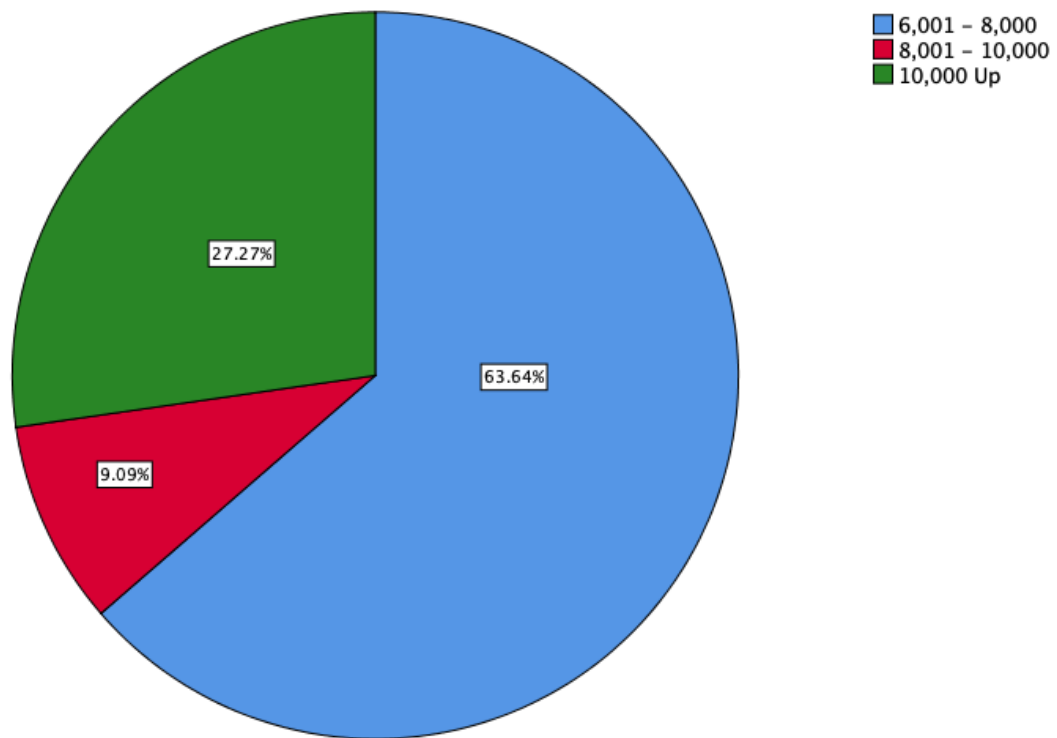
Vietnamese Speaking Tour Guides

The survey showed that 60.00 percent earned annual income between 6,001.00 to 8,000.00 USD, 20 percent was between USD 4,001.00 to 6,000.00 and 20 percent was between USD 8,001.00 to 10,000.00 (Table 5.18 and Figure 5.18).

Table 5.18: Distribution of Vietnamese Speaking Tour Guides as per Annual Earning of Income

Annual Earning of Income	No. of Tour Guides	Percentage
Less than 4,000	0	0
4,001 - 6,000	1	20.00
6,001 - 8,000	3	60.00
8,001 – 10,000	1	20.00
10,000 Up	0	0.00
Total	5	100.00

Source: Own Survey.

Figure 5.18: Percentages of Vietnamese Speaking Tour Guides in Different Annual Earning Income
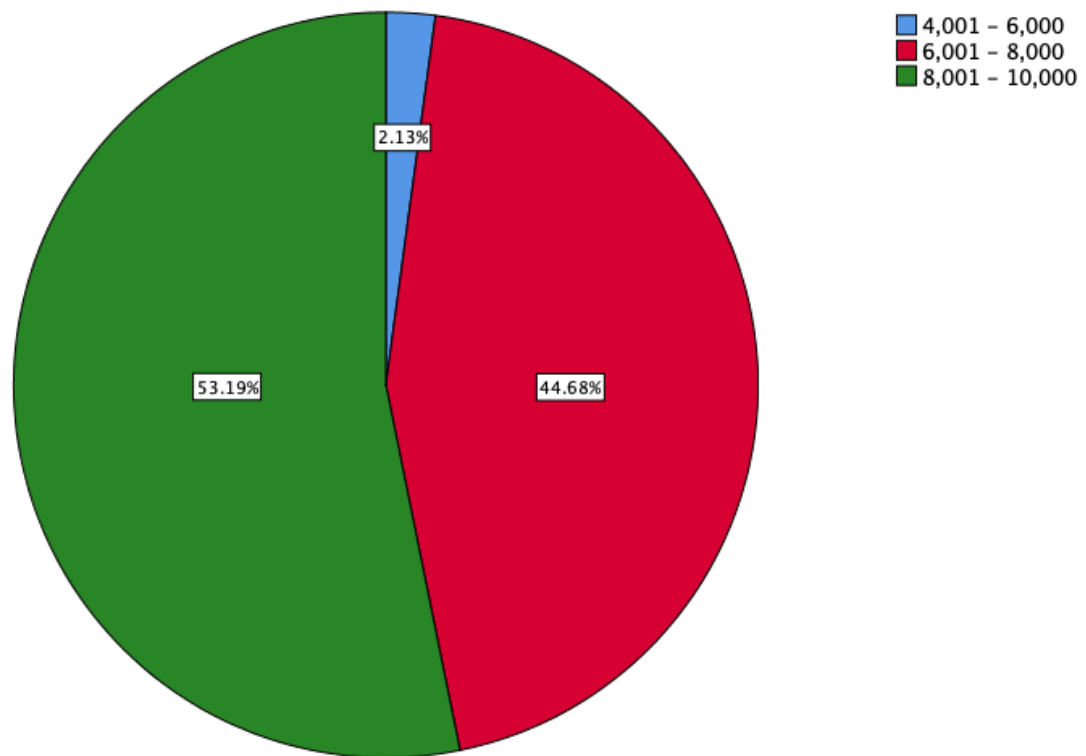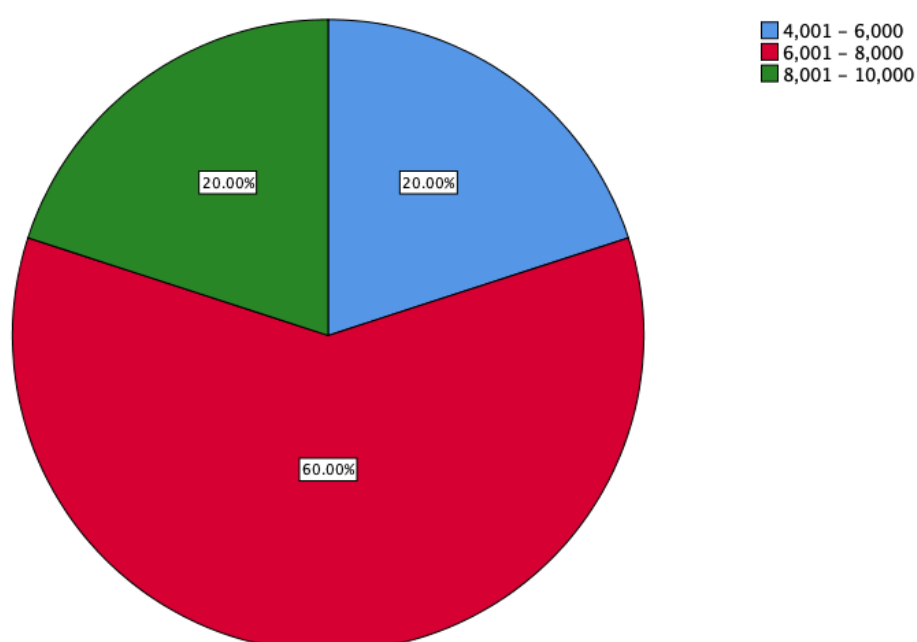
Russian Speaking Tour Guides

Russian speaking tour guides have earned different groups of annual earning income; 66.67 percent was between USD 8,001.00 to 10,000.00 and 33.33 percent was between USD 4,001.00 to 6,000.00 (Table 5.29 and Figure 5.29).

Table 5.19: Distribution of Russian Speaking Tour Guides as per Annual Earning of Income

Annual Earning of Income	No. of TGs	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	1	33.33
6,001 - 8,000	0	0.00
8,001 – 10,000	2	66.67
10,000 Up	0	0.00
Total	3	100.00

Source: Own Survey.

Figure 5.19: Percentages of Russian Speaking Tour Guides in Different Annual
Earning Income
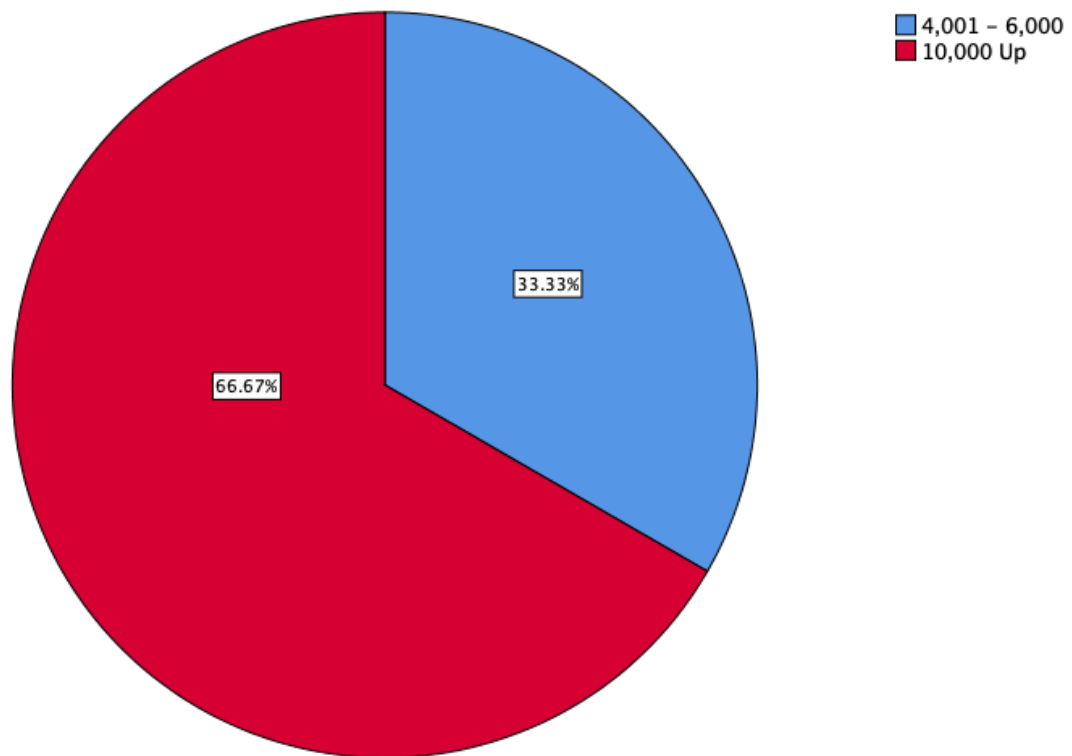
Malaysian Speaking Tour Guides

The study showed that Malaysian speaking tour guides earned annually between USD 6,001.00 to 8,000.00 (Table 5.20 and Figure 5.20).

Table 5.20: Distribution of Malaysian Speaking Tour Guides as per Annual Earning of Income

Annual Earning of Income	No. of Tour Guides	Percentage
Less than 4,000	0	0.00
4,001 - 6,000	0	0.00
6,001 - 8,000	1	10.00
8,001 – 10,000	0	0.00
10,000 Up	0	0.00
Total	1	100.00

Source: Own Survey.

Figure 5.20: Percentages of Malaysian Speaking Tour Guides in Different Annual Earning Income
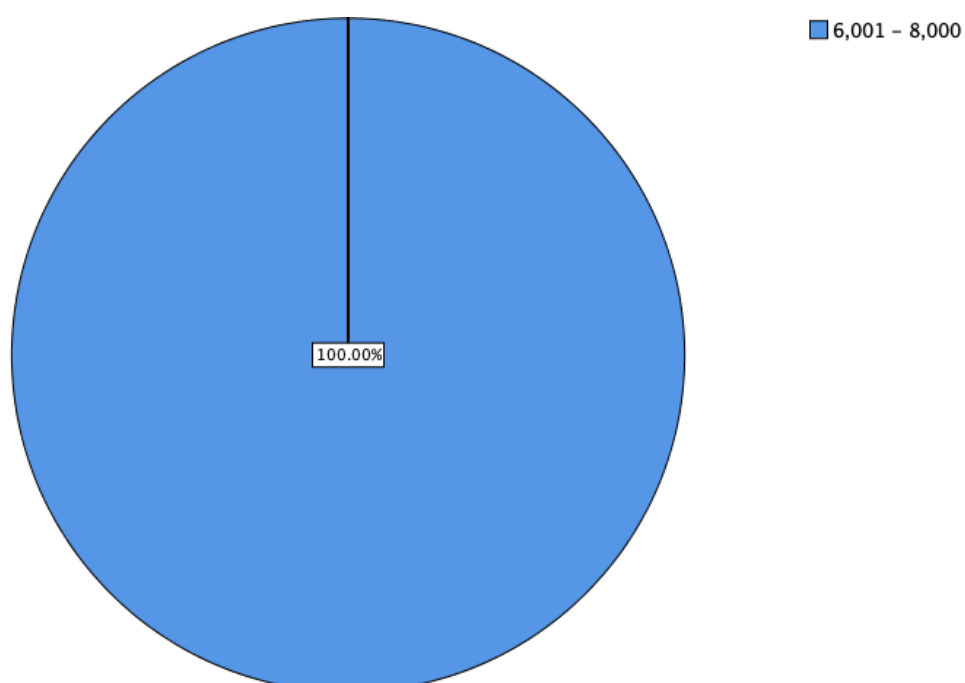
5.2.3 Average Earning of Income of Different Language Speaking Tour Guides

The data showed that the average annual earning of income of different languages speaking tour guides; USD 13,000.00 was the highest average annually earned by Italian speaking tour guides, followed by German, French, Spanish, Russian, Korean, English, Japanese, Malaysian, Vietnamese, Chinese and Thai were respective USD 10,000.00, USD 9,000.00, USD 8,250, USD 7,833.33, USD 7,654.55, USD 7,336.54, USD 7,086.21, USD 7,000.00, USD 6,800.00, USD 5,925.53 and USD 5,343.75 (Table 5.21).

Table 5.21: Average Annual Earning of Income of Different Language
Speaking Tour Guides

Licensed Languages	No. of Tour Guides	Average Annual Earning of Income (USD)
English	52	7,336.54
French	11	9,000.00
Japanese	29	7,086.21
Thai	16	5,343.75
Chinese	47	5,925.53
Germany	2	10,000.00
Spanish	4	8,250.00
Italian	1	13,000.00
Korean	11	7,654.55
Vietnam	5	6,800.00
Russian	3	7,833.33
Malaysian	1	7,000.00
Total	182	

Source: Own Survey.

Based on the study, several factors contribute to annual income disparities among tour guides, including tour guide fees, tips, and other forms of incentives. Tour guide fees fluctuate depending on language speaking tour guides, experience levels, specialized knowledge, and whether tour guides work as freelance tour guides with fluctuating workdays or salaried as permanent tour guides. Tour guide tips reflect tourists' satisfaction with the tour guide's performance and perception of the value received during the tour. Additionally, tour guides benefit from a range of incentives including bonuses, commissions, training opportunities, recognitions, flexible working hours, career advancement prospects, and secured jobs. These incentives, particularly bonuses, commissions, and flexible scheduling, significantly contribute to higher income earnings.

5.3 Tour Guide Strategy

In this section, the study revealed the relevance of the tour guide strategy. The section is divided into three parts. The first part deals with the definition of a tour guide. The second, differentiate the types of tour guides. The third, the last part of the section, tour guide strategy is defined. This includes strategy, tour guide strategy, effectiveness of strategy, and different strategies used by the selected tour guides in the study area.

5.3.1 Definition of Tour Guide

A licensed tour guide is defined as a professional who provides reception, guidance, and care for domestic and international tourists, explaining

geography, nature, tradition, history, culture, civilization, art, and social economy at the attraction sites.

5.3.2 Types of Tour Guides

Tour guides were typed based on geographical setting, qualification, and specialization. There are five types of tour guides mentioned below:

- o Community-based tour guides
- o Sub-national tour guides
- o Regional tour guides
- o National tour guides
- o Special interest tour guides

5.3.3 Tour Guide Strategy

Out of the 182 selected tour guides, there were varied definitions of the strategy for achieving professional success. Strategy was defined as a method to gain competitive advantages and seize opportunities for success. Furthermore, the tour guide strategy in the study area can be examined, summarized, and defined as an intentional and emergent approach to facing challenges and difficulties in the profession. To achieve this, tour guides need various strategies that are flexible and adaptable to meet the satisfaction of tourists. The effectiveness of strategies of tour guides is measured by tourist satisfaction, the quality of experiences delivered, and the positive achievement of the tour's objectives.

The strategies employed by tour guides in the study area are broadly summarized, categorized, and defined into four main strategies known as KMER strategies: Knowledge, Methodology, Ethics, and Relations. The specifics of the KMER strategies within tour guides' strategy are explained as follows:

Knowledge

Knowledge is a critical resource for every tour guide, and strategic deployment is essential to gain a competitive advantage in the profession. Effective use of knowledge enables tour guides to provide informative and engaging experiences for tourists, enhancing satisfaction and overall tour quality. Knowledge as a strategy for tour guides refers to an in-depth understanding of various aspects relevant to the tour. This knowledge encompasses geography, history, nature, traditions, culture, civilization, mythology, art, and socio-economy both at the attraction site and throughout Cambodia, as well as in neighboring countries and globally.

In addition, the knowledge of tour guiding methodology, ethics, and relations is acquired through study and practical experience among tour guides. This knowledge is shareable and serves as a valuable strategy for successful tour guides.

Methodology

Methodology as a strategy for tour guides refers to the systematic approach employed to plan, organize, and conduct tours effectively. This methodology includes tour planning, communication skills, group management,

problem-solving, safety measures, technology use, and feedback and evaluation. Tour guiding methodology cultivates tour guide approaches, by transforming knowledge, ethics, and relations to succeed in the profession effectively. Utilizing effective methodology strategies allows tour guides to provide well-organized, informative, and enjoyable experiences for tourists, thereby promoting tour success.

This indicates that tour guides require more than just knowledge; an in-depth understanding of methodology involves applying knowledge practically during tours.

Ethics

Ethics strategy for tour guides pertains to principles and standards of behavior and decision-making that adhere to interaction with tourists, colleagues, suppliers, and local communities. This ethics encompasses professional integrity, respect, fairness, confidentially, responsibility, cultural sensitivity, compliance, and conflict resolution. Adhering to professional ethical standards, ethical tour guides leverage these conventions to gain a competitive advantage in the tourism industry. Professional ethics provide a pathway to better opportunities for success.

As a strategy, ethical conduct ensures that tour guides uphold trust, cultivate positive relationships with tourists and communities, and promote the long-term sustainability of tourism destinations.

Relations

Relations as a tour guide strategy involves how tour guides establish and maintain relationships with tourists, colleagues, local communities, and stakeholders in the tourism industry. This relations strategy encompasses interpersonal skills, tourist relationship management, collaboration, community engagement, and networking. Overall, an effective relations strategy fosters trust, enhances the tourist experience, supports sustainable tourism practices, and contributes to long-term success for tour guides and the tourism industry.

To strengthen, the relations strategy of tour guides is to leverage better competitive advantage, by strategizing relations to all relevant stakeholders. The relationship is the power of success.

The study revealed that the respondents selected, tour guides, regarded tour guides as strategic experts - strategists for the professional. The surveyed respondents indicated the importance of tour guide strategies for achieving success. The respondents have also pointed out that developing and organizing effective KMER strategies are crucial elements for achieving tour guide success.

5.4 Working KMER Model of the Tour Guide Strategy

The current section discusses the working of the KMER model of the tour guide strategy. The section is broadly divided into three parts. Firstly, KMER influences the effectiveness of the tour guide strategy. In the second part, the effectiveness of the tour guide strategy is studied. Lastly, the third

section assesses the impact of KMER strategies on the effectiveness of tour guide strategy.

Among the 182 selected survey tour guides are studied and the discussion is made. To measure the impact of the four independent variables of KMER strategies, i.e., knowledge, methodology, ethics, and relations, on the dependent variable - effectiveness of tour guide strategy, the following multiple regression model is used: $G = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + U$. Where, G = Dependent Variable = Effectiveness of tour guide strategy; X_1 = Knowledge; X_2 = Methodology; X_3 = Ethics; X_4 = Relations; and α = Intercept term; β_1, β_2, β_3, β_4 are regression coefficients; U = Error term.

Likert Scale was used to view the influence of independent variables, i.e., knowledge, methodology, ethics, and relations, 1 = no influence, 2 = maybe, 3 = influence, 4 = highly influence, and 5 = perfect. For the dependent variable, effectiveness of the tour guides strategy; score 1 was given for not satisfied, score 2 was given for fair, score 3 was given for satisfied, score 4 was given for highly satisfied, and score 5 was given for excellent.

5.4.1 KMER Influencing Effectiveness of Tour Guide Strategy

Knowledge

Among the total number of 182 selected tour guides, the percentages of tour guides with the view of highly influence, influence and perfect influence of knowledge on the effectiveness of tour guide strategy were 97.25, 1.10, and 1.65 respectively (Table 5.22 and Figure 5.21).

Table 5.22: Distribution of tour guides as per the View of Effectiveness
of Tour Guide Strategy of Knowledge

Knowledge Influencing the Effectiveness of Tour Guide Strategy	No. of Tour Guides	Percentage
No influence	0	0.00
Maybe	0	0.00
Influence	2	1.10
Highly influence	177	97.25
Perfect	3	1.65
Total	182	100.00

Source: Own Survey.

Figure 5.21: Percentages of Tour Guides as per the View of the Level of
Effectiveness of Tour Guide Strategy of Knowledge
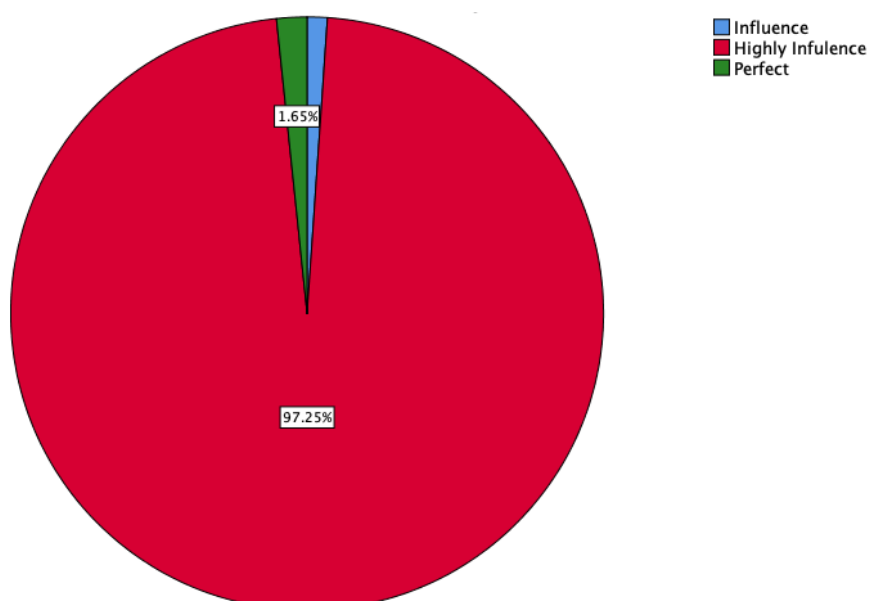
Methodology

Out of the 182 selected tour guides, the percentages of tour guides viewed knowledge influence on effectiveness of tour guide strategy with highly influence 97.80, followed by perfect influence and influence were 1.65 and 0.55 respectively (Table 5.23 and Figure 5.22).

Table 5.23: Distribution of Tour Guides as per the View of Effectiveness of Tour Guide Strategy of Methodology

Methodology Influencing Effectiveness of Tour Guide Strategy	No. of Tour Guides	Percentage
No influence	0	0.00
Maybe	0	0.00
Influence	1	0.55
Highly influence	178	97.80
Perfect	3	1.65
Total	182	100.00

Source: Own Survey.

Figure 5.22: Percentages of Tour Guides as per the View of Effectiveness of
Tour Guide Strategy of Methodology
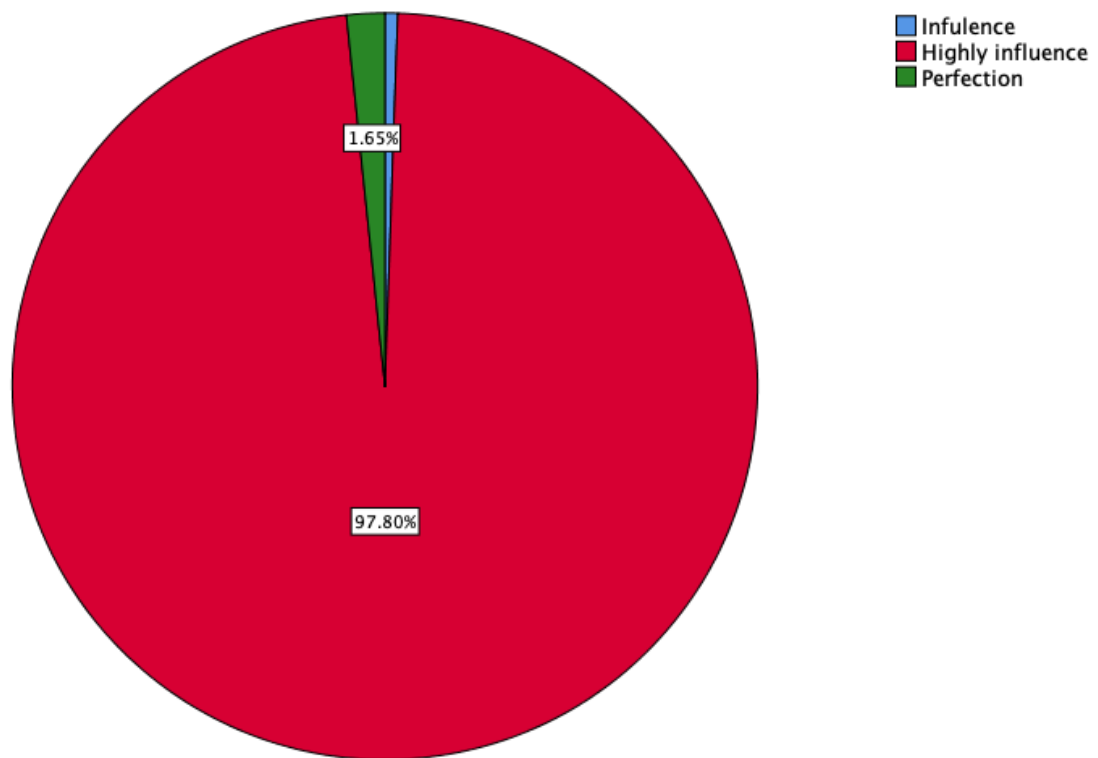
Ethics

The research showed that ethics influence the effectiveness of tour
guide strategy, the percentages of tour guides viewed highly influence, and
influence were respective 92.86 and 7.14 (Table 5.24 and Figure 5.23).

Table 5.24: Distribution of Tour Guides as per the View of Effectiveness of
Tour Guide Strategy of Ethics

Ethics Influencing the Effectiveness of Tour Guide Strategy	No. of Tour Guides	Percentage
No influence	0	0.00
Maybe	0	0.00
Influence	13	7.14
Highly influence	169	92.86
Perfect	0	0.00
Total	182	100.00

Source: Own survey.

Figure 5.23: Percentages of Tour Guides as per the View of Effectiveness of
Tour Guide Strategy of Ethics
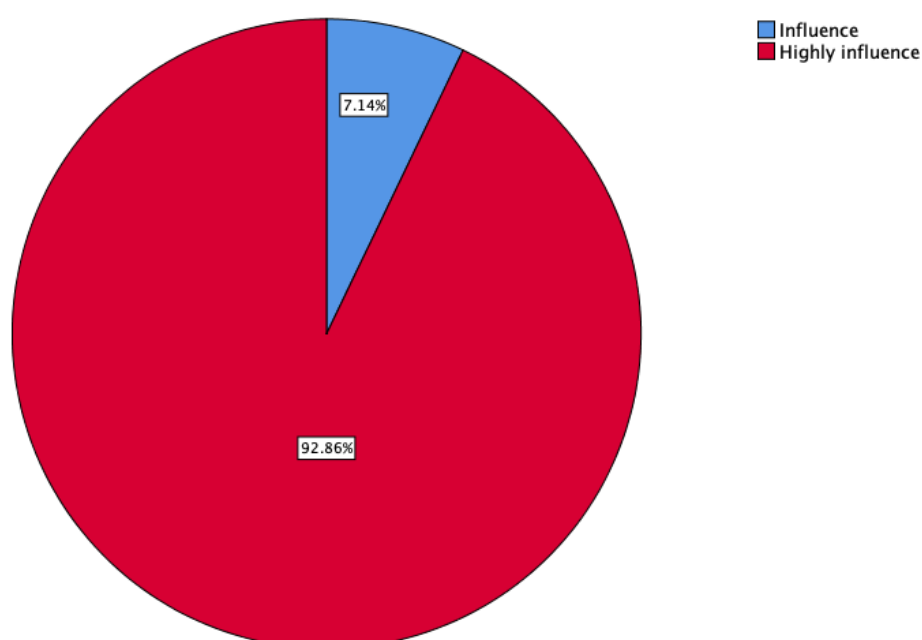
Relations

The survey showed that relations influence the effectiveness of tour guide strategy viewed highly influence, influence and perfect influence were 80.22 percent, 9.89 percent, and 9.89 percent respectively (Table 5.25 and Figure 5.24).

Table 5.25: Distribution of Tour Guides as per the View of Effectiveness of Tour Guide Strategy of Relations

Relations Influencing Effectiveness of Tour Guide Strategy	No. of Tour Guides	Percentage
No influence	0	0.00
Maybe	0	0.00
Influence	18	9.89
Highly influence	146	80.22
Perfect	18	9.89
Total	182	100.00

Source: Own Survey.

Figure 5.24: Percentages of Tour Guides as per the View of the Effectiveness of the Tour Guide Strategy of Relations
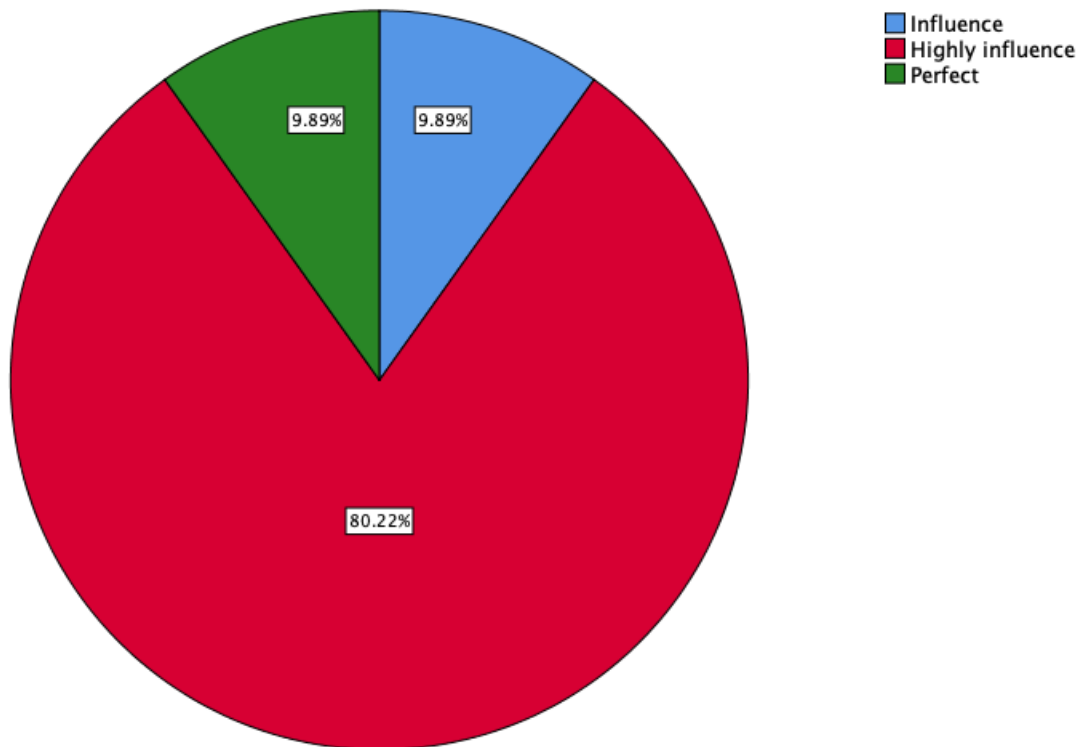
5.4.2 Effectiveness of Tour Guide Strategy

The study found that 158 out of selected 182 tour guides equivalent to 86.81 percent, rated the effectiveness of tour guide strategy as highly satisfied, followed by the percentages of tour guides rated satisfied, excellent, fair, and not satisfied 8.24, 3.85, 0.55 and 0.55 respectively (Table 5.26 and Figure 5.25).

Table 5.26: Distribution of Tour Guides as per the View of Level of Effectiveness of Tour Guide Strategy

Effectiveness of Tour Guide Strategy	No. of Tour Guides	Percentage
Not Satisfied	1	0.55
Fair	1	0.55
Satisfied	15	8.24
Highly Satisfied	158	86.81
Excellent	7	3.85
Total	182	100.00

Source: Own survey.

Figure 5.25: Percentages of Tour Guides as per the View of the Level of Effectiveness of Tour Guide Strategy
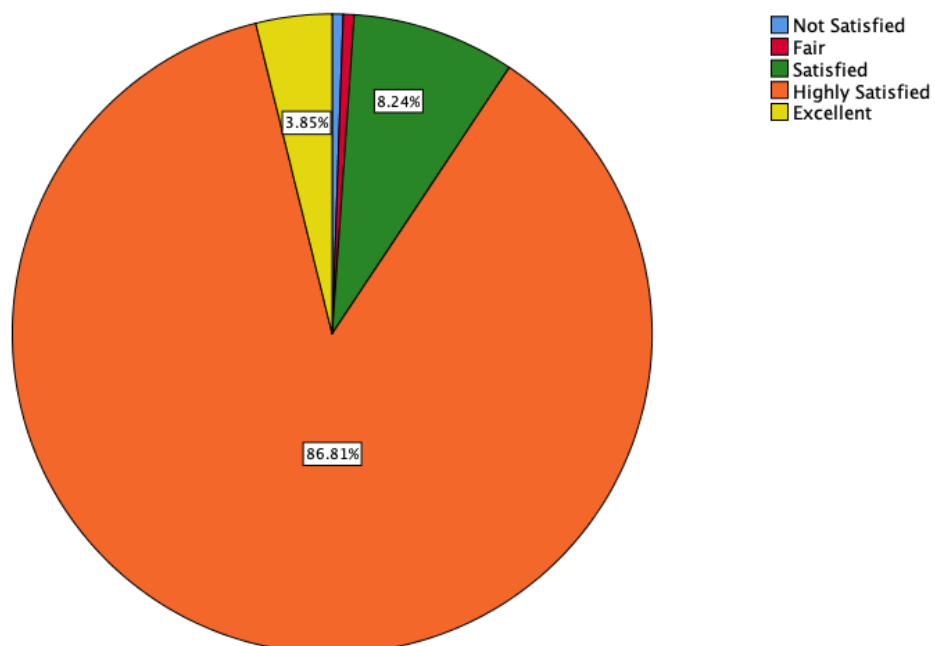
5.4.3 Impact of the KMER on Effectiveness of Tour Guide Strategy

To assess the KMER strategies influencing the effectiveness of tour guide strategy of the sample of the 182 selected tour guides, the effectiveness of tour guide strategy is taken as the dependent variable, and KMER strategies, i.e., knowledge, methodology, ethics, and relations, during the time of survey are considered as independent variables, the following multiple regression model is used:

$$G = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + U$$

Where, G = Dependent Variable = Effectiveness;

X_1 = Knowledge

X_2 = Methodology

X_3 = Ethics

X_4 = Relations

α = Intercept term

$\beta_1, \beta_2, \beta_3, \beta_4$ are regression coefficients

U = Error term.

To measure this, the Likert Scale is used to view tour guides on the dependent variable, the effectiveness of tour guide strategy; score 1 is given for not satisfied, score 2 is given for fair, score 3 is given for satisfied, score 4 was given for highly satisfied and score 5 was given for excellent. The variables, knowledge, methodology, ethics, and relations, were also measured by the Likert scale; 1 = no influence, 2 = maybe, 3 = influence, 4 = highly influence, and 5 = perfect.

Based on the data collected from 182 sample tour guides in Siem Reap, Cambodia, the following regression results are obtained as presented in Table 5.37. The result shows that the KMER strategies used by tour guides in the study area as a whole are significant, which can be revealed from the ANOVA result of the regression model, F = 242.557, and its significance level is 0.000. Tour guide strategy as measured in terms of Knowledge (X_1), Methodology (X_2), Ethics (X_3), and Relations (X_4) had positive impacts on the dependent variable – effectiveness of tour guide strategy (G) as the regression coefficients of X_1, X_2, X_3, and X_4 are 1.915, -0.940, 0.367, and 0.691 respectively. Moreover, among the four different types of tour guide strategy, the 't' values of regression coefficients indicate that the impacts of Knowledge (X_1), Methodology (X_2), Ethics (X_3), and Relations (X_4) on the dependent variable - effectiveness of tour guide strategy (G) were significant at one percent level of significance. The 't' value and its significance level of the regression coefficient, Knowledge (t= 9.977, sig = 0.000), Methodology (t= -0.439, sig = 0.000), Ethics (t=9.942, sig = 0.000), and Relations (t = 8.911, sig = 0.000) had significant impacts on the dependent variable - effectiveness of tour guide strategy.

Thus, the null hypothesis "Ho 1: There is no working KMER model (Knowledge, Methodology, Ethics, and Relationships) of tour guide strategy of tour guides in the study area" is rejected. Furthermore, the regression analysis revealed that Knowledge, Methodology, Ethics, and Relations significantly impacted the dependent variable - effectiveness of tour guide strategy at a one percent level of significance.

Table 5.27: Regression Results – Impact of KMER Strategies on Effectiveness
of Tour Guide Strategy

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.920[a]	.846	.842	.184	.764

a. Predictors: (Constant), Relations, Methodology, Ethics, Knowledge

ANNOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.918	4	8.229	242.557	.000[b]
	Residual	6.005	177	.034		
	Total	38.923	181			

a. Dependent Variable: Effectiveness of Tour Guide Strategy
b. Predictors: (Constant), Relations, Methodology, Ethics, Knowledge

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.156	.419		-9.929	.000
	Knowledge	1.915	.192	.686	9.977	.000
	Methodology	-.940	.212	-.301	-.439	.000
	Ethics	.367	.069	.385	9.942	.000
	Relations	.691	.041	.353	8.911	.000

a. Dependent Variable: Effectiveness of Tour Guide Strategy

5.5 Tour Guide Strategy Development

This section of the study discussed about process of tour guide strategy development. Among the 182 selected tour guides, the process of developing the tour guide strategy was explained and summarized. As shown in Figure 5.36, the development of the tour guide strategy begins with the intended strategy, followed by the emergence strategy in action.

Intended Tour Guide Strategy

Intended tour guide strategy represents the deliberate formulation or planned state desired by tour guides to achieve professional success. A detailed description of an intended tour guide strategy is provided for strategic leadership. The development of the intended tour guide strategy is linked to the vision, mission, goals, and objectives. When tour guide strategy is implemented, tour guides actively follow the intended tour guide strategy in practice. Furthermore, the intended tour guide strategy can be realized, and non-realized.

Emergence Tour Guide Strategy

The development of the tour guide strategy is typically intentional. However, the intended tour guide strategy may not be realized. The emergent tour guide strategy is formulated in respond to unexpected opportunities and challenges that arise through daily routines, activities, and professional performance.

The tour guide strategy development involves learning from KMER strategies to establish the intended tour guide strategy encompassing vision, mission, goals, and objectives. Subsequently, the emergent tour guide strategy is formulated to address unexpected opportunities and challenges.

Figure 5.26: Process of Tour Guide Strategy Development
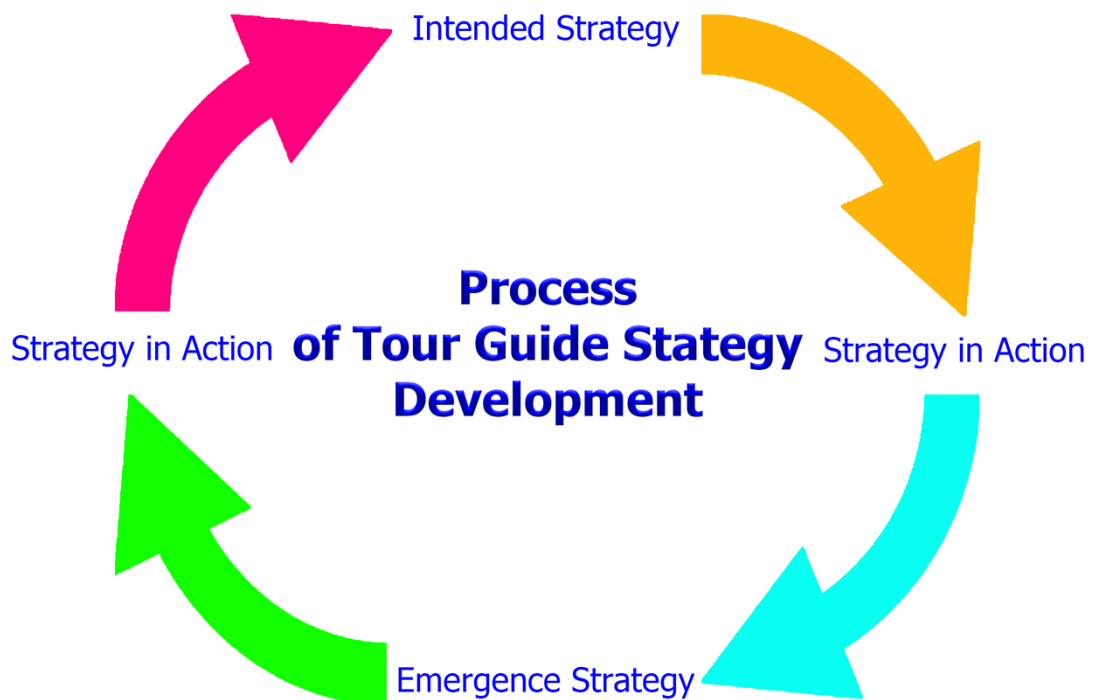
5.6 Organizing Tour Guide Strategy for Success

The current section studies the organizing tour guide strategy for success. The study determined that the tour guide strategy in action requires flexibility to adapt to the realities of different situations.

To organize the tour guide strategy for success, strategizing KMER strategies of tour guide strategy is found. The KMER strategies have been learned and organized for tour guide strategy. Successful tour guides integrated

KMER strategies with both intended and emergent tour guide strategies in their respective area. Strategically organizing KMER strategies contributed to success. As depicted in Figure 5.27, the KMER strategies - knowledge, methodology, ethics, and relations strategy - are interconnected elements that mutually support each other.

Figure 5.27: Organizing Tour Guide Strategy for Success
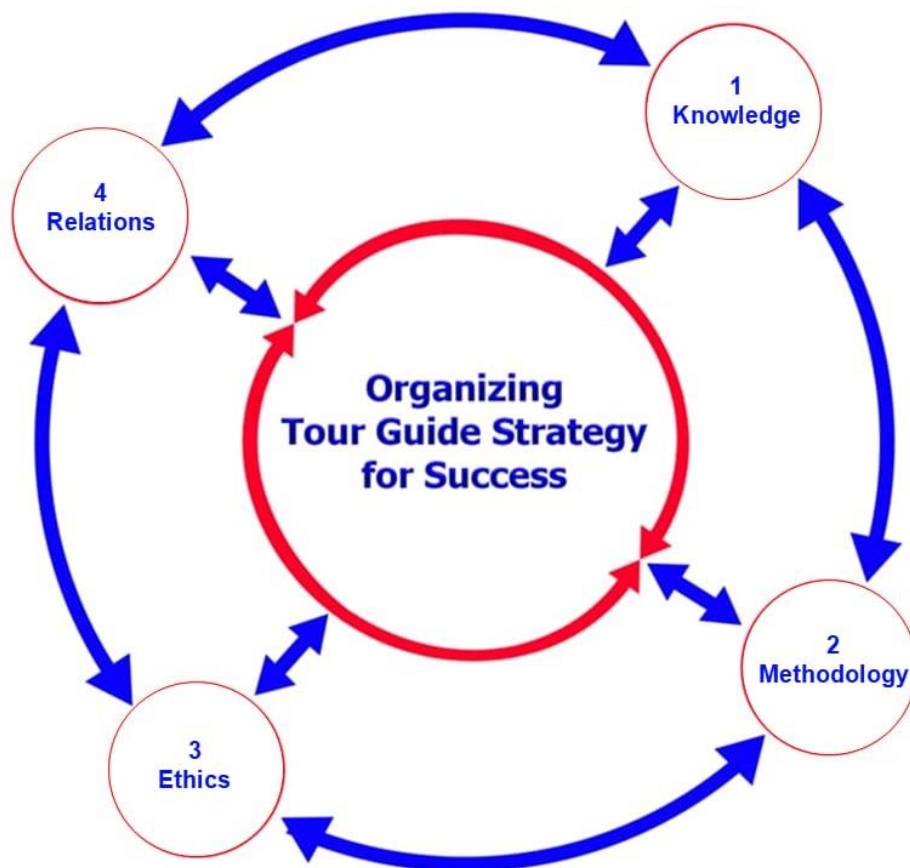
5.7 Tour Guide Strategy and Successful Tour Guides

This section revealed the relationship between tour guide strategy and successful tour guides. The tour guide strategy was measured in terms of the KMER strategies, i.e., Knowledge, methodology, ethics, and relations strategy.

Further, to measure the relationship between tour guide strategy and successful tour guides, Spearman's rank correlation coefficient has been used. The formula is given below: $\rho = 1 - \frac{\sigma \sum d^2}{n(n^2-1)}$, Where, ρ = rho = Spearman's rank correlation coefficient, d = Difference between the pair of ranks, n = Number of tour guides. Likert Scale is used to rate KMER strategies, score 5 was given for excellent, score 4 was given for very good, score 3 was given for good, score 2 was given for fair, and score 1 was given for poor. Similarly, the selected tour guides rated their successful professional; Score 5 = Absolute, score 4 = highly successful, score 3 = successful, score 2 = acceptable, and score 1 = not successful.

5.7.1 Rate of Tour Guide Strategy

Knowledge Strategy

Among the 182 selected tour guides, the percentages of tour guides rate good on the knowledge strategy was 53.85, followed by very good, fair and excellent were respectively 44.51, 1.10, and 0.54 (Table 5.38 and Figure 5.38).

Table 5.28: Distribution of Tour Guides as per the rate of Knowledge Strategy

Knowledge Strategy	No. of Tour Guides	Percent
Poor	0	0
Fair	2	1.10
Good	98	53.85
Very good	81	44.51
Excellent	1	0.54
Total	182	100.00

Source: Own Survey

Figure 5.28: Percentages of Tour Guides as per the rate of Knowledge Strategy
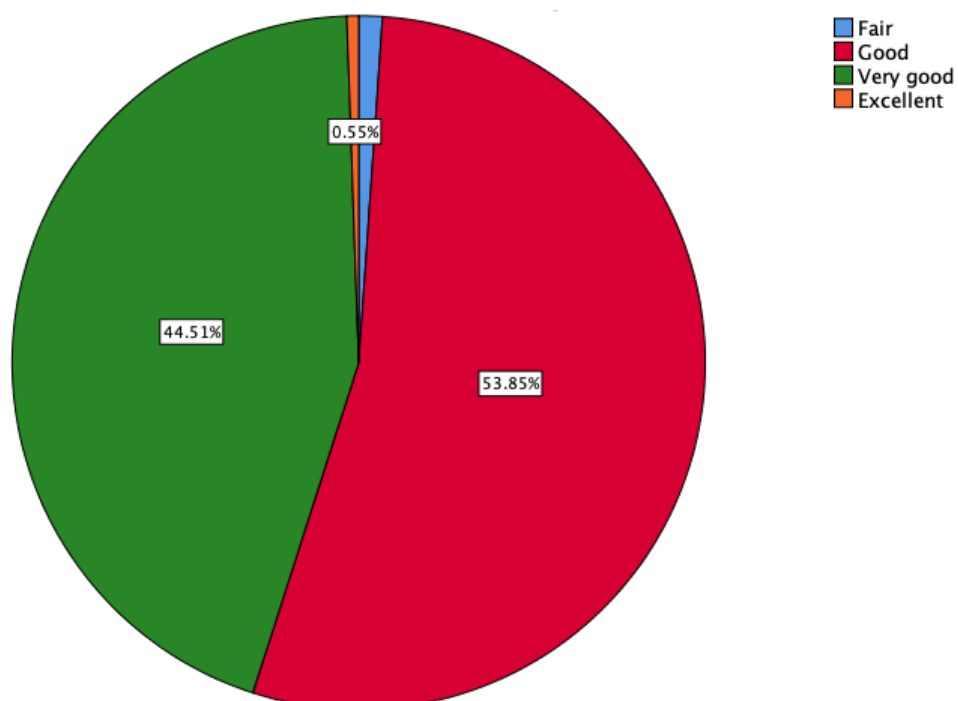
Methodology Strategy

In the study area, tour guides rated methodology strategy as very good, good, and fair 54.94 percent, 43.96 percent, and 1.10 percent respectively (Tabel 5.29 and Figure 5.29).

Table 5.29: Distribution of Tour Guides as per the Rate of the Methodology Strategy

Methodology Strategy	No. of Tour Guides	Percent
Poor	0	0
Fair	2	1.10
Good	80	43.96
Very good	100	54.94
Excellent	0	0
Total	182	100.0

Source: Own Survey.

Figure 5.29: Percentages of Tour Guides as per the Rate of Methodology
Strategy
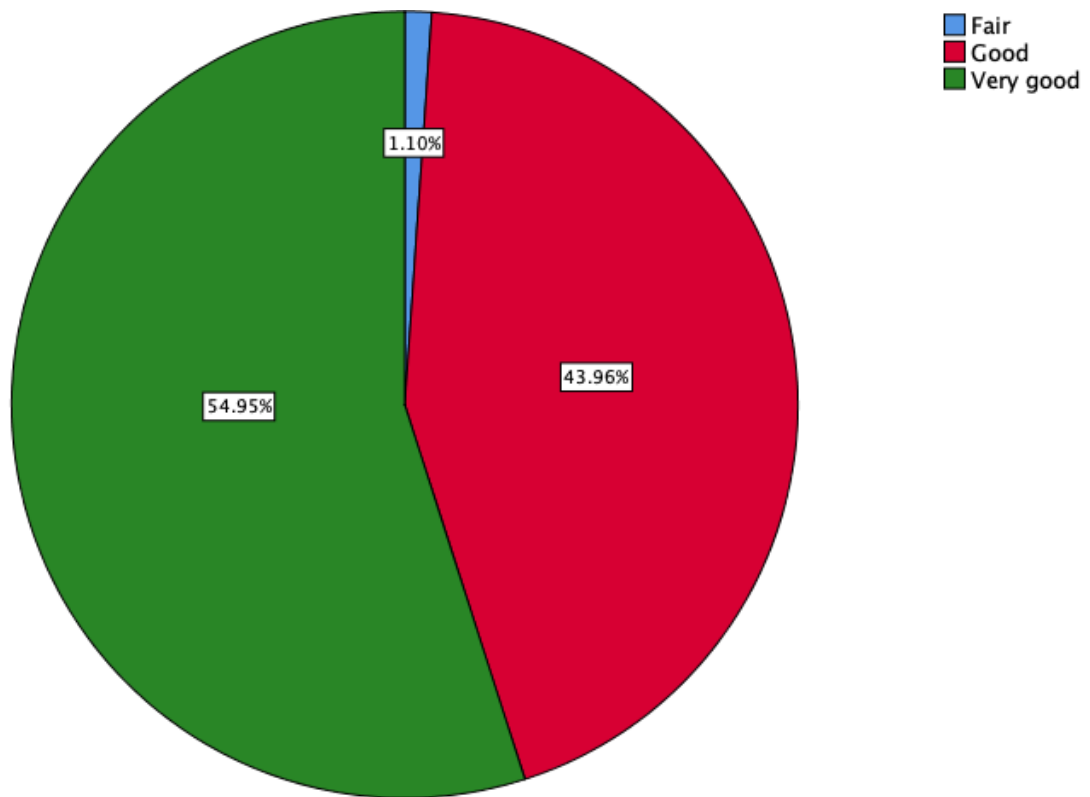
Ethics Strategy

The percentages of tour guides rating the ethics strategy as very good
and excellent were 63.74 and 36.26 respectively (Table 5.30 and Figure 5.30).

Table 5.30: Distribution of Tour Guides as per the Rate of the Ethics Strategy

Ethics Strategy	No. of Tour Guides	Percent
Poor	0	0
Fair	0	0
Good	0	0
Very good	116	63.74
Excellent	66	36.26
Total	182	100.00

Source: Own Survey.

Figure 5.30: Percentages of Tour Guides as per the Rate of the Ethics Strategy
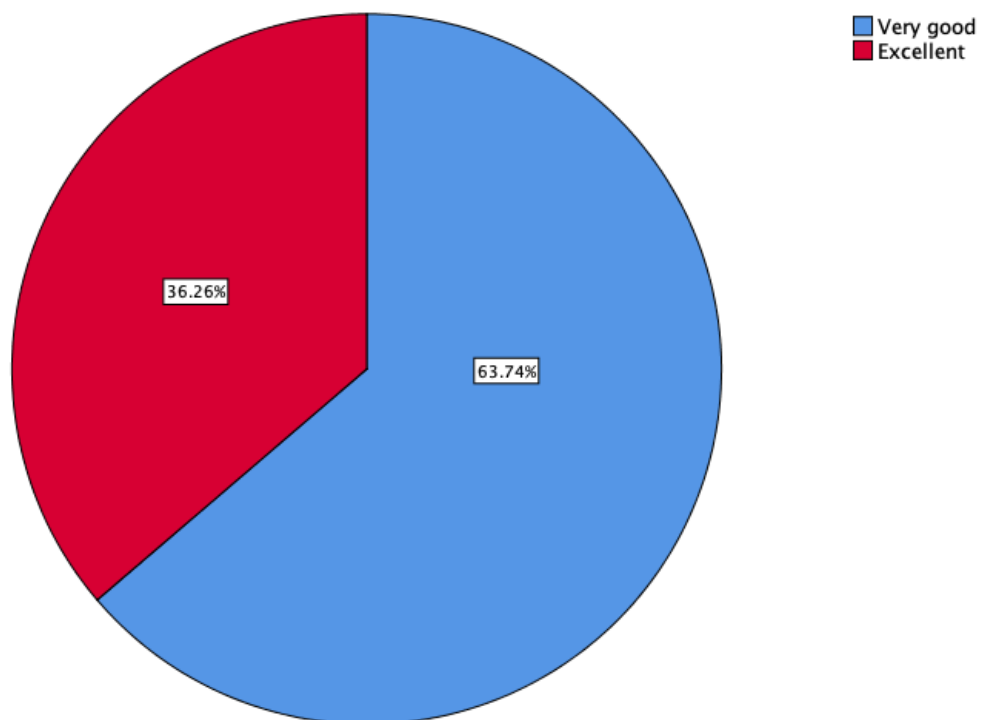
Relations

The data presented in Table 5.31 and Figure 5.31 showed that regarding the relations strategy, 48.90 percent of tour guides rated it as very good, with 43.41 rating it as good, 6.59 percent as fair, and 1.10 percent as excellent.

Table 5.31: Distribution of Tour Guides as per the Rate of the Relations Strategy

Rate of Relation	No. of Tour Guides	Percent
Poor	0	0
Fair	12	6.59
Good	79	43.41
Very good	89	48.90
Excellent	2	1.10
Total	182	100.0

Source: Own Survey.

Figure 5.31: Percentages of Tour Guides as per the Rate of the Relations Strategy
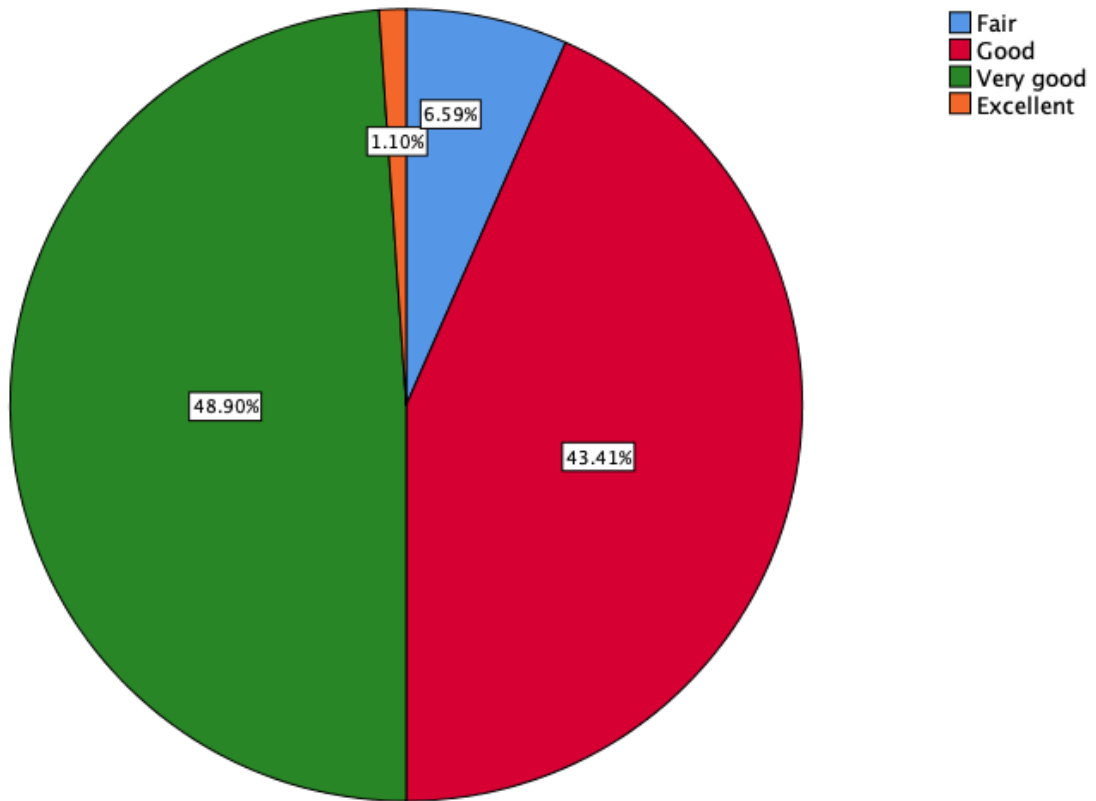
5.7.2 Successful Tour Guides

The study revealed that among the tour guides surveyed for their professional success, 113 out of 182 equivalents to 62.09 percent were highly successful, 61 out of 182 equivalents to 33.51 percent were fair, and only 8 out of 182 equivalents to 4.40 percent were absolute successful the professional (Table 5.32 and Figure 5.32).

Table 5.32: Distribution of Tour Guides as per the Rate of the Successful
Professional

Successful Professional	No. of Tour Guides	Percent
Not successful	0	0
Acceptable	0	0
Successful	61	33.51
Highly Successful	113	62.09
Absolute	8	4.40
Total	182	100.00

Source: Own Survey

Figure 5.32: Percentages of Tour Guides as per the rate of Success
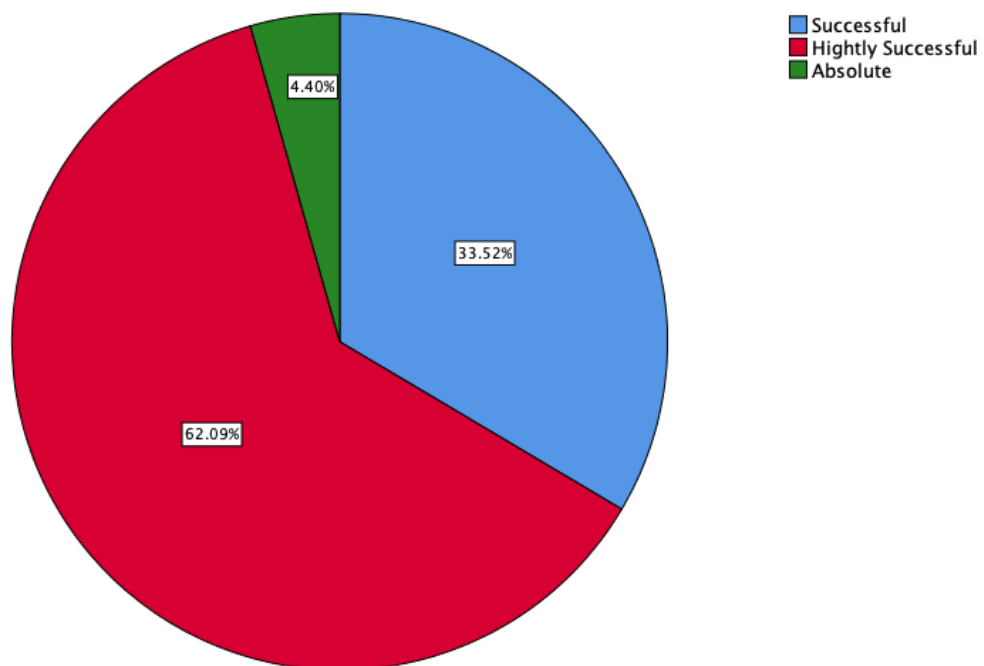
5.7.3 Relationship between Tour Guide Strategy and Successful Tour Guides

To measure the relationship between tour guide strategy and the successful tour guides in the study area, quantitative data about different types of KMER strategies of tour guide strategy (Knowledge, Methodology, Ethics, and Relations) and successful tour guides were collected from the 182 selected in Siem Reap as per the sampling method of the study. The tour guide strategy was measured in terms of the KMER strategies, i.e., Knowledge, Methodology, Ethics, and Relations Strategy.

Likert Scale is used, Score 5 was given for excellent, score 4 was given for very good, score 3 was given for good, score 2 was given for fair, and score 1 was given for poor. The successful tour guides were also measured by Likert Scale, Score 5 = Absolute, score 4 = highly successful, score 3 = successful, score 2 = acceptable, and score 1 = not successful.

For this purpose, Spearman's rank correlation coefficient has been used:

$$\rho = 1 - \frac{\sigma \sum d^2}{n(n^2 - 1)}$$

Where,

ρ = rho = Spearman's rank correlation coefficient

d = Difference between the pair of ranks

n = Number of tour guides

The Spearman's rank correlation coefficients (ρ) were calculated between the KMER strategies of the tour guide strategy and the successful tour

guides. Among the four rank correlation coefficients between the tour guide strategy, Knowledge, Methodology, Ethics, and Relations, and the successful tour guides were respective (ρ: 0.666, sig: 0.000), (ρ: 0.776, sig: 0.000), (ρ: 0.571, sig: 0.000), (ρ: 0.743, sig: 0.000) had been found statistically significant at a one percent level of significance.

The null hypothesis "Ho 2: There is no relationship between tour guide strategy and successful tour guides" is rejected. Furthermore, Spearman's rank correlation coefficients analysis reveals that knowledge, methodology, ethics, and relations strategy were significantly relationship to successful tour guides at a one percent level of significance.

Table 5.33: Relationship between Tour Guide Strategy and Successful Tour Guides

KMER Strategies of Tour Guide Strategy	Spearman's Rank Correlation Coefficient (ρ)/Sig. (2-tailed)/Number of Tour Guides (N)	Coefficient Value and Significance Level
Knowledge	Coefficient (ρ)	.666**
	Sig. (2-tailed)	.000
	N	182
Methodology	Coefficient (ρ)	.776**
	Sig. (2-tailed)	.000
	N	182
Ethics	Coefficient (ρ)	.571**
	Sig. (2-tailed)	.000
	N	182
Relation	Coefficient (ρ)	.743**
	Sig. (2-tailed)	.000
	N	182

Note: ** Correlation is significant at the 0.01 level (2-tailed)

Source: Own Estimation

5.8 Discussion of the Results

The findings on the effectiveness of tour guide strategies, including the definitions of tour guide, strategy, and tour guide strategy, as well as the impact of these strategies on performance and success, align with the laws governing tour guides in the Kingdom of Cambodia, international organizations, and researchers, are as follows:

The professional definition of licensed tour guides demonstrates their responsibilities in providing reception, guidance, and care for both domestic and international tourists. Tour guides are expected to explain various aspects such as geography, nature, tradition, history, culture, civilization, art, and social economy at attraction sites. This aligns closely with the Kingdom of Cambodia's Law on Tour Guides (2009) and the Royal Government of Cambodia's Sub-decree No. 911 on Tour Guides (2011), which defines tour guides as professionals who provide detailed information on local geography, culture, history, and socio-economic aspects. Internationally, definitions from organizations like the European Committee for Standardization (CEN, 2003) and the World Federation of Tourist Guide Associations (WFTGA, 2019) emphasize the importance of specialized training and area-specific qualifications, which are also required by Cambodian regulations.

The study further classifies tour guides into five types based on their geographical setting, qualifications, and specialization: community-based, sub-national, regional, national, and special interest tour guides. This classification is directly reflected in the licensing system for tour guides in Cambodia, as

outlined in Sub-degree No. 911 of the Royal Government of Cambodia. Additionally, this finding aligns with Prakash and Chowdhary (2009), who proposed a tiered system for classifying tour guides based on their level of expertise and geographical scope. This classification system emphasizes the need for structured and specialized training for tour guides in various contexts, ranging from local to regional and national levels.

The study's findings on strategy emphasize that tour guides define their strategies as methods to gain a competitive advantage and seize opportunities for success. This approach is consistent with strategic management theories, which consider strategy as a means to navigate challenges and capitalize on opportunities. The study highlights that tour guides employ both intentional and emergent strategies to adapt to the dynamic nature of the profession. This flexibility and adaptability align with Porter's (1985) concept of competitive advantage through differentiation or cost leadership. In the context of tour guiding, this flexibility allows guides to tailor their competencies and experiences to meet tourists' needs and expectations, ensuring satisfaction and delivering high-quality experiences.

The KMER framework, which includes Knowledge, Methodology, Ethics, and Relations, serves as a comprehensive model for understanding the strategies employed by tour guides in the study area. These four categories reflect the diverse aspects of the profession, where success relies not only on the information shared but also on the methods used, ethical considerations, and interpersonal relationships. The knowledge strategy underscores the

importance of possessing specialized, accurate, and up-to-date information to provide a meaningful experience. This aligns with the WFTGA (2019), emphasizing on the importance of expert knowledge of local culture, history, and natural heritage.

The methodology strategy focuses on how guides organize and deliver their content, requiring adaptable and engaging techniques to cater to the needs of diverse tourists. This approach resonates with Pine and Gilmore's (1999) experience economy theory, which advocates for immersive, memorable experiences that go beyond simply sharing facts. Effective methodology helps maintain tourist engagement and ensures that the information shared is both educational and entertaining.

The ethics strategy emphasizes the importance of professionalism, integrity, and respect for local culture and the environment. Ethical tourism practices are essential in ensuring that tour guides contribute positively to the community and avoid exploitation. This aligns with the work of Jamal and Getz (1999), who argue that ethical tourism practices benefit both tourists and the destinations they visit. Additionally, the finding that ethics serves as a strategy for tour guides reflects both the Code of Conduct and the Code of Ethics for Tour Guides, which are designed to ensure the dignity and trust of national and international tourists. Professional tour guides are expected to maintain positive relationships, strong morals, and good manners with tourists, colleagues, tour companies, associations, fellow tour guides, the Ministry of Tourism, and relevant authorities. In performing their duties, working, or leading a tour,

guides must adhere to the professional ethics outlined by the Ministry of Tourism (2014a). Furthermore, procedures have been established to evaluate and oversee the professional performance of tour guides in order to improve the efficiency and quality of tourism services (Ministry of Tourism, 2014b).

Lastly, the relations strategy emphasizes the importance of building strong interpersonal connections between tour guides, tourists, and all stakeholders involved in tour guide practices. Effective communication, empathy, and relationship-building are essential for enhancing the overall experience while fostering trust and satisfaction. This approach aligns with the work of Ritchie and Crouch (2003), who emphasize that successful tourism experiences are often shaped by the quality of interactions between guides and tourists. This finding aligns with the Code of Conduct for tour guides in Cambodia (Ministry of Tourism, 2014b), which encourages tour guides to prioritize customer satisfaction and maintain positive relationships with tourists, as well as foster connections with colleagues, responsible companies, associations, fellow tour guides, the Ministry of Tourism, and relevant authorities. Together, the KMER strategies provide a holistic framework that highlights the key components contributing to the success of tour guides in delivering enriching and memorable experiences.

The findings from this study provide valuable insights into the influence of KMER strategies (knowledge, methodology, ethics, and relations) on their performance. Regarding knowledge, an overwhelming 97.25 percent of tour guides perceived it as highly influential in enhancing the effectiveness of their

strategies. This emphasizes the crucial role that specialized and up-to-date knowledge plays in a tour guide's ability to deliver high-quality and informative experiences. It aligns with previous research by the World Federation of Tourist Guide Associations (WFTGA, 2019), which underscores the importance of in-depth knowledge of local culture, history, and natural heritage in guiding tourists effectively.

Ethics also emerged as a significant factor, with 92.86 percent of tour guides indicating that it highly influences the effectiveness of their strategies. This highlights the ethical responsibility of tour guides in ensuring professional conduct and fostering trust between guides and tourists, supporting the idea that ethical practices are foundational to delivering satisfying tourism experiences (Jamal & Getz, 1999). The emphasis on ethics suggests that tour guides understand the importance of maintaining integrity, honesty, and respect for local customs, which ultimately contributes to the overall satisfaction of tourists.

The influence of relations, which was viewed as highly influential by 80.22 percent of tour guides, further underscores the significance of interpersonal skills in the tour guiding profession. Building strong relationships with tourists through effective communication and empathy is critical for enhancing tourist satisfaction and ensuring positive, memorable experiences (Ritchie & Crouch, 2003). The finding that a notable percentage of guides also rated the importance of perfect influence and influence in their relations

strategy suggests that rapport-building remains a key focus for many in the industry.

Finally, the effectiveness of these strategies on the performance of tour guides was reflected in the high satisfaction levels of the surveyed guides. A substantial 86.81 percent of the 182 selected tour guides rated their strategies as highly effective, indicating that the KMER strategies directly contribute to a successful and rewarding career for tour guides. This aligns with the findings of Porter (1985), who posited that differentiation and flexibility are crucial for gaining a competitive advantage in any service-based industry, including tourism. The findings from this study emphasize that a combination of strong knowledge, ethical practices, and good interpersonal relations, when effectively applied, can result in highly successful and satisfying outcomes for both tour guides and tourists.

The results of the multiple regression analysis conducted on the data collected from 182 sample tour guides in Siem Reap, Cambodia, provide strong evidence for the effectiveness of the KMER strategies (Knowledge, Methodology, Ethics, and Relations) in influencing the performance of tour guides. As indicated by the ANOVA result (F = 242.557, p < 0.001), the regression model is statistically significant, confirming that the KMER strategies collectively have a significant impact on the dependent variable—the effectiveness of tour guide strategy. The regression coefficients for the KMER variables (Knowledge, Methodology, Ethics, and Relations) show positive relationships with the effectiveness of tour guide strategies, with Knowledge

(X1) and Ethics (X3) having particularly strong positive impacts, with coefficients of 1.915 and 0.367, respectively.

However, the coefficient for Methodology (X2) was negative (-0.940), suggesting that, while methodology remains important, it may need to be adapted or refined for it to positively influence tour guide effectiveness. The Relations variable (X4) had a positive impact with a coefficient of 0.691, indicating that strong interpersonal relationships are critical to the success of tour guiding. The t-values for all four variables (Knowledge t = 9.977, Methodology t = -0.439, Ethics t = 9.942, Relations t = 8.911) were statistically significant at the one percent level, further reinforcing the conclusion that each of the KMER strategies has a significant effect on the effectiveness of tour guide strategies.

Based on these findings, the null hypothesis, which suggested that there is no effective KMER model in the study area, is rejected. This confirms that the KMER model is an effective framework for understanding and improving tour guide performance in Siem Reap. Additionally, the regression results underscore the importance of Knowledge, Methodology, Ethics, and Relations as key factors in determining the effectiveness of tour guide strategies. These findings provide valuable insights for improving the professionalism and performance of tour guides, offering a basis for training and development in the tourism sector.

The findings highlight the distinction between intended and emergent strategies in the development of tour guide strategies. The intended strategy

is a planned approach based on a tour guide's vision, mission, goals, and objectives, designed to achieve professional success. This aligns with strategic management concepts, where professionals set clear plans to guide their actions. In contrast, emergent strategies arise in response to unforeseen challenges and opportunities, as tour guides adapt their approach during daily interactions with tourists. This reflects Mintzberg (1987) on emergent strategy, where plans evolve based on real-world experiences. Overall, the study underscores the importance of combining both intended and emergent strategies, with KMER strategies (knowledge, methodology, ethics, and relations) serving as the foundation for planned actions while allowing flexibility for adaptation in dynamic tourism environments.

The findings emphasize the importance of flexibility and adaptability in organizing tour guide strategies for success. To effectively navigate the diverse situations encountered in the profession, tour guides must integrate KMER strategies: knowledge, methodology, ethics, and relations into their daily practice. The study shows that tour guides' success blend both intended and emergent strategies, tailoring their approach based on the unique needs of each tour. The KMER strategies are interrelated and mutually reinforcing, with each element playing a vital role in the overall strategy. Knowledge provides the foundation for content, methodology enhances engagement, ethics ensures professionalism, and relations foster positive interactions with tourists and stakeholders. Together, these interconnected strategies contribute to a holistic approach that drives success in the tour guiding profession.

The findings highlight the significant impact of KMER strategies—Knowledge, Methodology, Ethics, and Relations—on the success of tour guides in the study area. These strategies were identified as key elements in determining the effectiveness and professional success of tour guides. The knowledge strategy was positively rated by most guides, with 53.85 percent rating it as "good" and 44.51 percent as "very good." This indicates that while a solid foundation of knowledge is highly valued, there is still room for improvement in some areas. Similarly, the methodology strategy received high ratings, with 54.94 percent rating it as "very good" and 43.96 percent as "good." This reflects the importance of flexible and engaging methodologies that tour guides apply to enhance the tourist experience.

The ethics strategy was rated very positively, with 63.74 percent of guides rating it as "very good" and 36.26 percent as "excellent," highlighting the vital role of professionalism, integrity, and ethical conduct in tour guiding. The relations strategy, another critical component, was rated "very good" by 48.90 percent of guides and "good" by 43.41 percent, underscoring the importance of fostering strong interpersonal relationships with tourists. Effective communication, empathy, and trust are crucial for creating memorable experiences.

In terms of professional success, the majority of tour guides (62.09 percent) rated themselves as highly successful, suggesting that the effective integration of KMER strategies plays a key role in their achievements. However, 33.51 percent rated themselves as "fairly successful," indicating that while

KMER strategies are essential, there is still room for growth and improvement. Only a small percentage (4.40 percent) considered themselves "absolutely successful," emphasizing that continuous refinement and mastery of these strategies are necessary for reaching peak professional success. These findings underline the importance of KMER strategies in shaping the performance and success of tour guides in the study area.

The results from Spearman's rank correlation analysis further support the relationship between KMER strategies and the success of tour guides. The analysis revealed strong and statistically significant positive correlations for all four KMER components: Knowledge (ρ = 0.666), Methodology (ρ = 0.776), Ethics (ρ = 0.571), and Relations (ρ = 0.743), with all coefficients significant at the one percent level ($p < 0.001$). This suggests that effective implementation of these strategies is closely linked to higher professional success among tour guides.

Among the KMER strategies, methodology had the highest correlation coefficient (ρ = 0.776), indicating that the approach and techniques used by tour guides in organizing and delivering their content have a particularly strong influence on their success. This aligns with the idea that adaptability and engaging methodologies are essential for providing high-quality experiences to tourists. The relations strategy also showed a strong positive correlation (ρ = 0.743), emphasizing the importance of interpersonal skills, empathy, and communication in fostering trust and ensuring memorable experiences for tourists.

Knowledge and ethics also demonstrated significant correlations with success ($\rho = 0.666$ and $\rho = 0.571$, respectively), highlighting the importance of possessing expert knowledge and maintaining professionalism in the tour guiding profession. These findings reinforce the notion that successful tour guides not only need to be knowledgeable about local culture, history, and heritage but must also maintain integrity, respect, and responsibility toward the local community and tourists.

Overall, these findings provide strong evidence that the KMER strategies are fundamental to effective performance and the success of tour guides in Siem Reap, Cambodia. The significant correlations between these strategies and professional success suggest that tour guides who effectively apply these strategies are more likely to achieve higher levels of success in their profession. This supports the rejection of the null hypothesis, indicating that a well-rounded, strategic approach incorporating knowledge, methodology, ethics, and relationships is crucial for success in the tour guiding profession.

5.9 Conclusion

In conclusion, the study reveals that tour guide strategy is defined as an intended and emergent strategy in action to facing challenges and difficulties in the profession. As per the objective of the study, tour guides have employed various strategies including knowledge, methodology, ethics, and relations strategy. The effectiveness of strategies of tour guides is determined by tourist satisfaction, the quality of experiences delivered, and the positive achievement of the tour's objectives. The respondents selected, tour guides - regarded tour

guides as strategic experts - strategists for the professional. Developing and organizing effective KMER strategies are crucial elements for achieving success. The study has also revealed the difference in annual income earnings among tour guides. The KMER influencing tour guide strategy was found to have a positive impact as shown in multiple regression analysis. Based on the findings, the majority of the tour guides were highly successful. Spearman's rank correlation coefficients between tour guide strategy in terms of KMER strategies, i.e., knowledge, methodology, ethics, and relations, and successful tour guides, significantly impact at a one percent level of significance.

REFERENCES

CEN. (2003). *Tourist guides – Requirements for the profession*. European Committee for Standardization.

Jamal, T., & Getz, D. (1999). *Community roundtables for tourism-related conflicts: The case of rural Newfoundland. Annals of Tourism Research, 26*(3), 498-522. https://doi.org/10.1016/S0160-7383(99)00007-6

Kingdom of Cambodia. (2009). *Law on Tourism* (Royal Kram No.NS/RKM/0609/007).

Ministry of Tourism (MoT). (2014a). *Prakas on the implementation of the Code of Conduct for Tour Guides and the Code of Professional Conduct for Tour Guides of the Kingdom of Cambodia*. Ministry of Tourism.

Ministry of Tourism (MoT). (2014b). *Prakas on the procedure for monitoring and evaluating the professional performance of tour guides of the Kingdom of Cambodia*. Ministry of Tourism.

Mintzberg, H. (1987). *The strategy concept I: Five P's for strategy. California Management Review, 30*(1), 11-24. https://doi.org/10.2307/41165263

Pine, B. J., & Gilmore, J. H. (1999). *The experience economy: Work is theatre & every business a stage*. Harvard Business Press.

Porter, M. E. (1985). *Competitive advantage: Creating and sustaining superior performance*. Free Press.

Prakash, A., & Chowdhary, N. (2009). A tiered system for classifying tour guides based on expertise and geographical scope. *Journal of Tourism Studies, 15*(2), 123-137.

Ritchie, J. R. B., & Crouch, G. I. (2003). *The competitive destination: A sustainable tourism perspective*. CABI Publishing.

Royal Government of Cambodia. (2011). *Sub-decree No. 911 on tour guides*. Royal Government of Cambodia.

WFTGA. (2019). *Code of practice for tourist guides*. World Federation of Tourist Guide Associations.

CHAPTER VI

MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS, AND SCOPE FOR FURTHER RESEARCH

CHAPTER VI

MAIN FINDINGS, CONCLUSION, RECOMMENDATIONS,

AND SCOPE FOR FURTHER RESEARCH

This chapter, the last chapter of the study, summarizes the main findings of the study along with its conclusion and recommendations on the basis of the findings of the study.

6.1   Main Findings of the Study

The role of a tour guide evolves continuously rather than undergoing abrupt evolution. It has been developing alongside of other tourism professionals. Tour guide is one of the 32 job titles in current tourism industry, stands as one of the oldest professions in world. The tour guide remains predominantly labor-intensive, maintaining its position among the top globally. The role of tourism has been growing gradually contributing to both the global Gross Domestic Product (GDP) and the broader economy of ASEAN countries, including Cambodia.

To take pride in their professions, tour guides must adopt strategies to sustain and succeed effectively. Defining, developing and organizing tour guide strategies for success were acknowledged, valued, and thoroughly analyzed. In this circumstance, tour guide strategy is pivotal for the success of tour guides. Moreover, tour guides in the labor market, especially in Siem Reap, face challenges requiring them to employ various strategies tailored to the situation

to succeed. As strategists, tour guides must prioritize and adapt emergent strategies.

This research seeks to answer the following questions:

i. What are the income earnings of different language-speaking tour guides in the study area?

ii. What is the tour guide strategy used by the tour guides in the study area?

iii. How is the working of the KMER model (knowledge, methodology, ethics, and relations) of tour guide strategy in the study area?

iv. What is the process of tour guide strategy development in the study area?

v. How is the organizing tour guide strategy for success in the study area?

vi. Is there any relationship between tour guide strategy and successful tour guide in the study area?

The main objectives of the present study deal with the following:

i. To examine the income earnings among language-speaking tour guides in the study area.

ii. To define the tour guide strategy of tour guides in the study area.

iii. To assess the working of the KMER model (knowledge, methodology, ethics, and relations) of tour guide strategy in the study area.

iv. To analyze the process of tour guide strategy development in the study area.

v. To study the organizing tour guide strategy for success in the study area.

vi. To find out the relationship between tour guide strategy and successful tour guides in the study area.

vii. To provide necessary recommendations for tour guides who will help with socio-economic development in the study area.

In this research study, an attempt is made to test the following hypotheses:

Ho 1: There is no working KMER model (knowledge, methodology, ethics, and relation) of tour guide strategy in the study area.

Ho 2: There is no relationship between tour guide strategy and successful tour guides.

The study has used both qualitative and quantitative analysis to approach the objectives of the study. In qualitative analysis, the study has undertaken to understand the terms of tour guide strategy in perception, process of tour guide strategy development, and organizing tour guide strategy

for success. Further, the quantitative analysis is conducted to know the income earnings among language-speaking tour guides and also assessed the working of the KMER model of tour guide strategy, and the relationship between tour guide strategy and successful tour guides. Tables, figures, pie-chats are produced by SPSS to present the data. To test the hypotheses of the research study, multiple regression model and Spearman's rank correlation have been applied.

In chapter II has compiled the details of both conceptual and empirical literature review. The key findings of the chapter are as follows:

1. Tour guide is one of the oldest professions in the world. The perspective of tour guides has not revolution but rather an evolution, developing alongside other tourism professionals.

2. Various countries, authorities and associations have differing definitions of a tour guide as outlined below:

   o An individual who guides visitors in their preferred language and interprets the cultural and natural heritage of an area, typically holding a location-specific qualification usually issued and/or recognized by the appropriate authority.

   o A person who provides information, instruction, motivation, education, interpretation, leadership, cultural mediation, tour and group organization, and act as a representative of the tour operator.

- An individual who interprets archeology, history, natural environments, and cultural knowledge to tourists.

- Professionals who take care of both domestic and international visitors, explaining the local geography, history, culture, traditions, arts, customs, and socio-economic aspects of the area.

3. Guided tours serve four functions: they accommodate limited time for tourists at sites visited, act as compromises for individual group members, provide a safe way to explore new places, and are offered in various forms to different visitors in most destinations.

4. The primary roles of tour guides are to enhance tourists' experience to the fullest and present information in engaging yet culturally appropriate manner. Tour guides play multiple roles within the tourism system. These roles evolved from earlier responsibilities as pathfinders and mentors.

5. Tour guides are categorized based on the tiers of the tour guiding system, which include geographical boundaries and the nature of tourist destinations such as natural and cultural setting. This classification ranged from specialized guides, including heritage tour guides to the specific roles and activities performed by tour guides. The tour guiding system consists of tiers: local-level guides, state-level guides, and regional-level guides, depending on their area of operation. Different types of

tour guides require distinct qualifications, abilities, and skills for their specific activities. Successful tour guides are distinguished by their unique qualities, skills, and strategies.

6. Tour guides must possess or develop the knowledge, skills, and attitudes required to effectively fulfill their professional responsibilities.

7. Tour guides face the realities of challenges and difficulties. To tackle these, tour guides need a sufficient level of competence to effectively perform their professional duties and be flexible in finding solutions to tourist satisfaction.

8. The tour guide is categorized as a strategist for the professional. To excel professionally, it is essential to define, develop, and organize strategies for success, including embracing emergent opportunities.

9. From its origin in strategy, which aims to achieve political ends through warfare until the 20th century, to influential developments in strategy and management literature from the 1960s to the 1980s, the focus shifted towards understanding the relationship between strategy and structure.

10. Definitions of strategy are summarized as follows:

   o A strategy is defined as gaining a competitive advantage over an actual predicted move. As a broad formula, the strategy is to compete by setting goals, analyses, decisions, and actions.

- o Strategy refers to actions planned in response to or anticipation of changes in external environment – such as customers and competitors – with the aim of improving competitive positioning.

- o Strategy can either be intentional or emergent, involving a pattern of activities aimed at setting goals and determining actions to achieve those goals.

11. Tour guides must possess strategic competence to navigate challenges and achieve success in their professions. This competence is essential for translating strategies into actionable plan.

12. The strategy of tour guides focused extensively on studying interpretation strategy, communication strategy, and key competencies such as knowledge, methodology, ethics, and relations strategy. These elements were examined as crucial components for tour guides to gaining competitive advantages.

13. The tour guide strategy must be defined according to the actual time and context, evolving both conceptually and practically within the profession.

14. The tour guide strategy aims to address professional challenges and seize opportunities, and enhance service quality to achieve success in the industry.

15. Strategy development encompasses both intended and emergent strategies, which are not mutually exclusive. Typically,

the intended strategy is realized between 10 percent to 30 percent of the time. Therefore, understanding intended, emergent, and realized strategies is significance for achieving success.

16. Strategizing and organizing are concerned in the strategy work, which focuses on the micro-level activities, processes, and practices.

17. The three elements of practice theory are praxis, practice, and practitioner. The strategist has honed their skills in organizing and strategizing within these intersections.

18. Tour guides engage in strategic discourse to sense themselves as legitimate participants in strategy and view themselves as strategists. Strategists comprehend the strategic position and the available strategic choices.

19. Viewed as strategic actors, tour guides are regarded as practitioners of strategy in their professions.

20. The strategy process and management, which includes all activities required to formulate, implement, and monitor strategies for ensuring effectiveness and success, represent a fundamental concept of management literature.

21. Tour guides can achieve sustained success by adopting a structured approach to formulate, implement, and monitor their performance, thereby adapting to changing conditions.

22. Tour guides need to develop and organize their strategies over time, and they need to perceive themselves.

23. The effectiveness of tour guide strategies influences tourist experiences and enhances destination attractiveness. Its significance lies in providing tourist experiences, enhancing destination appeal, and ultimately impacting tourism industry outcomes.

In chapter III has presented the research methodology of the study. The chapter has included the types of analysis, types and sources of data, sample size, sample design, procedure of data collection, statistical tools, coverage of the study and procedure of analyzing data.

In chapter IV has discussed the socio-economic profile of Siem Reap of Cambodia with more focus discussion on the geographical setting, demographic factors, education, agriculture, transportation, industry, tourism and tour guide, cultural, and political factor, so far adopted, for tourism development in Cambodia. The main findings of the chapter are given below:

1. Siem Reap is the 10th largest province in Cambodia, covering an area of 10,299 square kilometers.

2. According to the final general census 2019, Siem Reap has population of 1,014,234 people, making it the 4th most populous province in Cambodia.

3. In Siem Reap, education is more importance due to the population and increasing number of employments. It has all

levels, from early child to post graduated, doctoral degree, and all streams and systems. The two streams of education are general and technical education.

4. Due to the rising demand for fresh produce, agricultural labor forces have been employed. Additionally, vegetables and meats were imported from neighboring countries.

5. The main roads are now paved and linked from Siem Reap to the Capital city, Phnom Penh, and all provinces throughout Cambodia. By air and waterway are now can reach Siem Reap too.

6. For industry, tourism is one of the industries along complimentary of agriculture, construction, and handicraft workshops or locally produced.

7. Tourism is the strongest sector and has substantially contributed the province and the entire national GDP. It is the key importance aspect of the provincial socio-economy. With the increasing number of tourists, being a tour guide has become an attractive profession and offers substantial income opportunities. There are nearly 5,000 tour guides in Siem Reap, Angkor.

8. Siem Reap is renowned for being home to the Angkor temples, including Angkor Wat, Angkor Thom, Ta Prohm, and Banteay Srey, and numerous other ancient temples.

9. In 2018, the ruling party CPP won all 6 seats in Siem Reap for the National Assembly of Cambodia, contributing to its total victory of 125 seats (100 percent) across Cambodia.

In chapter V has been studied in detail the profile of the respondents, income earnings among language speaking tour guides, defined tour guide strategy, working of the KMER model of tour guide strategy, process of tour guide strategy development, organizing tour guide strategy for success, and the relationship between tour guide strategy and successful tour guides in the study area. This chapter has analyzed and presented the data of the study by using tables, figures, pie charts, and images. All the data collected has been described and summarized. The main findings of the chapter are given as follows:

1. Tour guides encompass diverse age groups, genders, years of experience, types of tour guides, types of work, educational qualifications, and language speaking.

2. Tour guides speaking different languages earned varying annual incomes. The average annual income earnings among language-speaking tour guides, i.e., USD 13,000.00 was the highest average annual income earned by Italian-speaking tour guides, followed by German, French, Spanish, Russian, Korean, English, Japanese, Malaysian, Vietnamese, Chinese and Thai were USD 10,000.00, USD 9,000.00, USD 8,250, USD 7,833.33, USD

7,654.55, USD 7,336.54, USD 7,086.21, USD 7,000.00, USD 6,800.00, USD 5,925.53 and USD 5,343.75 respectively.

3. Factors influencing annual income disparities among tour guides include tour guide fees, tips, and other forms of incentives include bonuses, commissions and flexible scheduling.

4. A tour guide is defined as an individual who assists and guides domestic and international tourists, providing explanations on geography, nature, tradition, history, culture, mythology, civilization, art, and social economy at various attraction sites.

5. There are five types of tour guides: community tour guides, provincial tour guides, regional tour guides, national tour guides, and special interest tour guides.

6. Strategy was defined as a method to gain competitive advantages and seize opportunities for success. Tour guides require various strategies that are flexible and adaptable to meet the satisfaction of tourists effectively.

7. Tour guide strategy was defined as an intended and emergent approach to facing challenges and difficulties in the profession's success.

8. The effectiveness of strategies of tour guides is assessed based on tourist satisfaction, the quality of experiences provided, and achievement of the tour objectives.

9. Tour guides employed various strategies, including KMER strategies: knowledge, methodology, ethics, and relations strategy.

10. Tour guides are categorized as strategic experts – strategists for professionals – leveraging their expertise to plan, coordinate, and optimize tourists' experiences, thereby enhancing the overall quality and success of their services in the tourism industry.

11. The KMER strategies play a pivot role in influencing the effectiveness of the tour guide's overall strategy, impacting how well their manage knowledge, methodology, ethics, and relations to enhance their performance and service delivery.

12. Developing and organizing effective KMER strategies are crucial elements for tour guides to achieve success in their professional.

13. The KMER strategies influence the effectiveness of the tour guide strategy:

    o The percentages of knowledge on effectiveness of tour guide strategy with highly influence was 97.25, followed by influence and perfect influence were 1.10 and 1.65 respectively.

    o For the methodology on effectiveness of tour guide strategy was 97.80 percent highly influence, followed by 1.65 percent perfect influence and 0.55 percent influence.

- o Ethics with highly influence and influence were 92.86 percent and 7.14 percent respectively.

- o The percentages of relations on the effectiveness of tour guide strategy were 80.22 highly influence, followed by influence and perfect influence, respectively 9.89 and 9.89.

14. The percentages of effectiveness of tour guide strategy with highly satisfied was 86.81, followed by 8.24, 3.85, 0.55 and 0.55 were respective satisfied, excellent and not satisfied.

15. The working of the KMER model of tour guide strategy were as follows:

- o The regression result shows that KMER were significantly influencing the effectiveness of tour guide strategy, which can be revealed from the ANOVA result of the regression model (F = 242.557), and its significance level is 0.000).

- o Independent variables, i.e., knowledge (X_1), methodology (X_2), ethics (X_3), and relations (X_4) had positive impacts on the dependent variable – effectiveness of tour guide strategy (G) as the regression coefficients of X_1, X_2, X_3 and X_4 are respective 1.915, -0.940, 0.367, and 0.691.

- o Among the four different types of tour guide strategy, the 't' values of regression coefficients indicate that the impacts of knowledge (X_1), ethics (X_3), and relations (X_4) on the dependent variable - effectiveness of tour guide strategy (G) were significant at one per cent level of

significance. The 't' value and its significance level of the regression coefficient, knowledge (t= 9.977, sig = 0.000), methodology (t= -0.439, sig = 0.000), ethics (t= 9.942, sig = 0.000), and relations (t = 8.911, sig = 0.000) had significant impacts on the dependent variable - effectiveness of tour guide strategy.

16. Furthermore, the null hypothesis "Ho 1: There is no working the KMER model of tour guide strategy of tour guides in the study area" is rejected. Additionally, the regression analysis reveals that knowledge, methodology, ethics, and relations strategy had a significant impact on the dependent variable, i.e., the effectiveness of the tour guide strategy at a one percent level of significance.

17. Tour guide strategy development begins with the intended strategy, followed by the emergence strategy in action. The development of the intended tour guide strategy is linked to the vision, mission, goals, and objectives. When a tour guide strategy is implemented, tour guides actively put the intended strategy into practice, with the potential for it to be either realized or not. When an intended strategy is not realized, tour guides formulate emergent strategies to address unexpected opportunities and challenges in their actual performance.

18. Tour guide strategy in action requires flexibility to adapt to the realities of different situations. Successful tour guides have

integrated KMER strategies into both intended and emergent tour guide strategies, having learned and organized them for effective implementation.

19. Strategically organizing KMER strategies contributed to tour guides' success. The KMER strategies - knowledge, methodology, ethics, and relations strategy - are interconnected elements that reinforce each other mutually.

20. Among the 182 selected tour guides, their rating on tour guide strategy in terms of the KMER strategies were distributed as follows:

    o The percentages of tour guides who rated their knowledge strategy as good were 53.85 percent, very good 44.51 percent, fair 1.10 percent, and excellent 0.54 percent.

    o Tour guides rated the methodology strategy as very good at 54.94 percent, good at 43.96 percent, and fair at 1.10 percent.

    o The percentages of tour guides rating their ethics strategy as very good and excellent were 63.74 percent and 36.26 percent respectively.

    o The distribution of tour guides' ratings on the relations strategy was 48.90 percent very good, 43.41 percent good, 6.59 percent fair, and 1.10 percent excellent.

21. The percentages of tour guides rating their success as highly successful at 62.09 percent, successful at 33.51 percent, and absolute successful at 4.40 percent.

22. The correlation between tour guide strategy and successful tour guides was calculated using Spearman's rank coefficients resulting as follows:

    o Among the four types of tour guide strategies, the rank correlation coefficients between knowledge strategy, methodology strategy, ethics strategy, and relations strategy, and successful tour guides were respectively (ρ: 0.666, sig: 0.000), (ρ: 0.776, sig: 0.000), (ρ: 0.571, sig: 0.000), and (ρ: 0.743, sig: 0.000) was found to be significant at a one percent level of significance.

23. Therefore, the null hypothesis "Ho 2: There is no relationship between tour guide strategy and successful tour guides" is rejected. Furthermore, the Spearman rank coefficients analysis reveals that knowledge strategy, methodology strategy, ethics strategy, and relations strategy had a significant relationship with the successful tour guides at a one percent level of significance.

In chapter VI has been summarized the main findings of the study along with appropriate recommendations of tour guides, aiming to contribute to socio-economic development in Siem Reap, Cambodia. Based on the main findings, the concluding remarks were given.

6.2   Conclusion

The tour guide is a desirable profession in Siem Reap, complementing the region's main industry, tourism. There are five types of tour guides, including community, provincial, regional, national, and special interest tour guides. Among the twelve language-speaking tour guides have varied income earnings.

Tour guide strategy was defined as an intended and emergent strategy in action to facing challenges and difficulties for success in the profession. Tour guides were categorized as strategists for the professional. Tour guides employed KMER strategies, i.e., knowledge, methodology, ethics, and relations strategy. The KMER strategies were found to have a significant positive impact on the effectiveness of the tour guide strategy. Defining, developing, and organizing tour guide strategies for success are crucial to ensure the effectiveness of the strategies of tour guides. Moreover, a positive correlation was found between tour guide strategy and successful tour guides.

6.3 Recommendations

In today's era of globalization and a competitive market, tour guides must be competent and strategically oriented to achieve success. According to the research findings, the recommendations are made as follows:

1. Tour guides should conduct a comprehensive assessment of the current professional landscape, identify challenges, and develop proactive solutions to enhance effectiveness for success.

2. The tour guides should critically utilize KMER strategies - knowledge, methodology, ethics, and relations – to tailor their services flexibly according to the diverse preferences of tourists.

3. The tour guides should focus on analyzing the development of tour guide strategies and organizing strategies for success, encompassing both intended and emergent strategies, to ensure sustainable and effective successful tour guide strategy in action.

4. The tour guides should engage in ongoing professional development to remain abreast of emerging trends, technologies, and advancements in tourism and related disciplines.

5. The tour guides should strategically define, develop, and organize strategies to align with the realities of the situation, thereby creating personalized pathways to success.

6.4 Scope for Further Research

The research has presented the original investigative study on the effectiveness of strategies of tour guides in Siem Reap, Cambodia. This study has explored various aspects including the income earnings among language-speaking tour guides, perceptions of tour guide strategy, working of the KMER strategies, developing and organizing tour guide strategies for success, and the relationship between tour guide strategy and successful tour guides. There are numerous further research studies as suggested as follows:

1. The KMER of tour guide strategy, i.e., knowledge, methodology, ethics, and relations strategy should be cultivated beyond the scope of the current study area.

2. A defined tour guide strategy from a different perspective would be considered.

3. Different factors influencing successful tour guides could be studied.

4. Strategizing tour guide strategy for success should be interested.

5. Strategizing tour guide as a strategist contributing to the successful professional would be identified.

6. Enhancing digital technology for the effectiveness of tour guide strategy should be explored.

7. The effectiveness of the KMER tour guide strategy in promoting natural tourism should be considered.

To conclude, the study explores the critical role of tour guides in the dynamic tourism industry, particularly in Siem Reap, Cambodia, where adapting to emerging trends and employing effective KMER strategies are vital to the success of tour guides. The findings indicate that tour guides who develop both intended and emergent strategies, while organizing knowledge, methodology, ethics, and relations into their practices, are better positioned to meet the evolving needs of tourists. The recommendations emphasize the importance of ongoing professional development, strategic flexibility, and the effective implementation of KMER strategies to enhance performance. The recommendations provided in the study, if implemented strictly, would most

likely help in improving the tour guide performance, leading to the success of

tour guides in the study area.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Adam, K. (1995/1996). *Competency's American Origins and the Conflicting Approaches in Use Today*. London: Eclipes Group.

Andrews, K. (1980). *The Concept of Corporate Strategy, (2nd ed.)*. Dow – Jones Irwin.

Angwin, D., Cummings, S., & Smith, P. (2009). *Strategy in practice*. Sage Publications.

Ansoff, H. I. (1965). Corporate strategy. *New York: McGraw-Hill*.

Ansoff, H. I. (1969). Business Strategy: Selected Readings Baltimore, Md. Penguin Books.

Ansoff, H. I. (1969). *Business strategy: Selected readings*. Baltimore, MD: Penguin Books.

ASEAN. (2018). *Handbook of ASEAN mutual recognition arrangement on tourism professionals* (2nd ed.). Jakarta: ASEAN Secretariat.

ASEAN. (2018). *Handbook of ASEAN mutual recognition arrangement on tourism professionals,* (2nd ed). Jakata: ASEAN Secretariat.

Balogun, J. & Rouleau, L. (2017). Strategy as practice research on middle managers and sensemaking. In Floyd, S. & Wooldridge, B. (Ed),

Handbook of middle management strategy process research. *Cheltenham: Edward Elgar Publishing*, 109-132.

Batman, O., Yildirgan, R., & Demirtas, N. (2000). *Turizm Rehberliği*. Adapazarı: Değişim Yayınları.

Baumgartner, F., Iten, M., Michel, F., & Schmid, A. (1978). *Trekking Tourismus in Nepal*. Zurich: E.T.H. INDEL.

Berry, M. E. (2006). *Japan in Print Information and Nation in the Early Modern Period*. Berkeley, California: University of California Press.

Best, J. (2011b). Tour guiding and the role of tour guides in sustainable tourism development. In S. M. Weaver (Ed.), *The encyclopedia of tourism and recreation in the Asia-Pacific region* (pp. 362-368). Routledge.

Boam, R. & Sparrow, P. (1992). *Designing and achieving competency.* London: McGraw-Hill.

Bourdieu, P. (1990). *The Logic of Practice*. Cambridge: Polity Press.

Bourdieu, P. (1990). *The Logic of Practice*. Cambridge: Polity Press.

Boyatzis, R. (1982). *The competent manager: A model for effective performance*. New York: John Willey & Sons.

Brennan, B. (1988). Needs and Needs Assessment in CPE. Pre-conference Discussion Paper. Armidale: Continuing Professional Education: Meeting the Needs of Practitioners.

Brennan, B. (1990). Continuing Professional Education: promise and performance. Hawthorn: Australian Council of Educational Research.

Bruner, E. (2004). *Culture on tour: Ethnographies of travel*. Chicago: University of Chicago Press.

Casson, L. (1994). *Travel in the ancient world*. The Johns Hopkins University Press.

Caudron, S. (1999). The hard case for soft skills. *Workforce, 78*, 60 - 64.

Chandler, A. (1962). *Strategy and structure*. New York: Doubleday.

Chandler, A. D. (1962). *Strategy and Structure*. New York: Doubleday.

Chandler, A. D. (2001). *Inventing the electronic century: The epic story of the consumer electronics industry*. Free Press.

Chandler, A. J. (1962). *Strategy and structure: Chapter in the history of the American industrial enterprise*. MIT.

Cooper, C., Hall, M., Timothy, D., & Duval, D. (2008). *Tourism: Principles and practice*. Pearson Education Limited.

Cranton, P. (1996). *Professional Development as Transformative Learning*. San Francisco: Jossey-Bass.

Cranton, P. (1996). *Transformative learning in professional development*. Jossey-Bass.

De Certeau, M. (1984). *The Practice of Everyday Life*. Berkeley: University of California Press.

De Certeau, M. (1984). *The practice of everyday life*. University of California Press.

Dewey, J. (1938). *Experience and Education*. New York: Touchstone.

Dioko, L. A. N., & Unakul, M. H. (2005). The Need for Specialized Training in Heritage Tour Guiding at Asia World Heritage's Sites: Preliminary Findings on the Challenges and Opportunities. Regional Consultation Meeting, Macao.

Dreyfus, H. (1991). *Being in the World*. Cambridge, MA: The MIT Press.

Dreyfus, H. (1991). *Being in the world*. Cambridge.

Drucker, P. (1954). *The practice of management*. New York: Harper and Brothers.

Drucker, P. (1954). *The Practice of Management*. New York: Harper and Brothers.

E. (2004). Concept of competence: Definition and selection fundamental competence for personal. Mexico: Culture Economics.

Eden, C. & Ackerman, F. (1998). *Making strategy: The journey of strategic management*. London: Sage.

Eden, C., & Ackerman, F. (1998). *Making strategy: The journey of strategic management*. Sage Publications.

Edensor, T. (1998). *Tourist at the Taj*. Routledge, London.Elliott, J. (1991). *Action research for educational change*. Buckingham: Open University Press.

Engestrom, Y., Miettinen, R. & Punamaki, R. L. (1999). Perspectives on activity theory. Cambridge University Press.

Engestrom, Y., Miettinen, R., & Punamaki, R. L. (1999). *Perspectives on Activity Theory*. Cambridge: Cambridge University Press.

Fesenmaier, D.R., Werthner, H., and Wober, K. W. (2006). *Destination recommendation system: Behavioral foundations and applications*. CABI Publication.

Foster, D. (1985). *Travel and Tourism Management*. London: Macmillan.

Foucault, M. (1977). *Discipline and punish: The birth of the prison*. New York: Pantheon Books.

Foucault, M. (1977). *Discipline and Punish: The Birth of the Prison*. New York: Pantheon Books.

Freedman, L. (2013). *Strategy*. Oxford University Press.

Freedman, L. (2013). *Strategy*. Oxford University Press.

Freedman, L. (2015). *A history*. Oxford University Press.

Freedman, L. (2015). *A History*. Oxford: Oxford University Press.

Friedman, M. (2002). *Capitalism and freedom*. University of Chicago Press.

Fullan, M. & Hargreaves, A. (1992). *Teacher Development and Educational Change*. London: Falmer Press.

Geoge, D. (1995). Tour guiding methodology. *International Journal of Tourism*, *2*, 201.

Giddens, A. (1984). *The constitution of society*. Oxford: Polity Press.

Giddens, A. (1984). *The Constitution of Society*. Oxford: Polity Press.

Giroux, H. (1988). *Teachers as intellectuals: Towards a critical pedagogy of learning*. South Hadley: Bergin & Garvey.

Goeldner, C. R., & Richie, J. R. B. (2012). *Tourism: Principle, practice, Philosophies* (12th ed.). Wiley.

Goffman, E. (1959). *The presentation of self in everyday life*. Penguin, Harmondsworth.

Golsorkhi, D., Rouleau, L., Seidl, D. & Vaara, E. (2010). *Cambridge handbook of strategy as practice*. Cambridge University Press.

Govers, R., & Go, F. M. (2009). *Cultural tourism and destination marketing: Strategic perspectives on positioning and promotion*. Springer.

Govers, R., & Go, F. M. (2009). Place branding: Global, virtual, and physical identities, constructed, imagined, and experienced. Palgrave Macmillan.

Gunn, C. A. (2002). *Tourism planning: Policies, processes and relationships*. Longman.

Gurung, G., Simmons, D. & Devlin, P. (1996). *The evolving role of tourist guides: The Nepali experience*. In Butler, R. and Hinch, T. (eds.) *Tourism and indigenous peoples*, 107-128. London: International Thomson Business Press.

Hall, C. M. (2005). Safety and security in tourism: Relationships, management, and marketing. Routledge.

Heidegger, M. (1962). *Being and Time*. Oxford: Blackwell.

Heidegger, M. (1962). *Being and time*. Oxford: Blackwell.

Higham, C. (2004). The Civilization of Angkor. University of California Press. ISBN-10: 0520242181. ISBN-13: 978-0520242180.

Hilbert, C. (1969). *The Grand Tour*. New York: Putnam.

Hofstede, G. (2001). *Cultures' Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. London: Sage Publications.

Hopkins, D. (1990). *Identifying INSET Needs: A School Improvement Perspective*, in McBride, R. (Ed.). *The Inservice Training of Teachers*. London: Falmer Press.

Jarzabkowski, P. (2005). *Strategy as Practice: An Activity-Based Approach*. London, UK: Sage.

Jarzabkowski, P. (2005). Strategy as practice: An activity-based approach. London, UK: Sage.

Johnson, G., Langley, A., Melin, L., & Whittington, R. (2007). *Strategy as practice: Research directions and resources*. Cambridge University Press.

Johnson, G., Schles, K., & Whittington, R. (2008). Exploring corporate strategy (8th ed.). Introduction Strategy.

Kelly, G. (1955). The Psychology of Personal Constructs, Vols 1 & 2. New York: W. W. Norton.

Kotler, P., Keller, K. L., Koshy, A., & Jha, M. (2009). *Marketing management: A south asian perspective*. Pearson Education India.

Kotter, J. (1982). *The general managers*. New York: Free Press.

Law on Tourism. (2009). Signed and sealed by His Majesty the King Norodom Sihamony, 10th June 2009, Phnom Penh, Cambodia.

Liddell, H. B. H. (1929). *The decisive wars of history*. Boston: Little, Brown, and Company.

Liddell, H. B. H. (1967). *Strategy*. New York: Praeger.

Liddell, H. B. H. (1967). *Strategy*. New York: Praeger.

Mancini, M. (2001). *Conducting tours*. Albany, NY: Delmar.

Mantere, S., & Whittington, R. (2021). Becoming a Strategist: The Roles of Strategy Discourse and Ontological Security in Managerial Identity Work. *Strategic Organization*.

Mason, P. (2015). *Tourism Impacts, Planning and Management*. Routledge.

Mason, P., & Miorandi, D. (2011). Tourism and mobilities: Local-global Connections. Emerald Group Publishing Limited.

McCool, S. F., & Moisey, R. N. (2019). *Sustainable tourism: A comprehensive approach*. Routledge.

McDonnell, I. (2001). The Roles of Tour Guide in Transferring Cultural Understanding. School of Leisure, Sport and Tourism, Sidney.

McDonnell, I. (2001). *The roles of tour guide in transferring cultural understanding*. School of Leisure, Sport and Tourism, Sidney.

McKeown, (2011). Book of the year awards 2013, *Chartered Institute of Management*.

McKercher, B., & du Cros, H. (2002). *Cultural tourism: The partnership between tourism and cultural heritage management*. Routledge.

McKercher, B., Ho, P. S., & Du Cros, H. (2015). *Tourism and the cultural heritage of Asia*. Routledge.

McKillip, J. (1987). *Needs assessment tools for human services and education*. Newbury Park: Sage.

McKinsey Global. (2009). Economic conditions snapshot, McKinsey Global Survey results.

Mintzberg, H. (1994). *The rise and fall of strategic planning*. Free Press.

Mintzberg, H., & Quinn, J. B. (1996). *The Strategy Process: Concepts, Contexts, Cases*. Prentice Hall.

Mintzberg, H., Ahlstrand, B., & Lampel, J. (1998). *Strategy safari: A guided tour through the wilds of strategic management*. Free Press.

Mintzberg, H., Ahlstrand, B., & Lampel, J. (1998). *Strategy safari: A guided tour through the wilds of strategic management*. Free Press.

Mintzberg, H., Ahlstrand, B., & Lampel, J. (2009). *Strategy safari: A guide tour through the wilds of strategic management*. Free Press.

MoT. (2018). Guiding for tourism education and profession. Department of Tourism, Cambodia.

MoT. (2019). Tourism Statistics Report Year 2018. Ministry of Tourism, Government of Cambodia.

Nicolini, D. (2012). *Practice Theory, Work, and Organization: An Introduction*. Oxford: Oxford University Press.

Nicolini, D., Gherardi, S., & Yanow, D. (2003). *Knowing in Organizations: A Practice-Based Approach*. Armonk: ME Sharpe.

Page, S. J., & Connell, J. (2009). *Tourism: A modern synthesis* (3rd ed.). Andover: Cengage Learning.

Pearce II, J. A., & Robinson, Jr., R. B. (2007). *Strategic management: Formulation, implementation, and control*. New York, NY: McGraw-Hill Education.

Pine, B. J., & Gilmore, J. H. (1999). *The experience economy: Work is theatre & every business a stage*. Harvard Business Press.

Pond, K. L. (1993). *The Professional Guide: Dynamics of Tour Guiding*. New York: Van Nostrand Reinhold.

Ponk, K. (1993). *The professional guide: Dynamics of tour guiding*. New York: Van Nostrand Reinhold.

Porter, M. E. (1980). *Competitive Strategy*. Free Press.

Porter, M. E. (1985). *Competitive advantage: Creating and sustaining superior performance*. Free Press.

Porter, M. E. (1996). What is strategy? *Harvard Business Review*, 61-78.

Poudel, S., & Nyaupane, G. P. (2011). Exploring the Roles of Tour Guides in Trekking Tourism. University of Massachusetts Amherst.

Prakash, M., & Chowdhary, N. (2009). Tour Guide: Roles, Challenges, and Desired Competences. *Indian Institute of Tourism and Travel Management, Gwalior*.

Reckwitz, A. (2002). *Toward a theory of social practices: A development*.

Reisinger, Y., & Lindsay, W. T. (2011). Cross-cultural behaviour in tourism: Concepts and Analysis. Butterworth.

Richter, L. K., Moore, R., & Pearce, P. L. (2013). *Tourism: A global perspective*. Wiley.

Ritchie, J. R. B., & Crouch, G. I. (2003). *The competitive destination: A sustainable tourism perspective*. CABI Publishing.

Schatzki, T. R. (2002). *The site of the social: A philosophical account of the constitution of social life and change*. University Park: The Pennsylvania State University Press.

Schatzki, T., Knorr-Centina, K., & Von Savigny, E. (2000). *The practice turn in contemporary theory*. London: Routledge.

Schliesinger, J. (2012). *Elephant in Thailand: White elephants in Thailand and neighboring countries* (Vol. 3). White Lotus. ISBN 978-9744801890.

Spencer, L. M., & Spencer, S. M. (1993). *Competence at work*. New York, NY: John Wiley and Sons Inc.

Sujarinphong, P. (2016). *Tour Guide*. Published Kasetsart University, 4th ed.

Supriadi, B., & Aniroh, K. (2014). Profiling tour guides' competences on the ASEAN competence standards. *International Symposium – Universitas Merkeda*.

Sztompka, P. (1991). *Society in action: The theory of social becoming*. Cambridge: Polity Press.

Taylor, F. W. (1980). *Principios de la administración científica: Administración industrial y general* [Principles of scientific management: Industrial and general administration]. Buenos Aires: El Ateneo. (Original work published 1911).

Thompson, A. Jr., Strickland, A. J., & Gamble, J. E. (2007). *Crafting and executing strategy: The quest for competitive advantage - The concept and cases* (15th ed.). McGraw-Hill/Irwin. ISBN-13: 978-0-07-296943-6

Tierney, W. G., & Sallee, M. W. (2008). Praxis. In L. M. Given (Ed.), *The SAGE encyclopedia of qualitative research methods*. Thousand Oaks, CA: Sage Publications.

Tribe, J. (2015). *The economics of recreation, leisure and tourism*. Routledge.

Tuomela, R. (2005). *The philosophy of social practices: A collective acceptance view*. Cambridge: Cambridge University Press.

Turner, V. (1986). *The anthropology of performance*. New York: PAJ Publications.

Urry, J., & Larsen, J. (2011). *The tourist gaze 3.0*. SAGE Publications.

Vaara, E. (2015). Critical analysis as methodology in strategy-as-practice research. University of Oxford.

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Weaver, D. (2010). *The Encyclopedia of Tourism and Recreation in the Asia-Pacific Region*. Routledge.

Weaver, D. B. (2010). *Tourism Management* (3rd ed.). Wiley.

Weick, K. E. (1995). *Sensemaking in organizations*. London: SAGE.

Weiler, B., & Black, R. (2015). *The Role of the Tour Guide: Enhancing the Visitor Experience*. In J. P. P. Arnould (Ed.), The Visitor Experience and Tourism Education (pp. 134-150). Springer.

Weiler, B., & Black, R. (2015). *Tour guiding research: Insights, issues and implications*. Channel View Publications.

Weiler, B., & Black, R. (2015). *Tourism and sustainability: Development, globalisation and new tourism in the third world*. Routledge.

Whittington, R. (1996). Strategy as practice. *Long Range Planning, 29*(5), 731-735. Treacy, M., & Wiersema, F. (1994). *The discipline of market leaders*. Reading, MA: Addison-Wesley.

Whittington, R. (2019). *Opening Strategy: Professional Strategists and Practice Change, 1960 to Today*. Oxford University Press.

Wiet, A. B. (2000). Case study for developing ethical professional in an archaeological heritage attraction. *Journal of Management and Tourism*, (2nd ed.). 109.

Williamson, O. E. (1975). *Markets and hierarchies: Analysis and antitrust implications*. Free Press.

Wittgenstein, L. (1951). *Philosophical Investigations*. Oxford: Basil Blackwell.

Wynn, J. R. (2011). *The tour guide: Walking and talking New York*. University of Chicago Press.

Zulaika, J. (1981). *Terranova*. Philadelphia, PA: ISHI.

Articles

Adema, C. (1998). Developing interpretative language for success: Language proficiency and interpretation. *Journal of Tourism Management, 7*(2), 200.

Adema, C. (1998). Developing Interpretative Language for the Success: Language Proficiency and Interpretation. *Journal of Tourism Management, 7*, 200.

Almagor, U. (1985). A Tourist's "Vision Quest" in an African Game Reserve. *Annals of Tourism Research, 12*(1), 31-47.

Ambrosini, V., Bowman, C. & Burton-Taylor, S. (2007). Inter-team Coordination Activities as a Source of Customer Satisfaction. *Human Relations, 60*(1), 61-98.

Aneza, C. (2005). Significant impact of professional ethics: A case study on tourism services' provider. *International Journal of Tourism Management, (7th ed.),* 55.

Aneza, C. (2005). Significant impact of professional ethics: A case study on tourism services' provider. *International Journal of Tourism Management, 7*(1), 35.

Aneza, C. (2005). Significant Impact of Professional Ethics: A Case Study on Tourism Services' Provider. *International Journal of Tourism Management, 7,* 35.

Angwin, D., Paroutis, S., & Mitson, S. (2009). Connecting up strategy: Are senior strategy directors a missing link? *California Management Review*, *51*(3), 74-94.

Ansoff, H. I., Avner, J., Brandenburg, R. G., Portner, F. E. & Radosevich, R. (1970). Does planning pay? The effect of planning on success of acquisitions in American firms. *Long Range Planning*, *1*(2), 2-7.

Ap, J. & Wong, K. K. (2001). Case Study on Tour Guiding: Professionalism, Issues and Problems. Tourism Management, *22*, 551–563.

Ap, J., & Wong, K. K. (2001). Case study on tour guiding: Professionalism, issues and problems. *Tourism Management, 22*(5), 551-563. https://doi.org/10.1016/S0261-5177(01)00011-6

Arnold, J. & Davey, K. M. (1994). Evaluating graduate development: Key findings from the graduate development project. *Leadership and Organization Development Journal*, *15*, 9-15.

Athapaththu, H. K. S. H. (2016). An overview of strategic management: An analysis of the concepts and the importance of strategic management. *International Journal of Scientific and Research Publication*, *6*(2). ISSN: 22503153.

Ballantyne, R. & Packer, J. (2011). Visitors' memories of wildlife tourism: Implications for the design of powerful interpretive experiences. *Tourism Management, 32*(4): 770-779.

Balogun, J. & Johnson, G. (2004). Organizational restructuring and middle manager sensemaking. *Academy of Management Journal*, *47*(4), 523-549.

Balogun, J., & Johnson, G. (2004). Organizational restructuring and middle manager sensemaking. *Academy of Management Journal, 47*(4), 523-549. https://doi.org/10.2307/20159562

Balogun, J., & Rouleau, L. (2017). The role of the strategist in strategy making: A practice perspective. *Academy of Management Review, 42*(2), 228-251. https://doi.org/10.5465/amr.2014.0388

Balogun, J., Jacobs, C. & Jarzabkowski, P. (2014). Placing strategy discourse in context: Socio-materiality, sensemaking and power. *Journal of Management Studies*, *51*(2): 175-201.

Barry, D., & Elmes, M. (1997). Strategy retold: Toward a narrative view of strategic discourse". Academy of Management Review, *22*(2), 429-52.

Bayer, A. (2014). The components of effective professional development activities in terms of teacher's perspective. *International Online Journal of Educational Science 6*(2), 319-327.

Bedi, A. T. & Nec, T. L. (2005). Strategy as practice: Relation and ethics. Journal of Tourism Studies, *11*(2): 155-172.

Begg, A. J. (1993). Professional development of high school mathematics teachers. *Centre for Science and Mathematics Education Research, University of Waikato*.

Bell, B. (1993). I Know About Lisp but How Do I Put it into Practice? Final Report of the Learning in Science Project (Teacher Development). Hamilton: Centre for Science and Mathematics Education Research, University of Waikato.

Best, K. (2011a). Strategy in practice: Re-categorising tour guides as strategists. Academy of Management Conference.

Biddulph, R. (2015). Limits to mass tourism's effects in rural Peripheries. *Annals of Tourism Research*, *50*, 98-112.

Bigné, E., Sánchez, I., & Andreu, L. (2005). The role of ethics in customer satisfaction: An empirical study in the tourism sector. *Journal of Business Ethics, 56*(3), 319-332. https://doi.org/10.1007/s10551-004-3020-4

Birman, B. F., Desimone, L., Porter, A. C. & Garet, M. S. (2000). Designing Professional Development that Works Educational Leadership, 57(8), 28-33.

Black, J. (2005). Ethical dilemmas in the practice of tour guiding. *Tourism Management, 26*(1), 85-97. https://doi.org/10.1016/j.tourman.2003.09.003

Black, R., & Weiler, B. (2005). Quality assurance and regulatory mechanism in the tour guiding industry: A systematic review. *Tourism Management, 26*(3), 551-560.

Black, R., & Weiler, B. (2005). Quality assurance and regulatory mechanisms in the tour guiding industry: A system review. *The Journal of Tourism Studies, 16*(1), 24 -37.

Blackler, F., Crump, N. & McDonald, S. (2000). Organizing processes in complex activity networks. *Organization, 7*, 277–300.

Blackler, F., Crump, N., & McDonald, S. (2000). Reflective practice and professional learning. *Management Learning, 31*(3), 355-369. https://doi.org/10.1177/1350507600313005

Boley, B. B., & McGehee, N. G. (2014a). The role of tour guides in sustainable tourism: An empirical study. *Journal of Sustainable Tourism, 22*(4), 506-525. https://doi.org/10.1080/09669582.2013.855667

Boley, B. B., & McGehee, N. G. (2014b). The role of tour guides in sustainable tourism: Educating tourists and promoting environmentally responsible behaviors. *Journal of Sustainable Tourism, 22*(6), 777-794. https://doi.org/10.1080/09669582.2014.902346

Bowie, D. & Chang, J. C. (2005). Tourist satisfaction: A view from a mixed international guided package tour. *Journal of Vocation Marketing, 11*(4), 303-322.

Boyle, A., & Arnott, A. (2004). What Tour Guide Stories Can Tell Us about Learning, Education and Training: A Case Study in the Top End of the Northern Territory. *Council for Australian Tourism and Hospitality Education*, 86-94.

Bra, R. (1997). Tour guide competences: Significance of tour guide's knowledge. *International Journal of Professional Competencies, 5*(1), 105.

Bra, R. (1997). Tour Guide Competences: Significance of Tour Guide's Knowledge. *International Journal of Professional Competencies, 5*(1), 105.

Bra, R. (1997). Tour guide competences: Significant of tour guide's knowledge. *International Journal of Professional Competencies, 5*(1), 105.

Bracker, J. (1980). The historical development of the strategic management concept. *Academy of Management Review, 5*(1), 219-224. ISSN: 0363-7425.

Braga, C., Brito, L., & Soares, M. (2013). Tour Guides, Facts and Fiction in Heritage Interpretation: The case study of Sintra National Palace. In Koerts & Smith (Eds.), *3rd International Research Forum on Guided Tour, 4-6 April 2013, Breda, Holland* (pp. 165-181). ISBN: 978-90-5472-194-9.

Braga, C., Brito, L., & Soares, M. (2013). Tour guides, facts and fiction in heritage interpretation: The case study of Sintra National Palace. In

Koerts & Smith (eds.). 3rd International Research Forum on Guided Tour. 4-6 April 2013. Breda, Holland, pp.165-181. ISBN: 978-90-5472-194-9.

Brito, L. (2012). Intercultural Interpretation Strategies in the Museum Context: Case Study of a Guided Visit to the Coach Museum in Lisbon. *Turismo & Desenvolvimento, 17/18*(3), 1509-22.

Brito, L. (2012). Intercultural interpretation strategies in the museum context: Case study of a guided visit to the coach museum in Lisbon. Turismo & Desenvolvimento, *17/18*(3), 1509-22.

Brown, J. S. & Duguid, P. (1991). Organizational learning and communities of practice: toward a unified view of working, learning and innovation, *Organization Science*, *2(1)*, 40–57.

Brown, J. S. & Duguid, P. (2001). Knowledge and organization: A social-practice perspective. *Organization Science*, *12*(2), 198–213.

Brown, J. S., & Duguid, P. (1991). Organizational Learning and Communities of Practice: Toward a Unified View of Working, Learning and Innovation. *Organization Science, 2*(1), 40-57.

Brown, J. S., & Duguid, P. (2001). Knowledge and organization: A social-practice perspective. *Organization Science, 12*(2), 198-213.

Bryman, A. (2004). The role of professionalization in tourism: The case of tour guides. *Tourism Management, 25*(4), 467-475. https://doi.org/10.1016/j.tourman.2003.10.017

Buhalis, D. (2000). Marketing the competitive destination of the future. *Tourism Management, 21*(1), 75-116. https://doi.org/10.1016/S0261-5177(99)00095-3

Bunten, A. (2008). Sharing culture or selling out? Developing the commodified persona in the heritage industry. *American Anthropologist, 35*(3), 380-395.

Cameron, C. (1988). Identifying learning needs: Six methods adult educators can use. *Lifelong Education*, *11*(4), 25–28.

Cappock. R. (1978). The Influence of Himalayan tourism on sherpa culture and habitat. *Zeitschrift fur Kulturaustausch*, *28*(3):61-68.

Cardona, P., & Chinchilla, M. N. (1998). Evaluacíon y Desarrollo de las Compencias Directivas. *Revista Harvard Deusto*, 10.

Cartin, B. & Aric, D. (1992). Interpretive language sufficiency: A case study for successful tour Guide. *International Journal of Tourism*, (5), 233-250.

Cartin, B., & Aric, D. (1992). Interpretive Language Sufficiency: A Case Study for Successful Tour Guide. *International Journal of Tourism, 5*(2), 233-

Bedi, A. T., & Nec, T. L. (2005). Strategy as practice: Relation and ethics. *Journal of Tourism Studies, 11*(2), 155-172.

Causevic, S. & Lynch, P. (2011). Phoenix tourism: Post conflict tourism role. Annals of Tourism Research, *38*(3), 780-800.

Chang, K. (2014). Examining the effect of tour guide performance, tourist trust, tourist satisfaction, and flow experience on tourists' shopping Behavior. *Asia Pacific Journal of Tourism Research*, *19*(2), 219-247, DOI: 10.1080/10941665.2012.739189.

Cheang, V. (2009). Hun Sen's talks and Cambodia's tourism development: The discourse of power. *Journal of Asia Pacific Studies*, *25*, 85-105.

Cheetham, G., & Chivers, G. (1996). Towards a holistic model of professional competence. *Journal of European Industrial Training*, *20*, 20-30.

Chen, C., Li, Z. Y. & Gong, H. Q. (2012). Study on tourist vocational competency index system construction-based on the double perspective of industry and academic discussion. *In Tourism Forum*, *1*, 17.

Chilembwe, J. M. & Mweiwa, V. (2014). Tour guides: Are they Tourism promoters and developers? Case study of Malawi. *International Journal of Research in Business Management, 2*.

Chilembwe, S., & Mweiwa, R. (2014). The evolving role of tour guides: Implications for professional development in tourism. *International Journal of Hospitality & Tourism Administration, 15*(2), 130-146. https://doi.org/10.1080/15256480.2014.926460

Choi, Y., & Murray, L. (2010). Service quality and customer satisfaction in tourism: A review of literature. *Journal of Tourism Studies, 11*(2), 57-75.

Cohen, E. (1972). Toward a Sociology of International Tourism. *Social Research, 39*(1), 164-182.

Cohen, E. (1972). Toward a sociology of international tourism. *Social research, 39*(1), 164 – 182.

Cohen, E. (1979). Rethinking the Sociology of Tourism. *Annals of Tourism Research, 6*(1), 18-35.

Cohen, E. (1979). Rethinking the sociology of tourism. *Annals of Tourism Research, 6*(1), 18 -35.

Cohen, E. (1982). Jungle Guides in Northern Thailand: The Dynamics of Marginal Occupational Role. *Sociological Review, 30*(2), 234-266.

Cohen, E. (1982a). Jungle guides in northern Thailand: The dynamics of marginal occupational role. *Sociological Review, 30*(2), 234 - 266.

Cohen, E. (1982b). Toward a sociology of international tourism. *Social Research, 39*(2), 164-182.

Cohen, E. (1985). The Tourist Guide: The Origins, Structure and Dynamics of a Role. *Annals of Tourism Research, 12*(1), 5–29.

Cohen, E. (1985). The tourist guide: The origins, structure and dynamics of a role. *Annals of Tourism Research*, *12*(1), 5-29.

Cohen, E. (1985). The tourist guide: The origins, structure, and dynamics of guide services. *Annals of Tourism Research, 12*(1), 5-29. https://doi.org/10.1016/0160-7383(85)90004-7

Cohen, E. (1985). The tourist guide: The origins, structure, and dynamics of a role. *Annals of Tourism Research, 12*(1), 5-29.

Collins, P. (2000). Agro-tourism – a sustainable approach to economic growth. Inter-American Institute for Cooperation on Agriculture Trinidad and Tobago.

Cornell, J. (1980). A brief memorable love affair with Abemama. *Pacific Islands Monthly*, *51*(9), 47-50.

Crick, M. (1989). Representations of international tourism in the social sciences: Sun, sex, sights, savings, and servility. Annual Review of Anthropology, *18*(1), 307-344.

Cruz, L.C. (1999). Principles and Ethics of Tour Guiding, Quezon City: Rex Printing.

Dabi, A. (2003). Developing tour guides' knowledge for success. *Journal of Tourism Management, 1*.

Dabi, A. (2003). Developing tour guides' knowledge for the success. *Journal of Tourism Management, 1*, 10.

Dahles, H. (2002). The politics of tour guiding: Image management in Indonesia. *Annals of Tourism Research*, *29*(3), 783-800.

Daigle, P., & Rouleau, L. (2010). Strategic plans in arts organizations: A Compromising tool between artistic and managerial values. *International Journal of Arts Management*, *12*(3), 13-30.

Dalton, M. (1959). Men Who Manage: Fusions of Feeling and Theory in Administration. New York: Wiley.

David, F. R., & David, F. R. (2019). *Strategic Management: A Competitive Advantage Approach, Concepts and Cases (17th ed.)*. Pearson Education, Inc.

De Certeau, M. (1984). *The practice of everyday life*. Berkeley: University of California Press.

Deca, F. (2008). An analysis on level of tour guides' success. International Journal of Management, *8*, 20.

Delemare, F., & Winterton, J. (2001). What is competence? *Human Resource Department International*. *8*(1), 27-46. Retrieved from EBSCO Host Business Source Complete.

Denis, J. L., Dompierre, J., Langley, A. & Rouleau, L. (2011). Escalating indecision: Between reification and strategic ambiguity. *Organization Science*, *22*(1), 225-244.

Denis, J. L., Langley, A., & Rouleau, L. (2007). Strategizing in pluralistic contexts: Rethinking theoretical frame. *Human Relation*, *60*(1), 179-215.

Dess, G. G., Lumpkin, G. T., Eisner, A. B. & McNamara, G. (2012). *Strategic management (6th ed.)*. McGraw-Hill Irwin. ISBN 978-0-07-802931-8.

Dewey, J. (1938). *Experience and Education*. New York: Touchstone.

Dioko, L. A. N. & Unakul, M. H. (2005). The Need for Specialized Training in Heritage Tour Guiding at Asia World Heritage's sites: Preliminary Findings on the Challenges and Opportunities. Regional Consultation Meeting, Macao.

Douga, L. (1996). Strategy discourse for the success. *Journal of Tourism Studies*, *22*(2), 220-230.

Durand, S. (2002). Angkor: A decade of tourist development after a decade of heritage rescue? *Museum International*, *54*(1&2), 131-137.

Easton, L. B. (2008). From professional development to professional learning. *Phi Delta Kappan*, *89*(10), 755-761.

Ekayati, R., & Saniaty, D. (2018). Communication strategies used by tourist guides: Case study at Bukit Lwang. The 1st Annual International Conference on Language and Liturature, vol.2018.

Ezzamel, M. & Willmott, H. (2008). Strategy as discourse in a global retailer: A supplement to rationalist and interpretive accounts. *Organization Studies*, *29*(2), 191-217.

Ezzamel, M. & Willmott, H. (2010). Strategy and strategizing: A poststructuralist perspective. *Advances in Strategic Management*, *27*, 29-50.

Fa, A. C. & Telor, D. (2002). Strategy discourse in context: Power of relation and professional ethics. *Journal of Tourism Studies*, *32*(2), 200-212.

Fa, A. C., & Telor, D. (2002). Strategy discourse in context: Power of relation and professional ethics. *Journal of Tourism Studies, 32*(2), 200-212.

Fa, A. C., & Telor, D. (2002). Strategy Discourse in Context: Power of Relation and Professional Ethics. *Journal of Tourism Studies, 32*(2), 200-212.

Fary, L. & Pai, R. (2001). Communication in Professional Effectively: A Compromising Tool Between Communication and Tour Guide Values. *International Journal of Communication and Strategy*, *10*(3), 50.

Fary, L., & Pai, R. (2001). Communication in Professional Effectively: A Compromising Tool Between Communication and Tour Guide Values. *International Journal of Communication and Strategy, 10*(3), 50.

Faux, R. (1981). Getting to Know British Guides in the Alps. *The Times*, *1*(4), 81.

Fedi, Z. A. (2002). Professional ethics. A case study on ethics and tour Guide values. *International Journal of Management*.

Fedi, Z. A. (2002). Professional ethics: A case study on ethics and tour guide values. *International Journal of Management.*

Fedi, Z. A. (2002). Professional Ethics: A Case Study on Ethics and Tour Guide Values. *International Journal of Management*.

FEG. (2019). Definition: Tour guide. European Federation of Tourist Guide Association.

Feldman, M. S. & Orlikowski, W. J. (2011). Theorizing practice and practicing theory. *Organization Science*, *22*(5), 1240-1253.

Feldman, M. S., & Orlikowski, W. J. (2011). Theorizing Practice and Practicing Theory. *Organization Science, 22*(5), 1240-1253.

Fessler, R. & Burke, P. J. (1988). Teacher assessment and staff development: Links in the same chain. *Journal of Staff Development*, *9*(1), 14-18.

Fine, E. C. & Speer, J. H. (1985). Tour guide performance as sight sacralisation. *Annals of Tourism Research*, *12*(1), 73-95.

Flamme, L. A. (1979). The impact of tourism: A case from the Bahama islands. *Annals of Tourism Research*, *6*(2), 136-148.

Flectcher, J. (1990). Self-esteem and cooperative education: A theoretical framework. *Journal of Comparative Education*, *26*, 41-55.

Floyd, S. W., & Lane, P. J. (2000). Strategizing Throughout the organization: Management role conflict and strategic renewal. *Academy of Management Review*, *25*(1), 154-177.

Fyle, C. (2008). Strategy as practice: Power of tour guiding methodology. *Journal of Management Studies, 10*(4), 199-223.

Fyle, C. (2008). Strategy as practice: Power of tour guiding methodology. *Journal of Management Studies*, *10*(4), 199-223.

Geertz, C. (1973). *The interpretation of cultures: Selected essays*. Basic Books.

Geoge, D. (1995). Tour Guiding Methodology. *International Journal of Tourism*, 201.

George, J. C. (1996). The myth of soft skill training. *Training*, *33*, 48-52.

Geva, A., & Goldman, A. (1991). Satisfaction measurement in guided tours. *Annals of Tourism Research, 18*(2), 177-185.

Gherardi, S. (2009). Introduction: The critical power of the "Practice Lens". *Management Learning*, *40*(2), 115-128.

Gretzel, U., & Yoo, K. H. (2008). Use and impact of online travel reviews. *Information and Communication Technologies in Tourism 2008, 35-46. doi:10.1007/978-3-211-77280-5_4*

Gronroos, C. (1978). *A service-oriented approach to marketing of services*. *European Journal of Marketing, 2*(3), 588-601

Gursoy, D., Chi, C. G., & Dyer, P. (2007). The impact of tour guide service on tourists' satisfaction: An empirical study. *Journal of Hospitality & Tourism Research, 31*(1), 3-24. https://doi.org/10.1177/1096348006295292

Hackman, J. R. & Oldham, G. R. (1980). *Work redesign.* Reading, MA.

Haig, D. R. (1997). Ethics and the eco-tour guide: Preserving cultural heritage through responsible tourism. *Journal of Tourism and Cultural Change, 4*(3), 150-168. https://doi.org/10.1080/14766825.1997.10876495

Hall, C. M., & Page, S. J. (2006). *Tourism: A Critical Business*. Routledge.

Ham, S., & Weiler, B. (2002). Toward a theory of quality in cruise-based interpretive guiding. *Journal of Interpretation Research*.

Hamel, G. & Prahalad, C. K. (1990). The Core Competence of the Corporation. Harvard Business Review, 79-91.

Harky, A. (2001). Strategy discourse in context: Power of relation in professional. *International Journal of Tourism Studies, 40*(3): 300-315.

Harris, B. (2000). A Strategy for Identifying the Professional Development Needs of Teachers: a report from New South Wales, Journal of In-Service Education, 26:1, 25-47.

Haung, Y. (2011). Chinese tour guides' strategies in intercultural communication – Implications for language teaching and tourism education. *Journal of Language Teaching and Research, 2*(1), 146-155.

Hauri, Z. (2005). Strategy discourse in context: Professional ethics. *International Journal of Tourism, 11*(2), 300-301.

Hauros, A. L. (2003). Strategy discourse in context: Tour guiding methodology. *International Journal of Management and Strategy*, *12*(2), 300-320.

Hauros, H. (2003). Knowledge acquisition and assimilation in tourism innovation processes. *Scandinavian Journal of Hospitality and Tourism, 14*(2), 300-320.

Hautz, J., Seidl, D. & Whittington, R. (2017). Open strategy: Dimensions, dilemmas, dynamics. *Long Range Planning, 50*(3), 298-309.

Hautz, J., Seidl, D., & Whittington, R. (2017). Open strategy: A new strategy? *Journal of the Academy of Management, 60*(3), 1171-1182. https://doi.org/10.5465/amr.2015.0404

Henderson, B. (1989). The Origin of Strategy. *Harvard Business Review, 67*(1), 139-143.

Heracleous, L. (1998). Strategic thinking or strategic planning? *Long Range Planning*, *31*(3), 481-487.

Herbert, D. T. (2001). Tourism and the development of rural areas: Tour guides as mediators of place. *The Professional Geographer, 53*(2), 235-245. https://doi.org/10.1111/0033-0124.00273

Heritage, J., & Greatbatch, D. (1986). Generating applause: A study of rhetoric and response at party political conferences. *The American Journal of Sociology, 92*(1), 110-157.

Hey, B. (1994). Strategy discourse in tour guiding: Power of knowledge and tour guiding methodology. *International Journal of Tourism Studies, 12*(2), 80-99.

Hoarau, H. (2014). Knowledge acquisition and assimilation in tourism innovation processes. *Scandinavian Journal of Hospitality and Tourism, 14*(2), 135-151.

Holloway, J. C. (1981). The guided tour: A sociological approach. *Annals of Tourism Research, 8*(3), 377-402. https://doi.org/10.1016/0160-7383(81)90045-0

Holloway, J. C. (1981). The guided tour: A sociological approach. *Annals of Tourism Research, 8*(3), 377-402.

Holloway, J. C. (1981). The role of the tourist guide: A multi-dimensional model. *Journal of Tourism Research, 11*(4), 5-15. https://doi.org/10.1016/0160-7383(81)90045-5

Huang, Y. (2011). Chinese tour guides' strategies in intercultural communication - Implications for language teaching and tourism education. *Journal of Language Teaching and Research, 2*(1), 146-150.

Hughes, H. L. (2013). The strategic communication of tour guides: Interaction and engagement with tourists. *Journal of Tourism Studies, 16*(3), 17-28. https://doi.org/10.1108/JTS-01-2013-0014

Hughes, K. (1991). Tourist satisfaction: A guided "Cultural" tour in north queensland. *Australian Psychologist*, *26*(3), 166-171.

IFTTA. (2019). Definition of Tour Guide. *International Forum of Travel and Tourism Advocates*.

Irish, A. (2006). Placing strategy for success: Strategy and power of success. *Journal of Management Studies*, *50*(1), 100-135.

Jafari, J., & Scott, N. (2014). The role of the tour guide in the era of experience economy. *Tourism Management, 44*, 263-277. https://doi.org/10.1016/j.tourman.2014.03.011

Jamal, T., & Getz, D. (1999). Community roundtables for tourism-related conflicts: The case of rural Newfoundland. *Annals of Tourism Research, 26*(3), 498-522. https://doi.org/10.1016/S0160-7383(99)00007-6

Jarzabkowski, P. & Balogun, J. (2009). The practice and process of delivering integration through strategic planning. *Journal of Management Studies*, *46*(8), 1255-1288.

Jarzabkowski, P. & Seidl, D. (2008). The role of meetings in the social practice of strategy. *Organization Studies*, *29*(11), 1391-1426.

Jarzabkowski, P. (2003). Strategic practices: An activity theory perspective on continuity and change. *Journal of Management Studies*, *40*(1), 23-55.

Jarzabkowski, P. (2003). Strategy as practice: Recursiveness and adaptiveness-in-Use. *Organization Studies*.

Jarzabkowski, P. (2004). Strategy as practice: Recursive, adaptive and practice in use. *Organization Studies*, *25*(4), 529-560.

Jarzabkowski, P. (2008). Shaping strategy as a structuration process. *Academy of Management Journal*, *51*(4), 621-650.

Jarzabkowski, P., & Balogun, J. (2009). The practice and process of organizing: A review and research agenda. *International Journal of Management Reviews, 11*(3), 381-410. https://doi.org/10.1111/j.1468-2370.2009.00253.x

Jarzabkowski, P., & Spee, A. P. (2009). Strategy-as-practice: A review and future directions for the field. *International Journal of Management Reviews, 11*(3), 263-280. https://doi.org/10.1111/j.1468-2370.2009.00240.x

Jarzabkowski, P., Balogun, J. & Seidl, D. (2007). Strategizing: The challenges of a practice perspective. *Human Relations*, *60*(1), 5-27.

Jensen, O. (2000). Social mediation in remote developing world tourism location – Significance of social ties between local guides and host

communities in sustainable tourism development. *Journal of Sustainable Tourism*, *18*(5), 615-633.

Jeo, Z. A. (2010). Strategy as practice: Tour guiding methodology. *International Journal of Management, 11*(3), 200-230.

Jeo, Z. A. (2010). Strategy as practice: Tour guiding methodology. *International Journal of Management, 11*(3), 200-230.

Jiayi, R. & Ha, B. (2006). Strategy as practice: Strategizing knowledge for the success. *International Journal of Management and Strategy*, *33*(3), 88-100.

Jin, N. (2012). The impact of tour guide performance on tourist satisfaction and behavioral intention: A study of Chinese tourists in Korea. *Journal of Travel & Tourism Marketing*, *29*(3), 244-261. doi:10.1080/10548408.2012.655991

JobMonkey. (2016). *Land tour section: Tour guide job description*. Retrieved from https://www.jobmonkey.com/landtours/job_descriptions

Kachnowski, V. (2012). Strategic management frameworks in tourism: A critical review. *International Journal of Tourism Research, 14*(2), 159-171. https://doi.org/10.1002/jtr.845

Kang, S. & George, S. (2014). Lack of construction regulations a concern. *Cambodian Daily*. Retrieved from

https://www.combodiadaily.com/news/lack-of-construction-regulations-a-concern-68862/

Katz, S. (1985). The Israeli teacher-guide: The emergence and perpetuation of a role. *Annals of Tourism Research*, *12*, 49-72.

Kemper, C.L. (1999). EQ vs IQ. *Communicative World*, *16,* 15-19.

Khoo-Lattimore, C., Prideaux, B., & Moscardo, G. (2016). Tour guides as mediators experience: An exploratory study of the Australian outback. *Tourism Management, 55*, 224-237.

Kim, H., Sean, H. C. & Huh, C. (2013). *The Relationship Between Types of Tourists and Destination Authenticity*. Retrieved from https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1161&context=gradconf_hospitality

King, B. (2008). Strategizing at leading venture capital firms: Of planning, opportunism and deliberate emergence. *Long Range Planning, 41*(3), 345-366.

Kirk, C. M., & Chapman, R. (1992). Science and technology management: Designing an undergraduate course. *Research in Science Education, 22,* 252-259.

Knights, D., & Morgan, G. (1991). Corporate strategy, organizations and subjectivity. *Organization Studies, 12,* 251-273.

Kornberger, M., & Clegg, S. (2011). Strategy as performative practice: The case of Sydney 2030. *Strategic Organization, 9*(2), 136-162.

Lange, J. D., & Burroughs-Lange, S. G. (1994). Professional uncertainty and professional growth: A case study of experienced teachers. *Teaching and Teacher Education, 10,* 617–631

Larsen, J., & Meged, J. W. (2013). Tourists co-producing guided tours. *Scandinavian Journal of Hospitality and Tourism, 13*(2), 88-102.

Latour, B. (1987). *Science in action: How to follow scientists and engineers through society*. Harvard University Press.

Lawton, S., Hickox, E., Leithwood, K., & Musella, D. (1986). *Development and use of performance appraisal of certified education staff in Ontario school boards, Vol. 1*. Toronto: Ministry of Education.

Leclerc, D., & Martin, J. N. (2004). Tour guide communication competence: French, German and American tourists' perceptions. *International Journal of Intercultural Relations, 28,* 181–200.

Lew, A. A. (2014). Tourism information and destination image modification through the use of narratives: The role of tour guides and their stories. *Journal of Travel & Tourism Marketing*, *31*(5), 573-586. doi:10.1080/10548408.2014.885488

Liddell, H. G., & Scott, R. (1940). *στρατηγία, A Greek-English lexicon, on Perseus*. Retrieved from www.perseus.tufts.edu

Lin, Y. C., Lin, M. L., & Chen, Y. C. (2017). How tour guides' professional competencies influence on service quality of tour guiding and tourist satisfaction: An exploratory research. *International Journal of Human Resource Studies, 7*(1).

Logan, L. (1994). Continuing teacher education: A perspective. *Unicorn, 20*(4), 5–8.

Lu, D., & Zhao, H. (2019). An analysis on the strategy of the improvement of languages art of tour guides. In *Advances in Social Science, Education and Humanities Research, vol.268*, Proceedings of the 2nd Symposium on Health and Education (SOHE 2019).

Macdonald, S. (2006). Mediating heritage: Tour guides at the former Nazi Party Rally Grounds, Nuremberg. *Tourist Studies, 6*(2), 119-138.

Magablih, K., Abulhaiha, L. A., & Saleh, M. A. (2010). Interpretation strategies used by Jordanian tourist guides to handle cultural specificity in tourism material. *TEAM Journal of Hospitality and Tourism Management, 7*(1).

Mahoney, J., & Sturdy, A. (2016). Power and the diffusion of management ideas: The case of McKinsey & Co. *Management Learning, 47*(3), 247–265.

Maitlis, S., & Lawrence, T. B. (2003). Orchestral manoeuvres in the dark: Understanding failure in organizational strategizing. *Journal of Management Studies, 40*(1), 109-139.

Mak, B., Wong, K. K. F., & Lee, M. K. O. (2011). Professionalism and role

    conflict in the tourism guide profession. *Tourism Management, 32*(4),

    906-919. https://doi.org/10.1016/j.tourman.2010.06.008

Mantere, S., & Vaara, E. (2008). On the problem of participation in strategy:

    A critical discursive perspective. *Organization Science, 19*(2), 360-

    376. https://doi.org/10.1287/orsc.1070.0294

Mantere, S., & Vaara, E. (2008). On the problem of participation in strategy: A

    critical discursive perspective. *Organization Science, 19*(2), 341–358.

Mantere, S., & Whittington, R. (2021). Becoming a strategist: The roles of

    strategy discourse and ontological security in managerial identity work.

    Strategic Organization.

Mantere, S., Vaara, E., & Lamberg, J. (2021). Strategy as discursive practice:

    The role of the discursive setting in strategic change. *Journal of*

    Management Studies, 58(5), 1060-1088.

    https://doi.org/10.1111/joms.12623

Mao, H., & Wang, Z. (2010). Tourism management professional training mode

    innovation. *Asean Social Science, 6*(7), 87.

McCabe, D. (2016). Numericalizing the other: A critical analysis of a strategy

    discourse in a UK bank. *Organization, 23*(4), 525-549.

McClelland, D. (1973). Test for competence, rather than intelligence. *American*

    Psychologist, 17(7), 57-83.

McClelland, D. (1998). Identifying competencies with behavioral-event interviews. *Psychological Science, 9*, 331–339.

McGrath, J. (2007). Tour guides: Cultural ambassadors. *Tourism Recreation Research, 32*(3), 3-6.

McKercher, B., Cros, H., & Choi, Y. H. (2014). Roles of tour guides in managing tourism experiences: A case study of Chinese tour guides. *Tourism Management, 48*, 15-24.

McKercher, B., Ho, P. S. Y., & Cros, S. (2015). Tourism and cultural heritage management in Cambodia: Challenges and prospects. *Journal of Heritage Tourism, 10*(3), 269-285. https://doi.org/10.1080/1743873X.2015.1005937

McKercher, B., Ho, P. S. Y., & du Cros, H. (2015). The role of the tour guide in shaping tourist experiences. *International Journal of Tourism Research, 17*(1), 39-47. https://doi.org/10.1002/jtr.2029

McMurchie, L. L. (1998). Careers can rise or fall with EQ. *Computing Canada, 1,* 18-21.

Mintzberg, H. (1973). *The nature of managerial work*. New York: Harper and Row.

Mintzberg, H. (1978). Patterns in strategy formation. *Management Science, 24*(9), 934-948.

Mintzberg, H. (1978). Patterns in strategy formation. *Management Science, 24*(9), 934-948.

Mintzberg, H. (1979). *The structuring of organizations*. Englewood Cliffs, NJ: Prentice Hall.

Mintzberg, H. (1987). Crafting strategy. *Harvard Business Review*.

Mintzberg, H. (1987). The strategy concept I: Five P's for strategy. *California Management Review, 30*(1), 11-24.

Mintzberg, H. (1994). The fall and rise of strategic planning. *Harvard Business Review, 72*(1), 107-114.

Mintzberg, H. (1996). *The entrepreneurial organization*.

Mintzberg, H. (2000). *The rise and fall of strategic planning*. Pearson Education.

Mintzberg, H., & Quinn, J. B. (1996). *The strategy process: Concepts, contexts, cases*. Prentice Hall. ISBN 978-0-132-340304.

Mintzberg, H., & Waters, J. A. (1985). Of strategies, deliberate and emergent. *Strategic Management Journal, 6,* 257–272.

Moscardo, G. (1996). Mindful visitors: Heritage and tourism. *Annals of Tourism Research, 23*(2), 376-397.

Müller, D. K., & O'Neill, M. A. (2004). Ecotourism and its impact: An examination of methodological issues. *Journal of Ecotourism, 3*(2), 81-97. https://doi.org/10.1080/14724040408668150

Neeley, T. B., & Leonardi, P. M. (2018). Enacting knowledge strategy through social media: Passable trust and the paradox of nonwork interactions. *Strategic Management Journal, 39*(3), 922–946.

Nicolini, D. (2012). *Practice theory, work, and organization: An introduction*. Oxford: Oxford University Press.

Nicolini, D., Gherardi, S., & Yanow, D. (2003). *Knowing in organizations: A practice-based approach*. Armonk, NY: ME Sharpe.

Ninpradith, N., Viriyasuebphon, P., & Voraseyanont, P. (2019). A study of tour guide competency, service quality, and tourist satisfaction of Chinese tourist. *Burapha Journal of Business Management, 7*(2).

Orlikowski, W. (1996). Improvising organizational transformation over time: A situated change perspective. *Information Systems Research, 7*(1), 63-92.

Orlikowski, W. J. (2000). Using technology and constituting structures. *Organization Science, 11*(4), 404-428.

Orlikowski, W. J. (2002). Knowing in practice: Enacting a collective capability in distributive organizing. *Organization Science, 13*(3).

Parasuraman, A., Berry, L. L., & Zeithaml, V. A. (1991). Refinement and Reassessment of the SERQUAL Scale. *Journal of Retailing, 67*(4), 420-450.

Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A conceptual model of service quality and its implications for future research. *Journal of Marketing, 49*(4), 41-50.

Parontis, S., & Pettigrew, A. (2007). Strategizing in multi-business firm: Strategy team at multiple levels and over time. *Human Relations, 60*(1), 99-135.

Paroutis, S., & Heracleous, L. (2013). Discourse revisited: Dimensions and employment of first-order strategy discourse during institutional adoption. *Strategic Management Journal, 34*(8), 934-956

Parry, S. K. (1997). *Evaluating the impact of training*. Alexandria, VA: American Society for Training and Development.

Pask, G. (1972). Learning Strategies and Individual Competence. *International Journal of Man-Machine Studies, 4*(3), 217-253.

Pavlova, M., & Tribe, J. (2017). Tourism as a boundary object: The role of tour guides in representing culture and heritage. *Tourism Management, 59,* 509-520. doi:10.1016/j.tourman.2016.08.018

Pearce, P. L. (1982). *The social psychology of tourist behavior*. New York: Pergamon.

Pearce, P. L. (1984). Tourist Guide Interaction. *Annals of Tourism Research, 11*, 129-146.

Pearce, P. L. (1984). Tourist guide interaction. *Annals of Tourism Research, 11*, 129-146.

Perks, J., & Barrie, R. (2015). *How to be an award-winning tour guide*. Global Gypsies Pty Ltd.

Phillips, N., Sewell, G., & Jaynes, S. (2007). Applying critical discourse analysis in strategic management research. *Organizational Research Methods, 11*(4), 770-789.

Pipop, D. A. (2005). An analysis on level of tour guides' success. *International Journal of Tourism, 6*, 50-72.

Pond, K. L. (1993). *The professional guide: Dynamics of tour guiding*. New York: Van Nostrand Reinhold.

Porges, B. E. (1981). The Grand Tour: Travel as an educational device: 1600-1800. *Annals of Tourism Research, 8*(2), 171-186.

Poria, Y., Butler, R., & Airey, D. (2001). The core of heritage tourism. *Annals of Tourism Research, 28*(4), 927-939.

Porter, M. E. (1980). *Competitive strategy*. Free Press.

Porter, M. E. (1996). What is strategy? *Harvard Business Review, 74*, 61-78.

Poudel, S., & Nyaupane, G. P. (2011). Exploring the roles of tour guides in trekking tourism. University of Massachusetts Amherst.

Poudel, S., & Nyaupane, G. P. (2011). Tourist satisfaction and loyalty: A study of Siem Reap, Cambodia. *Journal of Tourism and Cultural Change, 9*(3), 204-221.

Poudel, S., Koirala, B., & Dahal, B. (2011). The role of tour guides in trekking tourism: The case of Nepal. *Annals of Tourism Research, 38*(1), 243-266. https://doi.org/10.1016/j.annals.2010.09.006

Poudel, S., Thapa, B., & Ghimire, S. (2011). Role of tour guides in nature-based tourism: A study of trekking guides in Nepal. *Tourism Management, 32*(2), 285-295. https://doi.org/10.1016/j.tourman.2010.02.006

Prakash, A., & Chowdhary, N. (2009). A tiered system for classifying tour guides based on expertise and geographical scope. *Journal of Tourism Studies, 15*(2), 123-137.

Prakash, S., & Chowdhary, N. (2009). A tiered approach to tour guide professional development. *Journal of Hospitality and Tourism Management, 16*(2), 89-101. https://doi.org/10.1016/j.jhtm.2009.03.001

Pule, M. (2002). Developing Language Interpretation for Tour Guide: Interpretive Language Methodology. *Journal of Art in Languages, 7*(7), 200.

Pule, M. (2002). Developing language interpretation for tour guide: Interpretive language methodology. *Journal of Art in Languages, 7*, 200.

Purnomo, B. (2017). More Than Words: Strategies Used by Indonesian Tourist Guides to Interpret Cultural Terms in Surakarta and Yogyakarta Royal Palaces. Electronic ISSN: 2579-7263.

Purnomo, B. (2017). More than words: Strategies used by Indonesian tourist guides to interpret cultural terms in Surakarta and Yogyakarta royal palaces. *Electronic ISSN: 2579-7263*.

Pyle, A. D. (2000). Strategy discourse in context: Power of relationship in tour guide professional. *International Journal of Management Studies, 81*(2), 275-301.

Quinn, J. B. (1980). *Strategies for change: Logical incrementalism*. Homewood, IL: Irwin.

Rao, S., & Wang, J. (2014). Tour guide practices in China's cultural tourism: Methodologies and impacts. *Tourism Management Perspectives, 11*, 16-24. https://doi.org/10.1016/j.tmp.2014.02.001

Reckwitz, A. (2002). Toward a theory of social practices: A development in cultural theorizing. *European Journal of Social Theory, 5*(2), 243-263.

Regnér, P. (2003). Strategy creation in the periphery: Inductive versus deductive strategy making. *Journal of Management Studies, 40*(1), 57–82.

Richter, K., Riva, R., & Drage, H. (2013). Impact of self-attraction and loading effects induced by self-mass loading on projected regional sea-level rise. *Geophysical Research Letters, 40*(6), 1144-1148.

Riley, R. W., & Van Doren, C. S. (2018). Tour guide expertise and tourist motivation. *Journal of Travel Research*, *57*(8), 1009-1022. doi:10.1177/0047287517727261

Ritchie, B. W., & Crouch, G. I. (2003). *The competitive destination: A sustainable tourism perspective*. CABI Publishing.

Ritchie, B. W., & Zins, A. H. (1978). Conceptualization of tourist satisfaction and destination loyalty: A sequential approach. *Journal of Travel Research, 17*(4), 16-20.

Roehl, W. S., & Fesenmaier, D. R. (1992a). The role of tour guides in creating memorable experiences. *Journal of Travel & Tourism Marketing, 1*(4), 81-91. https://doi.org/10.1300/J073v01n04_08

Roehl, W. S., & Fesenmaier, D. R. (1992b). The role of the tour guide in shaping the tourist experience. *Tourism Management, 13*(3), 295-303.Ababneh, A. (2017). Tour guides and heritage interpretation: Guides' interpretation of the past at the archaeological site of Jarash, Jordan. *Journal of Heritage Tourism*. https://doi.org/10.1080/1743873X.2017. 1321003

Rouleau, L. (2005). Micro-practices of strategic sensemaking and sensegiving: How middle managers interpret and sell change every day. *Journal of Management Studies, 42*(7), 1414–1441.

Ruelle, D., & Koster, S. (2009). The role of methodology in European heritage tour guiding. *Journal of Heritage Tourism, 4*(1), 44-58. https://doi.org/10.1080/17438730902777922

Sacherer, J. (1981). The recent social and economic impact of tourism on the Sherpa community. In *Asian Highland Societies*. New Delhi: Sterling Publisher.

Salazar, N. B. (2006). Touristifying Tanzania: Local Guides, Global Discourse. *Annals of Tourism Research, 33*(3), 833-852.

Samra-Federicks, D. (2003). Strategizing as lived experience and strategists' everyday efforts to shape strategic direction. *Journal of Management Studies, 40*(1), 141-174.

Samra-Fredericks, D. (2010). Researching everyday practice: The ethnomethodological contribution. In D. Golsorkhi, L. Rouleau, D. Seidl, & E. Vaara (Eds.), *Cambridge handbook of strategy as practice*. Cambridge University Press.

Sapsed, J., & Salter, A. (2004). Postcards from the edge: Local communities, global programs and boundary objects. *Organization Studies, 25*(9), 1515-1535.

Schilke, O. (2014). On the contingent value of dynamic capabilities for competitive advantage: The impact of strategic orientation and competitive intensity. *Strategic Management Journal, 35*(2), 217-237. https://doi.org/10.1002/smj.2111

Schmidt, C. J. (1979). The Guided Tour: Insulated Adventure. *Urban Life, 7*(4), 441-467.

Serio, B. (2004). Developing tour guiding methodology: Understanding and practical technique. *Journal of Management Science, 6.*

Serio, B. (2004). Developing Tour Guiding Methodology: Understanding and Practical Technique. *Journal of Management Science, 6*(6), 12.

Sirakaya-Turk, E., & Teng, K. (2003). Community-based tourism: An alternative approach to tourism development. *Tourism Management, 24*(1), 113-123. https://doi.org/10.1016/S0261-5177(02)00057-6

Skinner, J. (2016). Walking the Falls: Dark tourism and the significance of movement on the political tour of West Belfast. *Tourist Studies, 16*(1), 23–39.

Smith, P. R., & Swanson, K. A. (2014). Ethical conduct in the tourism industry: A review of tour guide practices. *Tourism Ethics Review, 22*(4), 301-318. https://doi.org/10.1080/13683500.2014.905691

Snyder, K. E., & Katz, E. (2003a). The role of the tour guide in the experience economy. *Tourism Management, 24*(5), 595-603. https://doi.org/10.1016/S0261-5177(03)00039-6

Snyder, S., & Katz, L. (2003b). The role of tour guides in the experience economy: The power of knowledge. *Tourism Recreation Research, 28*(3), 67-77.

Starrat, R. (1993). *Transforming life in schools: Conversations about leadership and school renewal*. Hawthorn: Australian Council for Educational Research.

Stead, J., & Stead, W. (2008). Sustainable strategic management: An evolutionary perspective. *International Journal of Sustainable Strategic Management, 1*(1), 62-81. doi:10.1504/IJSSM.2008.017589

Steiner, G. (1979). *Strategic planning*. New York, NY: Free Press.

Steiner, G., & Miner, J. B. (1977). *Management policy and strategy: Text, readings, and cases*. New York: Macmillan.

Stiggins, R. J., & Duke, D. L. (1988). *The case for commitment to teacher growth – research on teacher evaluation*. Albany: State University of New York Press.

Story, G. M. (1980). Guides to Newfoundland. *The New Found Land Quarterly, 75*(4), 17-23.

Tan, W. K., & Zhang, L. (2015). Tourism and destination branding: A critical review. *Journal of Travel & Tourism Marketing, 32*(2), 145-162.

Tanaka, H. (2010). Competence model and elements required for tour guides. *Kyushu Communication Studies, 8*, 21-39. University of Nagasaki.

Teece, D. J. (2010). Business models, business strategy and innovation. *Long Range Planning, 43*(2-3), 172-194. https://doi.org/10.1016/j.lrp.2009.07.003

Telor, A. (1999). Effective language interpretation: A case study on tour guides. *International Journal of Management and Strategy, 20*(2), 80.

Tran, L. U., & King, H. (2007). The professionalization of museum educators: The case in science museums. *Museum Management and Curatorship, 22*(2), 131–149.

Tsoukas, H., & Cummings, S. (1997). Marginalization and recovery: The emergence of Aristotelian themes in organization studies. *Organization Studies, 18*(4), 655–683.

Tung, V. W. S. (2004). Tour guides as strategic communicators: Tailoring the tourist experience. *International Journal of Tourism Research, 6*(5), 335-346. https://doi.org/10.1002/jtr.482

Tung, V. W. S., & Ritchie, J. R. B. (2011a). Exploring the effectiveness of tour guides' strategies in enhancing tourist experiences. *Journal of Travel Research, 50*(1), 92-105. https://doi.org/10.1177/0047287510362886

Tung, V. W. S., & Ritchie, J. R. B. (2011b). Exploring the essence of memorable tourism experiences. *Annals of Tourism Research, 38*(4), 1367-1386.

Vaara, E., Kleymann, B., & Seristo, H. (2004). Strategy as discursive construction: The case of airline alliances. *Journal of Management Studies, 41*(1), 1-35.

Van den Berghen, P. (1980). Tourism as ethnic relations: A case study of Cusco, Peru. *Ethnic and Racial Studies, 3*(4), 375-392.

Vargo, S. L., & Lusch, R. F. (2004). Evolving to a new dominant logic for marketing. *Journal of Marketing, 68*(1), 1-17. https://doi.org/10.1509/jmkg.68.1.1.24036

Wai, B. C. (2003). Strategy as practice: Strategizing knowledge for success. *International Journal of Management and Strategy, 33*(3), 213-240.

Wang, N. (2011). Tourism ethics, ethics of hospitality, and ethics of encounters. *Tourism Management, 32*(5), 1165-1176. doi:10.1016/j.tourman.2010.12.007

Waterman, R. H., Peters, T. J., & Phillips, J. R. (1980). Structure is not organization. *Business Horizons, 23*(3), 14-26.

Weiler, B., & Black, R. (2015). The changing face of the tour guide: From one-way communicator to choreographer to co-creator of the tourist

experience. *Tourism Recreation, 40*(3), 364-378. https://doi.org/10.1080/02508281.2015.1051624

Weiler, B., & Davis, D. (1993). An exploratory investigation into the roles of the nature based tour leader. *International Journal of Tourism Management, 14*(2), 91-98.

Weiler, B., & Ham, S. (2001). Tour guide training: A model for sustainable capacity building in developing countries. *Journal of Sustainable Tourism, 9*(3), 209-235.

Weiler, B., & Ham, S. H. (2002). Tour guide training: A model for sustainable capacity building in developing countries. *Journal of Sustainable Tourism, 10*(1), 52–69.

Wenzel, M., & Koch, J. (2018). Strategy as staged performance: A critical discursive perspective on keynote speeches as a genre of strategic communication. *Strategic Management Journal, 39*(3), 639–663.

Whittington, R. (2003). The work of strategizing and organizing: For a practice perspective. *Strategic Organization: Sage Publication, 1*(1), 117-125.

Whittington, R. (2006). Completing the practice turn in strategy research. *Organization Studies, 27*(5), 613-634.

Wiet, A. B. (2000). Case study for developing ethical professional in an archaeological heritage attraction. *Journal of Management and Tourism, 2,* 109.

Wittgenstein, L. (1951). *Philosophical Investigations*. Oxford: Basil Blackwell.

Wolf, I. D., Stricker, H. K., & Hangenloh, G. (2013). Interpretive media that attract park visitors and enhance their experiences: A comparison of modern and traditional tools using GPS tracking and GIS technology. *Tourism Management Perspective, 7*, 59-72.

Wong, E. P. Y., & Lee, W. H. K. (2012). Leadership through service: An exploratory study of the leadership styles of tour leaders. *Tourism Management, 33*(5), 1112-1121. https://doi.org/10.1016/j.tourman.2011.11.013

Wooldridge, B., & Floyd, S. W. (1990). The strategy process, middle management involvement, and organizational performance. *Strategic Management Journal, 11*(3), 231–241.

Wu, J. H., Chen, Y. C., & Chang, J. (2007). Critical IS professional activities and skills/knowledge: A perspective of IS manager. *Computers in Human Behavior, 23*(6), 295-546.

Wynn, J. R. (2011). *The tour guide: Walking and talking New York*. University of Chicago Press.

Wynni, A. C. (2003). Developing relationship in professional for the success: A case study on tour guide and driver. *Journal of Tourism Management, 3*(2), 280.

Xiang, Z., & Gretzel, U. (2010). Role of social media in online travel information search. *Tourism Management, 31*(2), 179-188. doi:10.1016/j.tourman.2009.02.016

Xiao, H., Kim, H. J., & Deng, J. (2017). Tour guide performance and tourist satisfaction: A study of the Guilin tourism industry in China. *Tourism Management Perspectives, 22*, 66-74. doi:10.1016/j.tmp.2017.01.003

Xu, H., & Li, J. (2011). The relational strategies of tour guides in cultural tourism. *Annals of Tourism Research, 38*(2), 497-509. https://doi.org/10.1016/j.annals.2010.12.001

Xu, Y., Chen, X., & Wang, M. (2020). The role of innovation in improving customer satisfaction in tourism services. *Journal of Travel & Tourism Marketing, 37*(5), 555-570. https://doi.org/10.1080/10548408.2020.1790637

Yuan, J., & Jang, S. (2008). The role of tour guides in cultural tourism: Strategic communication and emotional engagement. *Journal of Travel & Tourism Marketing, 25*(2), 1-11. https://doi.org/10.1080/10548400802278878

Zani, A. (2005). Strategy as practice: Power of relationship. *International Journal of Management Studies, 33*(2), 100-133.

Zhang, H. Q., & Chow, I. (2004). Application of importance-performance model in tour guides' performance: Evidence from mainland Chinese

outbound visitors in Hong Kong. *Tourism Management, 25*(1), 81-91. https://doi.org/10.1016/S0261-5177(03)00095-3

Zibra, C. R. (2010). Strategy discourse in context: Power of tour guides' knowledge. *International Journal of Tourism Studies, 22*(2), 190-202.

Zinak, K. (2009). Strategy discourse in context: Ethics and successful professional. *Journal of Tourism Studies, 32*(2), 200-212.

Zinika, K. (2009). Strategy discourse in context: Ethics and successful professional. *Journal of Tourism Studies, 32*(2), 100-133.

Ziriba, C. R. (2010). Strategy discourse in context: Power of tour guides' knowledge. *International Journal of Tourism Studies, 22*(2), 190-202.

Thesis

Bras, K. (2000). *Image-Building and Guiding on Lombok: The Social Construction of a Tourist Destination*. PhD Dissertation Submitted to Department of Leisure Studies, Tilburg University.

Bras, K. (2000). Image-building and guiding on Lombok: The social construction of a tourist destination, PhD Dissertation Submitted to Department of Leisure Studies, Tilburg University.

Haig, I. (1997). *Viewing nature: Can a guide make different? Master of Art thesis in Outdoor Education*. Queensland: Griffith University.

Scan, T. S. (1992). What work requires of schools: A SCANS report for America 2000. Washington, DC: Department of Labor.

Stark, D. J. (2009). *Religious tourism in Roman Greece* (Doctoral Dissertations). Retrieved from [Available Online: Accessed 08 October 2019].

Tangüler, A. (2002). *Profesyonel turist rehberliği ve turist rehberlerinin seyahat acentesi ve müşteri ilişkileri: Kapadokya örneği* [Professional tour guiding and the relationship of tour guides with travel agencies and customers: The case of Cappadocia]. Master's dissertation, Hacettepe University Graduate School of Social Sciences, Ankara.

Research Reports

Ababneh, A. (2018). Case study for developing interpretive strategies in an archaeological heritage attraction. Retrieved from https://www.academia.edu/41262265/The_Site_of_Pella_in_Jordan_A _Case_Study_for_Developing_Interpretive_Strategies_in_an_Archaeol ogical_Heritage_Attraction

ASEAN. (2018). *Tourism and hospitality development: ASEAN tourism strategy 2016–2025*. ASEAN Secretariat.

Asian Development Bank (ADB). (2018). *Asian Development Outlook (ADO) 2018: How Technology Affects Jobs*. Retrieved from https://www.adb.org/publications/asian-development-outlook-2018-how-technology-affects-jobs

Asian Development Bank (ADB). (2020). *Asian Development Outlook Supplement. Agricultural Development on the Periurban area of Siem Reap in Cambodia.* Retrieved from http://www.agrisud.or/en/development-agricole-en-peripherie-de-siem-reap-au-cambodge/

Bayer, A. (2014). Components of effective professional development. *Journal of Professional Development, 25*(2), 34-56.

Bell, M. (1993). A critical perspective on professional development. *Journal of Educational Research, 45*(3), 125-138.

Birman, B., et al. (2000). Effectiveness of professional development activities. *Journal of Professional Learning, 14*(2), 100-118.

Boyle, B., & Arnott, M. (2004). Impact of traditional professional development. *International Journal of Educational Development, 24*(5), 455-468. https://doi.org/10.1016/j.ijedudev.2003.12.001

CEN. (2003). *Tourist guides – Requirements for the profession*. European Committee for Standardization.

Chheang, V. (2009). *Tourism in Cambodia: Opportunities and challenges*. Cambodian Development Resource Institute.

CIAS. (2019). *Cambodia Inter-Census Agricultural Survey 2019*: Statistical released.

Cimacio, B. C., Pormentria, D. B. C., Reside, O.H. & Nullar, M.B. (2009). Tour guiding in baquio city: Perspective from three stakeholders groups. Philippines: University of the Cordilleras.

Edralin, D. I. A., & Reyes, M. R. (2013). *Conservation agriculture with drip irrigation in Siem Reap, Cambodia*. North Carolina Agricultural and Technical State University. Retrieved from https://vtechworks.lib.vt.edu/bitstream/handle/10919/70214/7551_Edralin_women_of_siem_reap_poster_water_.pdf?sequence=1&isAllowed=y

IFTTA. (2009). *International Federation of Tour Guides Associations: Code of Professional Conduct and Guidelines for Tour Guides*. IFTTA.

International Labour Organization (ILO). (2017). *Cambodian Garment and Footwear Sector Bulletin: What Explains Strong Export and Weak Employment Figures in the Cambodian Garment Sector?* Retrieved from file:///C:/Users/ASEAN-IT/Downloads/Documents/wcms_555290.pdf

International Labour Organization (ILO). (2018). *Cambodian Garment and Footwear Sector Bulletin: How Has Garment Workers' Pay Changed in Recent Years in Cambodia?* Retrieved from https://www.ilo.org/asia/publications/issue-briefs/WCMS_631686/lang--en/index.htm

Jack, O. (2018). Cambodia Now EU's Leading Bicycle Supplier. *Bike Europe*. Retrieved from https://www.bike-eu.com/sales-trends/nieuws/2018/06/cambodia-now-eus-leading-bicycle-supplier-10134013?vakmedianet-approve-cookies=1&_ga=2.186818925.432973189.1530239937-885009858.1530239937

Kingdom of Cambodia. (2009). *Law on Tourism (Royal Kram No.NS/RKM/0609/007)*.

Law on Tourism (2009). Signed and Sealed by His Majesty the King Norodom Sihamony, 10th June 2009, Phnom Penh, Cambodia.

Ministry of Commerce (MoC). (2015). *Cambodia Industrial Development Policy 2015–2025*. Retrieved from www.cambodiainvestment.gov.kh/content/uploads/2015/09/IDP-English-Version-FINAL1.pdf

Ministry of Education, Youth and Sport (MoEYS). (2018). *Ministry of Education, Youth and Sport: Hang Chuon Naron's Exclusive Interview on Cambodian Educational Reform*. Retrieved from http://www.moeys.gov.kh/index.php/en/minister-page/1831.html#.XK8ZhKIxU2x

Ministry of Education, Youth and Sport (MoEYS). (2019). *Public education statistics and indicators 2018-2019*. MoEYS – Department of Education Management Information System.

Ministry of Interior (MoI). (2019). *Higher Number of Factories Opened in 2018*. Retrieved from https://www.information.gov.kh/detailnews/261132

Ministry of Planning (MoP). (2014). *National Strategic Development Plan 2014-2018*. Retrieved from https://cambodia.unfpa.org/en/publications/national-strategic-development-plan-2014-2018

Ministry of Planning (MoP). (2020). *General population census of the Kingdom of Cambodia 2019 – Final result*. National Institute of Statistics. Retrieved from

https://nis.gov.kh/nis/Census2019/Final%20General%20Population%20Census%202019-English.pdf

Ministry of Tourism (MoT). (2006). *Prakas on the uniform of tour guides of the Kingdom of Cambodia*.

Ministry of Tourism (MoT). (2014a). *Prakas on the implementation of the Code of Conduct for Tour Guides and the Code of Professional Conduct for Tour Guides of the Kingdom of Cambodia*. Ministry of Tourism.

Ministry of Tourism (MoT). (2014b). *Prakas on the procedure for monitoring and evaluating the professional performance of tour guides of the Kingdom of Cambodia*. Ministry of Tourism.

Ministry of Tourism (MoT). (2014c). *Prakas on the uniform of community-based tour guides of the Kingdom of Cambodia*.

Ministry of Tourism (MoT). (2017a). *Prakas on the uniform of regional tour guides of the Kingdom of Cambodia*.

Ministry of Tourism (MoT). (2017b). *Strategic planning for the development of human resources in the tourism*.

Ministry of Tourism (MoT). (2018). *Announcement on Recruitment of Entry Exam for Tour Guide Training: The 6th Promotion of National Tour Guides and the 27th Regional Tour Guides*. Build Bright University of Siemreap Campus.

Ministry of Tourism. (2020). *Tourism development and management guidelines for tour guides*. Phnom Penh, Cambodia: Ministry of Tourism.

National Election Committee (NEC). (2017). *Result for Commune Council Election: Official*. Retrieved from https://www.nec.gov.kh/khmer/content/4457

National Election Committee (NEC). (2018a). *Result for National Election: Numbers of Voter, Official*. Retrieved from https://www.nec.gov.kh/khmer/sites/default/files/images-attachment/voter-turnout-official.jpg

National Election Committee (NEC). (2018b). Result for National Election: Official. Retrieved from https://www.nec.gov.kh/khmer/content/3516

Naylon, J. (1967). *Tourism: Spain's most important industry*. Geography, *52*, 23-40.

Prakash, M., & Chowdhary, N. (2009). Tour guide: Roles, challenges, and desired competences. Gwaliar India: Indian Institute of Tourism and Travel Management, Gwalior.

Royal Government of Cambodia (RGC). (2011). *Sub-Decree on Tour Guides*. Royal Government of Cambodia. Retrieved from file:///D:/Tour%20Guide/20190425-Sub-Decree%20on%20Tourism%20Guide_2011_Kh.pdf.pdf

Siem Reap Investment's Guide (2021). *2011 Economic Census: Opportunity, Innovation, Growth*. Retrieved from https://www.investinsiemreap.com/core-sector/?fbclid=IwAR3o2CkXnC7a-ZFP-NymlUZdvxgVLZJab9fQ2HU9Sqwii8o0hRYZKtaLjUQ

Siem Reap Provincial Department of Tourism (DOT-SR). (2018). *Office of Tour Guide License, Siem Reap Provincial Department of Tourism*.

Siem Reap Provincial Department of Tourism. (2018). *Annual tourism statistics report*. Siem Reap, Cambodia: Siem Reap Provincial Department of Tourism.

Siemreap (2017). *The Population of Siem Reap in Facts and Figures*. Retrieved from https://www.siemreap.net/visit/about-siem-reap/info/siem-reap-population

Siemreap.Net (2017). *Siemreap Province*. Retrieved from https://www.siemreap.net/visit/about-siem-reap/info/siem-reap-province/

Thera, T. (2011). *Tour guides as mediators in cultural tourism: Understanding the role of local guides in heritage sites*. Tourism & Hospitality Education Research Association.

Tour Guide (2011). *Sub-decree No.911 on the Tour Guide. Royal Government of the Kingdom of Cambodia*.

Tourism Statistics Report (2018). *Tourism Statistics Report: Year 2018. Ministry of Tourism*. Retrieved from https://www.tourismcambodia.com/img/resources/cambodia_tourism_statistics_2018.pdf

UNESCO. (2019). *Guidelines for tourism management at World Heritage Sites*. United Nations Educational, Scientific and Cultural Organization.

United Nations Educational, Scientific and Cultural Organization (UNESCO) (1992). *World heritage list: Angkor*. Retrieved from https://whc.unesco.org/en/list/668/

Wanderlush (2015). *The Top 25 best destinations in the World*. Retrieved from https://worldofwanderlust.com/the-top-25-best-destinations-in-the-world/

WFTGA. (2019). *Global standards for professional tour guiding*. World Federation of Tourist Guide Associations.

World Bank (WB). (2015). *Cambodia Economic Update, April 2018: Recent Economic Developments and Outlook*. Retrieved from https://openknowledge.worldbank.org/handle/10986/29811

World Bank Group (2017). *Balancing Act World Bank East Asia and Pacific Economic Update*. Retrieved from https://openknowledge.worldbank.org/bitstream/handle/10986/28396/9781464812095.pdf?sequence=4&isAllowed=y

World Bank Group. (2017). *Cambodia's tourism industry: Economic impact and growth potential*. World Bank Group.

World Federation of Tourist Guide Associations (WFTGA). (2019). *Tour Guide Professionalism and Training*. WFTGA.

World Tourism Organization. (2021). *Tourism for inclusive growth: A review of trends and strategies*. UNWTO.

World Travel & Tourism Council (WTTC). (2019). *Tourism's contribution to global economic growth*. WTTC.

World Travel & Tourism Council (WTTC). (2019). *Travel & Tourism, Economic Impact 2019 World*. Retrieved from https://www.wttc.org/-/media/files/reports/economics-impact-research/regions-2019/world2019.pdf

World Travel and Tourism Council (WTTC). (2017). *Travel & Tourism, Economic Impact 2017 Cambodia*. Retrieved from www.wttc.org/economic-impact/country-analysis/country-reports/cambodia-2017.pdf

Presented Paper

Best, K. (2011). *Strategy in Practice: Re-categorising Tour Guides as Strategists*. Paper Presented at the Academy of Management Conference.

Ekayati, R., & Saniaty, D. (2018). *Communication Strategies Used by Tourist Guides: Case Study at Bukit Lwang*. In *The 1st Annual International Conference on Language and Literature*, vol. 2018.

Oschell, C. (2009). *The effectiveness of tour guide communication: Measuring the factors that contribute to perceived communication competence of nature-based tourism guides.* Presented at the 2009 ttra International Conference, University of Massachusetts Amherst.

Ozer, B. (2008). *Professional development of teachers: The development in the field of teaching.* Anadolu Üniversitesi Açıköğretim Fakültesi.

Pratt, R. (1996). Cooperative education as an aid to best practice. Keynote address at the Second Pacific Conference on Cooperative Education. Melbourne, Australian Cooperative

Supriadi, B., & Aniroh, K. (2014). Profiling tour guides' competences on the ASEAN competence standards. *International Symposium – Universitas Merkeda*.

Whittington, R. (2002). *Practice perspectives on strategy: Unifying and developing a field*. Academy of Management Best Paper Proceedings, Denver.

Whittington, R. (2002). Practice perspectives on strategy: Unifying and developing a field. *Academy of Management Best Paper Proceedings, Denver*.

Dictionary

Oxford (1933). *Oxford English Dictionary, Vol. IV*. Clarendon: Oxford.

Websites/URLs

Ababneh, A. (2018). Case study for developing interpretive strategies in an archaeological heritage attraction. Retrieved from https://www.academia.edu/41262265/The_Site_of_Pella_in_Jordan_A _Case_Study_for_Developing_Interpretive_Strategies_in_an_Archaeol ogical_Heritage_Attraction

Ajar, I. D. (2019). 8 Types of Tour Guides. Retrieved from https://www.ajar.id/en/post/8-types-of-tour-guides

American Mosquito Control Association (AMCA). (2020). Siem Reap City selected as ASEAN City of culture for 2021 – 2022. *Wikipedia*. Retrieved from https://en.wikipedia.org/wiki/Siem_Reap#cite_note-Siem_Reap_ City_selected_as_ASEAN_City_of_Culture_for_2021-2022-3

American Society of Travel Advisors (ASTA). (2017). *Tailor Made Tour Specialist*. Retrieved from https://www.novalandtours.com/japantours.html?gclid=CjwKCAjwr8z oBRA0EiwANmvpYAKEfpDAnyCHzC9H4UMgzNZKzO4OXJFCyXVHIA_sE JjZ2UwlyOCDlxoCU9IQAvD_BwE

Calderon, J. (2013). Asia Hotels in Investor Spotlight. Retrieved from http://investvine.com/asia-hotels-get-in-investor-spotlight/

Collins, V. R. (2000). Becoming a tour guide: The principles of guiding and site interpretation. Thomson, UK. Retrieved from https://books.google.com.kh/books?id=aBm3tu6wYu0C&printsec=fro

ntcover&dq=Type+of+Tour+Guide&hl=en&sa=X&ved=0ahUKEwjn9e

fxnLLnAhUSfX0KHVM5AgU4FBDoAQhPMAU#v=onepage&q=Type%20

of%20Tour%20Guide&f=false

Derera, K., & Esshetie, T. (2017). Tour Guiding Assurance Mechanisms and

Respective Tourist Satisfaction: Evidence from South Ethiopia.

Retrieved   from

https://www.researchgate.net/publication/322071303_Tour_Guiding_

Quality_Assurance_Mechanisms_and_Respective_Tourist_Satisfaction

_Evidence_from_South_Ethiopia.

European Commission. (2008). The European Qualification Framework for

Lifelong   Learning   (EQF).   Retrieved   from

http://www.ec.europa.eu/education/pub/pdf/general/eqf/proch_en.pd

f

Johnson, G., Scholes, K., & Whittington, R. (2008). *Exploring Corporate*

Strategy.   Retrieved   from   https://www.amazon.com/Exploring-

Corporate-Strategy-Gerry-Johnson/dp/0273711911.

Kvint, V. (2009). *The Global Emerging Market: Strategic Management and*

Economics.   Retrieved   from

https://books.google.com.kh/books?id=mb5n8O9y6YIC&printsec=fro

ntcover&dq=the+global+emerging+market&redir_esc=y&hl=km#v=

onepage&q=the%20global%20emerging%20market&f=false

Liddell, H. G., & Scott, R. (1940). *στρατηγία, A Greek-English Lexicon*. Retrieved from www.perseus.tufts.edu

McKinsey. (2016). The 7-S model. Retrieved from https://www.mckinsey.com

Merriam-Webster. (2021). Definition of strategist. Retrieved from https://www.merriam-webster.com/dictionary/strategist.

Mindtools. (2019). Developing your strategy. Retrieved from https://www.mindtools.com/pages/article/developing-strategy.htm

Mohamed, M. (2017). *Ancient Rome, tourism, Roman Empire, Renaissance, and ancient Greece*. Retrieved from https://kupdf.net/download/history-of-tourguiding_59ba8fbbc58627894_pdf.

Mohimani, B. (2018). How to Become Tourist Guide in India. Retrieved from www.ghumakkads.in

Open Education Resources (OER). (2012). *National Institute of Open Schooling: Types of tourist guides*. Open Education Resources. Retrieved from http://oer.nios.ac.in/wiki/index.php/Guides_and_Types

RGC. (2018). Rectangular Strategy for Growth, Employment, Equity and Efficiency: Building the Foundation Toward Realizing the Cambodia Vision 2050. Retrieved from http://cnv.org.kh/wp-content/uploads/2012/10/Rectangular-Strategy-Phase-IV-of-the-Royal-Government-of-Cambodia-of-the-Sixth-Legislature-of-the-National-Assembly-2018-2023.pdf

Rita, B. A. (2013). The 5 Strategies for Personal and Professional Success in 2013. Retrieved from www.archive.boston.com/business/blogs/global-business-hub/2013/01/5_strategies_fo.html

Rosing, M. V. (2010). The Importance of a Business Model. Retrieved from https://www.researchgate.net/publication/288003355_The_Importance_of_a_Business_Model

Siem Reap Provincial Government. (2021). *Overview of Siem Reap Province*. Siem Reap Provincial Department of Tourism. Retrieved from www.siemreap.gov.kh

Tan, H. (2016). Types of Tour guides. Retrieved from https://prezi.com/kvzz_ev4hngt/types-of-tour-guide

Tourism Business and Guide Act. (2016). Retrieved from https://www.oic.go.th

Traveler's Notes. (2009). Tour guide. Retrieved from https://drelevart.wordpress.com/2009/11/23/types-of-tour-guide

Traveler's Notes. (2009). Tour guide. Retrieved from https://drelevart.wordpress.com/2009/11/23/types-of-tour-guide

United Nations World Tourism Organization (UNWTO). (2019). Definition of tourist and tourism. Retrieved from https://www.unwto.org/glossary-tourism-terms

UNL. (2019). Core competency. University of Nebraska-Lincoln. Retrieved from https://hr.unl.edu/compensation/nuvalues/corecompetencies.shtml

WFTGA. (2008). Standard for the Training and Qualification of Tourist Guides. Retrieved from http://wftga.org/news/en-15565-2008-standard-training-and-qualification-tourist-guides

WFTGA. (2021). Definition of tour guide. Adopted from EN 13809:2003/ENISO 18513:2003 at the 10th Convention in Dunblane in the Year of 2003. Retrieved from https://wftga.org/about-us/what-is-a-tourist-guide/

World Federation of Tourist Guide Associations (WFTGA). (2003). Definition of Tour Guide. *World Federation of Tourist Guide Associations.* Adopted from EN 13809:2003/ENISO 18513:2003 at the 10th convention in Dunblane in the year of 2003.

World Federation of Tourist Guide Associations (WFTGA). (2019). Definition of Tour Guide. *World Federation of Tourist Guide Associations*. Retrieved from https://wftga.org/about-us/what-is-a-tourist-guide/

ANNEX

QUESTIONNAIRE OF TOUR GUIDE

Dear honorable tour guide,

I am currently pursuing a Doctor of Philosophy (Ph.D.) Degree in Management in Build Bright University. The thesis entitled "An Investigative Study on the Effectiveness of Strategies of Tour Guides in Siem Reap, Cambodia. The purpose of this study is to find out the income earnings of different language-speaking tour guides, Tour Guide Strategy (TGS) in perception, working KMER strategies (Knowledge, Methodology, Relations, and network, and Professional ethics) model of tour guide strategy, process of tour guide strategy development, organizing tour strategy for success, and the relationship between tour guide strategy and successful tour guides. Therefore, your completion of the following questions would support my progress toward graduating with a degree, enhancing the effectiveness of strategies of tour guides, and contributing to an in-depth study to improve the tour guide profession and socio-economic development in Cambodia.

I.   Personal Information of the Tour Guide

1. Age: …… (years)   2. Sex: ☐Male   ☐Female

3. Years of Experience: ……………. (years)

4. Types of tour guide: ☐Community TG   ☐Provincial TG

   ☐National TG   ☐Regional TG   ☐Special Interest TG

5. Types of Work: ☐Permanent work   ☐Freelancer

6. Educational Qualification:

   ☐High School   ☐Bachelor Degree

   ☐Master Degree   ☐Ph.D/Dr.   ☐Other: ………………………

7. Licensed TG Language: ………………………………………………………………….

II.   Earning of Income

What is your annual earning of income?

☐ Less than 4,000   ☐ 4,001 – 6,000   ☐   6,001 – 8,000

☐ 8,001 – 10,000   ☐ 10,000 Up

III.   Tour Guide Strategy in Perception

1. How would you define the tour guide profession?

…………………………………………………………………………………………………….

……………………………………………………………………………………………………

……………………………………………………………………………………………………..

……………………………………………………………………………………………………

……………………………………………………………………………………………………

2. Are there any different types of tour guides?

☐ Yes   ☐ No

If yes, what are they? And how they were typed?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

3. What does a strategy mean to you?

……………………………………………………………………………………………………

……………………………………．……………………………………………………………………………

……………………………………………………………………………………………………．．

4. Have you ever defined strategy for the professional, tour guide strategy?

☐ Yes ☐ No

If yes, please write it down……………………………………………………．．．．

……………………………………………．………………………………………………………

……………………………………………………………………………………………………．

……………………………………………………………．……………………………………………

……………………………………………………………………．……………………………………

……………………………………………………………．………………………………………

If no, please tell reason…………………………………………………………………

……………………………………………………………………．…………………………………

……………………………………………………………………………………………………．

……………………………………………………………．．……………………………………

………………………………………………………………………．……………………………

……………………………………………………………………………………………………

5. Do developing and organizing tour guide strategy significant success the professional for you?

☐Yes ☐No

6. Have you considered yourself, as a tour guide, as such type of strategist for the professional?

☐Yes ☐No

IV. **Working KMER Model of Tour Guide Strategy**

1. Is there any influence KMER on the effectiveness of the tour guide strategy?

Tour Guide Strategy	1 No influence	2 Maybe	3 Influence	4 Highly influence	5 Perfect
Knowledge					
Methodology					
Ethics					
Relations					

2. What is your satisfaction with the effectiveness of the tour guide strategy?

☐ Not satisfied   ☐ Fair   ☐ Satisfied

☐ Highly satisfied   ☐ Excellent

V. **Process of Tour Guide Strategy Development**

What is your process of tour guide strategy development?

....

....

....

....

....

....

....

....

………….……………………………………………………………………………………………

………

………………………………………………………………….……………………………………

VI.   Organizing tour guide strategy for success

How do you, a tour guide, organize tour guide strategy for successful professional?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………..

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

VII.   Tour guide strategy and successful professional

1.   How would you rate your tour guide strategy, i.e., KMER strategies of tour guide strategy?

Tour Guide Strategy	1 Poor	2 Fair	3 Good	4 Very good	5 Excellent
Knowledge					
Methodology					
Ethics					
Relations					

2. What is the level of your successful professional, tour guide?

☐ Not successful   ☐ Acceptable   ☐ Successful

☐ Highly Successful   ☐ Absolute

3. Do you have any suggestion for the improvement of tour guide strategy?

☐ Yes   ☐ No

If yes, please indicate it down:…………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………