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“A GOOD METHOD OF MAKING MONEY?”

SEASONAL WILDERNESS GUIDES' WELLBEING IN FINNISH LAPLAND

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Summary:

Tourism is growing in Finnish Lapland and a major part of tourism is strongly focused on the winter season which usually runs from November or December until the following April. The tourism field provides a lot of seasonal-based employment in wintertime and seasonal income is a big motivator for these employees. Working conditions and wellbeing of these seasonal employees are an important topic in the growing field of tourism at the moment, and we need to be made more aware of this. In Lapland there is a growing need for foreign employees, but also for qualified employees. The seasonal labor employees often go through very tough outdoor working conditions and can endure extreme arctic winter weather in Lapland. Because the tourism field in Finnish Lapland is so diverse and wide ranging, I have chosen to focus my study on foreign wintertime wilderness guides who hold the Wilderness guide degree.

In this research paper, I intend to focus on the working conditions and rights of these foreign employees and to discover their wellbeing, motivation and satisfaction. I aim to find out what are the main things affecting the wilderness guides’ wellbeing during the winter season and how do they maintain their wellbeing throughout the season. The Frederick Herzberg’s Two-Factor Theory of work motivation is used as the theoretical framework and completed with the emotional labor view by Arlie Russell Hochschild. Erik Allardt’s wellbeing perspective is used to have a closer look at the wellbeing. Literature consists of written documents and research that is mostly published by the University of Lapland. The primary qualitative data consists of five semi-structured interviews which were done before the winter season 2017-2018 and five thematic interviews which were done afterwards in the summer of 2018. Seven professional foreign wilderness guides were interviewed and three of them participated for both interviews.

The research results show that Herzberg’s theory held true for most of these topics and work required strong motivation to do it. The seasonal work required a lot of flexibility and commitment from the wilderness guides, but they were willing to accept those norms. Motivating factors were also supporting the wilderness guides wellbeing. Some of the hygiene factors were partly missing as there was a serious deficiency in the working conditions. Most of the wilderness guides saw the seasonal job as a combination of their lifestyle and work life. This research brought new information considering the foreign wilderness guide’s state of wellbeing in Finland’s Lapland. This topic of foreign wilderness guides wellbeing still has plenty of space for further research and understanding and can work as a tool for both employees and employers who are engaged in the tourism field.

Keywords: foreign Wilderness guides, Finnish Lapland, Seasonal wintertime work, wellbeing, work motivation, emotional labor

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1 INTRODUCTION

1.1 Background of the thesis

Tourism takes place in most parts of Finland, as well as in remote areas in Finland's Lapland. It is one of the most important industries in Finland's Lapland region and the annual income generated by tourism is approximately one billion euro (Lapin liitto, 2018). Finland's Lapland region attracts visitors from 140 countries every year and the economy of Lapland has become increasingly dependent on tourism (Mason, 2015, p. 40; Lapin liitto, 2018). There were around 2.9 million registered overnight stays in Lapland 2017 and 51% of the nights spent are spent by international visitors (Lapin liitto, 2018). The immense number of foreign visitors during the winter season has made Finnish Lapland a more international region and the number of foreign visitors is expected to continue to rise. The growth of tourism in Lapland has been faster than the average for the rest of the country due to long-term and extensive tourism development since the 1980s (Lapin luotsi). A significant part of tourism is still strongly focused on the winter season which usually runs from November or December until the following April. Therefore, this study focuses on Finnish Lapland where there is a demand for tourism.

Winter season provides a lot of seasonal work for many Finnish and foreign employees alike to accommodate such a large volume of visitors who come to experience a real winter wonderland, to see the northern lights and to enjoy the various outdoor activities in winter like snowmobiling, snowshoeing, cross-country skiing, reindeer and husky safaris. There are varieties of seasonal based jobs provided during the winter season but wilderness guides are especially needed to perform these outdoor activities (Rantala, 2011, p. 286). Wilderness guides are one of the most important working groups in Finnish Lapland during the winter season, and without them it would not be possible to create such exceptional outdoor experiences for the visitors (Harju-Autti, 2011, p. 15). The wilderness guides are performing great customer service skills when completing the work tasks and it is said among the employees that the customer's satisfaction comes first, but how about the employee's satisfaction and wellbeing? The guests are frequently receiving everything needed throughout their long or short stay in Lapland. Wilderness guides are trying to maximize the positivity of guest's vacation experience and want them to leave with a truly unforgettable holiday, but a happier and satisfied employee will probably perform their work better and therefore give the customer an even better experience.

I believe that many times wilderness guides are striving to fulfill their customer's dreams and needs, but unfortunately the wellbeing of the employees is often overlooked or completely forgotten about. The work requires a wide range of knowledge from the wilderness guides and the work tasks are extremely diverse. Working conditions and the wellbeing of the employees are an important topic in the growing field of tourism at the moment, and therefore there needs to be more awareness of this. The winter season is predicted to be prolonged in Finnish Lapland and it is important for these employees to be well and work well until the end of the season (Ministry of Economic Affairs and Employment in Finland, 2017). This is because tourism companies are under increasing pressure to make as much profit as possible and they want their employees to adapt their life even more to their employment positions. This sets huge pressure for the employees as they need to work often long hours and days and prepare beforehand for their work when the season is on.

There has been a lot of discussion and research regarding general work conditions among Finnish seasonal employees in Finnish Lapland, but there has been little or no research into the wellbeing of foreign seasonal employees in Lapland's wintertime tourism field. Additionally, there has not been research regarding qualified wilderness guides. There is already a large number of foreigners working in Finnish Lapland and I would like to find out if they know their rights, how they feel about their work and what affects their wellbeing. This topic is extremely important and of great interest to me because I am a wilderness guide by profession and I have been based in various seasonal assignments throughout Northern Lapland in the last few years where I have been also doing wilderness guide tasks. I have faced many of the challenges seasonal work generally demands in terms of wellbeing and I believe the work conditions of wilderness guides must be improved. Because the tourism field in Finland is so diverse and wide ranging, I have chosen to focus on the wellbeing of the foreign wilderness guides of Lapland who hold a wilderness guide degree. Growing tourism in Lapland requires more and more employees outside of Lapland (House of Lapland, 2018b).

1.2 Wilderness guide profession in winter tourism

Seasonal work takes place only part of the year and seasonal employers are active in the winter resorts in Lapland during the winter season where there is a need for employees (Public Employment and Business Services, 2018c). There are no accurate estimates about the amount of the seasonal in employees total, but in Lapland region it offers a job for 7000 employees annually

and there are a lot of seasonal vacancies available online (Lapin Liitto, 2018). Today, seasonal job announcements are targeted not only for Finns but also for foreign employees alike and there are many recruitment campaigns which explains the enormous need for labor in Lapland. Many of these employees come from abroad just to work in Lapland during this busiest season. In Lapland it is impossible to estimate the total number of the seasonal based wilderness guides working in the field due to lack of statistics and the various terms used in wilderness guides profession. Large numbers of guides are working temporarily (Nousiainen, 2015a, p. 49).

Some examples of these recruitment campaigns are organized by the European Job days in collaboration with the Finland's Public Employment and Business Services, the House of Lapland, Inari-Saariselkä region and Lapland staff (European Job days, Public Employment and Business Services, 2018b; House of Lapland, 2018a; Inari-Saariselkä; Lapland Staff). Lapland Staff's recruitment campaign slogan conveys having "the most exciting jobs in Lapland" and in summary the message is "if you enjoy working with people and love working outdoors in amazing surroundings, we at Lapland Staff are there for you to find your dream job (Lapland Staff) !". Inari-Saariselkä regions recruitment campaign 2018 "Work with pleasure – the rest is leisure" aims to create a wider and more effective visibility for reaching proficient and enthusiastic employees not only for the winter season but also for year-round labor (Inari-Saariselkä; Lappilainen, 2018 p. 7). These campaign slogans are promising exciting jobs in exciting surroundings in Lapland and convincing people to come to work to Lapland.

The tourism field is currently investing in a skilled work force (Ministry of Economic Affairs and Employment of Finland, 2017). Work in Lapland is a recruitment event for tourism industry in northern Finland and it is part of the European Job days. The aim is to bring together the employers and the job seekers Online (European Job days; Public Employment and Business Services, 2018b). The House of Lapland released a campaign to bring seasonal employees to Lapland on Facebook and Instagram and it reached within a week 125 000 potential employees (House of Lapland, 2018b). There is no worldwide definition for the wilderness guide profession, because the work varies a lot from country to country but the Wilderness Guides Association uses a definition which reflects very well the nature of the wilderness guide work in Finland.

A wilderness guide is a trained and experienced professional with a high level of nature awareness. A Wilderness Guide is competent to develop, organize, promote and guide activities: in a safe way, in remote natural landscapes, with a high level of self-sufficiency up to several weeks, according the level of training, experience and legal competences (Wilderness Guide Association).

It is important to use the term “Wilderness Guide” because there are a lot of different kind of guides around the world and in Finland. Also the term safari guide is used to describe the seasonal-based guide’s job in Finnish Lapland in safari companies instead of the wilderness guide. However, I prefer using the term wilderness guide to avoid any confusion. This designation shows that the study is specifically focused on trained wilderness guides. A trained and educated wilderness guide is having the advantage of an education compared to safari guides, but the safari guide can also be very experienced and work hard for a long time. However, the purpose of this work is not to compare safari guides and wilderness guides to each other but make a clear distinction that focuses on work of wilderness guides.

A wilderness guide designs and arranges nature-based wilderness trips, guides nature-based excursions and shows how to explore nature in different ways (Public Employment and Business Services, 2018a). It is a multi-dimensional profession which requires a wide range of skills such as; interaction, customer service, responsiveness, flexibility and commitment to work. These are similar to work of the safari guide (Veijola et al, 2015, pp. 178–179). Additionally, the profession requires good wilderness skills, knowledge on nature, language skills good fitness and physical health (Public Employment and Business Services, 2018a). It is said that wilderness guides do work with their own personality and therefore the personal character plays a great role (Valkonen & Veijola, 2008, p. 10).

Wilderness guiding can be done wherever there is wilderness around and untouchable nature so the profession requires good knowledge about the nature (Public Employment and Business Services, 2018a). A wilderness guide needs to know the territory and know orienteering -especially in the winter time in deep forest- or they can get lost. It is beneficial to have the safety training certificate which is voluntary, but it provides basic knowledge about the safety of tourism and is recommended for people working in the travel industry (The Finnish National Rescue Association, 2018). Trained wilderness guides know everything about the safety features, are prepared for new situations and know what to do in case of an accident or an emergency. The wilderness guide profession requires First Aid skills and it is a requirement in order to do the work. Language skills are beneficial as the work takes place in an international atmosphere, but English is used mostly as the common language (Public Employment and Business Services, 2018a). Often the wilderness guide profession demands food handling skills in the forest and therefore, it is a requirement to be familiar with the hygiene factors and to have the Hygiene passport.

Working days and hours for this seasonal work of the Wilderness guides vary a lot according to the guiding and are usually not like the hours of a steady, year-round job. The workday hours usually depend on the amount of customers, activities, and excursions that take place during the day and night (Public Employment and Business Services, 2018c). Many times, the life of seasonal employees is significantly impacted by the constantly changing schedule and nature of the seasonal work. This is due to constant changes in bookings, activities, and the supply and demand factors. Such work commitments are usually negotiated and written into fixed-term employment contracts. Many employers prefer that their employees commit to an entire season which is fair for both parties. Industry is in compliance with a collective bargaining agreement for the program services sector for organized employers (Public Employment and Business Services, 2018c).

The salary is based on an hourly rate or an agreement between the employer and the employee (Public Employment and Business Services, 2018a). There is an employment law that limits how many hours an employee can legally work for a given position and time (Finnish Institute of Occupational Health, 2018a).

The other key words which are most essential considering the wilderness guides in this research which needs to be simplified are *the Service Union United PAM*, *The Collective Agreement* and *Working hour law*. Service Union United PAM is a big trade union in Finland especially for the people who are working in private service sectors such in tourism. It negotiates in collective agreements and it promotes democracy, justice, equality and social security; nationally and internationally; therefore, it aims to protect employee's rights (PAM, 2018a). PAM has negotiated better terms and conditions of employment for employees with the Finnish Hospitality Association MaRa. MaRa has been creating rules and regulations, which the employees should follow and usually wilderness guides are working under these regulations. These conditions of employment in collective agreement include such things as pay, working hours, sick pay, and public holiday compensation. These are the minimum conditions the employer must apply to all their employees (PAM, 2018a).

The employer should introduce the working terms always for the employees and there should be a work contract done which benefits the both parties and makes the work legal (PAM, 2018a). Working time is regulated by the Working Hours Act and it specifies how many hours and days the employee can legally work. Working hours are the time spent at work or any location where the work takes place. When the employees are required to perform work duties on Sundays and Church holidays they receive a 100 % bigger pay. The Working Hours Act takes also into account the

overtime and the rest time between shifts. Overtime work is what exceeds the maximum regular weekly working hours specified in the Working Hours Act and it may be calculated on a daily or weekly basis. In addition, collective bargaining agreements in the various sectors define their own additions to working time (Occupational Safety and Health Administration in Finland).

As the wilderness guide work takes place outdoors, I will present briefly what do the outdoor conditions mean in Finland and how is it defined. There is no national freezing limit for outdoor work in Finland but for physical outdoor work it is generally considered to be -20 Celsius (Mattila, 2018). Despite this, many kinds of work in the cold are performed in the service industries in Finland. A Wilderness guides' work takes place outdoors and these employees often labor through very tough outdoor working conditions and endure extreme arctic winter weather. Coldness is known to impair the performance of the respiratory, circulatory and musculoskeletal system and increase the workload. Clothing is often the only individual protection tool but coldness can be prevented by shortening the exposure time; for example, by taking a break, for example 50 minutes of cold work and 10 minutes of other work. Cold work is taken into account as a wage rise for several contracts (PAM, 2016).

1.3 Purpose of the study and research questions

The purpose of this research is to find out how the foreign wilderness guides experience the wellbeing during the winter season. Focus is the foreign wilderness guides who are doing seasonal labor in Finnish Lapland and who are employees; working for the entrepreneur or for the company full-time during the winter season in Finnish Lapland. It is worth noting that the research focuses on wilderness guides who have been living and working some years in Finland. I process the wellbeing theme through motivation theory and emotional work. I try to find out how they experience the seasonal-based work in terms of wellbeing and are there are any potential work-related problems and challenges for the seasonal employees. The aim is to find out what kind of feelings and emotions arise when doing this seasonal based outdoor work. I try to find out how the wellbeing of these seasonal employees could be maximized in future. The focus is also on how these employees are recovering from the work and what the recovery time of the work is. My hypothesis on finding these potential problems has been shaped as I have witnessed the affects that may arise from the hectic seasonal work. These challenges particularly include unusually long workday hours, short

recovery time and the workload. I would like to find out if there are any solution on how to prevent these problems which might affect one`s wellbeing.

Among the seasonal employees it has been said that a few years ago the seasonal work was seen as a good method of making money within a short period of time. I would like to find out if it is still the case nowadays. By studying foreign wilderness guides I believe that this research paper can create new and relevant information for the tourism field in Finnish Lapland. This research can work as a tool for the tourism employers when planning the winter season and guide them on how to maximize the employer`s wellbeing. I hope that this research could encourage the seasonal employees to talk about their wellbeing more openly and pay attention to co-workers wellbeing. This research could help to provide general information about the wellbeing and working conditions of the wilderness guides. As has been said earlier, the topic is very timely and I see the importance of raising the employee`s wellbeing comprehensively.

The main research question has formed as: **What are the main things affecting to wilderness guides` wellbeing during the winter season and how do they maintain their wellbeing throughout the season?**

The first sub-question is the following: How do wilderness guides experience the working conditions?

.The second sub-question is the following: What motivates the wilderness guides to work throughout the season?

The third sub-question is the following: How do wilderness guides experience the customer encounters?

1.4 Earlier studies based on wilderness guides

This literature review consists mainly of the earlier research written in English and in Finnish which are based on seasonality, the work of a wilderness guide, emotional labor and working conditions. Some research has been done about the safari guides` working conditions and I think it has a lot of similarity to the wilderness guide work because many of them work as a safari guide. I introduce the contexts of these research, the samples, the methods and the main results of the studies which are important for this research. Similar research has been done based on the seasonality of the

tourism field and wilderness guiding in Finnish Lapland but no-one has specifically focused on foreign-based wilderness guides who hold the wilderness guide degree from a wellbeing or work motivation aspect.

Rantala's (2011, p. 6) dissertation focuses on Finnish Lapland and studies what are the special features of commercial nature tourism which are linked to the use of Lappish forests in tourism. The research analyzes wilderness guides forest-related activities and their ways to perform their work in the forest which is interesting for this research. The focus is on how to create a suitable environment for commercial nature tourism in Lappish forests. Attention is also on weather and safety features (considering inexperienced seasonal guides working in the field as well as foreign visitors) (Rantala, 2011, p. 9). The aim of the dissertation is to find new approach about the conversations related to the use of the forest. The research emphasizes the practices of tourism activities that determine the use of forests (Rantala, 2011, pp. 14–15). The dissertation consists of four main articles, but two of them I present because they are the most useful according to this research and their main findings. The first article is the *Tourist practices in the forest* and the second, the *complexity of safety in wilderness guiding in Finnish Lapland* (Rantala, 2011, pp. 22–24).

In the first article, *Tourist practices in the forest*, Rantala (2010, p. 250) argues that the production and practices of tourism environments are strongly connected to each other. In this study practice theory is used and its aim is to focus on guides and visitors practices in the forest which are related to tourism practices. Rantala (2010, p. 250) argues that since tourism is growing in Finnish Lapland, there is not enough of a qualified work force available. In practice it means that when snowmobiling for example, the unexperienced guides need to focus on practice and less on the actual group. The concept of hosting has been highlighted as well as the fact that the guiding consists of multiple skills; when the important part of hosting is to take care of a customer's needs and being able to guide a group safely in the forest. The work also discusses of enunciation of tourist practices and how the guide can seek self-actualization by offering to customers some extra value during the excursion (Rantala, 2010, p. 256).

The second article, *The complexity of safety in wilderness guiding in Finnish Lapland* focuses on safety in commercial tourism services which takes place outdoors. The main focus of research is how the guides understand and practice safety (Rantala & Valkonen, 2010, p. 581). The research emphasizes that during the excursion the guide is in charge of the safaris and meanwhile is in charge of the customer's safety and satisfaction. Research is done from the employee's point of view and the data consists of 18 wilderness guides thematic interviews. The data was collected for a

larger study called: “Wilderness Guiding as Work”, which was part of the Tourism as Work project (Rantala & Valkonen, 2010, p. 584). The research shows that many of the guides working in the tourism industry do not have a professional safety education and skills which could have developed into pre-reflexive habits (Rantala & Valkonen, 2010, p. 589). The results shows that there has to be done more research about the pre-reflexive risks and a guarantee that the guides hold the necessary knowledge about the risk elements when completing the excursions (Rantala & Valkonen, 2010, p. 591).

Jarno Valkonen`s (2011, p. 226) qualitative research is about the quality of the new service work from a safari guides perspective. Ethnographic review is focused on safari guides in Finland`s Lapland and how to make a safari guide`s profession and work visible. Because safari guidance is seen as customer-oriented work, the perspective to safari guidance is from the customer`s service point of view. Focus is on the other side of the work - that it is meant to provide satisfaction to the customers and what requirements these criteria put on employees (Valkonen, 2011, p. 29). The aim is to find out what kind of work safari guiding is as paid work, what kind of practices and arrangements are associated with the safari guide`s work and what kind of dedication and commitment is required (Valkonen, 2011, pp. 17-19). The empirical part consist of several parts answering to each question as: “What is safari guidance as work?” (Valkonen, 2011, p. 29).

The research explores the discursive dimensions of the work from the safari guide`s perspective; what makes the safari guiding possible and what types of attributes are needed for safari guides. The focus is on safari guide`s personal features and in the argument that safari guidance is a "personality issue". Valkonen (2011, p. 30) examines what kind of knowledge, practical skills and physical requirements are needed in safari guidance. For the most important results it is presented that safari tourism is part of interactive work which is based on selling and producing nature-based experiences (Valkonen, 2011, p. 219). Service production is targeted to focus towards customer service and the safari guide must work from the customer's point of view and work according to that. Safari guidance has links to other service jobs and it is a multi-dimensional work, as well as gendered emotional work (Valkonen, 2011, p. 220).

Paakkanen (2009, p. 6) has studied nature-based tourism work through safari guidance in Finnish Lapland in Master`s thesis. The research provided new information about the tourism field in Finnish Lapland. The main focus is that what kind of work nature tourism is and what kind of society it builds. The focus is what kind of work nature-based tourism is from an employee`s point of view (Paakkanen, 2009, p. 27). Data is based on 16 thematic interviews and most of the

participants are safari guides. The results present that the work of the safari guides is based on three different categories which are related to customer service, the work conditions in nature and the structural problems of the work. These are so-called types of problems at a safari guides work (Paakkanen, 2009, pp. 88–89). When it comes to wellbeing, the research shows that the work community has a big role for the adaptation of the employees as well as a positive atmosphere and interaction with each other (Paakkanen, 2009, p. 93). Finally, the research emphasizes that nature-based tourism work is a combination of customer service work as well as technical knowledge which makes it multidisciplinary work (Paakkanen, 2009, p. 96).

Nousiainen (2015a, p. 47) has been written the research 'Working as a Safari-guide – an analysis of the work, workers, and sufficient salary' and it examines the work of safari guides in Finland's Lapland. Research studies about the safari employee's ideas and views about their work. Focus is on what kind of people are working as safari guides, how they feel about their salary and whether is just a passage profession (Nousiainen, 2015a, p. 45). The material was collected by surveys in which 152 employees participated. The research was focusing on the largest companies by staff number whereby a large number of guides were excluded from the statistics and this is because part of the employees are working as a freelancers, part-time or through a leasing agency (Nousiainen, 2015a, p. 49). Only 5% of the total participants have a wilderness guide degree. A major difference to my research is that 40% of the participants are studying while working. I think this effects on an employee's work attitude because it is different to working full-time (Nousiainen, 2015a, p. 52). However, the study does not show e.g. how many hours of work are done during a week. Still the research produced new notable information in the tourism industry. It emphasizes that the focus should be in a skilled workforce and at best, a satisfied and motivated guide will have an impact on how visitors experience their visit to Lapland. This argument supports the appreciation of guides who have completed a wilderness guide degree. Final results show that safari guidance makes kind of tourism possible in Lapland (Nousiainen, 2015a, p. 58).

García-Rosell et al (2016, p. 32) has been writing about "Emotional labor in creating Christmas experiences – the perspective of new tourism workers." The aim of the research is to study the young employee's role work in a Christmas theme park during the Christmas season. The focus is on the employee's external being as well as the ability to control their own feelings. The special features of the study are the seasonality of the job, inexperience of the employees and the short training time in terms of emotional labor. The research focuses on which factors support this emotional work and which factors make it difficult to do this emotional work retaining the material

based on the three criteria that has been created by Hochschild (García-Rosell et al, 2016, p. 34). The research results were consistent with previous studies in the sense that emotional work can increase stress, exhaustion and dissatisfaction, but it can also have empowering features García-Rosell et al (2016, p. 41).

Lundberg et al (2009, p. 890) has published research called: “Herzberg’s Two-Factor Theory of work motivation tested empirically on seasonal workers in hospitality and tourism”. Herzberg’s Two-Factor theory has been used for understanding the work motivation of the seasonal employees at a ski resort in northern Sweden. Lundberg et al (2009, p. 893) identify the seasonal employee as following: “a seasonal employee is a person who has a contract with an end date – a temporary working engagement within the sector and who is involved in the business operation on a daily basis”. It covers well the definition of the seasonal work and can also be applied to wilderness guides.

The research aim is to find out how the seasonal employees are motivated in their work and to find out if these employees can be divided into subgroups based on their work motivation. The choice of theory is justified by the fact that the motivation theory helps to explore people's motives and how the motives affect an individual’s behavior (Lundberg et al, 2009, pp. 890-891). Data consists of the qualitative and quantitative research. Data is collected through questionnaires to which 263 persons responded and six in-depth interviews. The employee’s migrant and resident community forms subgroups and participant’s age and gender were all taken into consideration as well. It is worth mentioning that the migrant community consists of the employees who live permanently in some other areas, but who come to work during the season (Lundberg et al, 2009, pp. 890-894). The most important results were the findings that generally employees seemed to find social interaction important but this was emphasized in the migrant community. Two things with a clear distinction between the two subgroups were the following: the migrant employees were more concerned about the wage and meeting new people comparing to their counterparts and the research results showed the validity of the Herzberg’s theory (Lundberg et al, 2009, pp. 895-896).

1.5 Structure of the thesis

The primary chapters of the thesis are theoretical framework, methodology, analysis and the conclusion. The main focus of the theoretical framework is to present the theories used in this research. First I present the approach of my thesis and then the main categories which are work

motivation, emotional labor and wellbeing. I use Frederick Herzberg's Two-factor theory of work motivation and I support it with the emotional labor view. Additionally, I present Erik Allardt's wellbeing theory to have more look at other aspects about the wellbeing. These have guided the reading of the material and analyses. The methodological section provides information about the data collection and analysis. The primary qualitative data consists of thematic-and semi-structured interviews. Secondary data consists of written documents and research that is mostly published by the University of Lapland, but also other studies that relates to wilderness guides and their working conditions, wellbeing and work motivation. I am using the content analysis and I will present how the material has been collected, classified and analyzed. The analysis approach is data-driven and it consists of interviews and literature findings. Finally, the conclusion will be the final part of this research where I answer my research questions and test the theories used.

2 THEORETICAL FRAMEWORK

2.1 Interpretivist approach

This research is based on an interpretivist approach about the wilderness guide's wellbeing. Interpretivist is a humanistic approach which is predicated to understand human behavior including the differences between people and the objects of the social sciences and that is why it is the most suitable approach for this research topic (Bryman & Bell, 2011, p. 17). The interpretive paradigm allows an understanding of a person's lived experiences from the person's point of view and it identifies that reality is socially constructed as people's experiences happen within social, cultural, historical and personal contexts and is therefore well applicable to this research (Hennink et al, 2011, pp. 14-15). It allows us to take into account the different views of people about reality as wilderness guide's perceptions and experiences of surrounded reality (Hennink et al, 2011, p. 15).

Interpretive paradigm underlies qualitative research and highlights the ontological, epistemological and methodological assumptions that characterize the entity of qualitative research (Hennink et al, 2011, p. 9). The ontological question aims to find out that what is the nature of reality out there and I aim to answer what is the reality of the wilderness guide's wellbeing? The epistemological question examines the relationship between the knower and known and in order to know the reality, it needs to be interpreted. The methodological question aims to find out that can there be a set of hypotheses there. In this research, the hypothesis is that there is a need for improvement in wellbeing of the wilderness guides which I have been presenting at the beginning of the research (Guba, 1990, pp. 18–20).

This research is holding both the emic view and etic view. The emic view looks at what is significant to participants within a field of social activity and it seeks a voice directly or indirectly from the insiders who are the wilderness guides (Hammond & Wellington, 2013, p. 57). The etic view refers to an outsider's point of view; their opinions and beliefs and in this research it is myself who is the outsider because I do have an advanced knowledge about the field. In this research I take a step away from the practical context and I analyze it (Hennink et al, 2011, p. 18). Interpretivist allows both participants and interviewee's background and values to affect the research data being created (Hennink et al, 2011, p. 15).

2.2 Work motivation

Motivation consists of the motivation process, types of motivation, motivation theories and motivation strategies. Work motivation is the employee's attitude towards the work and its effect on the employee's wellbeing at work (Finto, 2018). Motive is a reason for doing something and these motives can be neither conscious nor unconscious and it leads to motivation which is the direction of behavior. This influences people to behave in certain ways and therefore motivation can be seen as a goal-directed behavior. Motivation may refer to the goals of individuals because when people know that their action can lead to fulfilling their goals it satisfies their needs and wants (Armstrong, 2006, pp. 252–253). Arnold et al (2005, p. 310) suggests three components of motivation which are the following; direction, effort and persistence. Direction means what the person is trying to do, effort means that how hard a person is trying for something and persistence is how long a person keeps on trying. A needs-related process of motivation consists of several stages and this model suggests that there are both conscious and unconscious recognition of unsatisfied needs (Armstrong, 2006, p. 253). At first, the needs create want and want becomes a goal to achieve. Once it is achieved, the need is satisfied (Picture 1). If, however, one does not succeed in his/her goal with the same action, it is unlikely that the cycle will recur (Armstrong, 2006, p. 253).

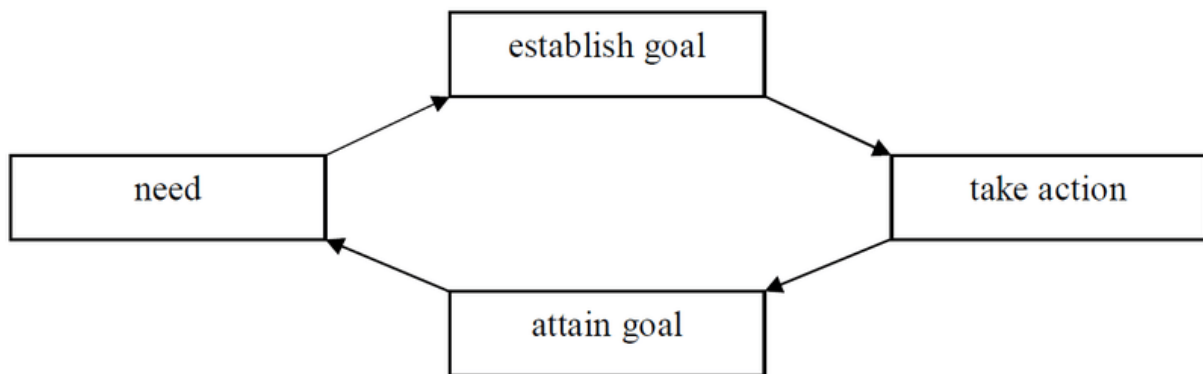


Figure 1. The Process of motivation. Source: Armstrong, (1977, p. 107)

Herzberg's (1966, p. 3) Motivation-Hygiene Theory or Two-Factor theory aims to understand and explain people's attitudes towards their job and what motivates people to work hard and well and to understand employees' motivation and attitudes. Theory was developed to study employee's job satisfaction and how to increase the employee's work motivation. The aim was to find out what

factors were causing job satisfaction, and contrarily job dissatisfaction in a work environment. (Herzberg, 1966, pp. 5–7, 44)

Hygiene or Maintained Factor	Motivation Factors
Interpersonal Relations	Challenging Work
Quality of Supervision	Achievement
Company Policy and Administration	Growth in the Job
Working Conditions	Responsibility
Job Security	Advancement
Salary	recognition

Figure 2. Herzberg's Two-factor Theory. (Public Administration Study Kit)

According to Herzberg (1966, p. 44) there are two types of job attitude factors which came up in his research which were either causing good or bad feelings for the subjects. There are two categories; the Motivators and the Hygiene factors (Picture 2.). Both hygiene and motivation factors could affect to employees satisfaction in a positive and negative way. The Hygiene factors should be present in order to motivate people to work harder, because if they are not present or right, they do themselves motivate employees to work harder and then they can work as de-motivating ones. The hygiene factors are highly connected with the working conditions. The motivation factors are engaged with the job enrichment and can be improved by work when a person feels that the work itself is important, interesting and there are a suitable amount of challenges and growth opportunities for the employee and then the motivators motivate people to work harder (Herzberg, 1966, pp. 113–114).

The hygiene factors include interpersonal relations, which were restricted to relate how the person felt about the interaction between the superiors, subordinates and peers. Quality of supervision was related to the work management and their competence or incompetence, (un)fairness and (un)willingness to delegate responsibility or willing to supervise the employees (Herzberg, 1966, pp. 46–47). Company policy and administration described overall the company's aspect and administration characteristics and how the employee relied on them, well or badly. More specifically, these characteristics were related to adequacy or inadequacy of organization,

management and to the harmful or beneficial effects of the company policies (Herzberg, 1966, p. 48). Working conditions meant the physical conditions of the work, work load and working environment. Job security meant whether there was job security present or not. The given salary meant the compensation received from the work, whether the salary increased or decreased and eventually this affected the employee's satisfaction. Also some aspects of the job affected the employee's personal life (Herzberg, 1966, pp. 46, 48–49).

The motivation factors, what did motivate people to work, were the following ones: challenging work- which meant how did the employees feel about their work tasks and the work itself (good or bad). The focus was on if the duties of a position included opportunities or contrarily did the work function as a restrictive factor for a person (Herzberg, 1966, p. 48). Achievements meant the accomplishment of work- by recognizing the employee's achievements. The achievements could also improve an employee's skills and abilities, but contrarily, it could also include the failure at work and the absence of achievements which decreased the work satisfaction (Herzberg, 1966, p. 45). The growth possibilities included opportunities to move forward at ones job and receive promotion, but also the opposite. By giving responsibility towards the employee it showed trust and it was creating satisfaction for the employee. Advancement meant change of the position (promotion) in one's job and status with increased responsibilities and opportunities but it could work negatively if the person did not receive the expected promotion. Recognition meant that if the employee was receiving an acknowledgement from the work done, it increased their satisfaction and the opposite effect was that if the employee received criticism or blame, it worked as a negative factor (Herzberg, 1966, pp. 45–48).

I decided to focus on Hertzberg's theory because this theory should support my research idea and I have a determination to apply this idea to this research. Herzberg's theory is clear and it takes well into consideration the hygiene and motivator factors which can be applied in practice and are suitable for this research topic. The theory is comparatively human, and I think it is convenient to apply this to interviews and to find out the explanation for the wilderness guides work motivation and to find out about the wellbeing factors this way. By using this theory, it enables one to find the motivator factors which effects a wilderness guide's work and working conditions in general and to explore the wellbeing through the motivation theory and specifically, from the employee's point of view. However, Hertzberg's theory has received a remarkable amount of attention and it has generated a lot of debate. It has been used a lot in different studies and it has been developed in different directions. Hertzberg's theory is relatively old but it has been used in the present and it is

important that it is still well used (Armstrong, 2006, p. 263; Latham, 2007, pp. 38–40 ; Noell, 1976, pp. 34–35). The Herzberg`s theory has been criticized because the review between satisfaction and performance has been missing (Armstrong, 2006, p. 263). Theory has been compared a lot to Maslow`s Hierarchy of Needs (Latham, 2007, pp. 38–39).

2.3 Emotional labor

I wanted to combine Herzberg`s motivation theory with emotional labor because the motivation theory does not open the emotional labor part that well and that enables researching the employee`s work performance this way. The emotional work opens up the nature of the wilderness guides work and supports the Herzberg`s theory this way. I first introduce the context of hospitality, since a wilderness guide`s work is involved in hospitality and then I present Hochschild`s viewpoint to emotional labor.

Emotional labor is a term created by sociologist Arlie Hochschild (2012, p. 7) and she presents that emotional work is about an employee`s performance; how to control and manage a human`s own feelings by using face and body in work performance despite their real feelings. Emotional labor relates to ones feelings and emotions and how to show them outwards and behave accordingly. Showing emotions, such as smiling and customer friendliness, are part of the job and when working, the work should seem effortless and enjoyable. The employee should cover up possible fatigue and irritation. Emotional labor challenges the employees to cover their own emotions and in a positive sense, it brings at its best to the customers a pleasant and beautiful customer experience (Hochschild, 2012, pp. 5–9). Emotional labor is then connected to work place wellbeing and how employees feel about themselves because employees need to use their skill to control their real emotions.

According to Hochschild (2012, p. 18) “Feeling rules are standards used in emotional conversation to determine what are rightly owed and owing in the currency of feeling”. It means how people want to feel and try to feel emotionally in certain social situations and circumstances. From an individual's point of view it is about taking another human (customer) into consideration by thinking; what does the customer want and expect? It can also be seen as how the employee wants their customer to feel (Hochschild, 2012, pp. 19–20).

Hochschild (2012, p. 49, 76) suggests that emotion management is institutional and the heart of it is how people are expected to behave in certain places according to certain standards and therefore, there are norms and rules that a person needs to take into consideration in actions to displace ones real feelings. There are two other fixed principles that organize the social life. These are pain avoidance and looking for advantages in the social area. These can be seen as patterns of emotion management and they function in the framework of feeling rules. Unlike the feeling rules, the fixed principles cannot change (Hochschild, 2012, pp. 62–63).

According to Hochschild (2012, p. 35) everyone acts and for this reason there are two ways of acting which relates managing feelings and controlling emotions; these are surface acting and deep acting. These feelings do not form as a matter of routine, but they are learned. In surface acting a person puts on a face which changes the public display of emotion and sets their external emotion in harmony with socially anticipated or acceptable situations. In deep acting, a person must put their private feeling base in a way that is in harmony with a socially acceptable situation. It affects a person`s private time and how a person feels privately (Hochschild, 2012, pp. 36–38).

Deep acting can take place in person`s everyday life and it relates to emotion memory in the sense that people are trying to feel or want to feel. The problem occurs when a person ends up in situation where she/he is supposed to feel something else than is actually feeling deep inside and that create challenges; whether to act or not to act. There are situations where a person should neither raise nor suppress their own feelings and hopes that their own feelings would be something else (Hochschild, 2012, p. 43). In summary, it can be said that emotional work only takes place in the workplace which requires personal contact with the public, it creates a state of mind in the others and is where emotional work is supervised by employers. Common to all of them is that deep and surface acting are important part of the work, because disliking the job can prevent the employee to perform their work well (Hochschild, 2012, p. 156).

When an employee is attracted to own job and is carrying the requisite customer service skills in work performance, it encourages working and if the work is not enjoyable the employee is more likely to quit. However, employees must curb their feelings to be able to perform at work (Hochschild, 2012, p. 146). According to Hochschild (2012, p. 147) there are three requirements associated with emotional labor which are face-to-face or voice-to-voice communication, to generate an emotional state in another person and by training the employees the employer can control their staff. The employer is controlling the employee`s feelings by creating the desired emotional state for employees; therefore, employees should work according to the given rules.

2.4 Wellbeing

This chapter provides frameworks for the wellbeing as the Herzberg's theory and emotional labor does not open the wellbeing aspect satisfactorily. Since my research topic is wellbeing, it is important to highlight it in this section and the wellbeing aspect strengthens the theoretical framework and creates a good base for the whole research. Wellbeing is relatively challenging to explore alone since it is related to individual experiences and how a person experiences situations at work so Herzberg's theory strengthens this point of view (Virolainen, 2012, p. 12).

Work, workplace and work community affects how individuals experience the workplace wellbeing. Workplace wellbeing is also shaped by the individual's own health and wellbeing, such as lifestyle, health and life situation and life attitude. A healthy working environment is one where the employees feel well and how they feel about their work itself and about the workplace (Virolainen, 2012, p. 12). Workplace wellbeing is important when the employee has a fair amount of challenges and pressure according to ones skills. Workplace wellbeing also extends to work organization and supervisors; how things are running at work, quality of the physical work environment and the atmosphere at work. Workplace wellbeing affects human personal wellbeing and when an employee receives a suitable amount of motivating guidance and support it enhances the atmosphere of the work community (International Labour Organization; World Health Organization; Ministry of Social Affairs and Health, 2018). Comprehensive workplace wellbeing aims to guarantee that employees are safe and healthy, but also satisfied and committed at their work (International Labour Organization). In the long run an employee's wellbeing is vital if organizations want to have healthy employees and it makes their commitment to work grow. As wellbeing increases, labor of the company also increases. Workplace wellbeing is an important element to discuss in the tourism field; critically, in the areas were the seasonal work takes place.

According to Virolainen (2012, p. 11) workplace wellbeing consists of four parts; physical, psychological, social and mental wellbeing. All these parts are related to each other's and when one area is weak or is missing, it affects to the other parts. Furtherance of wellbeing at work is shared both with the individual, society and the company the person is working for. Society is in charge of creating opportunities for workplace wellbeing by regulating laws and supporting activities that promote a person's education and the viability of their work (Virolainen, 2012, pp. 11–12). The companies can promote workplace wellbeing by providing occupational health care, occupational safety and favorable working conditions for the employee and for example, guarantee equal treatment of employees. Companies have increasingly begun to pay more attention to the workplace

wellbeing Individuals are in charge of their own work performance and maintaining their own work ability and proficiency (International Labour Organization; Ministry of Social Affairs and Health, 2018).

Physical wellbeing is a critical part of comprehensive workplace wellbeing and it includes physical working conditions, the physical load of the work and work postures. Physical performance affects the employee's ability to work, together with mental and social ability. The employee must maintain their own fitness and is in charge for their own physical ability. Good fitness and performance should be maintained constantly. Development of physical ability also improves mental and social capacity and is therefore favorable to the employee (Finnish Institute of Occupational Health, 2018b; Virolainen, 2012, p. 17).

Psychological wellbeing at work is related to how meaningfully a person is experiencing the work and it includes; for example, work stress, work pressure, and working atmosphere. Psychological nausea has become more common in Finland and in men every fifth and in women every third have psychological problems caused by the work (Virolainen, 2012, p. 18). An individual can promote their own personal psychological wellbeing by taking care that the amount of work, free time and rest is balanced. Psychological wellbeing in the workplace also involves how meaningful a person is experiencing work because pleasing work promotes an individual's wellbeing. If the work is unpleasant, underpaid or stressful it can increase psychological nausea (Virolainen, 2012, p. 18). According to Virolainen (2012, p. 19) employees should have the opportunity to express their feelings in the workplace, to colleagues and supervisors because not expressing emotions can cause anxiety to the employee. The exception is in the customer service situation when a person should behave cautiously.

Social wellbeing relates to employees possibility to communicate openly within each other's and approach colleagues. Social interaction should be possible in the workplace and it is desirable that the relationship between employees would be good (Virolainen, 2012, pp. 24–25). Mental wellbeing at work can occur in many different ways and the main focus is on practical measures in the workplace's everyday life. Mental wellbeing at work involves people's encounters at work and interaction with each other; for example, caring of each other, colleagues and customers. Mental wellbeing at work highlights the sense of communality and workplace can have a great importance of creating it. Mental wellbeing at work is at its best when the employees own values and the workplace's values concur and in this way the work itself can help the employee develop as a

person. Additionally, when the values of the company are honest, fair and the work has positive effects on society, it also increases the employee's mental wellbeing (Virolainen, 2012, pp. 26–27).

In wellbeing research, the wellbeing classic Erik Allardt's (1976, pp. 32–33). theory has been applied (especially in the Nordic countries,) with the two main concepts which are: wellbeing together with happiness and living standards and quality of life. Wellbeing is a multidisciplinary concept and Allardt determines it with the need concept. If the basic needs are left unsatisfied or unfulfilled, it means poor conditions. Because wellbeing is usually more sustainable than happiness, it is important to take into account the effects and causes of wellbeing. Wellbeing can change, but then it is likely that there are external or specific reasons for that. Happiness, in turn, is related to how happy people feel about themselves and is affiliated to subjective experiences and emotions. When assessing happiness, the causes and impacts are not as important as in wellbeing.

Feelings of happiness are felt in different situations; some people feel it while completing physical strain and the other ones when resting and thinking about things (Allardt, 1976, pp. 32–33). Empirically measured, the difference between wellbeing and happiness is the fact that wellbeing is studied by observing real, objectively observable conditions and relationships; unlike happiness in being measured by attitudes and subjective emotions (Allardt, 1976, p. 35). The living standard can be considered to be related to needs whose satisfaction is defined through material and impersonal resources that are wages, housing and employment. Quality of life is assessed on the basis of human relations and its quality (which makes it the opposite of material life) (Allardt, 1976, pp. 32–33).

Needs

All people have certain needs and satisfying these needs is vital for everyone and these needs are having, loving and being. Special needs are those needs whose satisfaction is defined by the resources owned or managed by the individual (Allardt, 1976, p. 37). In some other needs, satisfaction is defined by how people behave towards other people such as in love and in friendship. Different types of needs are classified into three basic categories, depending on the nature of the need. These categories are the following: living standard (having), relationships (loving) and the forms of self-realization (being) (Allardt, 1976, pp. 37–38). First focus is on the standard of living, which is based on a human's physiological needs; nutrition, liquid, heat, air and safety. However, it is difficult to estimate the welfare values in general, because they depend so much on social conditions (Allardt, 1976, p. 39).

Although Allardt's research was some time ago, it is still valid nowadays. A certain minimum level of material substances is the lifeblood for life but it cannot be named as the most important value in wellbeing analysis (Allardt, 1976, p. 41). Relationships are based on a humans need to have companionship or belong to a social network and express the caring for another person. This is a natural feeling for a human. The individual therefore has the need for love and affection. The relationships are equal, when there is expressed care and love (Allardt, 1976, p. 43). Self-realization is an important part of wellbeing because it allows the person to develop latent and internal opportunities. Some people try to accomplish themselves with achievements, some do not- it could be related to differences between people or cultures (Allardt, 1976, p. 46).

Stress

According to Keltikangas-Järvinen (2009, pp. 168–169) stress is an uncomfortable feeling and an abnormal state in a human being. It consists of three parts which are: stress state, stressors and the coping strategies from stress which cause it and include the phenomena around it and consequences of the stress which are the somatic and psychological ones. Stress state is an incompatible situation between human and the environment where above-mentioned causes too many or too high requirements for an individual and in this situation a person feels that they cannot cope in this situation, even though a person would like to. Human's ineptitude might be caused by cognitive inability and the requirements are higher than a person's skills and ability (Keltikangas-Järvinen, 2009, pp. 169–170). A person might have problems related to the individual's lifestyle and is not emotionally capable to work according to the requirements of the work. Stress is the mismatch condition between external demands, human capacity and incongruity between the resources. It creates an uncontrollable obnoxious and unpleasant situation for the human (Fink, 2016, p. 4, Keltikangas-Järvinen, 2009, p. 170).

Stress state can be defined in many ways. Stress state can be a contradiction between requirements and resources where an individual's experience about existing contradiction can lead to the stress state; for example, a person who strives for perfection and does the performances better and better every time. In this situation a person must find the limits of their own ability to cope between requirements and resources. Only observing the contradiction cannot create a stress state itself. The stress state comes to existence when a person is motivated to complete something. In turn the contradiction between investment and achievement can cause the stress state when the person invests too many resources on the final goal. This is explained so that a person has been making too much effort and might finally fail- which causes a stress state. A stress state can occur when a

person's vitality mode is imbalanced (taking into account that this is affected by individual differences.) Usually in stress the emotional and physiological vitality mode is too high and an individual's tolerance is too low for all events with a high intensity (Keltikangas-Järvinen, 2009, pp. 170–173). Controversially, too low a vitality mode often refers for burn out which is the final state of the stress (Keltikangas-Järvinen, 2009, p. 173).

Stressors mean the requirements for individuals which causes stress and these requirements can be real. It can be related also that an individual may have set their own values and requirements too high and that can act as stressors. Then the stressors are not the work itself, but the goals the individual has been setting for him/herself (Keltikangas-Järvinen, 2009, p. 178). There are two kind of stressors; objective and subjective ones. Objective or universal stressors are not dependent on an individual's own interpretation and it is related to big changes in life such as losing loved ones or facing natural disaster. The recovery time from this stress is more or less alike between individuals no matter what age or gender an individual represents. Because objective stressors are related to such a large scale reversal it is easier to understand from the outside and for the individual to receive help (Keltikangas-Järvinen, 2009, pp. 179–180). On the contrary, subjective stressor is a perceived threat, vexation or a challenge for individual. These stressors can be unconscious and can be related to fear or an exciting situation or pressures to perform. Finally, objective and subjective stressors can be mixed when people add their own experiences to objectively measurable situations (Keltikangas-Järvinen, 2009, p. 180).

Individuals experience the stress differently; one might improve their work performance in a stressful situation, while the other one loses their abilities completely (Keltikangas-Järvinen, 2009, p. 185, Virolainen, 2012, p. 30). We talk about people having good nerves and weak nerves which are explained as a human way to react in stressful situations; some people stay calm while the other ones' emotions are accelerating. Stress brings out a human's temperament which is a permanent feature; therefore, stress and temperament are tightly linked to each other's. Temperament is the way to react and reflect how a person does what does, in a given situation. Temperament affects how emotions occur for the individual in a stressful situation and emerges even more clearly in extreme situations (Keltikangas-Järvinen, 2009, p. 185).

Stress can occur in human everyday life and it can trigger a stress. Therefore, stress maybe caused by long shifts, continuous social interaction in customer service, an aggressive employer, unpaid bills, noise, hustle around or bad traffic (Hochschild, 2012, p. 131). The term pressure relates to useful stress, because then it can be seen that the goals are still achievable. When the pressure gets

too much and the human is not capable of completing the given task, we must talk about stress. This is seen as negative and a harmful matter. It is because the pressures and expectations grow too large for individual to handle (Virolainen, 2012, pp. 30–31). Work stress is an unresolved contradiction between individual and work and, when continuing for a longer period of time, it can have harmful psychological and physical health-related causes for the human (Virolainen, 2012, p. 31). The stress factors in the workplace can relate to hard working conditions, workload, to the role conflicts, uncertainty about the work, the staff relationships and to the organizational structure. The heavy work environment relates for example to working conditions, continuous noise, too cold or too warm temperatures and it is caused by the work itself or the work environment (Virolainen, 2012, p. 32). The above-mentioned causes additional work load for the individual, and it cannot be due to an employee. The work load can be quantitative when it means that there is too much work to do within in too short a time. When people change their jobs, it is possible to face this problem because at the beginning of a new job there is a lot for new employees to learn and to internalize. As skills and abilities improve, the workload of the work also reduces (Virolainen, 2012, p. 32).

The workload can be qualitative when it is overloading an individual's memory, demands attentiveness, quick reactions, or human encounters. Such an work overload is caused by challenging and demanding work tasks, tight schedule, hard physical strain, high goals and unclear expectations (Virolainen, 2012, pp. 32–33). The qualitative workload can have harmful causes because first it causes stress, anxiety and tiredness and then if it constantly continuing it might lead to exhaustion and then to burn out. (Virolainen, 2012, p. 33).

Role conflicts can emerge when the employee is not sure about the own work tasks, duties and not sure about their own position. When an employee knows their own role, the work community can avoid confusing conflict situations, but it is notable that the roles would not be too tight because a good amount of flexibility is also positive for the work community. Unclear roles can confuse the employee and make them frustrated (Virolainen, 2012, p. 33). When the employee is uncertain about the continuation of work, it can cause concern about an employee's future. The weak relationships towards work colleagues or to management can lead to a mental or psychological workload of the employee. The employee should have empowerment on their own work and it relates to a positive working atmosphere where the employee can openly express themselves (Virolainen, 2012, p. 34).

3 METHODOLOGY

3.1 Interview data

The thesis is based on qualitative research methodology, because it helps to understand the social reality of people and complex issues such as actions, decisions, beliefs and values within people's social worlds (Bryman, 1988, p. 8; Ritchie, 2001, p. 17). It is especially suitable when processing sensitive topics and offers a convenient atmosphere for the participant's disclosure. I see the interviews as the most worthy way to hear about the wilderness guides experiences from the field and to create valid analyses. In this way I think I can receive the most reliable information from the topic. Qualitative research also aims to understand processes such as how people make decisions and interact with each other and what are the norms and values shared by them (Hennink et al, 2011, p. 10). I use qualitative research methodology which is the most suitable method for studying the experiences of the wellbeing of the seasonal wilderness guides. The qualitative research allows an interview with a small number of participants, unlike the quantitative research that most frequently deals with large numbers of participants. Qualitative research emphasizes words rather than quantification in the collection and analysis of data (Hennink et al, 2011, p. 16).

Data was collected by interviewing seven experienced and educated foreign professional wilderness guides. Five of them I have interviewed during the winter season 2017-2018 for the semi-structured interviews and three of them again for the Thematic interviews which took place in summer 2018 and two wilderness guide's additionally. This makes the primary qualitative data consist of five thematic-and five semi-structured interviews. The main idea of the qualitative interviews is to get the interviewee to talk about the specific issues and phenomena and use this for the research (Ruusuvuori & Tiittula, 2009, p. 79). I chose to interview the participants individually to receive the maximized interaction because I see that the wellbeing context is a sensitive topic and involves privacy so it was better to be alone with the interviewee. I believe that the individual interviews had more benefits compared to the group interviews. The topic of the thesis was strongly focused on emotions and the interview questions were designed for individual participants. I see that the presence of the other participants would have distracted each other and perhaps the interviews would not have given such honest answers. A Semi-structured interview is the one between structured and un-structured interviews (Ruusuvuori & Tiittula, 2009, pp. 11–12).

By interviewing the professional wilderness guides from the field, it gave a chance to collect reliable information. The ones I interviewed, had been working during the winter seasons in the

northern part of Finland for several years and had gained several years of experience on how it is to be a wilderness guide, working the winter seasons in Finnish Lapland. The participants were adapted to Finnish lifestyle and culture. This is the strong feeling I received during the interviews. English was used as a common language in all the interviews and all the participants spoke good English (Ruusuvoori & Tiittula, 2009, p. 79). The participants are working both in smaller and bigger destinations, where there is a need for employees and where there is tourism.

First, semi-structured interviews were done before the winter-season in November-December 2017, one of them personally and four of them through video calls as it were not possible to meet personally. Person A, Person B, Person C, Person D and Person E participated for these semi-structured interviews. The interviews took approximately thirty-five minutes to fifty minutes in November 2017. Interviews were supposed to take half an hour, but two of the interviews took about fifty minutes as the participants were very keen on the topic and willing to talk a lot. The following table (Table 1.) shows each of the interviewees work experience from the field, how many companies they were working at, working tasks and the interviews they were participating at. Work tasks included snowmobiling, ice-fishing, snowshoeing, cross-country skiing, ice-karting and igloo building. One of them had work experience working with the huskies. Overall these wilderness guides job tasks were mixed, but they all took place outdoors in winter time.

Table 1. Interviewees

Persons	A	B	C	D	E	F	G
Work experience	5 years	5 years	5 years	2 years	4 years	2 years	2 years
Companies	Few safari companies	One safari company	Few safari companies	One safari company	One safari company	Few safari companies	One safari company
Work tasks	Snowshoeing Cross-country Skiing Ice-fishing	Snowmobiling Snowshoeing Cross-country Skiing Ice-fishing	Snowmobiling Snowshoeing Cross-country Skiing Ice-fishing	Snowmobiling Snowshoeing Cross-country Skiing Ice-fishing	Snowmobiling Snowshoeing Cross-country Skiing Ice-fishing	Snowshoeing, Cross-country Skiing Husky ride Igloo building	Hiking Snowmobiling Snowshoeing
Interviews	Semi-structured & Thematic interviews	Semi-structured & Thematic interviews	Semi-structured & Thematic interviews	Semi-structured interview	Semi-structured interview	Thematic interview	Thematic interview

Second, thematic interviews were done well after the winter season in May-June 2018, one of them personally and four of them through video calls and they lasted from 30 minutes up to one hour. Person A, Person B, Person C, Person F and Person G participated for these thematic interviews. I transcribed approximately 10 pages of answers from the five semi-structured interviews and 17 pages from the five thematic interviews. The semi-structured interviews were divided to categories such as; basic information, work-related questions, customer-related questions, law-related questions and other questions. The thematic interview themes were related to the working conditions, skills, wellbeing and feelings. The idea was to categorize the questions in such an order and that they would be related to each other's.

These interviews had a clear beginning and the end so that the participants knew when the interview officially started and ended (Ruusuvuori & Tiittula, 2009, pp. 24–25). The conversations were built through questions and answers as the regularity of a colloquial language is the connection between questions and answers. I noticed in the interviews that some participants answered quicker than the others and some wanted to take their time when giving the answers. It is about the structure of the conversation; the ways how the participants perceive the questions and answers. Clear conversation should follow each other's without bigger breaks (Ruusuvuori & Tiittula, 2009, p. 26). In qualitative research the data collection can be based for example on interviews and analysis which is interpretive.

Some of the questions in semi-structured interviews were very detailed and congregated in order to receive more detailed and personal information. The goal of this style of interviewing is to ensure that interviewees' replies can be aggregated. Questions are usually very specific and very often offer a fixed range of answers (Bryman & Bell, 2011, p. 202). This means that the participants can still add relevant information they would like to share. Few questions were closed questions and there were not too many choices for the participants to give several answers. Few of these closed questions were seen as the best method receiving some details regarding this research topic (Bryman & Bell, 2011, p. 202). The interviewees were given a space and they could add any interesting information they wanted to share.

3.2 Content analysis

The content analysis aims to receive a description about the phenomenon studied (Tuomi & Sarajärvi, 2011, p. 103). Content analysis is analyzing text verbally; therefore, it searches the meanings of text collected. Content analysis aims to understand human purposes and I see it as the most suitable method of analysis for this research. Additionally, it allows organizing the collected data and the documents in compact and general form but without losing the information it contains (Tuomi & Sarajärvi, 2011, pp. 104–108). The data-driven content analysis proceeded in the following way: I listened to the interviews carefully and the semi-structured interviews were written down right away- (the participants knew that), so the pace was not very fast but the participants were still talking at normal speed. However, Thematic interviews were recorded and afterwards they were transcribed carefully. I listened to the recorded interviews several times to get exactly what the interviewees said and then I read the transcribed interviews many times. I derated the data so that I cut away all the irrelevant parts and I compacted all the information which had value for this research and I kept all the time in my mind the research questions. Next I clustered the material that I found similar and differences from the context and created the categories. This way the data was compressed and classes were established based on the studied phenomena and what themes were raised in the interviews. The subcategories were established first and then I created main categories which combined these subcategories (Tuomi & Sarajärvi, 2011, pp. 109–110).

At first I was going to cluster the analysis so that there were factors improving wilderness guides' wellbeing and controversially, factors worsening their wellbeing. However it looked strongly that there was more factors deteriorating their wellbeing and it created limitations so instead of clustering the material that way, I decided to cluster the main categories to working conditions, working hours of the seasonal work, wilderness guides' capabilities. Working conditions included the rules and practices of the work place, salary, management, customers and working outdoors. The working hours of the seasonal work included the working hours and free time. Wilderness guides' capabilities included working in Lapland as foreigner, education and the factors supporting and deteriorating wilderness guide's wellbeing. Clustering is followed by abstraction when linguistic expressions lead to theoretical concepts and conclusions which enabled me to understand the meaning of the collected data (Tuomi & Sarajärvi, 2011, pp. 109–110). The emotional labor aspect emerged while going through the interview material. I took the whole material into account when doing the research

3.3 Research Ethics

In this section I present the research ethics and bring up the most essential factors in terms of ethics which were confidentiality, anonymity and the rules of the interview. The interviews were done anonymously to prevent the participant's privacy. The ones participating for the interviews were participating voluntarily and they were randomly selected. The advantage of these interviews was to get to know the people better and reach a deeper knowledge about each participant and their experiences. The interviewees were a great help for the interviewer and the participants participated in the interviews voluntarily, this is a sign for succeeding cooperation (Ruusuvaori & Tiittula, 2009, pp. 17–18). With the participants it was agreed that no one's age, gender, nationality or the work place would be mentioned because the group of wilderness guides is relatively small in Finland. Furthermore, the facts which were not mentioned were not relevant according to this research. The sign of confidentiality is that the interviewer tells honestly about the purpose of the interview, keeps the information which is received confidentially and protects the interviewees anonymity. The interviewer should show interest towards the topic and in this way build confidentiality towards the participants' listening to them all the time (Ruusuvaori & Tiittula, 2009, p. 41).

Confidentiality means that the interviewer tells honestly about the purpose of the interview for participants and that the information will be dealt with confidentiality. I followed these rules and when writing the analysis, I protected the interviewee's anonymity and I made sure that the participant's identity must not be revealed from the thesis. I asked the interview permission from the interviewees (Ruusuvaori & Tiittula, 2009, pp. 17–18). The interviewees knew the purpose of the study and the motives of the research. All the interviewees knew that all the issues discussed will be used for the thesis, because this was mentioned and highlighted before the interviews took place (Ruusuvaori & Tiittula, 2009, p. 83). All the interviewee's gave their permission to use the interviews for the research, overall the interviews went smoothly and the interviewees had space at the end of the interview to add anything they would like to. Building confidentiality is also about balancing the shown empathy and builds common understanding. The interviews can only be a success if there is common understanding between the interviewee and interviewer and I believe that the interviews were built on a common understanding (Ruusuvaori & Tiittula, 2009, p. 83).

I helped the interviewees to get prepared for the interviews because I opened up the categories which we were going to be going through during the interview. The interviewee did not know about the content of the interview and that is why the interviewer is the one leading the conversation to a

specific direction (Ruusuvuori & Tiittula, 2009, p. 22). I mentioned that if some of the questions are too sensitive for the participants, the interviewees do not need to answer. Finally, all the interviewees answered all the questions so the questions did not turn out to be too sensitive. The most benevolent interview serves the researcher's interests so it is necessary to look for what purpose does the interview serve; who conducts the research and for what purpose (Ruusuvuori & Tiittula, 2009, p. 187). Finally, the researcher's task is to make the interpretations and take the responsibility in which way the created information will be published (Ruusuvuori & Tiittula 2009, p. 188).

To avoid misunderstandings due to cultural differences it is beneficial that the researcher get to know the culture of the interviewees before the interview takes place (Ruusuvuori & Tiittula, 2009, p. 84). The cultural differences did not feel too powerful to me and they did not effect to the interviews. I believe that I could mostly understand the interviewees because I studied to be a wilderness guide in an international atmosphere and I have been doing observations in an international atmosphere when completing the seasonal assignments. Also the wilderness guide profession united me to interviewees so that created a common understanding between us. A common knowledge about the same topic can work as the basis for building a common interest (Ruusuvuori & Tiittula, 2009, p. 123).

Empathy was needed in such situations that when the conversation sustained problematic experiences and the interviewee can become restricted because of the roles (Ruusuvuori & Tiittula, 2009, p. 42). I see that some of the topics were sensitive and I showed my empathy to the participants by showing that I am aware of this. A slight weakness that I noticed after the interviews was that I started the interviews from very common questions and some of them were surprised to hear that the interviews started from a very basic level. I explained this with a fact that I did not want to let my own hypothesis about the wilderness guides' work to influence too much and let the interviewees fully explain about their own experiences.

In analysis I will use the terms Person A, Person B, Person C, Person D, Person E and Person F and Person G. In few specific situations I am not mentioning these terms that who has said something due to the sensitive topic.

4 ANALYSIS

4.1 The typical day of the Wilderness guide

First I would like to present how the typical day of the wilderness guide looks like and what does the day consists of. This makes it more convenient to understand the working conditions and the daily work routines of the wilderness guides and afterwards I focus on any themes created. The following text is created based on what came up in the interviews also relying on the information I have from the field. There are several varieties how could a typical day of the wilderness guide look like but this description could be applied to many different activities. This is an example of the basic day when running one day excursion. A typical excursion like this could take up to three or five hours, excluding the wilderness guide's preparation time and transportation. These following work routines can apply to snowmobile, cross-country skiing or snowshoeing excursions and can be applied either larger or smaller group sizes.

The workday of the wilderness guide goes along with the excursions; the day can start either in the morning or in the evening from the base. Beginning of the day wilderness guide checks all the equipment's before meeting the customers and prepares the gear for the excursion in order to run it. In case of missing or broken equipment, the wilderness guide must replace them in order to run a safe excursion as the wilderness guide is in charge of the group. If the excursion includes a meal, the wilderness guide prepares it before meeting the customers and gets everything ready. The wilderness guide needs to make sure that they are properly equipped for the excursion and are carrying the necessary gear; for example have the maintained and inspected first aid kit, working equipment's and a reliable phone which can be used in case of an emergency

First the wilderness guide meets their customers and usually takes care of their clothing. Mostly the companies are providing proper winter clothing for the customers and there is an indoor area at the base where to dress up. The wilderness guide helps the customers to find the right sizes and the wilderness guide shows how to adjust clothing during the excursion. When the group is dressed, the wilderness guide gathers them around and leads them to the starting point. The wilderness guide goes over the safety features and the schedule of the day. In this point the wilderness guide is already observing how the group is like and how is their capability of completing the excursion. At this point the wilderness guide already has a plan where to take the customers and goes over that it is with the customers. Usually the wilderness guide has received some information from the office or supervisors but the last inspections are good to do before the excursion starts.

The wilderness guide is the leader of the group and is in charge of staying on schedule. The wilderness guide makes sure that the customer's become familiar with the gear and takes care that the group stays together during the excursion. The wilderness guide needs to adjust the speed according to the size of the group and their capability of completing the excursion. During the excursion the wilderness guide usually stops and asks how the customers are feeling and explains about the nature and surroundings; the flora and the fauna. The wilderness guide makes sure that everyone is feeling comfortable, maintains the discussion and handles difficult situations as best as possible. The wilderness guide needs to balance the activity by adjusting the speed so that it would be comfortable for everyone because rarely the customer's level of fitness is the same. Some customers are expecting more challenges, while others fewer ones. All the group members need to be taken into account equally and the wilderness guide is in charge not to let anyone to ruin the excursion.

During the excursions the wilderness guide takes a break in the middle of the excursion and offers refreshments; a hot drink, warm juice for example, is enough during the shorter ones but during the longer excursions a hot meal is often required. Usually the wilderness guide carries the food or sometimes for the excursion it is arranged that the food supplies are waiting the group in a specific location, for example by the fire place. The meals take place by the fire preferably in order to keep the customers warm and satisfied during the break. The wilderness guide prepares the fire and serves the food and if possible, enjoys the meal with customers. Warm meal could be a game soup. After the break the journey continues and wilderness guide makes sure that everyone is capable of returning back to the starting point and chooses the road back according to the weather and group's conditions. After arriving back to the base, the wilderness guide helps the customers to return their clothing, says goodbye to the customers and arranges and maintains the equipment finally.

Often the wilderness guide also needs to pick up the customers for the excursion and drop them off, depending of the size and routines of the company. When the season has started, the wilderness guide repeats the same formula all over again for the evening excursion. Between the excursions there is usually a few hours break and it gives time for the wilderness guide to rest. Evening excursion continues with the same formula and the main idea is to go to hunt the Northern lights by snowmobile, car or snowshoes. The difference to the day excursions is that rarely the hot meal is provided which reduces the workload of the wilderness guide. Still, hot drinks are almost always

served and something to eat, such as sausages or biscuits. In the evening when it is dark, the safety features are also highlighted.

4.2 The working conditions

In this chapter I analyze the working conditions as they rose from the interviews and their impact towards the wellbeing of these wilderness guides. The working conditions includes the rules and practices of the work place such as meal times, breaks, the employee`s rights in general, the given salary, management, customers, and working outdoors.

Rules and practices of the work place

The work place practices were varying depending of the company but usually the wilderness guides did not have any official breaks. Between the shifts these wilderness guides received breaks paid breaks. There were meal times between the breaks when the wilderness guides got a chance to eat at their own cost but there was not official paid lunch breaks. Person C prepared a sandwich to eat at work, while the other wilderness guides did not eat anything during the workday in that company, but then again one of the wilderness guides got to share a dinner with the customers and that was part of the job. Person C was trying to have 2 minutes coffee or cigarette break. If there was a longer safari, the wilderness guides got to eat on the excursions with the customers but if there was a shorter one, then there was not really any warm meal available. In one company, the company sometimes took the wilderness guides to eat outdoors in the restaurant or offered 15 pizza`s for the office for wilderness guides to share. It did not come up with the interviews, whether the wilderness guide`s minded not having big breaks and supposedly it was the nature of the work. According to the Service Union United PAM (2018b) the employee`s working in tourism industry should have at least one coffee break when the shift is over four hours and if there is not possibility for that, the employee should be able to enjoy refreshments while completing the works tasks.

At work most of the wilderness guides seemed to have some sort of bathroom facilities, if not indoor, then outdoor ones. However, Person A said that they needed to go the forest for the bathroom. Not all the wilderness guides knew if healthcare was provided or not. Person E knew that if you got injured at work there would be something arranged by the company. There was a lack of knowledge among the wilderness guides about the Programme Service TES the tourism companies should be following. Person B knew that the company belonged to PAM. From semi-structured

interviews it came out that four of the five answerers did not belong to the Union. Also Nousiainen (2015a, p. 57) found out that only less than a fifth of the safari wilderness guides belonged to the Union so the professional organization was limited.

Some of the wilderness guides were not familiar with their rights but some were and some of them chose to work more hours and one of the wilderness guide knew that by the law they did not allow you to work more than 160 hours monthly. However, in reality, this hourly limit rule is not always enforced and after all it is still a low-income job in general (Rantala, 2011, p. 286).

Person D was aware of rights:

Before we started working (before the season started) our managers gave us huge information about everything. It was a huge booklet about everything, rights etc. and I read it twice. (Person D)

It should be highlighted that some of the wilderness guides were willing to work for more hours despite the regulations but I will focus on this issue later in working hour's chapter. Person F brought up that the working practices were varying a lot depending on the companies; the work place where this person was currently working was really following the law and the possibility of working a lot of hours was limited:

The bad point is that you cannot work more than a certain amount of hours and in my opinion it is not making enough money if you are just doing that to be able to survive the low season. (Person F)

Salary

During the interviews the salary issues were discussed but not with all wilderness guides, but it came up in many different contexts. The given salary divided the wilderness guides. Some of the wilderness guides were very happy for the salary they received from the work, while the others were not too satisfied. Person D said in one context that salary was good, but in another context was still wishing a bigger salary. It was challenging to compare the wage differences due to individual differences, for some of the wilderness guides a certain amount of salary was enough, while for the others it was not and I did not want to ask directly about their hourly salary because it would have been too personal. It strongly looked like that the wilderness guides needed to work a lot to earn money as a wilderness guides. To specify, the ones working the hardest received the biggest salary because of completing so many hours. Person C brought up that the wilderness guide`s needed to be active by themselves and if they did not ask for a good salary they did not get it.

First you start with the normal salary wage and then after every season you can expect a rise. And you are working by hour so everything you work you get paid for it and in the winter when there is customers every day there is a lot of work so sometimes you do like 10-12 hours every day and because of that it is too many hours so we have also this kind of system that there are days that you do not work but still you get paid, according to the Finnish law. So it is really following the law over there. (Person F)

Nousiainen`s (2015a, pp. 53–56) studied the sufficiency of salary of the safari guide`s and the final results showed that guides were not satisfied with the salary, only one out of five participants felt that the given salary was enough and salary did not encourage those to choose this job. Hence, those research answers cannot be fully compared to my research because firstly, only 5% of the total participants have a wilderness guide degree and 40% of the participants are studying while working and that is a major difference to my research (Nousiainen, 2015a, p. 51) This set up has some weaknesses because it did not separate an employee`s position whether they were working full-time or part-time and earning extra income for studies. That affects the sufficiency of the salary. The sufficiency of the salary was not either in connection with the employee`s education (Nousiainen, 2015a, p. 56). In turn, Paakkanen (2009, p. 72) sees the framework of the salary challenging to analyze because work is seen as an action which affects to the wilderness guide`s personal life and salary is something which enables the certain obligations in human`s private life. I interpret it that if the employers are respecting the wilderness guides well enough, they should also pay fair compensation for the educated wilderness guides. Additionally, salary is important factor with hygiene and if the compensation is not satisfying the wilderness guides, it can work as a demotivating one.

Management

Most of the wilderness guides had a good relationship with management and it looked like the extra treats the management offered for the wilderness guides were adding extra benefits for them and welcoming party motivated to start the season.

We call it as a really good relationship. Before the season we had welcoming party; smoke sauna, hot tub, ice hole... (Person D)

Really, really good. We go after the work to the beer (boss pays). Few times to restaurant, especially if it has been a good season. Season ends party. (Person E)

The wilderness guides did have a clear idea what the supervisors were expecting from them. The supervisors expected good guiding, being friendly with the customers, being reliable and trustworthy and to keep in mind that the wilderness guides were representing the company. Valkonen (2011, p. 98) highlighted the meaningfulness of the wilderness guides' work and in his research the wilderness guides feel strong faith towards their own work and good customer service work was worthwhile because it could also affect the career development of the wilderness guide. Also the belief of your own work helped the wilderness guides to keep going at the work. When the wilderness guides are keeping their work meaningful, it is also good for the entire tourism industry. According to Person D the management was expecting following things:

They were expecting from me exactly what my qualities are. They know the education and school I did. (Person D)

The management saw the wilderness guide's education beneficial. Still these wilderness guide's answers varied from each other's and according to person A the management was expecting to:

To work as much as possible and make them as much money as possible. Entertain the customers and give them good guiding. (Person A)

Person A saw that the management was expecting the wilderness guide to satisfy the company's economic needs but also customer's needs by being hospitable. Hospitality is related to people's behavior, which combines human facial expressions and gestures; for example, how to entertain others (Ritzer, 2007, p. 129). García-Rosell et al (2016, p. 31) have been studying winter time wilderness guides who needed to perform in a Christmas theme park as elf's and maintain their role as an entertainer. The wilderness guides were supposed to act as they are having fun even though they really did not have fun. This research can also be used partly for the wilderness guides experiences about the customer service work. Eventually, the customers are making a lot of effort travelling all the way to the destination and paying a lot of money and are therefore expecting to receive good value for their money spent and gain wonderful experiences and the wilderness guides are in charge of fulfilling their dreams. One of the wilderness guides felt that the work changed their own personality and realized that there were a lot of wilderness guides in the field who took everything as a joke (they were joking a lot) and this person was concerned that not all the wilderness guides acted professionally. Some customers seemed to like it but the wilderness guide said that wanted to go back to a more professional level. This was explained by the fact that this

person changed character through the years into someone else and was not comfortable with this situation.

Paakkanen (2009, pp. 52–53) has been raising up the issue that the wilderness guides are trying to answer the expectations of the employer and customers so that the customer would experience positive emotions and would be happy for the service the customer has purchased. According to Person B wilderness guide`s most important tasks are:

To keep the customers happy, that is the most important because everything else goes along with that. If the customers are happy you have succeeded with your goal. You have showed them the right places, fed them and they are happy. People pay too much for these kind of activities and they are overpriced in my opinion. So they really should be treated well. (Person B)

This comment leads to the next category which is the customers because wilderness guide work is strongly related to customer service and more specifically, connected with emotional labor.

Customers

Customer encounters came common during the interviews and as much as joy the customers were causing for the wilderness guides, there were also a lot of challenges. The wilderness guide role is to satisfy the customer`s needs and desires (Ritzer, 2007, p. 129). The wilderness guide is in charge of the success of the customer's entire day. The wilderness guide is therefore the leader during the excursions for the customers and they ensure that the customers will receive great experiences when exploring the nature in Lapland. In fact, customers are making the wilderness guides work possible and mostly the wilderness guides talked about the customers respectively, but it is understandable when it came to negative situations, the wilderness guides were talking in a different style about them. As Person B said, the wilderness guides` most important job was to provide satisfaction for the customers and so did Person F:

I really enjoy when it is the end of the trip, especially when you are doing like a lone week trip with the people and you can read from their eyes that this has been dream of their life and this was ten times more what they were expecting. It is a very good feeling. (Person F)

The wilderness guides felt that they had succeeded when the customer was happy and satisfied. According to Nousiainen (2015b, p. 29) the customer service can be good and hospitable; hospitality is part of the service culture and it improves the quality of the service and provides customers added value like Person F felt. According to Ritzer (2007, p. 129) hospitality consists of people's desire to satisfy another and it is shown to other ones through feelings. Hospitality is an interactive situation and it involves two people at least so that the hospitality encounter can form

and these are the customer and the wilderness guide in these situations. The aim of the hospitality is to make the other person feel comfortable in other person's company. Additionally, hospitality should consist of helping, entertaining, protecting and serving others (Ritzer, 2007, p. 129). Person G brought up the best experience with customers where the nature was serving as a platform for a common experience:

The best part is that when you are outside, you can feel the nature and experience what the clients are feeling and that is incredible, to experience the silence in winter by the lake it is something which is quite simply but really incredible for the clients. You see their eyes and smile that they are happy, that is of course the best part and probably why we are doing more of these things to make the people happy and to share the part of the nature... To give them information about the nature so they can appreciate that much more in future... At least I have done something and it is very important. (Person G)

The customers were also causing a lot of challenging and uncomfortable situations for the wilderness guides by their behavior and it seem to relate for the relationships between customers and customer's arguing with each other's, customer's expecting too much from the wilderness guide's, customer's being irresponsible and not bringing their driving licenses when they were obviously going for the snowmobiling safari. There were customers who were not happy about the weather because they were cold and this made the wilderness guides unhappy as well and they did not feel that the weather conditions were their fault. So, some of the situations the wilderness guides could affect but not for all. Here are few examples about the wilderness guide's experiences:

Many examples. There are people having weird ideas ho the holiday in Lapland looks like. People are not prepared for the coldness, people complaining about everything like why they are doing things which they have booked. You have strange people sometimes. "The Panorama-example" Customer wanted to have a Panorama picture and the customer insisted the guide to keep the camera in -30c, camera didn't work and the customer got mad. I am not a photographer. (Person B)

Once I lost 3 snowmobiles with customers. One stupid lady kept going straight (instead of following the other ones) I spent 30 minutes trying to find them (the rest of the group). I asked the others to stay where they were while I was looking at the others. I compensate it for the customers by time (30 minutes extra). (Person D)

Everyday. Little things, not bringing their driving licenses. Not listening instructions. Fighting, couples arguing. Once one lady bunched her husband and they had massive fight. (Person E)

Interview answers showed that sometimes the customers were not prepared for the coldness or expected it to be so cold and that made the customers to complain because some part of the customer's needs were missing and wilderness guides were supposed to deal with that. The wilderness guides were not happy about the extremely cold weather neither because it also made

their job more challenging. According to Allardt (1976, p. 39) it relates to human's physiological needs such as nutrition, liquid, heat, air and safety. The wilderness guide is the care provider for the customers and really the wilderness guide's work relates to many aspects of the work, such as nature work, customer service work, care work and team work so it is multi-dimensional work (Valkonen, 2011, p. 219). Customer encounters were causing stressful situation for the wilderness guides as Person A admitted that it is upsetting and stressful when the customers were complaining. It has been noticed that the jobs involved with emotional labor with constant social interaction can increase an employee's stress because the employee has to display and use feelings (Virolainen, 2012, p. 34). The difficult and stressful customer situations were causing qualitative workload for the wilderness guides and when the stress is continuing only for short period of time, the employee is able to heal within a couple of days but it can have far-reaching consequences when continuing (Virolainen, 2012, p. 33). The wilderness guides stayed calm even in stressful and hard situations and Person G described challenging customer situation the following way:

It was a huge family and there were grandparents and parents and kids and one of the parents were very aggressive with his wife and everybody... and it was very very difficult for me not to kick his ass, in that case it was very difficult and we had very bad comments after and I think that the major problem was the chemistry inside the family because it broke all the relationship between family and the situation was kind of difficult...because in two years it was only one of the complain that the company had so they understood that it was their family problem, not ours. It was quite difficult for me too because he was quite angry and aggressive with the other clients and it was quite difficult to react that much and I tried to be as much as neutral as I could be and try to explain to the other clients the situation. But mainly I would say that all the clients which are coming here are quite nice and open-mind and want to spend adventurous holiday so they are kind of okay so yeah no major problems. (Person G)

In this situation the wilderness guide needed to do deep acting and put beside the real private feelings and behave the way that it would be socially acceptable in this situation (Hochschild, 2012, pp. 36–38). In this situation the wilderness guide though whether to act or not to act as the person described that was feeling really something else deep inside than actually let it out for the customers (Hochschild, 2012, p. 43). Other wilderness guide's faced following challenges with the customer encounters:

There can be people who are insulting the guides. They are rude towards the guide and they (the customers) think that they are funny. (Person B)

Not really in my company but somewhere else the customer hit a Wilderness guide, she was okay just after few days. (Person D)

The wilderness guide's faced very aggressive customer also. When the wilderness guide is facing a difficult customers or a group it makes the wilderness guide's job very challenging and almost

impossible to carry out the planned excursion when the customers are not behaving according to expectations (Paakkanen, 2009, p. 76). The situations mentioned above, made the wilderness guide's feels very uncomfortable and affected to their wellbeing. It can be seen so that the customers are the source of stress (stressors) and causing unexpected situations for the wilderness guides that they need to handle and face (Keltikangas-Järvinen, 2009, p. 178). This triggers the coping mechanism in the wilderness guides and they are trying to reach a balance between the requirements and their capacity. The consequences are related to how effective the coping strategies have been (Keltikangas-Järvinen, 2009, p. 181). However, violence is something that the wilderness guides should never experience in the customer situations. Slighter issues were related to weather conditions and this leads to the next category which is working outdoors and includes the weather, how is it influencing when completing outdoor wintertime work in terms of safety.

Working outdoors

Working outdoors is a definite part of performing this job as a wilderness guide (Nousiainen, 2015a, p. 56). All the wilderness guide mentioned that they really enjoyed working outdoors in the nature and it was the best part of their job.

Being able to be outside in nature, instead of sitting in some building all day. (Person E)

The most wonderful things the wilderness guides got to experience outdoors were related for example to aurora hunting, which is one of the biggest activities what the wilderness guides are doing and weather phenomenon is something which cannot be predicted when spotting the unforgettable phenomena:

The best moment is that when you are with the group and you start to see the Northern lights and they start taking pictures, they are very very happy at the time. People are so thankful even though it is not me who makes it happen. (Person C)

Working outdoors could bring its own challenges and the weather was playing important role. Rantala (2011, pp. 294–295) has been doing an ethnographic study on wilderness guiding in Finnish Lapland and how great role the weather is having in different conditions. According her, the weather can have a great influence positively for the activity but it can also influence negative way and then the wilderness guide need to cope with it by him/herself and also try to turn customers attention to somewhere else, in case of a bad weather for example. Weather conditions in Finnish Lapland during the winter time can be anything and to be able to do the work well, the wilderness guides needed to adapt themselves to multiple conditions. Cold weather did challenge both the wilderness guides and the customers:

If is it extremely cold, it makes the job very difficult. Nobody is enjoying it if is it too cold. Some of the customers are not used to the winter conditions in Finland. (Person A)

It is very cold some part of the winter. We don't do all the activities if is it very cold. Very cold – it can be very hard. (Person B)

Cold. Basically when it goes below -25 we offer the kids double layers. We tell them to do it. (They need to wear it, up to the guide). After goes below -30 children are not in Snowmobile safaris. Adults can be. You can cancel for free. We can arrange it another day or do something else. Company don't force anybody. Springtime the routes are very wet, river crossings dangerous; we change the whole safari. In some safaris you need to cross the river. You need to have experience. (Person E)

Wilderness guides admit that the weather brought challenges for them when completing the work tasks, but as Person D highlighted that this was something to be prepared at wilderness guide school. Person E highlighted that the wilderness guide need to have experience and the person does not just become a wilderness guide, the one needs to learn how to become one (Valkonen, 2011, p. 61) Sometimes the weather could take too much of the wilderness guide's attention from the customers and according to Heimtun (2016, p. 236) the wilderness guide should be both physically and mentally present and the wilderness guide should also entertain the customers, try their best in order to make the customers happy and additionally, show their skills in order to receive satisfied customers. Sometimes the weather brought really big challenges for the wilderness guides which was really measuring their skills especially in emergency situation in tough weather conditions:

It was about the dog expedition with customers and it was snowing for days and you already knew that this is going be too much when you go out. I had this one case when the customer broke knee and I needed to bring the customer to kota and it was 5 hours ride from the camp and I still had to keep going because I had 6 hours in front of me of dog riding and we ended up to lake without track, it was dark and windy and grey, you could not see anything and there was 30 centimeters of snow and I had to walk 3 hours in front of my dog and that was the worst day of my guiding life. (Person F)

These wilderness guides needed to be creative and to able to change the plans according the weather and make sure that everything was done in terms of safety. From the wilderness guides it required an understanding of situations and quick ability to think in different situations. The same wilderness guide highlighted the importance of the wilderness guide school:

when it comes to the customer skills, the school brought me a lot of confidence comparing to other workers who have been working with the safety with the snowmobile and are doing the guiding (first time, first season perhaps). They do not have the same confidence and they do not know how to behave when there is problems when the customer is not following the tracks or if someone is injured or if we are on a tight schedule or if something is happening which is not following the plan. Then they have more problems because you should not show the stress

for the customers if you are having the problem, you just need to figure it out one way. I think that the Wilderness guide school has been doing a lot for that. (Person F)

Having these skills beforehand increased wilderness guides wellbeing because they knew that they can complete their work tasks safe way and know how to act in unwanted situation like emergencies. These experienced wilderness guide`s had a good knowledge about the safety issues because they learned it in their education which was beneficial when working as a wilderness guides when comparing to the new wilderness guides who were just starting to work in the field and were expected to have knowledge about the wilderness skills, safety and snowmobiling beforehand. These educated wilderness guides were practicing the safety issues in the school already in each expedition and they felt self-confidence having the requisite skills. When the wilderness guide is not experienced enough with the surroundings it can have negative effect to customers experience also.

Because these wilderness guides were performing their work tasks outdoors, they were enthusiastic about the ecological issues and also concerned about the ecological policies of the companies. I see it that also affects these wilderness guide`s wellbeing because they are nature enthusiastic and respect the nature and it is their work environment as Person G said:

Finland`s forest is one of the purest in Europe and I think that the relationship with the Finns to nature it is quite ambiguous because they are in nature and they know almost everything about the nature, they fish and they pick up berries from the nature and so on but at the end I am not sure if they have ecological consumption because our main programme was snowmobiling and to me it is nonsense because it is not accordance to Finnish nature. (Person G)

The wilderness guides expressed their concern that most of the companies were offering snowmobiling as a main activity and snowmobiles were not ecological at all, just noisy and polluting a lot. One of the wilderness guide`s company was using really old snowmobiles which were polluting a lot and the person thought that the company was not willing to buy new ones because of the high prices. One of the wilderness guide`s highlighted that because most of the people who do snowmobiling were beginners, they were focusing on the riding and to stay on the road, instead of nature, only the passenger was sometimes looking the landscape. The person added that these were the problem for the most of the companies that the snowmobiling takes place in nature, but they do not care about the ecological problems. Not only the wilderness guides were concerned about the sustainability in the area, but also the customers have raised their interest:

The customers say that the snowmobiles are polluting everything and why we do not have the electric ones, but I said to them that this is a fun business, the snowmobiling, and it is not meant to be ecological and if the customers want to experience this loud making and noisy snowmobiles so then it is the thing. If you would have this electric scooter and they say that “it would be quiet and not so loud” but it is part of the fun to have these loud engines and smell of the gasoline... if you would have the quiet electric snowmobiles it could happen so that you step out from the track and you do not here that somebody is coming behind you and would drive over you so it is actually good that they are loud. (Person B)

I think that snowmobile can work as an unnecessary instrument between wilderness guide`s and customers in nature. I think especially in future, the companies need to raise their environmental consciousness and take into account the environmental. Tourism construction edits the environment and there are environmental impacts of tourism; which are the vegetation wear, disturbance of species and the spread of foreign species. Nature tourism must take into account new tourism products and services, the effects of climate change, regional and local impacts of nature tourism and sustainable use of tourism environments (Tyrväinen, 2007, pp. 13–14).

4.3 The working hours of the seasonal work

This category includes the working hours of the seasonal work and free time. The working hours were varying a lot. The work days were long and most of the wilderness guides thought that long hours were needed in order to do the seasonal-based job. This was seen as the nature of the seasonal work and it required a lot of flexibility from the employees. Some of the wilderness guides were doing a lot of hours in relatively short period of time, in order to get money. Some employees were willing to overlook rules about working hours in order to work more and get paid more due to the low pay in general. This is also the responsibility of the employer. The working hours were varying a lot; some of the wilderness guides were committing enormous working hours, while the others had shorter hours and they chose to work less hours. Wilderness guides work consisted of unregularly working hours, from early morning until the late night (Rantala, 2011, p. 286) The work required a lot of responsibility and flexibility. The wilderness guide`s estimated the monthly working hours following way:

Totally depends on a month. In December the most, 320-350 hours per month. All day long, every day. December is very hard month. Jan-March 200-300hours/monthly. (Person B)

Monthly around 250/hours, 65 hours per week. (Person C).

A lot. Maybe high season starting 15th of December through Christmas and New Year`s Eve period from 7am until 11pm. At least 15 hours per day. After that it gets little quieter. (Person E).

The most hectic period was December and time between Christmas and New Year when the wilderness guides were working the hardest because then they had the most of the customers and they did not get much rest but after that it got slightly better. The workload was proportional to the number of customers. When the wilderness guides knew that they were going to have summer off that kept them going during the long winter season. One person rose up the Asian markets and was not looking forward working during the summer time in future, because was committing a lot of hours during the winter time already. If the working hours would be more balanced, I think that the wilderness guides could work during the summer time if there would be work available. I wonder if this is question about motivation or question of habit because they are used to work hard during the winter season. Even working hard during the winter season was not always enough moneywise for the wilderness guide`s:

Working conditions over there (in my previous work place) were not good at all like money wise, I could not survive more than 2-3 months after that even though working like 15 hours per day and 6 months so it is not worth of it. (Person F)

Although person F said that did not need a lot of money, just to survive the year and it looked like some of the wilderness guides could cope financially for long time after the season but it depended. The wilderness guides assumed so that the workload during the winter season referred the workload for the longer period of time. It did not necessarily refer the whole year`s workload for everyone but the ones who were working the hardest committed the whole year`s job within the winter season and did not work at all during the summer time.

Basically yes. If I count all the hours I do during the winter time it refers 10-11 regular working months. During the summertime there is only some work because here are no right kind of tourists here. Asian market might change the issue. (Person B).

Yeah definitely. For few extra months at least. Summer you are ok. Autumn I`ll need to do something as well. Because you work so much during the winter you are ok for the summer. Knowing it ends it keeps you going. (Person E)

The irregularity of the working times also affects employee`s mental wellbeing and weakens the employee's health when the time to rest and recover is too short (Suomen lähi- ja perushoitajaliitto SuPer ry). Wilderness guides experienced the working practices differently, depending of the

company they were working at. It looked like even the wilderness guide`s as employees needed to engage themselves for the constant changes at work which is not a normal work and can increase the stress when the wilderness guides do not know their schedule ahead and adding the enormous work load for that:

The schedule was changing every time, depends on a customers, every day is different. (Person D)

No, it depends what customers have booked, how many safaris we have. More we have customers, more we have work. (Person F)

Valkonen (2011, p. 167) has been studying the workload of the wilderness guides and how the wilderness guides role has weaken. The workload has become more loading both mentally and physically and the reason for it is that the work has been intensified and the guidance has become as a performance. Additionally, the wilderness guide should be “smiling and good-looking” and to be able to run many excursions during the day. The guides do not want that the guiding is going to that direction (Valkonen, 2011, p. 168). These wilderness guides were expected to be flexible and adaptable and the reason for this is that they did not get to know their schedule many days advanced. Also Johannessen (2016, p. 45) has found out the same problem about the unpredictable working hours and lack of information affects the wilderness guides everyday lives. Based on the interviews, the wilderness guides got to know their next day schedule sometimes in a very last minute:

Could be day before, can be find out the same day. (Person A)

We have a calendar system, but changes can happen all the time. For long time if I get to know that I have day off but then they can anyway phone me and ask if I could work but they ask if is it okay. (Person B)

24 hours before, sometimes 1 hour before. (Person C)

During the busy time the evening before, around 7pm we know the next day`s safaris. Around 7pm you also get to know if you are going to have a working day. After the busy time there is weekly schedule. (Person D)

One of the wilderness guide`s summarized this very well that even though they did not know exactly what kind of activity was coming up the next day, at least they knew that there was work coming up. But again, sometimes the wilderness guide got to know in the evening that was having a day off the next day:

When it is very busy time you know that you are going to have work, all the safaris are booked. You might not know the next day beforehand (whether is your free day or workday). (Person E)

Based on the interviews, it looked like most of the wilderness guides did not seem to get enough rest during the winter season due to the enormous workload. Johannessen (2016, p. 36) have been studying stress and seasonal work in Norway and working as a wilderness guide and realized that how stressful it has been to have little knowledge regarding your day-to-day working schedule. Johannessen (2016, p. 36) adds that planning private life becomes harder when the wilderness guide does not know in advanced what is going on at work and says that it leads to frustration. This leads to the next category which is free time.

Free time

The wilderness guide`s completed a lot of hours during the season and some of them really did not have any free time because they finished late at night and then started early in the morning and it was impossible to do anything else beside the work:

In December when it is the busiest you just get up early in the morning and then you come back 11 or 12 at night and then you of course go to sleep and eat so you do not have any free time.. but in the middle of February when it gets easier you have free time in some point but the problem is that when you do this kind of work and even you see that you have probably a free day someday you always have to keep in back of your head that maybe somebody calls you and tells that something has come up what you have to do. Planning free time activities it is a bit difficult so there could be coming up something even it should be your day off. So that effects to free time quite badly because you can never plan anything. (Person B)

The wilderness guides could not plan anything ahead because their whole life was engaged with the seasonal work and it was effecting on employees free time; they seemed to have a lack of free time or almost not at all. Person B brought up that they needed to be available all the time for work, in case there was work coming up when they were not supposed to work. The employers could reach the wilderness guides from home and ask them to work when they were supposed to have free time. For some of the wilderness guides this was fine but not for all of them. As the season is short the companies try to make as much as money as possible and this effects to wilderness guides because they are expected to work hard also. One wilderness guide kept a tight line that when was a day off, it was a day off.

I don`t have much free time, but if I do have, I need to rest and look after myself. I don`t have the energy to give very much for the relationship and not seeing friends. (Person A)

No, when I have day off, I have day off. (Person D)

However, the lack of free time did not seem to be a problem for all of the wilderness guides and the main thing considering their wellbeing was that the wilderness guides took care of themselves after the work days. Some of the wilderness guides did some outdoor activities than at work, but by themselves and without the customers. The wilderness guide's did experience the free time differently and did not need that much rest:

You know, I really like my job, I just enjoy it. Even if I have a day off I go snowmobiling/snowshoeing. I don't need that much rest. (Person D)

I try to get as little free time as possible because the season is short and I do not really need to have days off during the season...also we do need to have every week one or two days off and in my opinion it is too much days off because the season is too short anyway. I am here to work because then I want to go somewhere else after committing the season (Person F)

These wilderness guides were motivated to work and they had good attitude towards the work. It can be seen that the need for the money creates wants to work and the want becomes a goal which is to earn a lot of money and complete the entire season (Armstrong, 2006, p. 253). The most important findings which contributed the recovery from the work days were resting, sleeping and eating well so the wilderness guide's took care of their basic needs. Most of the wilderness guides were trying to keep the healthy lifestyle beside the long working hours. Individual differences affected how the wilderness guides recovered. One went to sauna; other one did the same outdoor activities on own time but without customers. One guide was joking that was just drinking in a bar, but actually did outdoor activities like snowshoeing which was that person's favorite and tried to maintain the three most import factors which were good sleep, good food, good rest`.

What kept the wilderness guides' going during the season was that the work itself, it was enjoyable and *it didn't feel like kind of going to work* as Person E said. The guides mentioned the friendly work colleagues at work place. One of the participants mentioned the need for the money and nice salary and doing outdoor activities in Lapland. Few wilderness guides mentioned something totally different like what kept going during the season was thinking about the end of the season and it related to long working hours the wilderness guides were completing. There were exceptions among the interviewees because some people had the choice to work less hours; they chose to work less in order to get good rest.

After the season the wilderness guides did things which have been missing from their life during the season. The wilderness guides recovered from the season by travelling, spending time in the forest,

seeing friends and going back to their hobbies. Similarly, before the season started they did things which they could not do during the winter season. They rose up the tiredness, exhaustion but also the emotions of success. When the season ended the wilderness guides felt similar feelings; most of them felt dead (meant very tired with this expression) and tired. One of the wilderness guides was proud after completing the season so that was feeling of achievement. Only one person did not feel tiredness and felt more or less all the time the same. The feelings were the following:

Exhausted, but relieved. (Person A)

I feel endlessly tired. Very happy that it is over and you lay back and enjoy the summer.
(Person B)

Dead, I feel like I need 1-2 weeks to just be. I feel proud of myself because I have worked a lot and hopefully done good job. (Person C)

You know, I all the time feel the same. It is fucking amazing (the job) and they pay me money for it.
(Person D)

After the season you had enough, it was long enough. Depends of the customers you had during the day. If easy customers, you are pleased with the customers. Towards the end of the season it get easier, quite relaxed. (Person E)

The most of the wilderness guides had stress state at work which comes to existence when a person is motivated to complete something and in this situation it was about completing the season. Normal pressure or hurry at work is not a stress state yet, if an individual is capable of meeting the challenges and according to the interviews the wilderness guides coped with stress very well. A stress situation may be beneficial for humans momentarily because it increases the work performance and the wilderness guides were completing huge amount of performance at their work; but on the other hand, the stress also burdens the body and disrupts human's everyday life and wellbeing (Keltikangas-Järvinen, 2009, pp. 170–173; Virolainen, 2012, pp. 30–31). The stress discharged after the season because the wilderness guide`s needed a lot of leisure time and rest afterwards. Although the wilderness guides did not actually see that they were stressed during the peak season.

In order to fully recover from stress, whether it has lasted for a shorter or longer period of time, the person needs rest and recovery or lighter work periods (Virolainen, 2012, pp. 30–31). To mention, these wilderness guides had experience from the field and they knew how to balance themselves

and how to take care of themselves before and after the season. Before the season started, it was good to be mentally and physically prepared for the winter season and this is what the wilderness guides did, nice things which they could not do during the winter season due to the work and these activities were alike what they did after the season. It seemed that after the season the wilderness guides were feeling especially physically tired because the physical wellbeing it is emphasized in physical work what the wilderness guides were doing (Virolainen, 2012, p. 17).

In wilderness guide work physical performance was part of the everyday work and the body is a necessary tool. One of the wilderness guide rose up that during the season was too tired to do any additional exercise on free time beside working because the work was physical itself. In the wilderness guide work they were using the same muscles over and over again during the season. Valkonen (2011, p.165) has brought up the physical loadability of the safari guidance and how a person start to feel it in the body, especially by the end of the season. Valkonen (2011, p. 166) brings up that in that sense the seasonality of this kind of work can be good because it allows the wilderness guides to have a long break after the season. A person, who does physical work performance, should not do the same movements continually, but vary the workload (Virolainen, 2012, p. 17). However, the wilderness guide work included the same routines so it was not always possible to avoid these routines. Person F compressed the reason why did not do additional exercise beside the work during the winter season:

I do not think that we do a lot of sport during the winter, we are outside everyday like I am feeding the dogs, bending a lot, going on on the floor, like thousands times every day so you do not need to train after. (Person F)

4.4 Wilderness guides` capabilities

The wilderness guides` capabilities includes the following things; working in Lapland as a foreigner, education and the factors supporting the wilderness guide`s wellbeing and the factors deteriorating the wilderness guide` wellbeing.

Working in Lapland as a foreigner

The wilderness guides enjoyed working in nature in Finnish Lapland and thought that it was one of the best places to do such an outdoor work. They also thought that Lapland was providing wide selection of activities for the customers. The wilderness guides felt that Finns appreciated it when the wilderness guides knew something about Finland and culture and could speak some of their

language. These foreign wilderness guides also thought that it was nice working with Finnish people because *you can count on them* as Person C said. The wilderness guides received mostly equal treatment in Finland, but it came out in the interviews that sometimes there were challenging situations with Finns that they were looking “down” to you when you were not a Finn. This wilderness guide said that did not want to earn the respect from them just because not being a Finn but the wilderness guide highlighted that luckily these kinds of situations did not occur too often. This person added that situation like that occurred typically with the reindeer herders in the forest because they did not speak any English usually and the wilderness guide said that it was a problem for the wilderness guide’s side because did not speak any Finnish. At the end this wilderness guide added that most of the time it was fine to work as a foreigner and it was especially easy to work in the company as a foreigner where the wilderness guide was working at.

As the wilderness guide work took place in the international atmosphere the internationality issues came out also. The wilderness guides thought that working in Finnish Lapland was probably the most international place in Scandinavia. The wilderness guides liked the international atmosphere and thought that it was important that there was mixed nationalities working together. The wilderness guides admitted that if there would have been only Finnish people and Finnish speakers they would have found it difficult to work. The wilderness guide’s highlighted that in some situations it was beneficial that the wilderness guide knew about the customer’s cultural behavior and language but it was also good to know about Finland and to be able to explain about the Finnish culture and lifestyle. The wilderness guides admitted that when they were able to speak the customer’s native language it made the customers immediately more comfortable. Also the companies have noticed that in some situations it was better to have a native wilderness guide and that was the reason why some of the companies were hiring a lot of foreign guides. This is the big benefit of having not only foreign wilderness guides in Finnish Lapland, but also the qualified ones and this leads to the next category which is education.

Education

Based on my experience and what came out from the interviews, looks like many companies were hiring employees without having any guiding degree or experience from the field. In that case the companies usually educated the wilderness guides by themselves and taught them how the work is done at their company. “Tourism as a work”-project aims to generate information on tourism as work and the interim results from 2010 included the Seven Theses of Tourism Work. The first thesis claimed that, “The knowledge and skills of tourism workers are not utilized enough in the

advancement of the tourism industry” (Tourism as Work). At the beginning of the winter season the companies were hiring a lot of new wilderness guides for the field and the “old” and experienced wilderness guides often received responsibility by educating the new wilderness guides which was beneficial for the wilderness guides because it raised their self-esteem and it was company’s way to express their confidence towards these wilderness guides. The companies still should have use enough time to ensure that the new wilderness guides actually internalized the information well. The person F highlighted that when it came to animals, it took more time to learn everything:

The job with the huskies is not the same than with snowshoeing, for example, because you know how to put the snowshoes on, but because you work with the huskies, you need to know the dogs mentality and which dog goes with which one. (Person F)

Most of the wilderness guides saw the wilderness guide degree as beneficial and useful tool when working as a wilderness guide:

Yes, a big benefit. Most of the Finnish guides who do not have the education know about the nature, but the foreign ones who don` t have this education, don` t know much. (Person A)

Yeah I really think so because of course you can learn things from the scratch and with the experience but probably you will be limited in your ability to increase your level. I think when you are having the wilderness guide degree have the range of the information which was given to you at school. You have large range of information, of course you use all of them but you have in part of your mind that you have the information if needed or where to go to find the information and find what you need. So I think it is very important yes. (Person B)

These experienced wilderness guides did not have only the experience from the field, but also the education comparing to the new wilderness guides. Wilderness guides mentioned that the nature knowledge was beneficial comparing to the guides who did not have this knowledge beforehand. The wilderness guides admit that the overall education they received from the wilderness guide education was very beneficial. They said that without the wilderness guide education it would have been hard to answer to the customers questions about the nature. However, many of the wilderness guides compered themselves with older Finnish guides who have been doing guiding for many years:

We do have many workers who are from Lapland and has been living there for their whole life and they do not have any wilderness guide school education and I think that they do know probably even more than me. (Person F)

I think that when you do this kind of work, the older guides for example who does this kind of work do not have any certificate like that. Usually the old guides are the best and I prefer working with the old guides because they do not have any diplomas and they have not gone to any schools and they have just found by themselves how to do things and that makes them very good and they know how to treat the people the right way and it is great to work with this old guys but of course they are now disappearing, they need to go to pension. (Person B)

These older wilderness guides seemed to be the best ones to work with because they could share their knowledge with the others. Two of these wilderness guides felt that the education was not that important:

Little bit but not so much because quite a lot of the guides have not had any course before so for this job, no.. It helped a little bit like to how to light the fire and how to work with a groups..I do not think that (the education) it helped too much.. There are some people who are working with me and they do not have any education and they are doing the same job. (Person C)

I am not sure if you need to be a wilderness guide to do this safari guides job really, the only skill you should have, is to be capable of communicating with people because if you are a shy person, then you have a problem and in this kind of business that the school cannot help you with that. When you think these safari trips... they are pretty basic and you do not need to know so much about the nature... Sometimes there are customers who really do want to know something about the nature and then you show that you have some knowledge about that and can talk about it but that does not happen too often...and it is not satisfying. if you are good with people, then you can do this kind of work (Person B)

Some of these wilderness guides did not see their wilderness guide education as a benefit for their job, and the reason could be that when working a long time in the field you get tired of doing the same things especially if the work is not challenging enough. It was concerning to hear that not all the customers appreciated the nature knowledge because when it comes to safari business, the activities take place is Lapland's nature and it should be brought up what kind of beautiful flora and fauna Finnish forests are keeping inside. The wilderness guides should be able to show their knowledge about the nature for the customers but perhaps not all the companies were emphasizing it that much and more about the general knowledge about Finland. When the guides were doing the same year after another it can be very tiring and they have maybe forgotten about where their skills have come originally because the skills what are required to commit the seasonal-based work develop while practicing the guiding work (Rantala & Valkonen, 2010, p. 589). Valkonen (2011, p. 64) claims that the safari guidance is a work what you need to learn in practice and it is not learnt in

wilderness guide school. To disagree, I strongly believe that the wilderness guide school provides excellent base for the guiding work and most of the other wilderness guides shared the same opinion and it has been discussed earlier in this research that there are immeasurable amount of advantages what the wilderness guide education can provide. I see that it is related to individual differences how the wilderness guide experience the education and there is a lot of potential for future research about this topic. Some of the wilderness guides had the option to do different kind of work tasks which satisfied them:

I do not like when I am doing the same thing every day all over again for the entire season, so the good thing now is that I am doing a little bit of everything. Sometimes I am feeding the dogs, sometimes I am guiding and this way it is changing. Sometimes it could be that way that I have been doing a lot of guiding but then jumping on the snowmobile and it feels again different but doing that for 5 days it gets boring and then I want to go guiding. I do like when I am not repeating the same all the time...I couldn't do so that within a month I do snowshoeing twice a day in the morning and then again in the evening it could be too much for repeating the same. I like when it is changes.
(Person F)

The factors supporting the wilderness guide`s wellbeing:

The wilderness guides received overall good feedback from their work, which made them happy and satisfied, and it motivated them to work harder:

I enjoy the feedback from the customers if is it going well and hopefully normally it does go well.
(Person A)

The customers write the names of the guides, the reviews about the trips and then my boss or the secretary often reads these and tells that what they have wrote about you and usually they write nicely. (Person B)

The best parts of the wilderness guides work were related working outdoors in the nature, received responsibility, being in contact with people, gained experience and the nice work colleagues to work with. Person A compressed what made the wilderness guiding so enjoyable:

Very enjoyable, it is not for everyone, I enjoy it a lot, it is very physical and it is very tiring so you really have to love the work, you really have to enjoy the work you do but I really enjoy it a lot.
(Person A)

There was a variety of different factors supporting wilderness guides overall wellbeing:

In most cases I am my own boss. I get supervise at the office but I can do the work and the programme the way I want to do it. (Person B)

The salary, I am in the nature, outside in contact with people. Increase myself confidence because I am in charge of the people and it is good for my ego. (Person C)

Being able to be outside in nature, instead of sitting in some building all day. Even we do same safaris, every group is different. We have basic routines, but we could make the snowmobile routes more difficult or easier. (Person E)

Above-mentioned issues increased the wilderness guide's wellbeing and gave them feeling of happiness (Allardt, 1976, p. 32). The supervisors really trusted to these wilderness guides and the wilderness guides enjoyed the given responsibility they received. It looked like when the wilderness guides gained experience from the field the supervisors trusted them even more:

The difference between the first year and the second year was huge, I had the keys to everywhere and of course we had to follow the time schedule of the week for the clients but I was very very free and they were really trusting me and it was very nice. I feel that they were confident on my skills and so..the difference was huge and it was the question of time of course, at the beginning you learn all the rules and all the time schedule and all the things you need on a first year and after that it was quite easy when I came back, yeah they were really trusting me so it was quite fun and easy. (Person G)

Most of the wilderness guides felt receiving suitable amount of responsibility and the supervisors showed the confidence towards the wilderness guides by letting them to be in charge of the groups and giving them freedom to speak freely for the customers. By this was meant that the supervisors did not control wilderness guides speeches during the excursion and gave their freedom to implement themselves; supervisors trusted the wilderness guides and they know the work tasks and also how to care of the customers. The wilderness guides felt that being in charge of the group increased their self-confidence and it was good for their ego. According to Herzberg(1966, p. 47) the given responsibility and showing trust increased the employee's satisfaction and worked as a motivator. Person F added that:

Your responsibility is to make them to enjoy the trip, it is a perfect balance, not having too much or too less responsibility. (Person F)

The wilderness guides truly seemed to enjoy the customer encounters most of the time and this is explained that humans have the need to have companionship and belong. As the seasonal work took so much time from their lives, the social encounters with the customer filled the missing needs and the wilderness guides could express their caring for another person. The work colleagues created another social network (Allardt, 1976, p. 43). The wilderness guides mentioned that working with nice colleagues increased their wellbeing and between employees improved their working

atmosphere. The nice atmosphere can at one's best enable the employees to get to know each other's and create friendships which is relatively common habit in Finland (Virolainen, 2012, pp. 24–25). Person D said that was making still good friends with the co-workers.

Routines at their work contributed the wellbeing and even some of the wilderness guides did some safaris mostly, every group was different. One wilderness guide mentioned good salary which divided opinions and was discussed before. These positive elements at wilderness guides work can be seen as motivators, because they motivated the wilderness guides to work harder and they felt that the work itself was important, interesting and there were a suitable amount of challenges and growth opportunities (Herzberg, 1966, pp. 113–114).

As benefits most the wilderness guides added that they got to borrow the company equipment's for free and they were really satisfied with that.

We can use the snowmobiles for free and work equipment's. Long weekend and I have gone off for few days with the snowmobile. We can use all the work stuff. (Person E)

and the Person B added:

I can take often the company car. End of the season I can borrow a snowmobile and go snowmobiling. I can use the equipment's, boots, gloves and company clothes. (Person B)

Factors deteriorating wilderness guide's wellbeing

Interview answers showed that sometimes the wilderness guides did have too much responsibility, for example by having too big group sizes and that would was something they wanted to change as Person E said:

I would have maximum size for the safaris. At the moment there is no limit. Sales people keep on selling. Few safaris 20-30 snowmobiles, it is far too any. 40-60 people in the same line. Even though company rules are 7 snowmobiles/one guides. You could split it those big safaris. Dressing rooms were really crowded. Once there were 50 snowmobiles. 40 people doing snowshoeing to same place, too many. In some point they should cut it. (Person E)

If the wilderness guides could have changed something else, it would have been working less hours, getting bigger salary, having better quality of the accommodation and a smaller group sizes. One wilderness guide mentioned that the accommodation, which was 9m² was shared between two employees so it made 4,5m² each and the wilderness guide was not satisfied with that. Based on

Allardt's (1976, p. 33) theory the living standards are related to happiness and human has certain physiologic needs to be fulfilled.

It strongly looked that there should have been more employees in some situations; although to some extent the wilderness guides said that there was enough staff.

Yes, some companies just don't have enough workers during the season. It makes the working conditions very difficult not having enough staff. (Person A)

Yes, absolutely. Since I started the work, they get a lot of more customers but we don't get more guides to deal with the amount of people. There could be more people working. (Person B)

Yes definitely. Most of the workers are trainees and they do not get salary. There could be 6 trainees and only 4 actual worker's. (Person C)

Not that there should be but there could be. The last season was crazy busy and there could have been few extra workers. Usually they have enough. (Person E)

Lack of employees can be seen deteriorating the wilderness guide's wellbeing because it made them to work more, when the same workload could have been shared among more employees. This was also due to the management and company policies because they have the responsibility to provide enough employees. Having a lack of employees in some situations did not seem to effect for the wilderness guides relationship towards the management at work because all of the wilderness guides thought that they had generally good relationship towards the supervisors. It was concerning to see that the companies were using so much inexperienced employees (trainees) to cover the paid employees which is not right. It made also the wilderness guides annoyed that the companies were using too many trainees and too less paid employees because it was effecting for the wilderness guides also. The wilderness guides had a lot to say about trainees and strong opinions:

For the company it seems like good having trainees because they do not need to pay them at all so they really use them.. and they give them a lot of hours because they do not have to pay for them! The bad thing is that then the real guides do not get those hours because the company needs to pay for them but considering the old guides, they are treated more or less equally. But these trainees how they are treating them... it is not good (Person B)

If the companies choose to use a lot of trainees, it can create envy and inequality among the experienced and inexperienced employee. Additionally, it can actually affect the safety of the customers because the companies are educating many new employees rather quickly, and this is a real concern because these new employees may not actually be learning about the work properly.

The companies are not providing for example, full snowmobile training because it is assumed that the wilderness guides know how to snowmobile but which is in fact extremely essential for safety (Rantala & Valkonen, 2010, p. 584).

As a result, most of the wilderness guides saw the job as a lifestyle or a combination of a lifestyle and money:

I do this as a combination of all of this, lifestyle and a money...I really like to be outdoors in the winter and take people out, guiding them and that is why I chose to go to the wilderness guide school. Yes it is kind of a lifestyle, I can make enough money to live out of it, I don't need a lot of money, just to survive the year (Person F)

Some of the wilderness guides did not need that much material, just to be able to cope financially the low-season. I see that the group of wilderness guides consist of different individuals and they have their own opinions and ideas about the wilderness guiding so that creates challenges to make only one solution about the feelings and conditions of the wilderness guides. What does unify the wilderness guides` is the passion about being outdoors in nature and make a profession out of it.

5 CONCLUSION

The aim of this research was to analyze what are the main things affecting to wilderness guides' wellbeing during the winter season and how do they maintain their wellbeing throughout the season? I used Herzberg's Two-Factor theory of work motivation and I took the emotional labor as one aspect to support the Herzberg's theory. The emotional labor aspect emerged when transcribing the interview material and by studying emotional labor to help the analyses. Allardt's wellbeing theory was presented to receive more perspective from the wellbeing aspect. The research literature supported mostly the findings gained from the interviews. Herzberg's theory held true for most of this topic. The main focus was centered on the foreign wilderness guides as they were interviewed for this research. My interest and focus on these wilderness guides stemmed from my eagerness about the field. I had a hypothesis that the winter season is very challenging due to a short work season and recovery time and my hypothesis was partially correct regarding this topic.

Wilderness guides needed to commit for an entire season and because the workday hours were very long and changeable, the work required strong motivation and will to commit to lot of hours in a short period of time. The seasonal work required a lot of flexibility and commitment from these wilderness guides, but they were willing to accept these norms and adapt their life according to the seasonal job. Some of the wilderness guides chose to work a suitable amount of hours for themselves in order to get good rest, even though it would have been possible to work more hours. This finding shows that beside the long season, wilderness guides took care of their wellbeing. When it came to wilderness guides' psychological, physical, social and mental wellbeing; they did have a gap in psychological wellbeing because they were overloaded with work and they should have taken care that the amount of work, free time and rest is balanced. Physically these wilderness guides were in a good condition because they could commit to the physical work for the entire season (Virolainen, 2012, pp. 17–18). However, the wilderness guide's enjoyed their work and their social wellbeing was satisfied as they could talk openly with work colleagues and management at their work place. However, there could be an improvement done in their work environment to minimize the feeling of stress that some of the wilderness guides experienced (Virolainen, 2012, pp. 24–25). It was hard to discover as an outsider the wilderness guide's mental wellbeing but overall it must have been good as they were able to complete season after another one.

Applying Allardt's wellbeing theory, the wilderness guide's received satisfaction from their work because it provided them salary, acceptable work colleagues to work with, nice work environment in nature and being able to implement themselves and use their skills. When the wilderness guides

had something positive to look forward to, that kept them motivated to work throughout the season. These made the wilderness guides happy and they were usually satisfied with their work, which is extremely important in terms of wellbeing. This made the Herzberg's theory mostly parallel because these factors which were raising the wilderness guides wellbeing, were working as motivators for the wilderness guides to work, although there was things to be improved.

Regarding Herzberg's theory, some of the hygiene factors were missing because not everyone was satisfied with the pay-rate. The seasonal work did not pay that well, but the wilderness guides could make that up by committing to a lot of hours. Other challenges the wilderness guides faced at their work were tiredness they felt, difficult customers and working in an extremely cold weather. There was a serious deficiency in the working conditions and the absence of working conditions made the hygiene factor's partly missing from the Wilderness guide's work. It was noticeable that these companies have to improve and guarantee minimum official breaks and bathroom facilities for their employees. The workday hours should be made more flexible to accommodate the employee's needs. The work that the wilderness guides are committing should not be that hectic. The wilderness guides got to know their work schedules many times in the very last minute which complicated their personal life and it made them to engage for their work. If all the wilderness guides would do fewer hours, more jobs could be created but then the problem could be that where to find the qualified staff. The working hours is a challenging topic because some of the wilderness guides really want to complete a lot of hours and they should get a chance to do that if the whole year's income depends on the winter season. But as the Finnish law determines certain regulations about working hours, both the employer and the employee should comply with these rules.

Because of the enormous workload during the winter season, most of the wilderness guides felt that they needed to take a break in order to recharge their batteries. According to the interviews, this pattern seemed to be a normal thing. They felt like doing something completely different because of completing so many work hours. How the guides coped with a high stress level and ensured a complete recharging process afterwards was a very personal topic and depended on that person's character. This research did not go too much into these wilderness guides private lives and what their private life kept in, could have affected their thoughts about wellbeing at work. Considering, most of the wilderness guides saw the seasonal job as a combination of their lifestyle and work life. This could be a strong reason that made the guides work so hard because they enjoyed working as wilderness guides. Wilderness guiding seemed to be a job that became easier to perform when the wilderness guide was truly passionate about their work and held the necessary skills to perform

their work well. This is because working outdoors during the wintertime is already challenging enough.

When taking emotional labor into account, it strongly looked like the guides were able and required to hide their own emotions at work. These situations were related mainly to customers or to the wilderness guides private life if they were not feeling happy, they still needed to look happy and pretend to be happy at work. However, mostly the customer encounters brought a lot of joy for both employees and the customers and especially when the customer meeting was successful. Many of the wilderness guides felt that after the season they had given everything for their job and had increased customer satisfaction.

Most of the wilderness guides saw the wilderness guide degree as great benefit, because it made it easier to complete the works tasks, as well as giving them a greater knowledge of nature. It gave good picture for the customers that they had professional wilderness guides guiding them. The results showed that the foreign wilderness guides were treated well and foreign wilderness guides received the equal rights like their Finnish counterparts. As stated before, Lapland`s tourism is growing and foreign employees are needed to perform in the tourism field and now the skilled workforce is in demand. The results show that the companies should show respect for the qualified wilderness guides by providing better compensation. Based on these results I suggest that it is not only the employer`s responsibility to provide a better salary for the qualified wilderness guides but it is also the wilderness guides responsibility to ask better salary.

This research brought new information considering the foreign wilderness guide`s state of wellbeing in Finnish Lapland. The combination of the semi-structured interviews and the thematic interviews were the most worthy way to find out about the wilderness guide`s wellbeing. Other ways it would not have been possible to gather such in-depth information. The wilderness guides were concerned about the environmental issues because the companies did not pay as much attention to this problem as they were supposed to. This topic has the potential for future studies. This topic of foreign wilderness guides wellbeing still has plenty of space for further deeper research and understanding and this research has created research material, which I see as useful for the future. This research can work as a tool for both employees and employers and to create debate. In terms of wellbeing, both employers and employees need to work together in order to improve the wellbeing of the employees, because the wilderness guides are one of the most important working groups in Finnish Lapland and a happier and satisfied employee performs their work even better.

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APPENDIX 1. Semi-structured interview questions

Basic Information

- What kind of work do you do? What is the content of your work?
- How long have you been doing this work and how did you choose this field?
- How many hours are you approximately working daily/weekly/monthly?
- Are the working hours regular?
- How well beforehand do you get to know your work schedule?
- Does the amount of working hours (you are doing during the winter season) refer the workload for longer period of time?
- Tell me how is your typical working day like?
- Do you think that it is a benefit for you that you have the Wilderness Guide education?

Work-related questions

- What are the best things at your work?
- What are the most challenging things at your work?
- Do you get enough rest during the day/week/season?
- How do you recover from the workdays?
- How do you feel after the workdays/ workweeks/after the season?
- Is the job affecting on your free time?
- How do you recover after the season?
- What keeps you going during the season?
- Do you share the experiences with the guides?

Customer-related questions

- If there is some tiredness amount of guides sometimes, do you think that the customers notice that? Is it effecting for the guided tours?
- Are the customers causing you stressful situations?
- Are the customers effecting on your wellbeing sometimes? If there is an example, please tell on.

Law-related questions

- Do you have meal times?
- Is the food provided by the company?
- Do you have official breaks for eating? Any other breaks?
- Do you have bathroom facilities?
- Is the healthcare provided?
- Do you know what is TES? Is the company following any specific one?
- Do you belong to the Union?
- Do you know your rights?
- Are you satisfied for the compensation you get from work? Any benefits?

Other questions

- Do you have enough workers over where you are working?
- Are there situations that there should be more workers?
- Please describe the atmosphere at your work.
- How is the relationship towards the bosses at your work?
- What do you think that the bosses are expecting from you?
- How are the weather conditions effecting?
- If there are some things that you could change, what it would be?
- How long are you planning to do this job for?
- Do you do this as a lifestyle or for the money?
- Is there some things you would like to add?

APPENDIX 2. Thematic interview questions

Basic questions

- What are all the parts your work consists of?
- What are the most important work tasks you have?
- How long have you been doing this work and how did you choose this field?
- How is it to work in Finland's Lapland and do seasonal outdoor work in winter time?
- What kind of equipment's and clothing you are using at your work? How would you describe the area and conditions you work at?

Theme 1 (Questions related to the working conditions)

- Are the fellow colleagues of yours mostly Finnish or International ones? (If Finnish ones mostly, how is it to work with the Finns, does it differ from working with the International colleagues?)
- Are there situations where the nationality of the guide matters? Are the workers treated equally at your work?
- How many hours are you approximately working daily/weekly/monthly?
- Do you get enough rest during the season?
- Do you have enough workers over where you are working?
- If the company you are working for is using trainees, how it is to work with the trainees?
- Who is in charge of educating the new guides and trainees?
- Did the company train you when you started working there as a guide?

Theme 2 (Questions related to skills)

- What skills are needed when completing the work tasks?
- As you have the wilderness guide degree, do you feel that it is beneficial comparing to the guides who does not have the degree?
- As you have been working many years in the field, do you notice some things differently? Has your feelings changed towards the job?
- How do you maintain your skills?
- As you have been working for many years as a guide, do you feel that you are receiving enough/too less/too much responsibility at your work
- What did you learn during the last season? Are there some things you would like to change at your work?

Theme 3 (Questions about the work wellbeing)

- What is your favorite part of the job? How about the least favorite part?
- What are the benefits and challenges at your work?
- Are you receiving feedback from your job?
- When you are committing the season does it affect to your own freetime?
- Are there enough breaks between the safaris and workdays?
- What motivates you to work?

- How do you recover from the work?
- How is the company observing ecological issues at your work?

Theme 4 (Questions about the feelings)

- Does your own emotions and/or feelings affect to work you do?
- What are the most memorable moments at your work? What about the most educative moments?
- Are you happy working for the company you are working just now?
- How was your last winter season and how did you prepare yourself for the season?
- What is the main reason that why you have chosen to work as a wilderness guide? Do you do this as a lifestyle or for the money?
- At your work place, would you use a Wilderness guide or Safari guide expression for your profession?
- Anything else you would like to add?

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