

**Understanding the entrepreneurial potential of female Saudi Arabian
family and consumer sciences students and businesswomen**

by

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ABSTRACT

In an effort to support the Saudi Arabian government's efforts to strengthen the family unit and economy, this study examines the entrepreneurial potential of female Saudi Arabian Family and Consumer Sciences students and Saudi Arabian women entrepreneurs. Saudi Arabia is a country where the Islamic religion and its values are interwoven into every aspect of society, with family as the basic social institution. Traditionally, male family members made decisions including those regarding the careers of female family members. Using a phenomenological approach, the researcher interviewed 33 Saudi Arabian female undergraduate students and nine businesswomen to learn more about influences and perceptions affecting the realization of their entrepreneurial potential. The study has five chapters.

Keywords: perceived self-efficacy, perceived desirability, perceived feasibility, propensity to act, entrepreneurial potential, Islamic values.

CHAPTER 1. INTRODUCTION

Significance of the Study

Traditionally, women in Saudi Arabian have focused on domestic responsibilities while males work outside of the home. In an effort to strengthen the family unit and the economy, the government has recently created programs to encourage more women to join the workforce as business owners. Yet, too few women take advantage of these programs. This study attempts to identify influences and perceptions that impede the development of women's entrepreneurial potential and to identify conditions that might help women become successful entrepreneurs.

Currently, limited data exist on women's potential in entrepreneurship in Saudi Arabia. This study sought to fill that gap. The study adapted a model of entrepreneurial potential—created in and applicable to American culture—for use in Saudi Arabia. This new model could be used to help other developing countries understand conditions that could deter women's success in business. This study therefore makes a substantial contribution to understanding entrepreneurship for women in Saudi Arabia and expands the literature of entrepreneurial potential.

Problem Definition

Saudi Arabian society sets strict limits on the interaction and intermingling of males and females in the society for religious reasons. Though the country's religion, Islam, gives specific rights to both men and women, such as access to education and wealth (Engineer, 2008), strict interpretations of Islamic law have interfered with women's rights (Engineer,

2008). It is noteworthy that Khadijjah Bint Khuwaylid, the wife of the prophet Mohammed, was a successful businesswoman, and there were no religious laws that prevented her from pursuing that path. Many other Muslim nations today allow women to own businesses without limiting the rights that enable them to function successfully as entrepreneurs (Doumato, 2003). Changes in that direction seem to be occurring in Saudi Arabian society. The following section provides historical background that may help to explain the situation facing Saudi women today regarding career options and entrepreneurship.

A Brief History of Saudi Arabia

Since 1744 Saudi Arabia has been ruled by the Al-Saud family, beginning with Mohammad bin Saud. Under Mohammad bin Saud, the religious leader Mohammad Abdul Wahhab became influential in promoting “a successful recovery of the Islamic ideals of unity, brotherhood, and peaceful coexistence among differing groups” (Alshaya, 2005; Royal Embassy of Saudi Arabia, 2011).

Successor Turk bin Saud’s rule, during the second generation of the Al-Saud family, was ended in 1891 by an Egyptian advance on the territory. However, a third and current period of rule by the Al-Saud family was reestablished in 1902 when Abdul-Aziz Al-Saud and his followers recaptured the capitol city of Riyadh (Al-Rasheed, 2002; Hamdan, 2005). King Abdul-Aziz Al-Saud was recognized as a moral leader who supported the legacy of his predecessor, the great leader Al-Wahhab, including the latter’s devotion to the previously existing Islamic law. In 1932 the lands under the control of Abdul-Aziz were renamed the Kingdom of Saudi Arabia, and Islam was proclaimed as the kingdom’s religion and way of life.

After the discovery of oil in March 1953 (Minkkus-McKenna, 2009), wealth came to Saudi Arabia very quickly and so did the pressure for modernization. The population of Saudi Arabia began to move away from rural Bedouin lifestyles—a traditional tribal existence of farming cattle and living in tents—to more urban lifestyles. As a result, the role and status of women in society underwent major changes. Some of these changes included new access for women to education, the labor force, and health care, which in the past had not been available (Doumato, 2003).

Once the Al-Saud family came to power in 1744, an alliance was developed between the government and the clerical establishment. Just as American culture was at a time based on religious values, the Wahhabi sect of Sunni Islam continued to pervade Saudi culture. The *ulama*, or religious scholars, controlled both religious and social policy, and the country's religious police, the *mutawwa'in*, enforced the rules (MacFarquhar, 2008; SIGI, n.d.). Such policies included the prohibition of women as drivers.

Push toward Modernization and Movement of Saudi Women into the Workforce

While it has increasingly become the norm in American society that both spouses work, in Saudi Arabia this had not been the case. For the most part, families were still run along traditional lines: men as “breadwinners” working outside of the home and women as caretakers of the home and children (Hamdan, 2005; Kelly, 2009).

At the same time Saudi Arabia had made a commitment to educating women as part of its modernization process (Calvert & Al-Shetaiwi, 2002; Thomas, 2001). Young women of college age received and accepted funding from the government to attend college. Most

young women did so because they would rather attend college than stay at home, which was one of a few alternatives.

The Saudi Ministry of Higher Education (2009) reported that women currently make up about 60% of Saudi Arabia's total enrollment at the university level. This number was a significant increase since 1993 when female enrollment was at about 45%. Al-Munajjed (2010) wrote that "women still make up less than 15 percent of the national workforce...an enormous source of untapped potential for the Kingdom, whose labor force currently relies heavily on expatriates" (Al-Munajjed, 2010, exec. summary).

Although entrepreneurship is not a new concept for Islamic women in Saudi Arabia,¹ over the past several centuries Saudi women have been limited to careers that would not require them to interact with men. For example, women could choose to be doctors or teachers and serve only children and other women. Because women had experience educating their children—a socio-culturally sanctioned practice—most career women chose to be teachers. As a result, there had been an excess of eligible teachers and a lack of women prepared for opportunities in i.e. business and entrepreneurship (Al-Munajjed, 1997; Yamani, 1996; Minkus-McKenna, 2009).

In advanced market economies like that of the United States, women own about 28.7% of all businesses (U.S. Census Bureau, 2010). The number of women-owned businesses in Africa, Asia, Eastern Europe, and Latin America also increased rapidly, with

¹ A cultural and historical example was set by the Prophet Mohammed's first wife, Khadijah, who was a renowned businesswoman. She had a long history of supporting her family through her business practices and Islamic values (Ramadan, 2007).

women playing a substantial role in entrepreneurship throughout the world (Wilson, Kickul, & Marlino, 2007).

Context of the Study

Female entrepreneurs have and will greatly affect the global business market. To do so they need opportunities to acquire management skills, gain access to finance or credit, identify market potential, obtain raw materials, obtain legal representation, and access information (Berger, 1989). These opportunities are currently lacking in Saudi Arabia. Women in nations like Saudi Arabia face sociocultural, socioeconomic, and sociopolitical obstacles that limit the start-up and growth of new businesses (Caputo & Dolinsky, 1998). The present study considers these obstacles that are relevant to female entrepreneurship and involves Saudi Arabian students and businesswomen in the field of family and consumer sciences (FCS), or home economics (HE). These fields were among those limited few available to Saudi women and originally intended to prepare women for managing the home and family (Tuszka, 2002). In Saudi Arabia, it is currently acceptable and appealing for women to study FCS/HE and to work in that field (as opposed to, for example, engineering) because FCS/HE is related to women's traditional roles as nurturers and homemakers (Tuszka, 2002).

For the government, entrepreneurship in FCS/HE field has become an appealing option for females in Saudi Arabia. Two reasons are noted. One reason is entrepreneurship contributes to family unity—family members support or become involved in the business. Another reason is that entrepreneurship creates a strong foundation for economic stability (Morris, 1998). Thus, the FCS/HE field was developed specifically to address the needs of

women and has been tailored for female college students in Saudi Arabia. Inasmuch, the field provides an excellent context for studying—and encouraging—the entrepreneurial potential of Saudi women. The Saudi Arabian government continues to develop more FCS/HE-related programs.

Though still defined by its traditional concerns—the individual, the family, and the community—the FCS/HE field has broadened. Grounded in systems theory and the study of lifespan development, today FCS/HE involves the study of diverse areas including wellness, technology, global interdependence, human development, resource management and development, and basic human needs. The field now integrates subject matter from other fields, including business (Niehm, Gregoire, Austin, & Mhango, 2005) and, in Saudi Arabia, the study of art and interior design.

This study sought to understand the entrepreneurial potential, or lack thereof, of the female Saudi Arabian students in FCS/HE programs. To limit the scope of this study, the researcher focused on female FCS/HE students in two western-region universities in two major cities – Jeddah and Mecca in Saudi Arabia, as well as businesswomen connected to the Khadijjah Bint Khuwaylid Business Women Center in Jeddah. The cities, Jeddah and Mecca, are considered modern in terms of technology, diversity, and tourism (Alshaya, 2005). These cities have been relatively more receptive to the idea of women entering the workforce in greater numbers than less popular areas.

To examine the entrepreneurial potential of female FCS/HE students, the study surveyed 33 female students from King Abdul-Aziz University in Jeddah and Umm Al-Qura University in Mecca. King Abdul-Aziz University, established in 1968, is a public institution

known for its wide variety of study areas, including home economics. Umm Al-Qura University in Mecca is a well-established (1920s) institution, known for its focus on Islamic studies (Umm Al-Qura University, 2006). In 1978 Umm Al-Qura's College of Arts and Interior Design, which includes the study of home economics, was established specifically to address the need to increase the number of female teachers in intermediate and secondary schools for girls. Both universities were accessible to the researcher because of her existing relationships with administrators at those universities. The researcher held one-on-one interviews with the student participants after they had filled out a demographic survey.

Also, nine businesswomen from the western region of Saudi Arabia were surveyed. The researcher interviewed businesswomen, who presumably realized their entrepreneurial potential, so that a comparison could be done of the two sets of interviews results. Thus, the study set out to identify self-perceptions and characteristics associated with the businesswomen's success. The researcher reasoned that, if the female business owners possessed the entrepreneurial potential that female FCS/HE students lacked, the study could find out more about the women's perceptions of their potential as well as ways to increase their entrepreneurial potential. Ultimately, an increase in the entrepreneurial potential of FCS/HE female students might lead to increased number of Saudi women in the workforce.

In 2008 the City of Jeddah Chamber of Commerce and Industry established the Marquez Sayyidah Khadijjah, or the Khadijjah Bint Khuwaylid Business Women Center (Jeddah Chamber of Commerce and Industry, 2010), which provides a private facility for female entrepreneurs to apply for business licenses and gain family support for businesses. Initially, ten women from the center were surveyed and interviewed about their perceptions

of entrepreneurship, but only nine completed the study. At the time of this study little was known about the perceptions of female entrepreneurs in Saudi Arabia. Therefore, the researcher thought it was important to learn about the influences and self-perceptions that the women had prior to starting their businesses, as well as their current perceptions.

Theoretical Framework

The Model of Entrepreneurial Potential (MEP) developed by Krueger and Brazeal (1994), with some modifications, was used as the framework for this study. According to Krueger and Brazeal, perceptions are more accurate predictors of entrepreneurial potential than objective criteria. *Perceived self-efficacy*, the belief or perception that one is able to perform or produce, is the strongest predictor of career choice, and it also predicts opportunity recognition. Information about how leadership, decision-making, goal achievement, flexibility, independence, opportunity awareness, and threat discovery were involved in the process whereby businesswomen reached their entrepreneurial goals—without opposing Saudi values or traditions—proved critical to the development and success of female FCS/HE students who are pursuing similar goals.

In Krueger and Brazeal's Model of Entrepreneurial Potential (MEP), perceived self-efficacy, along with *perceived desirability* and *perceived feasibility*, were major components. All are influenced by social norms (Shapero & Sokol, 1982); all are “affected by choice” and helped us anticipate “which actions will be seriously considered and subsequently taken” (p. 82). In the *Encyclopedia of Entrepreneurship* Shapero and Sokol (1982) define perceived desirability as “the degree to which a person feels an attraction towards a given behavior [e.g., to become an entrepreneur], which, in turn, depends on the likely personal impact of

outcomes from performing the target behavior” (p. 82). Perceived feasibility is defined as “the degree to which people consider themselves personally able to carry out that behavior. The presence of role models, mentors, or partners would be a decisive element in establishing the individual’s feasibility level” (p. 82). Another important concept, *propensity to act*, is a “stable personality characteristic” (Shapero & Sokol, 1982). Krueger (1993a, p. 98) cited Shapero, who compared the propensity to act to the locus of control, where the desire for control is “closely linked with initiating and maintaining goal directed behaviors and is significantly associated with entrepreneurial intentions.”

The methodology of this study was based on Kvale and Brinkmann’s (2009) seven stages of interviewing as a phenomenological method, which focuses on the meaning of experiences (phenomena) for individuals in the attempt to arrive at the essence of those experiences. The stages are thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. This approach was used to guide and organize the research process and data analysis.

Purpose

The ultimate purpose of this dissertation was to support Saudi Arabia’s efforts to increase the number of women entrepreneurs, and thus to strengthen the family unit and the economy of Saudi Arabia, while preserving Islamic values in the country. This study sought to identify obstacles, both internal (self-perceptions) and external (e.g., restrictions on women’s freedom of movement), that prevent or discourage young female students from pursuing entrepreneurial careers in particular. The study also pursued internal and external factors that accounted for the success of some Saudi businesswomen and suggest how this

knowledge can be applied to other female business owners. The self-perceptions, such as self-confidence, associated with businesswomen's success might be cultivated in young women pursuing entrepreneurship. External obstacles, such as policies segregating unrelated males and females, might be either eased or accommodated, for example, when women sell their products in all-female shops.

Research Questions

It was important to consider how traditional Saudi norms affect women's potential to become entrepreneurs. Three research questions drove this phenomenological study:

1. What are the influences and perceptions that affect the realization of female Saudi Arabian FCS/HE students' entrepreneurial potential?
2. What were the influences and perceptions that enabled Saudi Arabian businesswomen to realize their potential for entrepreneurship?
3. What factors facilitate the realization of entrepreneurial potential and engagement in entrepreneurship for women in Saudi Arabia?

Objectives of the Study

In order to understand the influences and perceptions that affect the realization of female Saudi Arabian FCS/HE students' entrepreneurial potential, the researcher looked to current businesswomen as a basis for comparison. Several guiding assumptions were adopted by the researcher for this study and her interaction with the two groups of respondents. One assumption is that current businesswomen in Saudi Arabia possessed self-efficacy and were able to realize their entrepreneurial potential, because they succeeded in starting a business.

Moreover, these women were able to become owners without sacrificing Islamic values and laws, for example, the social intermingling with strange men. Although these and other assumptions were made, the researcher wanted to know more about businesswomen's perceptions and about the factors that may have influenced their career decisions. Thus, the influences and perceptions that affected businesswomen's ability to become self-employed were studied. The intent was to learn how businesswomen's experiences might inform efforts to help students realize their own entrepreneurial goals.

The specific objectives of the study were to:

1. Apply a modified and relative version of Krueger and Brazeal's Model of Entrepreneurial Potential to the study of two groups of Saudi Arabia women.
2. Gain understanding of the demographic characteristics, perceptions, and career goals of female students enrolled in Family and Consumer Sciences (FCS) or Home Economics (HE) at two Saudi Arabian universities.
3. Gain understanding of the demographic characteristics, perceptions, and career goals of female Saudi business owners.
4. Assess the influences on educational interest, perceived self-efficacy, perceived desirability, perceived feasibility, and propensity to act of Saudi female FCS/HE student respondents as factors affecting their ability to become self-employed.
5. Assess the interest in personal in entrepreneurship, perceived self-efficacy, perceived desirability, perceived feasibility, and propensity to act that enabled Saudi female business owners to be successful.

6. Apply knowledge gained from the two groups in developing recommendations for public policy, business assistance, and higher education to help women in Saudi Arabia realize their entrepreneurial potential.

Definition of Terms

Definition of terms associated with this study include:

Culture: Ferraro, 2010 defines culture as everything and every type of community and what members of a society or group have, think, and do. Culture involves what material objects people *have*; their *thinking* involves ideas, values, attitudes, and beliefs; and what they *do* is behave in ways that are prescribed by their society. The study addresses both the societal culture and Islamic values practiced in Saudi Arabia. When the term culture is used, it refers to societal culture, while Islamic culture refers to the Islamic values, laws, and religion.

Home economics and domestic science: these terms are both used to identify the scientific study of the management of the home and family (University of Michigan, 2011)

Entrepreneur: One who undertakes an enterprise; one who owns and manages a business; a person who takes the risk of profit or loss (*OED Online*, 2012).

Entrepreneurial: those who perceive themselves as pursuing opportunities irrespective of existing resources (Stevenson, Roberts & Grousbeck, 1989; Stevenson, Roberts, & Grousbeck, 1994).

Entrepreneurship: the pursuit of an opportunity irrespective of existing resources (Stevenson et al., 1989; Stevenson et al., 1994).

Mahram: In Islamic Sharia legal terminology, a *mahram* is a relative whom one may not marry. Saudi laws dictate that women are not allowed to travel without the permission of

such a male relative, and in some cases must be accompanied by their *mahram* (Nihal, 2011).

Model of Entrepreneurial Potential (MEP): Krueger and Brazeal's Model of

Entrepreneurial Potential (MEP) is a framework for assessing entrepreneurial potential.

Its major components are perceived desirability, perceived feasibility, and propensity to act. "Potential" entrepreneurs, as defined by Krueger, Brazeal, are "capable" but not yet "intending" to take action as entrepreneurs (Krueger & Brazeal, 1994).

Participant or interviewee: a member of one of this study's two groups of research subjects: young women from one of two western-region Saudi Arabian universities, or Saudi Arabian businesswomen.

Perceived desirability: the degree to which a person feels an attraction towards a given behavior (e.g., to become an entrepreneur), which, in turn, depends on the likely personal impact of outcomes from performing the target behavior (Shapero & Sokol, 1982).

Perceived feasibility: the degree to which individuals consider themselves personally able to carry out a certain behavior. The presence of role models, mentors, or partners can help increase an individual's feasibility level (Shapero & Sokol, 1982).

Perceived self-efficacy: a belief in one's capabilities that can be increased over time by mastering tasks, modeling others performing tasks, listening to positive persuasion from others, and minimizing stress" (Bandura, 1990; Krueger & Brazeal, 1994).

Phenomenological data analysis: a process whereby the researcher brings personal experiences into the study, records significant statements and meanings, and develops descriptions to arrive at the essences of the experiences (Moustakas, 1994).

Phenomenological study: a type of study that describes the meaning of experiences of a phenomenon (or topic or concept) for multiple individuals. The researcher reduces the experiences to a central meaning or essence (Moustakas, 1994).

Potential entrepreneur: capable of but not intending to take entrepreneurial actions (Krueger & Brazeal, 1994; Kourilsky & Walstad, 1998; Walstad & Kourilsky, 1999).

Propensity to act: a disposition to act on one's decisions (Krueger, 2000).

Sharia Law: the Islamic religious law, including the teachings of the Qur'an and the traditional sayings of Muhammad (*OED Online*, 2012).

Stories or narratives: participants' accounts of their perceptions and experiences.

CHAPTER 2. LITERATURE REVIEW

Introduction

This chapter provides an overview of Saudi Arabia's history and of the country as a developing nation— one based on Islam but shaped by social norms that impact career decisions of women. Izugbara and Ezeh (2010) discuss the impact Saudi norms have had on women's self-awareness and self-efficacy. Rasemn and Hassan (2010) recall factors that have influenced modernization and societal wealth in Saudi Arabia and follow the movement of women into higher education, limited to fields related to the domestic sciences, and the reintroduction, development, and benefits of Saudi women as entrepreneurs. Understanding the history, social norms, and education of Saudi women play a critical role in the Saudi government's effort to expand the workforce through an increase of female labor.

The chapter also details Krueger and Brazeal's (1994) Model of Entrepreneurial Potential (MEP), which provides the guiding theoretical framework for this study. The MEP draws on the work of Shapero (1981); Azjen (1991); and Hackett, Betz, Casas, and Rocha-Singh (1992). This literature addresses elements such as personal characteristics, demographic information, environmental influences, social norms, and self-perceptions that may influence entrepreneurial intentions. Krueger and Brazeal's MEP focuses on the probability, not the intention, of female FCS/HE students becoming entrepreneurs, and is thus well suited as a theoretical foundation for the present study. In the MEP framework, probability is determined by assessing the individual's levels of perceived desirability, perceived feasibility, and propensity to act (Krueger & Brazeal, 1994).

Saudi Arabia as a Developing Nation

In traditional Saudi Arabia, religion pervaded everyday life and business practices. The country of Saudi Arabia was considered the capitol of the Islamic world, and the legal system is based on a strict interpretation of the Islamic law, also known as Sharia law. The Islamic reform, which began in central Arabia in the middle of the 18th century, prohibited women from having any direct contact with men outside of the immediate family and home. Women were thus excluded from most occupational roles outside of the home (Al-Hazzaa, 1993). The lack of certain women's rights in Saudi society, such as equality in the labor force, resulted more from conflict with traditional patriarchal beliefs and practices than from conflict with Islamic principles. Dahlan stated:

Tradition, paradoxically, embodies both positive and negative aspects. At any rate, distinction should be made between religion and tradition. Tradition should be respected when it conforms to religion. If not, as in the case of some societal behavior, then tradition must be evaluated and reconsidered. . . . However, tradition still plays a major role in restricting and protecting women in the public interest. (1994, p. 169)

Although many rights apply equally to both men and women in Islam, the effects of societal restrictions (e.g., the prohibition against women driving) have sometimes limited women's rights in areas of education, employment, and politics (Doumato, 2003). Any attempt to improve women's status in Saudi society should take into consideration Saudi values, beliefs, and norms if the change is to be successful (Ahmed, 1992). Some members of Saudi society, especially women, do not agree with certain feminist groups that feminism is

incompatible with Saudi society (Yakubu, 2001). For example, some feminist groups consider the tradition of wearing the veil to be a violation of women's rights. However, most Muslim women believe that it is the ideology of traditional patriarchal culture rather than the act of wearing the veil that results in inequality between men and women (AlMungajjed, 1997). The need to preserve the traditional family system was also used as a reason to resist the continued growth of Western cultural, economic, and political influences that have accompanied the capitalist mode of development that has taken place in the past two decades (Al-Hazzaa, 1993).

The fact is the religion of Islam grants both men and women an equal right to refute the legitimacy and constitutionality of laws, regulations, and orders (Ahmed, 1992). The Prophet Muhammad is reported to have said that, in Islam, women are equal to men on almost every plane of comparison: spiritual, moral, and intellectual. According to Bahry (1982), in true Islam, "Muslim women are equal to men in all aspects of Islam except in one: As mothers, women are superior to men by as much as a ratio of three to one" (p. 503). Muslim women are encouraged to acquire education and knowledge and to be able to object to opinions if they are incorrect. "The acquisition of knowledge is incumbent upon every Muslim man and every Muslim woman" (Ibn-ay Majah, 1984) because Islam makes no distinction between genders regarding intellect; it considers them equal.

Impact of Social Norms on Women

Saudi laws, governmental policies, educational systems, family values, social norms, and the economy are based on or influenced by religious law. For example, there exist a prohibition against public mingling of the sexes and a rule that Muslims must lower their

gaze in the presence of the opposite sex. This type of segregation guides the normal roles of the people of Saudi Arabia (Arebi, 1994) and is intended to protect men and women from sexual temptations that may occur in mixed-gender environments.

Adbelwassi (1970) and Al-Hazzaa (1993) describe how women's rights are affected by cultural values rather than being dictated by Islamic laws. Kattan (1991) points out that many Saudi women proclaim that there is nothing in Islam to support inequality among the sexes. Alshaya (2005) illustrates how most Saudi Arabian families raise women to be modest and shy and advise women to stay at home as much as possible; these families think they are thereby protecting the women in the family (Arebi, 1994; Ahmed, 2008). On the other hand, males are raised to be aggressive, tough, and independent, reflecting an ideology that gives men more rights and power over women (Worell, 2001).

According to Islamic law, there is no rule against women voting in the political system. Yet women could not, until very recently, participate in the Saudi political system because of the belief that some rights, such as voting, should be limited to men. In September 2011 King Abdullah announced that women would, within days, be allowed to vote and stand for office (Reuters, 2011).

Because of the social norm requiring gender-segregated work environments (Ahmed, 1992), avenues to female employment are limited to teaching in all-girls' schools or working in specific areas in the health professions and social welfare services where contact with men is minimal (Almungajjed, 1997). While such rules are meant to keep both men and women safe, they nevertheless limit opportunities and career advancement for women. Alajmi (2001) stated that a small number of women work outside the home, and a yet smaller number of

working women hold leadership or managerial positions. Although there are some opportunities for women, in countries with a labor surplus such as Saudi Arabia, males dominate the labor force, leaving only rare opportunities for women to fill positions usually taken by men (Worell, 2001).

Women make up 44.6% of the Saudi society (World Bank, 2010), and, according to the Saudi Arabia Ministry of Higher Education (2009), there are more female than male college graduates. This suggests a future in which women will be more educated but will have almost no opportunities for employment following graduation from college. Thus, despite the increasing number of female graduates at all levels of education, women in Saudi Arabia have continued to play a minor role in the labor market. One way to reverse this trend is to educate women in business and entrepreneurship at the college level (Minkus-McKenna, 2009).

Women have begun to play a critical role in the improvement of Saudi Arabian society, and entrepreneurship programs targeting women were intended to help strengthen women financially. For example, according to Ali Qahis (2008), small groups of women have created special organizations strictly for women. In these organizations, women choose their leaders and enjoy exclusive membership benefits. In 2004, after four years of resistance, the government accepted these women-run organizations. This was accomplished because women in the organizations successfully demonstrated that the practice of business did not necessarily conflict with Islamic values or traditions of the society (Alajmi, 2001).

Factors That Influence Modernization and Societal Wealth

The Saudi government has made great efforts to expand female educational programs. However, it has not been able to parallel this effort to change the attitude of society toward female labor so that women can assume more roles in the process of modernization and economic development (Minkus-McKenna, 2009). In 2008 women in the Kingdom of Saudi Arabia were given the right to own businesses. This represented a major change because previously, if a woman wanted to own a business, it was required that a male be represented on the deed with her. The Saudi Ministry of Foreign Affairs and Saudi Bureau of Civil Services have since opened separate branches that employ women in banks and other government agencies (Minkus-McKenna, 2009).

Today, Saudi Arabia, like many other developing countries, is under pressure to further increase spending on education and to produce a more skilled labor force. A well-organized education system and a highly educated labor force can attract global financial capital and play an increasingly important role in the global economy (Almungajjed, 1997). Globalization is having an increasingly significant impact on the organization of work and on the work people do. Work has become organized around the notion of flexibility through advances in technology, mainly the Internet. Jobs and careers are changing more quickly than before, and workers do not have the kind of job security that they used to enjoy (Ali Qahis, 2008). To keep their families financially solvent, more women need to work.

In Saudi Arabia increasing educational opportunities for women has been an important step in the modernization process. However, the Ministry of Foreign Affairs (2004) stated that the government of Saudi Arabia is unwilling to risk its legitimacy by

intervening or challenging the patriarchal system, which maintains personal control of women within the family (Yavas, 1999). The ministry's main goal is to improve and modernize the country while protecting indigenous values (Yavas, 1999).

Women as Entrepreneurs

The literature notes a number of factors that impact women moving into the workforce. Among the sociocultural and economic aspects discussed above, women's education is as critical a factor to consider. Currently, there are more opportunities for women to return to school to obtain new skills that, theoretically, will offer them more career choices (Arebi, 1994). New business opportunities are being developed for Saudi women through networks that previously did not exist. More women are contributing to the workforce by starting their own businesses (e.g., private schools, women-oriented retail stores, and alteration stores) (Balcavage, 2001). But despite such advances, women have not been educated for careers requiring them to have contact with men and have had very few opportunities or have been reluctant to learn new careers other than that of a doctor or a teacher.

Nickols et al. (2009) support the notion of FCS/HE as a profession, one that is becoming an attractive option for female college students for its promise of job security, particularly in Saudi Arabia. Offering entrepreneurial programs for women in this field and others will expand the range of opportunities and fulfill the need for new development. But even with the increase of educational and entrepreneurial programs, women will continue to have some difficulties in running a business. For one reason, women still are not allowed to drive, which adds the expense for a driver. Another is women still have to have a male

present to deal with government agencies currently run by men (Minkus-McKenna, 2009). A third is certain restrictions on the facilities. “The only regulation imposed on women-owned businesses is to have all female staff be located in a designated women’s section with separate entry and exit doors; and a male supervisor in the men’s section” (Gliedt & Parker, 2007, p. 543).

In the United States entrepreneurship is taught at an early age, which is important for presenting entrepreneurship as a career option and preventing it from being discounted by girls (Minniti, Arenius, & Langowitz, 2005). Males and females have similar educational backgrounds in the United States (Kepler & Shane, 2007). As U.S. women have become more educated, they have attained better career opportunities. Entrepreneurship education has successfully prepared women along with men to engage in self-employment. Kim, Aldrich, and Keister (2006) found that college graduates are twice as likely to become entrepreneurs as people who have only a high school education or less.

Community influence has also been noted as a factor affecting new business development for university-educated students. Liñán-Alcalde and Rodríguez-Cohard (2004) found that attitudes of Spanish university students regarding opening a business depended on whether their community saw the establishment of their type of business as desirable; a particular community’s attitude may have either a supportive or a constraining effect on a woman’s intention to develop an entrepreneurial venture. A negative attitude on the part of the community may be one of many hurdles that limit the options available to women in the labor force. Family responsibilities, sexual stereotypes, attitudes about work, and cultural conditions all affect women’s career choices (Gakure, 1995). These factors continue to be a

struggle for women in the U.S. as documented in many work-life balance issues (Gregory & Milner, 2009). The current study considers similar elements (e.g. family values, religious beliefs, available educational resources, economic situation, and government policy) in relation to Saudi Arabian women.

During the first day of the Khadijah Bint Khuwaylid Forum at the new Women's Business Center, the results of the first three audience-participation polls indicated that 55% of participants felt there were barriers hindering the participation of women in development. These barriers were found to be related to tradition and culture, unsupportive husbands and families, lack of education and work knowledge, and prohibitions against mixing between the sexes (Baker, 2007). According to *Arab News* (as quoted in Mubarak, 2007), Princess Adelah bint Abdullah ibn Abdul Aziz said:

The current work force numbers 11.5 million and it is anticipated that the figure will rise to 21 million in 2020. . . Women's unemployment (in Saudi Arabia) is estimated at between 25 and 28% and we must open the door for women in the fields of energy and transportation. Women must be included in the decision-making process.

Al-Hefdhy (1994) noted that there are five major points vital to the success of businesswomen in Saudi Arabia. These include (a) providing the right education, (b) providing opportunities for women's training, (c) encouraging women to take the initiative, (d) ensuring continuous support by colleges and family, and (e) ensuring the same benefits and rights as men. These points suggest not only that there is a need for women entrepreneurs, but also that educating women will help Saudi Arabia in its development and preserve its Islamic identity.

Women's Education

In Saudi Arabia the government provides education to its citizens. Schools are open, free of charge, to all Saudis and children of Arabic-speaking residents, starting with elementary school all the way through the university level (Yakubu, 2001). Women's education was first available to daughters of rich families through private tutors, while daughters of less wealthy families attended informal *kutab* schools to learn how to read the *Quran* (Yakubu, 2001). In 1941, immigrants from Indonesia and Malawi started the first formal private school for girls in Saudi Arabia. Later, in 1955 the Foundation of King Saud in Riyadh established for the first time a curriculum for women in home economics, embroidery, and Basic English (Abdelwassi, 1970).

In 1959 this foundation became part of the Ministry of Education and was known as the General Presidency of Girls' Education (GPGE). The GPGE is independent of the Ministry of Education and has a separate budget for girls' education (2004). Even with the GPGE some conservative parents refused to permit their daughters to attend school due to the fear of losing the traditional home-based role of women. The government went ahead and opened schools for girls without making formal education a requirement. The GPGE helped in opening 15 individual schools starting in 1960 (Calvert & Al-Shetaiwi, 2002). The availability of these schools, together with the GPGE's strict adherence to tradition and religious values, helped to make education possible for women in Saudi Arabia.

Home Economics at a Saudi Arabian University

Established in 1967, King Abdul-Aziz University (KAU) carries the name of the founder of Saudi Arabia, King Abdul-Aziz Ibn Al-Saud. KAU is a national university aimed

at spreading higher education to western Saudi Arabia. In 1967 the university inaugurated its first college, the College of Economics and Management, and in the following year the College of Arts and Human Sciences was established (King Abdul-Aziz University, 2011). Following a resolution issued in 1974 by the National Council of Ministers, the university was changed into a government-supported university, making it a part of the government. The inclusion of this young university into the government significantly increased its financial support, helping to transform KAU into a modern university with a student body that includes 13,899 male and female students.

KAU includes two separate campuses, one for males and one for females (Saudi Arabia Ministry of Higher Education, 2009). Each campus is provided with cultural, recreational, and athletic facilities, including a large library fully equipped with leading technologies to serve the needs of students and the teaching faculty. Over a span of four decades this university has become one of the outstanding higher education institutions serving students, nationally and internationally, and preparing its graduates for jobs that respond to the changing needs of the community. KAU is considered a pioneer in offering higher education to Saudi men and women (King Abdul-Aziz University, 2011)

According to Al-Dubagal (personal communication, July 25, 2008), the College of Home Economics at KAU was developed in three stages. In the first stage, the college focused on giving women better home-making skills, such as sewing, cooking, and child rearing. The second stage was intended to develop women as educators within their own households. In the third stage, the development of specializations was implemented.

In the Home Economics College, specializations within the curriculum were designed to produce educators with advanced knowledge of textiles, food science, art, and related areas. In the Saudi Arabian educational system, the general study of home economics begins at the fourth grade level and continues into high school. After high school, the student chooses an area of specialization, for example, textiles and clothing (Al-Dubagal, personal communication, November 25, 2008).

Over the years the program has been revised and developed to meet the changing needs of women and their goals for the future. Revisions included the establishment of different emphases and new standards of excellence in education. The official establishment of a home economics program came about at the General Conference of Domestic Policy by the Council of the League VII for the academic year 1982.²

After this 1982 conference, the chairman of Domestic Economy helped establish the following departments: the Department of Home Economics Education, the Department of Family and the Growth of the Child and Child Studies (1991), the Department of Housing and Home Management, the Department of Food and Nutrition, and the Department of Clothing and Textiles. In 1983 the Education in Islamic Arts Department was established. Current plans for the future of the home economics program met the approval of the chairman for Domestic Economy after plans were developed for the 2006–2007 academic year (King Abdul-Aziz University, 2011).

² The program was approved by Resolution Number One, Section II, the private adoption approach of the Department of Economics of Domestic Students (King Abdul-Aziz University, 2011).

According to an interview with Dr. Zainab (2009), these plans were applied at KAU at the beginning of the first semester of the 2006–2007 year. The intention was to develop and advance the program, with an emphasis on the ability to meet the needs of the changing Saudi society. This included decisions relating to the development of appropriate content and technological advancements in various areas within Child Development, Textiles and Clothing, Food and Nutrition, and others. It also included enhancement of student abilities and knowledge, support for advancement and modernization of educational practices for students, the introduction of modern hands-on training and real-world applications, and the support of current disciplinary trends along with acquisition of knowledge through positive reinforcement.

Theoretical Background

Creating educational opportunities for women does not necessarily produce successful career women. The researcher explored various studies of entrepreneurial potential in her attempt to understand the internal and external obstacles to the realization of Saudi women's entrepreneurial potential.

Studies of Entrepreneurial Potential

Stevenson et al. (1989) define entrepreneurship as “the pursuit of an opportunity irrespective of existing resources,” and entrepreneurs are “those who perceive themselves as pursuing such opportunities” (p. 91). According to a study done by Krueger and Brazeal (1994), entrepreneurial potential begins with a perception that one can perform. Krueger and Brazeal (1994) state that entrepreneurial *potential* must precede entrepreneurial *intention*.

Potential implies having the capability, but *intention* implies a willingness to move forward. A number of studies provide enhanced understanding of entrepreneurial intentions (Shapero & Sokol, 1982; Bandura, 1986; Azjen, 1987; Krueger & Carsrud, 1993), but only recently have researchers looked deeper into ways to understand entrepreneurial potential. Krueger and Brazeal (1994) offer a model for testing entrepreneurial potential that includes a look at perceptions of self-efficacy. Self-efficacy manifests itself in areas of desirability, feasibility, and the propensity to act, concepts used in Krueger and Brazeal's model and stemming from the work of Shapero (1981, 1984), Bandura (1986), Azjen (1991), Krueger and Carsrud (1993), and Peterman and Kennedy (2003).

Shapero (1984) presents a model of the "entrepreneurial event," which Krueger and Brazeal (1994) use to distinguish the entrepreneurial potential of individuals from the intention to become entrepreneurial. Peterman and Kennedy (2003) followed Shapero's model in measuring students' attitudes towards starting a business. According to Peterman and Kennedy, attitudes towards business start-ups are influenced by *perceived desirability*, *perceived feasibility*, and the *propensity to act*. Bandura's (1986) concept of *perceived self-efficacy* is an individual's belief or perception about his/her capabilities to perform or produce. Self-efficacy determines how people feel, think, motivate themselves, and ultimately behave. Bandura (1986) identified four ways to develop self-efficacy: (a) mastery experiences, (b) vicarious experiences or modeling others, (c) social persuasion, and (d) expression of confidence through body language.

Another framework that applies to behavior and the propensity to act is Ajzen's (1991) theory of planned behavior. According to Ajzen, both perceived control and intention

can directly predict achievement, and perceived control can represent actual control in many instances (Ajzen, 1987). Krueger and Carsrud (1993) also asserts that behavior can be predicted by looking at environmental influences and attitudes about performing a task.

Krueger states that entrepreneurial potential can be predicted in part by perceptions of an individual's desirability, feasibility, and propensity to act regarding business start-ups. Desirability relates to one's attraction toward implementing a task, whereas feasibility refers to beliefs that a task can actually be implemented. Shepherd and Krueger (2002) also confirm that desirability and feasibility create credibility. Since attitudes, behavior, and perceived control are sufficient to account for intentions (Ajzen, 1991), they can also account for potential, which exists prior to intention.

According to Frazier and Niehm (2006), there is a need to develop entrepreneurial profiles that recognize both commonality and differences across cultures. The Social Cognitive Career Theory was used to measure career attractiveness and feasibility and self-efficacy beliefs regarding starting a business. It asserts that FCS/HE programs should offer learning activities that help students understand the demands and rewards of entrepreneurship. Athayde (2009) used Shapero's model to measure the enterprise potential in young people by using attitudes toward characteristics associated with entrepreneurship. A control-group cross-sectional design was used to investigate the impact of participation in the Young Enterprise Company Program. The study found that participation in company programs cultivated positive attitudes toward self-employment.

Mueller and Thomas (2001) followed Shapero's model of entrepreneurship potential to study the effect of culture and entrepreneurial potential. Their study examined only two

entrepreneurial traits, innovativeness and internal locus of control. According to Niehm, Gregoire, Austin, and Mhango (2005), generating an early awareness of and exposure to entrepreneurial concepts allowed students to make informed career and life choices.

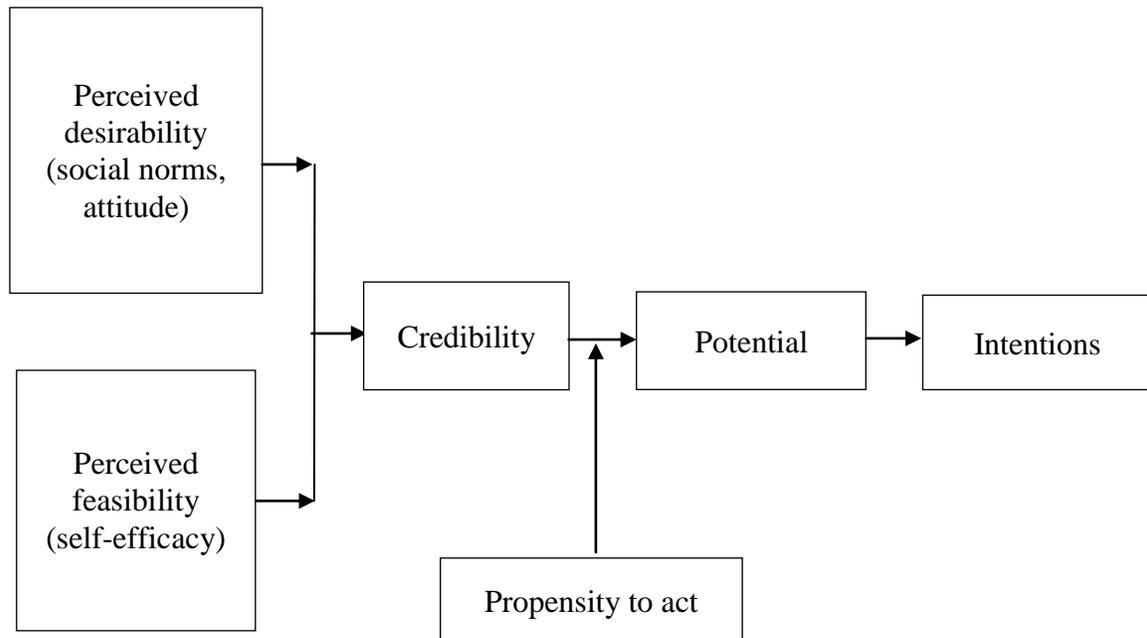
Researchers and organizations have become sensitive to the impact—positive and negative—that cultural dimensions can have on the realization of desired behaviors and outcomes. For example, an online technology-skills transfer program designed to strengthen entrepreneurship in Mexico included specific mechanisms to counter the collectivism that is part of Mexican culture. The participants' self-efficacy scores improved substantially (Kumar & Kelly, 2006).

Krueger and Brazeal's Model of Entrepreneurial Potential (MEP)

A model of potential is presented in Figure 2.1 (Krueger & Brazeal, 1994). The model generalizes across situations. By examining conceptual issues for each component of the model, it is possible to identify the characteristic beliefs and attitudes of potential entrepreneurs. The model argues that identifying potential entrepreneurs on the basis of demographics, personality, or other static criteria could prove difficult. The beliefs and attitudes of potential entrepreneurs are driven more by perceptions than by objective measures. These perceptions then translate into potential and are expressed through behavior. This model suggests that entrepreneurial characteristics can be learned, and they can vary across individuals and situations. Research suggests that entrepreneurial intentions are strongly affected by entrepreneurial potential or the entrepreneur's belief that it is desirable to start a new business if it is feasible (Krueger & Carsrud, 1993; Krueger, Reilly, & Carsrud, 2000). The main actions in such research have been modified from models of intentional

behavior, proposed by Ajzen, Fishbein, and others (Ajzen, 1991), in which individuals report their beliefs and intentions, and this information is then related to their conclusions relative to starting a new business.

Figure 2.1. Krueger and Brazeal's Model of Entrepreneurial Potential (MEP)
(simplified)



Krueger and Brazeal's Model of Entrepreneurial Potential was the most useful framework for assessing the entrepreneurial potential of Saudi Arabian women. Following is a discussion of the model's components:

Perceived desirability. Perceptions of the consequences, positive or negative, of outcomes from performing the goal-related behavior affect attitude (Ajzen, 1987). Perceived desirability can be enhanced by exposing individuals to multiple perspectives and learning opportunities so that they can recognize a wide range of desirable options (Krueger, 2000). FCS/HE students may have been exposed to life experiences prior to college that could affect their attitudes toward entrepreneurship.

Perceived feasibility. This refers to the judgment of one's capability to accomplish a certain level of performance or desired outcome (Bandura, 1986). According to Krueger (2000), individuals develop perceived self-efficacy through cognitive, social, and physical experiences. Thus, according to this model, FCS/HE students who have had prior successful performance of a task are likely to consider an entrepreneurial career path.

Although perceived feasibility in Krueger and Brazeal's model illustrated above is closely associated with self-efficacy, this study will view self-efficacy separately to reflect Bandura's (1990) description of it as something that forms in early childhood and continues throughout life. Bandura also asserts that self-efficacy can affect an individual's thought patterns in ways that can undermine performance, and that supporting the self-efficacy of innovative thought is central to encouraging entrepreneurial behavior. Bandura's studies (1990) show that students who perceive themselves as having a high level of self-efficacy are likely to set more challenging goals, which, in turn, may increase desirability, feasibility, and the propensity to act towards an entrepreneurial career. Furthermore, desirability, feasibility, and propensity to act—all highly relevant in an educational environment—can lead to increased self-efficacy and, thus, entrepreneurial potential. When planning entrepreneurship courses and programs, instructors might be advised to educate students in belief systems that strengthen self-efficacy and cognitive entrepreneurial skills (Chen, Greene, & Crick, 1998).

Credibility. In the MEP, credibility follows perceived desirability and perceived feasibility, but precedes one's propensity to act, potential, and finally intentions. In their MEP, Krueger and Brazeal do not necessarily define credibility, but offers an explanation of

how certain behaviors and perceptions (desirability and feasibility) of the individual develop and impact credibility (1994, p. 93).

Propensity to act. Krueger (2000) defines the propensity to act as a disposition to act on one's decisions. Propensity to act reflects volition ("I will do it") and depends on the desire to gain control by taking action. The level of an individual's propensity to act may influence the relative impact of life experiences on attitudes and of attitudes on intentions. Thus, if the propensity to act is high, taking action may be perceived as desirable and feasible, and experiences may have a greater effect on attitudes.

Potential. Prior to the MEP, few studies have been able to isolate the factors that are most characteristic of high potential female entrepreneurs as many focused on the enterprise itself and the skills an entrepreneurial candidate would bring to that enterprise or idea. The entrepreneurial potential, as described in Krueger and Brazeal's study (1994), depends heavily on all the perceptions mentioned above— one's desirability, feasibility, credibility, and propensity to act in any given situation. This essentially means that one has believe that she can bring to an enterprise her exposure to various cognitive, social, and physical experiences and related behaviors, attitudes, and norms that ultimately manifest as potential.

Precipitating event and intentions. Krueger and Brazeal describe the precipitating event based on Shapero's model to offer evidence of behaviors leading to entrepreneur intention (as cited in Krueger & Brazeal, 1994, p. 93). This study focused on entrepreneurial potential, which according to Krueger and Brazeal's MEP precede a precipitating event (e.g. displacement) and further intention. Since potential depends on the individual's perceptions

of his/her own desirability, feasibility, and propensity to act, then intention cannot be reached prior to potential.

Modification of the MEP for the Current Study

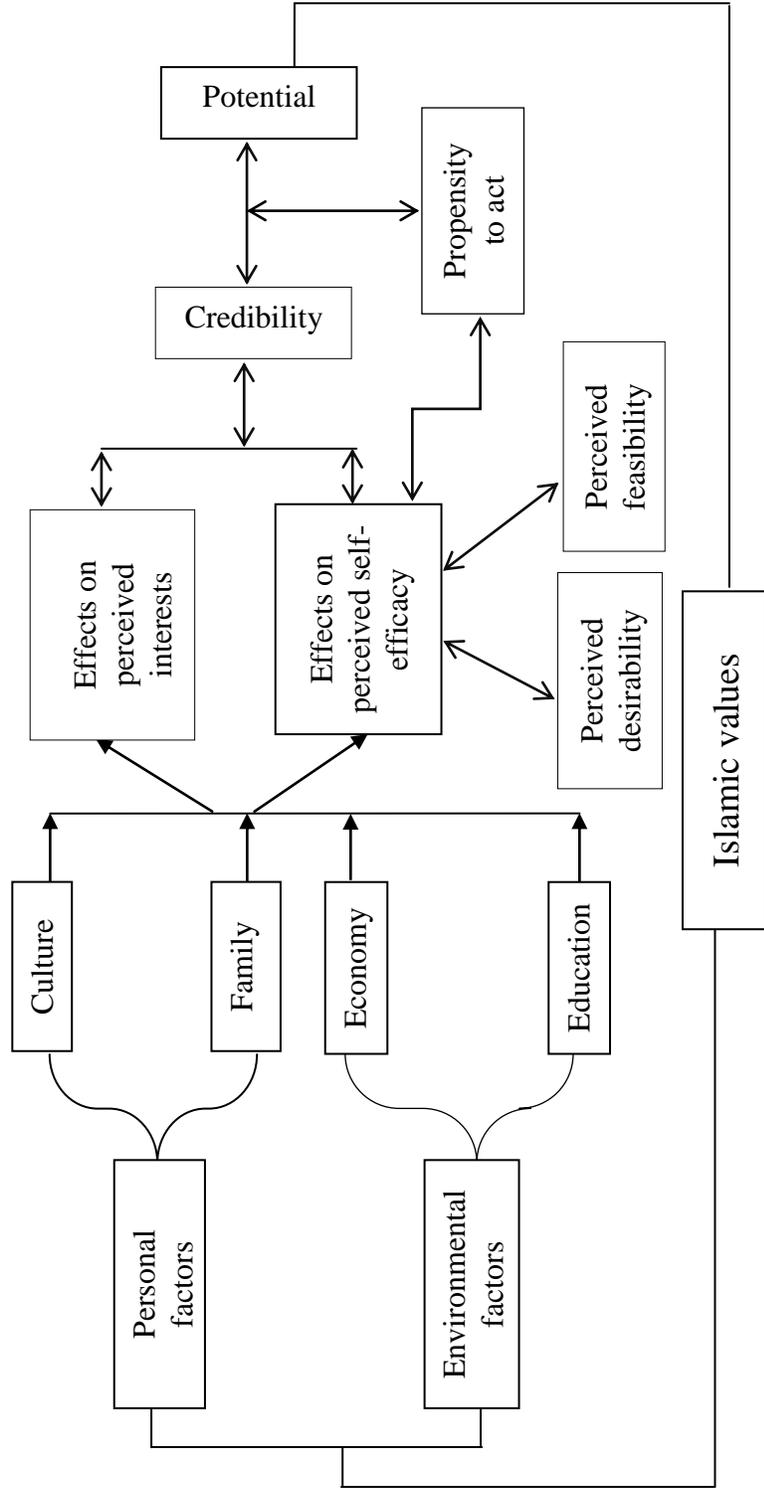
In looking for a way to assess entrepreneurial potential of Saudi Arabian female students and businesswomen, the researcher analyzed Krueger and Brazeal's MEP (1994) to see if the model was applicable. According to their model, a person with high perceived self-efficacy, desirability, and feasibility would in turn display high entrepreneurial potential (see Figure 2.1 above). However, the literature noted that culture played a significant role in behaviors and attitudes that lead to success in pursuing career paths. Understanding how intertwined family and culture are in the decision-making processes in Saudi Arabia, the researcher found that MEP inadequately describes the constraints on Saudi women's choices and needed to be expanded to take into account these constraints. Therefore a newly adapted model was formed.

The new model (Figure 2.2 below) represents a specific social-value system, and it reflects the impact that cultural elements have on self-perceptions of Saudi Arabian FCS/HE students and businesswomen and decisions that they make in relation to their careers. The new model adds an additional category: *educational interest*. Young women in Saudi Arabia have very few career options compared to, for instance, Western women. One cannot assume that, when a student is pursuing a career in FCS/HE, she is doing so because that field matches her natural talents and tendencies. Therefore, the questions in the *educational interest* category were designed to find out how interested each student was in the field, since degree of interest affects an individual's entrepreneurial potential. In addition, the researcher

used self-efficacy as a category unto itself and defined it as Bandura (1990) does—an individual's belief or perception about his/her capabilities to perform or produce. Self-efficacy determines how people feel, think, self-motivate, and ultimately, behave.

Figure 2.2. Modified Model of Entrepreneurial Potential of Female Family and Consumer Science Students

(Adapted from Krueger and Brazeal's 1994 MEP framework)



The goal of this study is to uncover influences and perceptions that precede and affect the entrepreneurial potential of women in Saudi Arabia. A revised model of entrepreneurial potential introduced here but expanded with details later (see Chapter 4, Figure 4.3) attempts to account for the context of career development particularly for Saudi Arabian women. Krueger and Brazeal's MEP is still reflected in the new model—only the new model is modified to shed light on the influence that personal and environmental elements have on individuals' perceptions of their entrepreneurial potential.

For this study, the researcher sought to explain the impact that family, culture, education, and economy in Saudi Arabia have on the self-perceptions of FCS/HE female students and businesswomen in relation to their careers. Using the modified framework, this study brings understanding through new knowledge.

CHAPTER 3. METHODOLOGY

“Knowledge is understood as buried metal and the interviewer is a miner who unearths the valuable metal.” —Kvale, 1996

A Phenomenological Approach

This study explores the entrepreneurial potential of female FCS/HE students and businesswomen in Saudi Arabia. A phenomenological study, described below, seemed the most appropriate kind of inquiry for capturing the experiences and decision-making processes of female FCS/HE students and businesswomen.

Rooted in Husserl’s (1931) philosophy, and finding much application in disciplines such as sociology and family and consumer sciences, phenomenology offers techniques and qualitative methods that express phenomena of social knowledge in socio-cultural life and context (Kvale & Brinkman, 2009). This study employs phenomenology, in which the subjects’ or participants’ descriptions of their life experiences produce new knowledge (Kvale & Brinkmann, 2009).

Heidegger (1988) states that a “phenomenon signifies that which shows itself in itself, the manifest” and describes phenomenology as a method for identifying perceptions when individuals are in the presence of a particular phenomenon (p. 51). A phenomenological study can help the researcher “discover the shared lived experiences of one quality or phenomenon” (McCaslin & Scott, 2003, p. 450) and aid in understanding the aspirations and potential of FCS/HE students regarding entrepreneurship and the individual experiences and processes of Saudi women business owners as entrepreneurs.

Thematizing

A number of texts focus on the proper procedures for conducting phenomenological research (Aanstoos, 1984; Churchill & Wertz, 2001; Colaizzi, 1978; Giorgi, 1970, 1975, 1985; Giorgi, Fischer, & Murray, 1975; Kvale, 1983, 1996; Moustakas, 1994; Polkinghorne, 1989; Pollio, Graves, & Arfken, 2005; Pollio, Henley & Thompson, 1997; Pollio & Ursiak, 2006; Thomas & Pollio, 2001; von Eckartsberg, 1986; Wertz, 1984, 2005). However, Kvale and Brinkmann's (2009) qualitative research interview process, with its seven stages centered on phenomenology, emphasizes the authority of the researcher as an experienced "traveler" who is best at knowing if phenomena are occurring. Because the researcher is a native of Saudi Arabia and an alumna of the FCS program at King Abdul-Aziz University who understands the cultural traditions and current trends, Kvale and Brinkman's phenomenological approach proved to be the best fit for this study.

Kvale and Brinkmann's (2009) seven stages for the qualitative research interview process are as follows: (a) thematizing, (b) designing, (c) interviewing, (d) transcribing, (e) analyzing, (f) verifying, and (g) reporting. The first four stages are discussed in this chapter. The remaining stages are discussed in Chapter 4 because they pertain to the data analysis process.

Kvale and Brinkmann (2009) note several conditions conducive to an adequate phenomenological study, along with the seven stages. For thematizing, the interviewer must know the subject so that she can tell if there is something phenomenal happening. It is important that the researcher is from the same culture and background and has adequate personal experience to perform the study. The researcher is not only Saudi

Arabian, but she also shares the same sociocultural, religious, and educational background as the participants selected for the study (Denzin & Lincoln, 2000).

In a study of this kind, the researcher, or the “interviewer-traveler . . . wanders through the landscape and enters into conversation with the people encountered. The traveler may explore the domains of the country, as unknown territory or with maps, roaming freely around the territory” (Kvale & Brinkmann, 2009, p. 4). Through this process, the researcher uncovers aspects of human understanding that may have been overlooked had she been from another background and/or confined to a more rigid methodological framework. The researcher currently resides in Ames, Iowa. Throughout the course of the study, she visited Saudi Arabia multiple times to collect descriptive data about the entrepreneurial experiences and attitudes of female Saudi FCS/HE students (Creswell, 1994, 2008) and businesswomen.

Designing the Research

For the researcher, there was another advantage of being a native of Jeddah in Saudi Arabia and an alumna of King Abdul-Aziz University: working with institutions and a business community that would most likely have a favorable response (Creswell, 2008). In addition, based on her time in the field prior to the study, prior engagements with the university, and her connection to the culture and area, the researcher had the credibility necessary for the study (Wolcott, 1994).

Instrument Development

Two separate instruments were developed for phase one (students) and phase two (businesswomen) interviews. Survey questionnaires (see Appendices B and D) were

developed to collect personal demographic information and participants' opinions about their exposure to entrepreneurship.

For phase one, an interview questionnaire (see Appendices C) was developed to learn about the entrepreneurial potential of female FCS/HE students at two western region universities in Saudi Arabia. The student interview questionnaire consisted of 12 open-ended questions that are divided into five sections: (a) influence on educational interests, (b) perceived self-efficacy, (c) perceived desirability, (d) perceived feasibility, and (e) propensity to act (see Figure 3.2). For phase two, the questionnaire developed for the businesswomen (see Appendix E) contained 16 open-ended questions. It was adapted from the students' questionnaire, but takes into account the fact that the businesswomen had already realized their entrepreneurial potential. In both cases, the open-ended questions were preceded by "grand tour" questions, designed to put participants at ease. In developing these questions, the researcher carefully considered the cultural and social aspects of interviewing discussed in Kvale and Brinkmann (2009).

The researcher established the validity of the FCS/HE student survey and interview questionnaire by conducting a pilot test. From the FCS/HE department at Iowa State University, two Arabic-speaking students were asked to review the survey. Both were native Arabic speakers, fluent in English, and students in FCS/HE. The researcher instructed the reviewers to note any changes they thought were necessary to validate the student questionnaire. Having the two students experience and review the questionnaire helped to increase its validity (Creswell, 2008).

To pilot test the businesswomen's survey instrument, the researcher sought the help of three female Saudi Arabian businesswomen. Because the purpose of the test was

not to collect data but to refine the survey, the three reviewers were asked to simply mark any necessary changes or questions they had directly onto the survey (Creswell, 2008).

Sampling

Kvale and Brinkmann (2009) state that, in the designing stage of the study, the researcher must think first about the number of subjects. Too few subjects make a study unreliable; too many make it “unwieldy” (p. 96). The initial plan was to interview 40 female students and 10 female business owners.

Students. The researcher chose not to generalize the entire population of Saudi Arabia (Krathwohl, 1998) and limited the student part of the study to the population of two FCS/HE programs in two universities. This study seeks to learn more about the entrepreneurial potential of FCS/HE students. It was assumed that because these young women had already begun their academic careers in FCS/HE, they had a clear interest in higher education and the chosen. However, it was not assumed that the students had any interest in entrepreneurship.

Once the study was approved by Iowa State University’s Institutional Review Board, the researcher corresponded with home economics department heads at two universities, King Abdul-Aziz University in Jeddah, and Umm Al-Qura University in Mecca (see Appendix A). The researcher explained the purpose of her study, asked for permission to interview students, and shared with them the survey tools and questionnaires (see Appendices B, C, D, and E). The department heads approved the survey tool and agreed to select several students from each area of study, making sure to include freshmen, sophomores, juniors, and seniors.

A homogenous sampling approach (Creswell, 2008) was used with students from the two universities to identify a specific number of participants in the student interviews. The majority of the female students selected were non-English-speaking Arab women who had had some exposure to business projects in the area of home economics. A consent form for participation, written in the Arabic language, was sent to appropriate deans at the institutions ahead of any visit, and the selected students were invited to participate (see Appendices G and F).

Businesswomen. In addition, a small but “critical sample” (Creswell, 2008) of 10 Saudi Arabian business owners were identified. One later withdrew. It was safe to assume that the female businesswomen had a clear interest in entrepreneurship since they already owned businesses. The sample was small because it was difficult to find potential female participants and because the main purpose of studying businesswomen was to obtain knowledge that would be helpful to students. To gain access to these women, prior to a trip to Saudi Arabia, an email was sent the Khadijah Bint Khuwaylid Business Women’s Center of the Chamber of Commerce in Jeddah to request a directory or list of businesswomen. While in Saudi Arabia, the researcher visited the Center and, through personal connections, was able to set up interviews with willing businesswomen. She contacted many of the businesses listed in the directory and found that most of them were actually owned by men. However, the small sample that resulted was sufficient for the intended purpose. A consent form (see Appendix G) and demographic information survey was distributed to the participating businesswomen prior to setting up interviews (see Appendix H).

Interviewing

Goals for interviewing the students and the businesswomen were not necessarily identical. The goal of the interviews with students was to gain insight into the influences and perceptions that affected their thinking about entrepreneurship as a career path. The goal of the interviews with businesswomen was to understand the influences and perceptions that contributed to or detracted from their ability to reach their entrepreneurial goals. It was thought that any new knowledge (phenomena) gained from both groups would prove useful to educators developing academic courses, curricula, and learning experiences that promote female entrepreneurship for Saudi FCS/HE programs and to directors of female business assistance programs in major cities in Saudi Arabia. It would also prove useful to the Saudi Arabian government, which provides funding for such programs.

The researcher adapted Krueger and Brazeal's Model of Entrepreneurial Potential (MEP) to take into account the particular context of this study. The MEP illustrates three major components: perceived desirability, perceived feasibility (which considers self-efficacy), and propensity to act. The researcher added two separate categories: 1) influences on educational interests was added to learn more about influences on students' choice of career and 2) perceived self-efficacy, believed to be influenced by childhood nurturing and continues to be impacted throughout a person's life (Bandura, 1990) (see Figure 2.2 above). In sum, the questionnaires for both groups of participants contained questions in five categories: interests, self-efficacy, desirability, feasibility, and the propensity to act.

The Interview Process

The interviews took place in two phases. In phase one, the researcher interviewed 33 students from King Abdul-Aziz University (KAU) and Umm Al-Qura University (UQ). Sixty percent of the students interviewed were from King Abdul-Aziz University (KAU) and 40% were from UQ. In phase two, nine female business owners in Saudi Arabia were interviewed about their perspectives on entrepreneurship using a similar but tailored set of questions. Each interview lasted about 30 minutes. Prior to each interview, the researcher asked all participants—students and businesswomen—to fill out a personal data sheet for gathering pertinent demographic and background information. These were later used to compare the students and businesswomen's data (see Tables 4.1 and 4.2). The interview questionnaires (see Appendix B), were divided into several portions, and contained general to specific questions about the students' and businesswomen's interests and knowledge of entrepreneurship.

Because the researcher lived in Ames, Iowa during the study, and traveled to and from Saudi Arabia to conduct student and businesswomen interviews, each participant was interviewed extensively, but only once. According to Kvale and Brinkmann (2009), a phenomenological approach in research and interviewing can be ideal in a situation like this where it is difficult to gain access to participants for more than a single session.

In the summer of 2010, 33 one-on-one interviews were conducted with Saudi female students in order to obtain more in-depth information about their entrepreneurial potential while in Family and Consumer Science or Home Economics programs. To ensure the validity and trustworthiness of the data collection and to enable the interviewer to maintain a natural or conversational tone during the interview, the interviews took

place in relaxed settings on the university campuses. The interviews with businesswomen took place in the spring of 2011 in their own places of business.

It was noted earlier that the researcher shared a common background and language with the participants, which enabled her to conduct the interviews with the necessary level of cultural sensitivity and understanding. The researcher interviewed each group of participants, recorded information on an Olympus digital voice recorder, and made occasional notes, using paper and pencil. She asked clarifying questions as needed and was especially attentive to nonverbal language (Kvale & Brinkmann, 2009) that seemed significant to the study.

In a structured in-depth interview, “the goal is to explore a topic more openly and to allow interviewees to express their opinions and ideas in their own words” (Esterberg, 2002, p. 87). This in-depth interviewing technique allowed for a free exchange of dialogue between the interviewee and interviewer (Esterberg, 2002). The researcher was able to elicit information from the interviewees while preserving the dynamics of each interview (Creswell, 1994). By encouraging participants to elaborate when necessary, the researcher ensured that each interviewee had the opportunity to tell her own story. All participants were given a small gift basket (worth about \$3 each) at the end of the interview.

At the King Abdul-Aziz University in Jeddah, all 20 interviews were conducted. At the Umm Al-Qura University in Mecca, 13 interviews were conducted. For various reasons, including fear of loss of anonymity and time constraints, seven participants in Mecca were no-shows. Considering the stricter Islamic (Sharia) laws in Mecca, coupled with the women’s fear of exposure, a few no-shows were not surprising to the researcher.

All too familiar were the Islamic law and sociocultural codes tattooed upon both cities. Islam simply calls for modesty and shyness among Muslims (Ahmed, 2008). But, traditionally, women are expected to remain as invisible as possible outside of the home (Ahmed, 2008). With both Islam and societal norms intertwined, many women choose to play it safe, which means being less heard and seen (or involved) in society. Of the 10 women who had agreed to participate, one withdrew after filling out the survey because of her reluctance to have her words and her voice recorded.

All interviewees were told that participation in the study was voluntary. The researcher was able to foresee little to no anticipated risks for participants involved in this study. Although this study did not involve vulnerable populations, the researcher expected there to be a reluctance to answer some questions that might seem intrusive. She expected some unwillingness to respond due to the shyness based on the customs or the religious modesty embedded in the Saudi Arabian culture. All participants were informed that they could skip any questions that they did not feel comfortable answering, and that they could leave the study at any time. However, only one student who had initially agreed to participate left the study before its completion.

Each student signed a letter from her university's Institutional Review Board stating that she voluntarily agreed to participate in the study. Students also received a consent form explaining the purpose, importance, advantages, and disadvantages of participating in this research, along with the participant's right to withdraw from the study at any time without penalty or prejudice (see Appendix G). The businesswomen brought their consent forms to the interview (see Appendix I).

Any records identifying the participants were kept confidential to the extent permitted by applicable laws and regulations. Identifying codes were given to each participant to keep responses and information anonymous. All originals, printed and audio material, were stored in a safe area in the researcher's possession. All electronic materials were password protected.

The Researcher's Interviewing Experience

Included here is a brief account of the researcher's experience, an integral part of phenomenological research (Kvale & Brinkmann, 2009). According to Kvale (1983) the interviewer/researcher must work to maintain control over the conversation, manage the time, and when necessary, probe for deeper responses to questions. At times interviewees interrupted the interview process to ask for more information and also to offer more details about their experiences. One or more times a few were able to take too much control over the direction of the conversation. The researcher politely interrupted to thank the participants for their responses and regained control over the conversations. Other interruptions occurred as expected. But, three specific issues emerged during the grand tour questioning and continued throughout the interviews (McCracken, 1988). The first issue was that the interviewer found herself being interviewed. The second was that the participants were so eager to elaborate on their stories at the beginning of the conversation that they answered many of the questions before they were asked and, as a result, repeated their responses later in the interview. On the other hand, the students' eagerness to share enabled the researcher to gain a deeper understanding of their perceptions and experiences. The third issue was that many of the participants developed

a sense of reverence towards the researcher. They seemed to have been waiting for a *savior* to help them overcome the societal, educational, and occupational challenges women have been facing in Saudi Arabia. Participants even thanked the researcher for coming to solve these societal problems. The researcher tried with modesty and respect to explain that she could not solve such big problems alone.

In contrast to the students, the businesswomen regarded the researcher as a peer. She duly noted their maturity, confidence, and commitment. The businesswomen expressed pride in being able to face cultural challenges. They were happy to share their business ideas—along with samples of their products, advertising methods, and business cards—and to show the researcher the working environments that they had created. With the businesswomen, the researcher had no choice but to relinquish a bit of control when incoming customers and employees' needs and requests interrupted the interview process. The researcher saw the interactions as another opportunity to observe the personalities and attitudes of the businesswomen.

Transcribing

With permission from the student and businesswomen participants, each interview was conducted and digitally recorded in the interviewer and interviewees' first language, Arabic. The researcher then transcribed each interview verbatim and by hand. Transcribing was time consuming and complicated because it involved “translating from an oral language, with its own set of rules, to a written language with another set of rules,” differing in grammar, sentence structure, pragmatics, and more (Kvale, 1996, p. 165). The handwritten transcript includes digressions, pauses, sighs, and other such

expressions. The handwritten text was then typed. This process was helpful in reflecting on the interviews and helped to gain insight into the responses. As Kvale and Brinkmann write, “Researchers who transcribe their own interviews will . . . have the social and emotional aspects of the interview situation present or reawakened during transcription, and will already have started the analysis of the meaning of what was said (2009, p. 180).” While typing, the researcher made decisions about what to exclude. For example, to show how they had taken initiative, some students mentioned projects they had started, then proceeded to describe unrelated projects in detail. The researcher excluded such details because the projects themselves were not relevant to her research.

Translating

With the help of two people fluent in Arabic and English—supplemented by Google Translator—the text was translated into English. Of course, the exact flavor and meaning of certain idiomatic expressions may have been lost in translation. Additional measures were taken to make sure that the translations were as precise as possible. Both the Arabic and English versions were later compared for accuracy. In attempts to translate and transcribe from another language (2009, p. 187), Kvale and Brinkmann warn that verbatim transcription of interviews once published can appear “incoherent and repetitive” based on different grammatical and structural rules in other oral and written languages. To remedy this, an editor was asked to make corrections that would maintain the validity of the responses and secure the credibility of the participants (Kvale & Brinkmann, 2009, p. 186). The complete Arabic and English transcripts of all the interviews appear in Appendices C and E.

CHAPTER 4. RESULTS AND DISCUSSION

The previous chapter focused on Kvale and Brinkmann's (2009) first four stages of the qualitative interviewing process: *thematizing, designing, interviewing, and transcribing*. After presenting the results of the demographic surveys, this chapter covers the last three stages—*analyzing, verifying, and reporting*—in discussing the data analysis process. Then follows a discussion of the results of the interviews with the 33 female students and the nine businesswomen, respectively. The chapter concludes with an analysis of the interview results and two conceptual models reflecting what was learned.

Demographic Profile of Participants

Student Profiles

The students were 18 years of age or older, and they were enrolled in Family and Consumer Sciences or Home Economics at either King Abdul-Aziz University in Jeddah or Umm Al-Qura University in Mecca. The students identified as being either married or single and most had entered college directly from high school or soon after receiving a high school diploma. They were undergraduates or graduate students with an interest in one of the following subjects: food and human nutrition, child development, interior design and housing, textiles and clothing, or Islamic arts.

The students' personal demographic survey (see Table 4.1) was intended to collect information about the students' age, marital status, current university, major, academic interests, career choice, and future plans. The PASW Statistics 18 program, a version of SPSS, was used to enter and analyze the personal demographic information. Most of the students interviewed from both universities were between the ages of 21 and

23 (68%) or 24 to 26 years of age (18%). The results showed that 91% of the students were undergraduates enrolled in the College of Home Economics. About 80% of the students were single and only 18% were married. The interviewees had an even spread of majors within the College of Home Economics. Food and human nutrition was at 20%; interior design was at 20%; textile and clothing was the highest at 32%; Islamic arts was at 18%; and other majors only accounted for 9% of the students. Sixty percent of the students, who knew that they wanted to enroll in the College of Home Economics, had made the decision during their college years. The other 40% had decided on college during childhood or soon after high school. 56% of the interviewed students wanted to pursue higher education; 3% of the students wanted to become teachers; 24% of the students are undecided; 12% wanted to start their own business; 6% had other plans; and 0% of the students wanted to be a homemaker.

Each student interviewee was assigned an identifying code, consisting of abbreviated letters and numbers. Thus, whenever examples or stories are drawn from the interview results for either the 20 King Abdul-Aziz University (KAU) students or the 13 Umm Al-Qura (UQ) students (see Table 4.1), these university abbreviations are used along with a number corresponding to that individual participant. For instance, a student interviewee from King Abdul-Aziz University could be identified as KAU-8, and one from Umm Al-Qura University could be identified as UQ-6. Note, however, that all students' responses to the 12 interview questions in Appendix C are listed as one group, without regard to their corresponding university.

Table 4.1. Demographic Survey Results, Undergraduate Students (N=33)

<i>Age</i>	<i>Marital status</i>	<i>University</i>	<i>Majors</i>	<i>Realized Entrepreneurial Interest</i>	<i>Future plans</i>
18–20 (6%)	Single (80%)	KAU (60%)	Textile and clothing (32%)	Childhood (18%)	Pursue higher education (53%)
21–23 (68%)	Married (18%)	UQ (40%)	Interior design (20%)	Adolescence (32%)	Undecided (24%)
24–26 (18%)	Widow (2%)		Food/human nutrition (20%)	After high school/before college (20%)	Start own business (12%)
26+ (8%)			Islamic arts (18%)	During college (30%)	Become a teacher (3%)
			Other (10%)		Be a homemaker (0%)
					Other(6%)

Businesswomen Profile

The demographic information was collected from a randomly assigned sample of 10 businesswomen, denoted by BW in Table 4.2 below. Seven of the businesswomen that the researcher interviewed were older than 35 years of age. Nine of them were self-employed and only one was employed part-time. Six of the businesswomen were married, three of them were single, and one was divorced. Five businesswomen had less than five years of experience as a business owner, and five of them had had experience for more than five years. The highest level of education for eight of the businesswomen was college undergraduate or graduate education, and only two of them had an education level less than that of high school. Five of the businesswomen started their business after graduating from college and only three started their businesses during college. Only one

of the businesswomen had a family-owned business; the rest had nonfamily-owned businesses. After the survey, one of the 10 women withdrew from the study.

Table 4.2. Demographic Survey Results, Businesswomenⁱ (N=9)

<i>Name</i>	<i>Marital Status</i>	<i>Years and Type of Business</i>	<i>Number of Employees</i>	<i>Education</i>
BW-1	Divorced	18 years: boutique, sewing, embroidery, beauty, massage 2 years (father's trade): doors and windows, accessories	8 female employees; son is director	Master's degrees (Islamic studies, mental health)
BW-2	Single	1 year and two months: handicrafts and ceramics	No employees	Bachelor's degree (Arabic language) Bachelor's degree (art education, graphics, clay, ceramics and textiles, advertising)
BW-3	Married	6 or 8 years: working at home 2 years: gifts and packaging shop	No employees	Bachelor's degree (biology)
BW-4	Single	1 year: cosmetics shop	No employees	Missing
BW-5	Married	1 year: working in bazaars 15 years: sewing shop	No employees	Missing
BW-6	Married	22 years: beauty shop and chocolate shop	beauty shop: 40 or 50; choc. shop: 2 Saudis, 10 non-Saudis	Bachelor's degree (English language)
BW-7	Married	2 years: photography 3 years: real estate office 2 years: public services	1 employee	Missing
BW-8	Married	1 year and 3 months: hotels and services	4 employees	Missing
BW-9	Married	15 years: interior design	6 employees	Bachelor's degree (business administration)

Data Analysis Process

After transcribing and translating the survey and interview results, the researcher organized the data, deleted names, and replaced each name with an identifying code for the businesswomen (BW), i.e., BW-1 for businesswoman interviewee number one. The demographic results were reported in narrative form and in demographic tables. Narrative summaries of the interview responses were written and compared to capture the essence of responses from both groups. Two additional tables were created— one for each group, showing how “telling phrases” from the results reflect participants’ perceptions, propensities, and (in the case of students) other influences (see Tables C1 and D1 in Appendices). Using Microsoft Word’s “Find” function, she searched the student results to identify frequently repeated responses, or recurring themes, and indicated their prevalence using percentages. For the businesswomen’s analysis, the researcher illustrated interpretations of students’ perceptions and propensities with selected quotes from the interviews (see Analysis of Results section below). She compared her analysis of the results from the two groups—students and businesswomen.

Analyzing

The researcher used the methods of analysis recommended by Kvale and Brinkmann (2009): condensed meaning, categorization of results, narrative structuring, and meaning interpretation. *Condensed meaning* is used in Table 4.3, where the researcher used brief statements to convey the main sense of the interview responses. The students and businesswomen’s “telling phrases” tables (see Tables C1 and E1 in Appendices C and E, respectively) illustrate *categorization of results*, a process whereby

meaning is created within the data (Strauss & Corbin, 1998). *Narrative structuring* was used in the interview results sections below, in which the researcher summarized the responses from both groups. Table 4.4 is an example of *meaning interpretation*. That table presents and compares what was learned about the entrepreneurial potential of students and businesswomen. The researcher used an additional, ad hoc, method of analysis in creating two conceptual models that show the interrelationships of the influences on entrepreneurial potential (see Figures 4.3 and 4.4 below).

The tables for students (Table C1 in Appendix C) and businesswomen (Table E1 in Appendix E) show how “telling phrases” from the interview responses reflect each participant’s influence on educational interests, perceived self-efficacy, perceived desirability, perceived feasibility, and propensity to act. The telling phrases under each of the above categories are further grouped according to which source of influence they reveal: family, culture, economics, or education. For example, the comment “having to avoid mixing with men is a constraint” falls under the category *propensity to act*. That comment is also categorized under *culture*. The table for the businesswomen categorizes telling phrases under the categories *interest in owning a business*, *self-efficacy*, *desirability*, *feasibility*, and *propensity to act*. It does not further divide the comments into sources of influence (family, culture, economics, and education) because the businesswomen’s self-perceptions and propensities were such that the four sources of influence had not prevented their success.

Verifying

As an Arabic-speaking native of Saudi Arabia and learner of English, the researcher was able to capture the meanings of the responses in Arabic with precision. To ensure the accuracy of the verbatim translations into English, she used a combination of help, beginning with a fluent bilingual speaker of English and Arabic, and the Google Translator program. The researcher also analyzed the transcripts with a bilingual translation consultant to make textual comparisons and to elicit key concepts and new interpretations from the data (Strauss & Corbin, 1998). An American English editor revised the resulting text to make it intelligible for an American English audience. The researcher compared these revisions to the original Arabic recordings and transcriptions to make sure that no meaning had been lost in the translation process.

The researcher verified the research by rechecking, reviewing, questioning, and theorizing the collected data, all the while maintaining authority over the research to ensure its validity (Kvale & Brinkman, 2009).

Reporting

Kvale and Brinkmann (2009) suggest various ways to improve an interview report, including turning the interviews into pluralistic writing, reporting the interviews as edited dialogue, taking a therapeutic case history approach, using a narrative technique, using vivid metaphors, and visualizing the data. This dissertation employed narrative accounts of the research results, along with a variety of tables and charts to visually represent the data. More detailed reporting is offered below and continues in the findings section of the final chapter of this dissertation.

Comparison of Students and Businesswomen Groups' Interview Results

To gain a better understanding of the entrepreneurial potential of the female students, it was important to compare the results of the interviews in phase one (female FCS/HE student interviews) and phase two (businesswomen interviews). A “snapshot” comparison of the results appears in Table 4.3 below. Here, abbreviated versions of the interview questions are followed by the most common responses from both groups. This table is followed by a brief comparison in narrative form of the two groups' interview results and later more detailed look at the results from the interviews in both phases.

Table 4.3. Results of the Interviews

<i>Interview Responses: Comparison of Saudi Arabian FCS Students (STs) and Businesswomen (BW) Based on a Modification of Krueger and Brazeal's MEP</i>		
	STs	BW
Influence on Interests		
• When realized	During school, doing tasks at home, at college; using Internet.	While getting work experiences (mostly outside of college) and exposure to outside influences; when learning certain skills.
• Who or what influenced	Parents, relatives, teachers, culture; interest in field; lack of other options.	Self-motivation, family support, desire for freedom.
• Future plans	Pursue higher education; get more experience; start business, if financial support available.	Watch the business grow and make it big; help community.
Perceived Self-Efficacy		
• When taken initiative	(No answer from some.) Small projects at home and school.	Solved many business-related challenges, e.g., finding suitable staff.
• When struggled without guidance	Faced family opposition to choices, society's conservatism; some sought direction from family or colleagues.	Overcame bureaucratic impediments; faced competition, unkindness, bad luck, overwork, discrimination against women.
• When sought new information	Consulted teachers, Internet, family, other students, books, and newspapers.	Sought information from other businesspeople, Internet, reading, TV shows, and visits to workplaces.
Perceived Desirability		
• Able to define entrepreneurship	It is an idea, a goal to be reached; it involves planning, research, finding	It is an idea or dream, a responsible undertaking, a large effort, a way to

and explain its appeal	out community needs, getting financial support and a location.	meet people's needs.
<ul style="list-style-type: none"> • Support available 	Some support from centers, bazaars, charities, and media, but need more.	Government support: loans, TV exposure, business start-up programs; need more support from society for women-run businesses.
<ul style="list-style-type: none"> • Attracted to field through model female entrepreneurs 	Few actual models, but ideal BW has perseverance, is a leader, manages all aspects, organizes, plans, cooperates, has strong identity, is respectable.	Role models achieve goals, deal well with people, are managers, have "good character," strength, flexibility, and self-reliance.
Perceived Feasibility		
<ul style="list-style-type: none"> • Aware of government programs 	Only knew about private ones, which are advertised in media.	Knew about them but most didn't use.
<ul style="list-style-type: none"> • Business helpful to your family 	Would help financially.	Yes. Income needed; parents proud; not all husbands happy.
<ul style="list-style-type: none"> • Aware of types of assistance 	Happy about programs after they found out about them.	Assistance will help motivate women and help BW find good employees.
<ul style="list-style-type: none"> • When is best or right time to start 	After school, after planning done; unsure; if community accepts.	When business plan ready. Must have enough experience and an idea, study feasibility, have all elements in place.
Propensity to Act		
<ul style="list-style-type: none"> • Has abilities and skills 	N/A	Can communicate and understand others; have creative and business skills; have ambition, determination, and resourcefulness.
<ul style="list-style-type: none"> • Aware of hindrances and/or deterrents 	Need financing, more family support; Saudi society doesn't accept idea of women working; have to avoid mixing with men; still young, afraid to take risks; new government supports not enough.	Some lacked financial support. Had to go against tradition and, in some cases, family.
<ul style="list-style-type: none"> • What feedback received 	Community, especially men, not encouraging.	Most encouraged by family. Relatives with misgivings eventually became more supportive.
Additional thoughts and concerns		
<ul style="list-style-type: none"> • Other concerns 	Wanted books to guide them in opening a successful business, community acceptance of women working, and more business training.	Training needed to help women working in a business; communication an important factor in business; enthusiasm and determination are important characteristics of successful businesswomen.

Influence on Career Interests

The study compared the students' and businesswomen's' interests, perceived self-efficacy, perceived desirability, perceived feasibility, and propensity to act. As far as interests, most students and businesswomen seemed to have developed an interest in some aspect of FCS/HE at home or at school. The interests of a few businesswomen were stimulated by work and travel experiences. Generally, students were more influenced in their choice of pursuits by family members, particularly females, though there were a few cases in which students were most influenced by their own desires than by their family's preferences. Businesswomen were typically influenced by their personal desires for freedom, being their own bosses, and making their own decisions. Though businesswomen received some financial and moral support from their families, they also were self-reliant in terms of support. Many students hoped to go back to school to pursue higher education because they didn't expect to have jobs after they completed school. Most of the students were waiting for the government to create new jobs for them. On the other hand, the businesswomen were more determined to grow their own businesses. Some also wanted to help educate the community and employ Saudi women.

Perceived Self-Efficacy

Self-efficacy here is regarded as the belief in one's own ability to perform or produce. Students' experiences regarding self-efficacy were reflective of sharing ideas and working within a team. Only a few students mentioned larger tasks such as planning an event. As Islam strongly encourages young people to listen to their elders and elders to be gentle with their children, students who felt challenged in making decisions, whether in projects or other instances, consulted their more

experienced parents. Some of the students' families engaged their children in discussion about important decisions. But, some families simply required their children to follow their rules without any discussion.

As far as accessing resources, students tended to get information from the most convenient source, whereas the businesswomen relied on credible sources when they had questions relevant to their business. The businesswomen also had or gained access to a wider range of resources, including other professionals and community institutions, to meet challenges. These women, as business owners, seemed more confident in their plans and saw obstacles as opportunities. They displayed much better leadership and decision-making skills and projected independence in assessing various opportunities and threats. When questioned about their leadership skills, the students thought that they were too young to have the skills that businesswomen possessed. The students also tended to be afraid of failure with any thought about starting a business.

Perceived Desirability

Both students and businesswomen defined entrepreneurship with confidence. The students worried that community's views on working women would be an obstacle for them, and they were aware of some sources of support. The businesswomen's responses were the opposite; most shared experiences where there was lots of support from the community.

Regarding role models, most students did not know any businesswomen whom they admired. Their ideal businesswomen tended to be those they had read about or seen on TV. The businesswomen were able to identify women in their lives as role models.

Overall, students for the most part accepted social norms steering them toward starting a business only in specific areas—fashion, beauty, food, etc.—even though opportunities for starting a business did exist in many other areas. The businesswomen had a variety of businesses.

Perceived Feasibility

Students and businesswomen had different perceptions about the feasibility of owning a business. One major difference between the two interviewed groups was that students had not heard about any government programs that might assist them with starting a business, although students thought that securing financial support through government programs might encourage them to start a business. Businesswomen, though familiar with them, did not use the government programs for financial assistance. Instead they used the programs as resources and took advantage of opportunities like professional development or seeking employees at the centers.

Most of the students felt that starting a business would prove financially beneficial to their families, and that the best time to start their businesses would be soon after they graduated or finished their studies. A few others felt unsure about when they would be ready to start a business. The businesswomen advised that the best time to start a business is when one has a clear business concept and a plan, a feasibility study, financial support, the skills, products, staff, location, advertising to attract customers, experience, and confidence necessary.

Propensity to Act

In discussing their propensity to act, both the businesswomen and students were concerned about the societal views of working women. Both groups thought that

women's views negatively impacted other women's propensity to start a business. Students worried about the lack of financing and constraints on women's freedom imposed by the Saudi cultural traditions. For businesswomen the lack of skills and commitment from employees, lack of communication between the government and business community, and the lack of family support had been deterrents to their getting a business off the ground, but were only short-lived obstacles. The students shared getting family approval and support as a major obstacle to starting a business. Also mentioned were transportation limitations for women since Saudi women must be accompanied by a male relative in her travels within and outside of the country. Limo services and the like exist and had to be considered in planning and coordinating resources and considering business locations.

Students' Interview Results

Because the grand tour questions were intended to put the interviewees at ease, not to elicit substantive information, responses to those questions are not included in the following summaries of students' responses to the interview questions. (The individual responses to the questions are provided in Appendix C.) The questions and summarized responses below are again grouped into five sections: influence on educational interests, perceived self-efficacy, perceived desirability, perceived feasibility, and propensity to act.

Students' Personal Influence on Educational Interests

The students' responses to questions related to their educational interests produced information about the influence of their native culture, families, education, and

the state of the Saudi economy, as well as self-perceptions and motivations concerning their career goals. Students mentioned a wide range of positive influences: encouragement from family members (especially mothers), inspiring teachers, and support from community members. In addition, students' desires to enter a different field and a sense that they were naturally suited for it were mentioned. Also prevalent in the stories were students' overall desires to learn regardless of the major. Some wished to derive practical benefits from acquiring certain skills from higher education, to make money, to be capable of supporting themselves and their families, and to contribute to society. In one case, a student shared how she relied on prayer, which helped her decide her field of study.

Saudi-cultural restrictions on fields of study open to women limited these students' choices. For the most part, many students found aspects of home economics that suited their desires and talents. In addition, new cultural elements, such as the World Wide Web, provided access to previously unavailable information related and unrelated to the FCS/HE field. In many cases, families were the source of role models, encouragement, and exposure to crafts that the female students would later pursue in school and beyond. Educational experiences, like marketing of such products as tailored clothing, also allowed students to discover certain abilities and interests. Several students modified their goals to take into account economic realities, for example, the prospects or likelihood of finding work in their preferred specialization.

When asked about their plans after graduation, most students wanted to start some kind of business or to further pursue entrepreneurship. A smaller number wanted to teach or get a job. A few wanted to continue their studies for the sake of learning a particular

subject, but not necessarily to obtain a higher degree. A few mentioned a desire to study while abroad. Many students planned to take extra steps to be sure that they would be successful when they started their business. These steps included saving extra money, studying the needs of potential customers, doing other kinds of research, getting special training, gaining further experience abroad, and looking for outside financial support.

Students' Perceived Self-Efficacy

Bandura (1992) regards self-efficacy as a lifelong process and asserts that self-efficacy can be increased over time by gaining mastery through performing tasks, modeling others who perform certain tasks, listening to positive persuasion from others, and minimizing stress.

When asked about their self-efficacy, a few students were unsure how to answer the question. They either did not understand it or could not think of an example right away. The researcher offered personal examples and asked more in-depth questions, probing for any kind of response. Still, the students showed a bit of reluctance in answering the question. Some discussed how they took initiative in their experiences, described as participating in groups, undertaking special assignments, or sharing ideas—all within the confines of home and school. Though some of these activities were done with creativity and enthusiasm, students revealed only a modest level of initiative, where they acted independently. However, most students reminded the researcher how in Saudi Arabia women's choices are limited.

In speaking of challenges they might face and other deterrents, students gave a wide variety of responses. Students faced family opposition to their interests or career choices, felt challenged by their studies, were stressed by family turmoil, or lacked

needed financial support. Students were discouraged by competition from friends, by criticism from family and others, by stress and illness, and by their conservative society. Some claimed to be self-guided, and others felt compelled to seek advice or take direction from their husbands, fathers, family members, and peers.

At times when students sought new information, it was mostly from teachers, followed by “others,” then the Web or Internet. Again, students frequently consulted family members, professionals in their field, and peers for new information. Secondary were books, newspapers, and other literature. Two students said that they visited real settings where they could observe business actually going on. Another student attended public lectures.

Students’ Perceived Desirability

To learn more about students’ desires to seek a career in entrepreneurship, the researcher first asked about students’ knowledge of the conditions needed to have a successful business. Most of the students were familiar with the concept of entrepreneurship, and many of them were very interested in having a business. Of the various conditions they mentioned as ideal for establishing a business, having a concrete idea or goal was mentioned most often by the students, followed by planning, researching, and preparing. Finding out whether the business would be accepted in the community, implementing plans, getting financial support and encouragement from family and community, finding a suitable location, and getting guidance were also important considerations according to the students. Conditions mentioned only once or twice included having a passion or desire, good management, employees, raw materials, hard work, and a knack for innovation.

Students were also asked about female business owners as role models. Some of the students described particular businesswomen whom they admired, but most described the ideal businesswomen, again as some they might have read about. The trait most attractive to the students and most often mentioned was perseverance. A long list of traits followed and included the ability to realize a goal, followed by strength, ambition, management skills, self-confidence, self-esteem, generosity, the respect of others, courage or daring, self-reliance, leadership, experience, education, cooperation, innovation, good follow-up ability, diplomacy, elegance, and respectability. When asked about support for females who desire to be entrepreneurs, only a few students confirmed that their community supports the idea of female entrepreneurs. Support may come through entrepreneurial centers, bazaars, charitable organizations, associations, and the media. For the most part, students felt that there was not enough support for them to pursue and succeed in entrepreneurship.

Students' Perceived Feasibility

To learn more about the students' perceptions of support for female entrepreneurship in their communities and to find out whether or not students felt it was feasible to start a business, the researcher mentioned government programs that had been set in place to support female entrepreneurship. The majority of students had not heard about such programs. Those who had heard about the programs knew very little about them. Once aware of the programs, the students began to blame themselves for their ignorance. Many students were quite familiar with a privatized business start-up program, Abdul Latif Jameel, which, unlike government programs, has been heavily advertised in the media. A few of the students thought that securing financial support through the

government might encourage them to start their businesses. However, these students were more concerned that, if their businesses failed, they would be unable to repay government loans. Most of the students felt that starting a business would prove financially beneficial to their families, and that the best time to start their businesses would be soon after they graduate or finish their studies. A few students were afraid that they would need more time or more experience. A few others felt unsure about when they would be ready to start a business.

Students' Propensity to Act

The last part of the interview questionnaire was designed to measure students' propensity to act. While most of the students relished the idea of business ownership, they all seemed concerned that there were numerous obstacles that would likely prevent them from actually starting a business. The most-mentioned obstacle was lack of financial resources. For many of the students, families presented some kind of obstacle. Students believed that families would simply oppose the idea and would be apprehensive, at the least, and concerned about the student's departure from women's traditional role in society, that is, raising a family. Several women felt that their communities would disapprove of female-owned businesses. There were concerns about the constraints on mobility imposed by the law of having a "*mahram*" (a closely related male chaperone). Other obstacles mentioned included the difficulty of finding a suitable location, lack of time, limited raw materials, the envy of other women, fear, and not having enough commitment or even a suitable idea for a business.

To get more detailed information about whether or not students would be inclined to start a business as a career, the researcher asked students to share how they thought

family and friends might respond to their business ideas. A few of the students had either had or anticipated having positive reactions from their families. A few also felt encouraged by their friends. In contrast, more than half of the students thought that their communities or society as a whole would not be supportive and would resist the idea of women starting businesses in general. In one case, the student thought her parents would object because she was too young. In another case, the student's parents had actually gone out of their way to support female-owned businesses. There was a third case in which the student did not care whether she received positive feedback or not; she was determined to start a business. Finally, although the researcher is native to the country and used Arabic, the native language, to conduct the interviews, one student did not understand the question.

Businesswomen's Interview Results

The questions for businesswomen were adapted from the students' questionnaire and take into account the fact that, as current businesswomen, these participants had already realized their entrepreneurial potential.

Businesswomen's Personal Interest in Entrepreneurship

Businesswomen's responses to the question about their personal interest in entrepreneurship revealed a range of influences, all reflecting self-motivation. The desire to be financially independent was the most often mentioned reason given for becoming entrepreneurs. Becoming independent from family members and/or a husband is a strong desire for many women in Saudi Arabia. Support from family and friends for starting a business was an incentive for these particular women. Owning and managing a business

also helped these women take their minds off what was going on at home, especially if there were family problems. In many cases, once they opened their business they became competitive with other businesses. Competition and family resistance seemed to increase the interest of some in building a business and became a motivation for success. Two women pursued their goals in spite of resistance from their fathers, who were perceived as heads of households and decision makers regarding such endeavors. Two others shared the importance of learning their crafts from their mothers. Experiences outside the home proved very influential. One woman talked about how she was motivated after a visit to America and having to learn and teach new things. Prior work experience allowed some women to obtain self-confidence and to recognize their own talents and desires. Other reasons the businesswomen gave for their decision to become entrepreneurs included enthusiasm about their ideas or business, having the determination to succeed, a desire for independence and freedom, a need to cope with widowhood, and strong support from family and others.

When the researcher inquired about the businesswomen's plans for the next few years regarding their businesses, their responses ranged from modest to grand. One woman merely wanted to reopen her shop. Another just wanted her company to grow and be the best it could be. A third hoped to employ three or four people. Six of the women had big dreams of building a major company, adding branches, and expanding to other countries. For two women, future plans were tied to aspirations for community building, feminism, and social-service agendas.

Businesswomen's Perceived Self-Efficacy

Businesswomen possessed self-efficacy, according to Bandura's definition: the belief or perception that one is capable of performing or producing. Asking for help, overcoming obstacles, and seeking information seemed to be second nature for the businesswomen. All the businesswomen admitted to having to depend on some type of help, support, or partnering with others, and shared how they were able to elicit information from resourceful people in one way or another. Some attended informative sessions; others talked to customers, shop owners, wholesalers, engineers, and even dignitaries to get help. Two women searched the Internet for help. Others learned from reading and watching television. Some women visited friends' workplaces, including laboratories and factories. One woman shared how her dependence upon banks and the government for help was essential to her success as a female entrepreneur. Two others spoke about the need for getting information and befriending the right people to get that information. The businesswomen shared the many challenges typical for females managing a business.

Overall, most of the women shared that they still needed someone to support them financially. Owning a business invites the risk of losing money and the need to seek outside funds. They described situations where they would need other people to do certain jobs for them. Some said that if they did not know how to do a task, they would have to hire someone to do it. Some of the businesswomen knew little about how to manage business paperwork and transactions and usually asked a male relative to take care of it. Many of the women seemed to suffer from being overworked due to gender discrimination. They discussed the difficulties of working through bureaucratic obstacles

and government regulations, carrying out tasks to ease day-to-day operations like finding reliable female staff, dealing with competition, the lack of physical and emotional support, and just plain “bad luck.” Nevertheless, they told stories of their courage, determination, and resourcefulness. One woman insisted that a person must rely on herself to obtain the knowledge that comes only from personal experience.

Businesswomen’s Perceived Desirability

Like the female FCS/HE students, the businesswomen were asked to define entrepreneurship in their own words. Most of the businesswomen defined entrepreneurship as a personal endeavor: planning and putting self-discipline and effort into starting a business. Some businesswomen said that hard work was a main ingredient for success. Two used the words “idea” or “dream.” Most expressed the idea of effort: something you develop, a “big job,” an undertaking that you are responsible for, a focus of thinking and planning, and “self-effort.” One woman emphasized the service aspect of business—that is, meeting people’s needs and desires. One woman described entrepreneurship as an alternative to staying at home. Another defined entrepreneurship as groundwork for the future.

The businesswomen shared stories about other businesswomen they admire, those who had the ability to deal well with other people. Though women with competence, experience, and success were admired, aspects of “good character,” such as perseverance, strength, kindness, flexibility, and self-reliance were mentioned more often.

Businesswomen’s Perceived Feasibility

For the most part, businesswomen knew about the government supported Khadijjah Bint Khuwaylid Center for Entrepreneurship. But most of them felt that the

center's programming did not help them in their businesses at all. Lots of the businesswomen felt that the Khadijah Bint Khuwaylid Center should seek the involvement of current businesswomen owners in the program. A few of the businesswomen had either attended workshops or given lectures there. The businesswomen were also familiar with the government's human resources programs, courses offered by the Chamber of Commerce, as well as private programs like the Abdul Latif Jameel programs. However, not all the businesswomen needed assistance from the programs of the Chamber of Commerce. One woman *gave* assistance to the Chamber by volunteering to teach students about interior design, a topic not typically covered by the Chamber. Two other businesswomen saw the Chamber as a source for potential employees. Financial support was mentioned twice as a need, as was business management guidance. One woman looked to Chamber programs to raise her awareness of business matters; another used the Chamber to expand her business.

Businesswomen's Propensity to Act

Most of the businesswomen agreed that income from their businesses was helpful or useful to their families, and increased their motivation to start. Some talked about their proud, happy parents, while others spoke of angry husbands, who felt that their roles as breadwinners were threatened. Businesswomen felt it was important to be fully prepared before starting a business. A few women mentioned the importance of having people skills: the ability to communicate well and to understand other people. Another woman believed that having money was directly tied to the ability to start a business. The following were mentioned as obstacles or deterrents to starting a business: finding a location or business site, having health problems, being responsible for children, and

passing government inspection and filing government paperwork. Having to go against tradition and facing family opposition were also mentioned as obstacles to starting a business.

The reader will recall that the researcher interviewed the businesswomen, who had presumably realized their entrepreneurial potential, so that she could compare those results with the results of the student interviews. She set out to identify the influences and perceptions associated with the businesswomen's success.

Table 4.4 below compares and interprets the findings about the students and the businesswomen. Analysis, in narrative form, of student and businesswomen results follows the table.

Table 4.4. Analysis of Interview Data

<i>Interpretation of Findings: Comparison of Students (STs) to Businesswomen (BW)</i>		
<i>Based on a Modification of Krueger and Brazeal's MEP</i>		
	STs	BW
Influence on Interests		
• When realized	Students most influenced by home and school experiences.	BW more often influenced by experiences after, or outside of, home and school.
• Who or what influenced	Family relationships and traditions influenced interests.	Influenced by personal circumstances (e.g., divorce); determination to overcome obstacles; ambition.
• What will influence future plans	Immediate environment of family and school; cultural norms.	Practical needs; opportunities; the will to succeed.
Perceived Self-Efficacy		
• Facing and overcoming challenges	Students lacked confidence and depended on family and others for guidance; listened to elders (part of religion).	BW self-confident, took risks, had good judgment; not affected as much by cultural norms.
• Taking initiative	Family and cultural norms lowered the students' perceived self-efficacy.	Self-confident about taking initiative; resilient; better at seeking and recognizing opportunities.
• Seeking out new information	Students consulted family and relatives then seek other sources.	Careful to use credible sources and creative in finding them.

Perceived Desirability		
• Able to describe entrepreneurship and its appeal	Knew how to define entrepreneurship, but perceived obstacles diminished their enthusiasm.	Defined it well; enjoyed sense of accomplishment; said community is (mostly) supportive.
• Support from others	Wanted support from their family first before taking on big challenges.	Mostly self-reliant but wanted some family support.
• Attracted to field through model female entrepreneurs	Knew few models personally, but, based on reading and TV, described characteristics of successful entrepreneurs.	Described models they knew personally in much detail and tried to emulate them in carrying out specific tasks that led to success.
Perceived Feasibility		
• Aware of government programs	Not aware of the programs. Thought such programs could help them with steps that would make starting a business more feasible.	Knew about programs but didn't depend on them; not a strong connection between BW and government programs.
• Will help family	Prospect of being able to help family increased motivation.	Desire to help family was strong motivator, along with need for independence.
• Aware of types of assistance	Not aware of types of assistance; thought such assistance would make starting a business more feasible.	Knew about assistance and believed it would make students more interested in starting a business.
• Opinion about best or right time to start	Thought they should start a business after they finish school (didn't recognize everything involved).	Understood importance of thorough preparation before starting business.
Propensity to Act		
• Development of abilities and skills	N/A	Communication skills gained from contact with variety of people; hobbies often became marketable skills.
• Aware of hindrances and/or deterrents	They had a fear of disapproval if they departed from cultural norms.	BW faced financial and practical obstacles and fear of disapproval, but overcame these with determination.
• Influenced by feedback	Feedback from family and society would influence their actions.	Some family resistance, but they stayed focused on goal.

Analysis of Students' Results

Students' Influence on Educational Interests

The educational interests of many students were influenced by their families, especially by their mothers. The students said, "Mother practiced these skills"; "mother encouraged me"; "I joined because of mother's wish"; "I chose this field because of

mother” (24%); or, “I chose this field because of family” (15%). Fewer (12%) chose their field because of teachers.

The largest number (48%), were influenced by their hobby, desires that arose after high school, and other elements. Educational experiences allowed them to discover their abilities and interests. On the other hand, FCS/HE is an all-female major, and the students felt that culture and traditions influenced them to study that field as opposed to other fields that they might otherwise have pursued. Economic realities also influenced students. Several students modified their goals to take into account the likelihood of finding work in their preferred specialization.

Students’ Perceived Self-Efficacy

Young women in Saudi Arabia are not encouraged to think independently. Therefore, it was not surprising when the interviewer heard students proclaim, “Mother has to know what decision I am making before I act”; “[I act] under parental supervision”; “I must get advice from family, friends, parents, teacher, others” (48% got help). Sometimes, the interviewer heard, “I faced opposition because I am married” (6% faced opposition). There were a few (12%) independent ones. Student UQ-4 proudly felt able to “make decisions for myself”; UQ-3 “takes initiative by myself without relying on others.” There were 12 students interested in teamwork, two in bazaars, and the rest (42%) were interested in playing leadership roles. These students had had more exposure to the world beyond school and home.

Students’ Perceived Desirability

Many students (72%) defined the term *business* as *ideas, dream, place, and goal*. Although they liked the idea of going into business, the interviewer heard comments to

the effect that “women’s choices are limited to ‘women’s’ fields.” Some students said that “women can’t work in open areas.”

Students’ Perceived Feasibility

Surprisingly, students tended not to know about government programs designed to create employment opportunities for women. Many students (39%) said they knew about the privately run Abdul Latif Jameel program; fewer (15%) knew about the Chamber of Commerce’s Khadijah Bint Khuwaylid Center for businesswomen; but almost half (42%) had not heard about the government programs.

Most students said that “the business will help my family.” Many students (87%) said their family had a great need for them to provide income from a business; most (93%) said the business will help “me” (meaning themselves). The students said they wanted to start their business when they finished school or after taking a break from school.

Students’ Propensity to Act

Some of the elements that deterred the students from starting a business were customs and traditions, lack of transportation, and opposition from their family. Others mentioned financial problems and cultural factors. UQ-10 mentioned “the financial part, then my family’s concerns about my ability to manage my time.” Financial concerns were a factor for more than a third (39%). Family was a factor for more than half (51%).

Analysis of Businesswomen’s Results

The results of the businesswomen’s interviews are of interest primarily for whatever “keys to success” for students they might reveal, along with challenges that

businesswomen faced—and overcame. In this section, general observations were followed by illustrative quotations from the businesswomen.

Businesswomen’s Personal Interest in Entrepreneurship

The businesswomen were exposed to and sought out a variety of experiences.

BW-6 talked about the ideas that came to her “when I was staying in America.” BW-6 followed her “desire to mingle in society.” *They were ambitious.* BW-1 wanted “to watch the business, as though it were a small child, until it becomes the best possible business.” BW-4 said, “I’d like to have a major company and many branches.” *They were determined.* BW-2 said, “There are obstacles such as high rent and recent financial losses [but] I am determined to continue.”

Businesswomen’s Perceived Self-Efficacy

The businesswomen were resourceful. BW-4 said, “I usually search for

information by asking experienced people. I may consult a woman who is uneducated but experienced in business.” BW-9 said, “I go out with experienced engineers, attend meetings with them, and observe their work on the work site, and I have gained from them the experience of dealing with people.” *They continued to learn.* BW-6 said, “I try to enlighten my mind . . . for example, by watching television programs that are related to my work.” *They recognized opportunities.* BW-7 “saw the need for women to have access to a female photographer. *They worked within, or around, cultural norms.* BW-7 said, “Some families do not allow their women to have their faces photographed Therefore, I decided to open a studio for women.” BW-4 said, “As a businesswoman, I found strong opposition from my community, but I think they must accept the idea of women going out to work.” *They made their own decisions.* BW-5 said, “As soon as my

son graduated he asked me to stop working, but I refused because I do not like to be dependent on anyone, as long as I can work.” *They asked for help when they needed it.* BW-6 said, “I rely on the local banks and the government to help me as a woman entrepreneur.” *They dealt with practical problems.* BW-6 said, “We have the problem of noncompliance with the official working time and with Saudi females dropping out because of transportation problems. I want workers who like their work and will stay.” *Their responsibilities were sometimes extremely challenging.* BW-9 said, “The work may continue to 11 at night, which means that I have to oversee projects after working hours and keep track of delivery dates, which is confusing if there is no organization in my work.”

Businesswomen’s Perceived Desirability

The businesswomen knew how much work is involved in starting a business. BW-5 said, “It means a big job.” BW-7 said, “It may take months or years, but the one who walks on the correct path will reach the goal. The business requires efficiency and effort, and much preparation, physically and financially. *They perceived that their communities were supportive.* BW-4 said, “There is more support these days.” BW-2 said, “Yes, our Saudi society supports the businesswoman, whether inside or outside her house.” *They were personally acquainted with various role models.* BW-2 said, “There are many businesswomen whom I regard as models. The most important asset of a businesswoman is a bright face that helps her win the hearts of her customers.”

Businesswomen’s Perceived Feasibility

Most businesswomen were familiar with government programs. BW-1 said, “We receive information and business news through the Chamber of Commerce by e-mail and

also by word of mouth among businesswomen.” *However, there was not a strong connection between the businesswomen and the programs.* BW-6 said, “The biggest problem for these programs is that they do not seek to learn from businesswomen’s experience.” *Businesswomen wanted to benefit their families.* BW-4 said, “The needs of my family made me determined to continue.” BW-6 said, “My children were very interested. They helped me during the big season. They learned about customers, various classes of people, and the value of money. This experience helped them so much in their business.”

Businesswomen’s Propensity to Act

Businesswomen developed communication skills. BW-1 said, “The skills of communication and understanding others are very important in marketing or going into business.” BW-2 said, “Dealing with customers is an art that is not easy for everyone.” *In several cases, businesswomen’s lifelong hobbies became marketable skills.* BW-4 said, “I have been devoted to art since childhood. . . . My skills and my abilities enabled me to design creatively and win customers. *They faced financial and practical obstacles.* BW-4 said, “An obstacle that prevented me from starting my business was lack of financial support.” BW-6 said that “when revising our papers for governmental organizations, such as the municipality for the renewal of residency, we find many problems and the expenses are obstacles for us.”

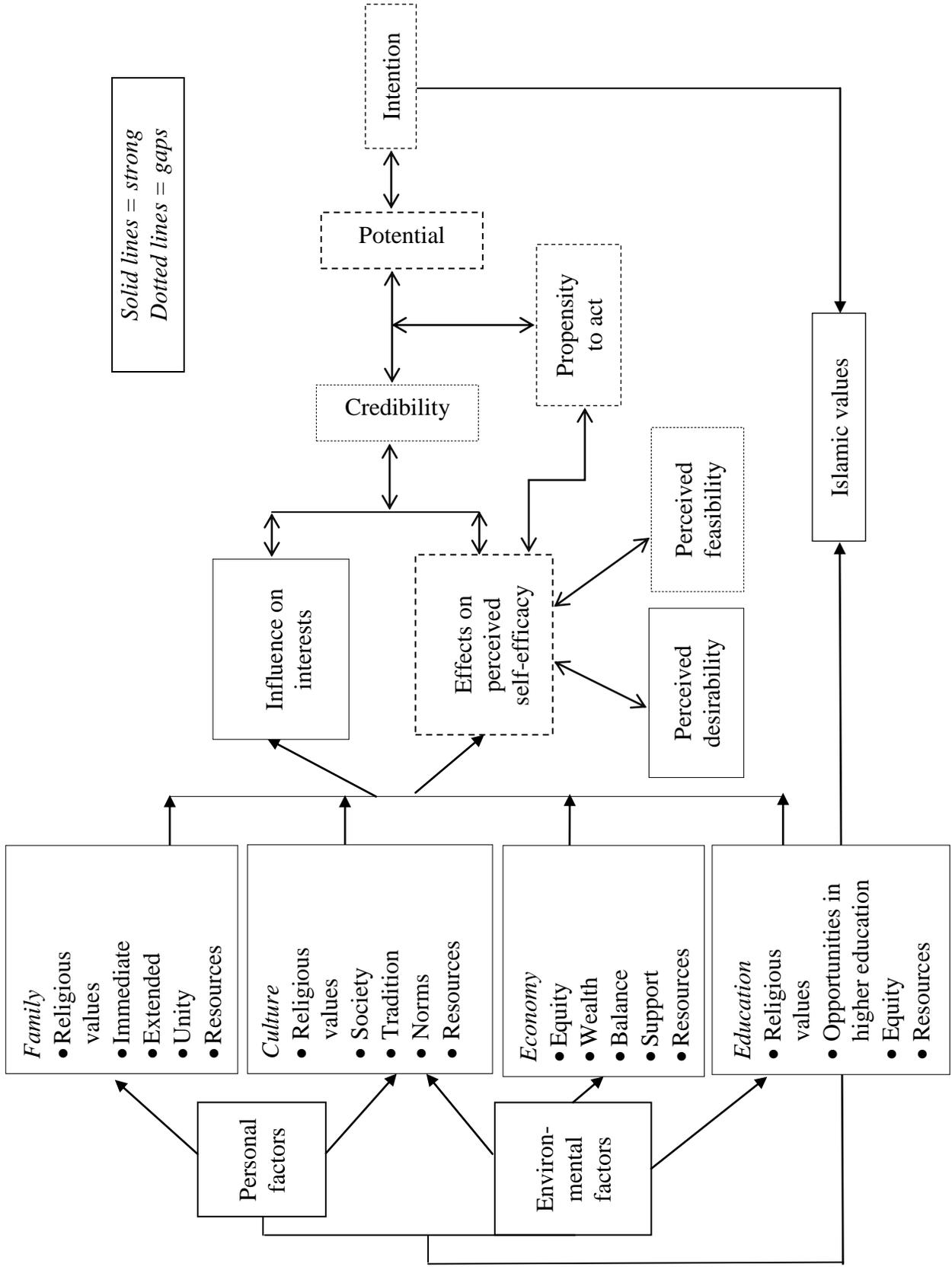
In general, businesswomen were able to manage and plan to keep a balance between their personal and business lives. This included being flexible enough to accommodate family demands (Krueger, 2000). Businesswomen were able to function without giving up their religious values or Saudi traditions. They had a pre-existing belief

that owning a business was both desirable and feasible; they had a personal propensity to act on opportunities, and some sort of precipitating factor. Additional motivation came from the belief that the world can be different (Krueger & Dickson, 1994). Owning a business provided value to them and they can now act as examples for other women.

Conceptual Models

Two models were developed to illustrate the findings concerning the entrepreneurial potential of female FCS/He students and businesswomen in Saudi Arabia—*Figure 4.3, Model of Influences on Entrepreneurial Potential of Saudi Arabian Female FCS College Students* and *Figure 4.4, Model of Influences on Entrepreneurial Potential of Saudi Arabian Businesswomen*. Specifically, these two models below were designed to encapsulate what this study revealed about the interrelationships of the influences and perceptions affecting female Saudi students' and businesswomen's entrepreneurial potential.

Figure 4.3. Model of Influences on Entrepreneurial Potential of Female Saudi Arabian FCS College Students



Conceptually, Figure 4.3 implies there are gaps (indicated by dotted lines) in areas leading to the entrepreneurial potential of FCS/HE college students. The model draws upon two major factors that tend to influence students' entrepreneurial potential: *personal factors* and *environmental factors*.

Students' Personal Factors

The personal factors are influenced by personal goals, personal talents, personal learning, personal challenges, and independence in decision-making. Controlling one's own future, financial freedom, being one's own boss, and peace of mind are also associated with the personal factors. The personal factors are subdivided into two categories as well: family and culture.

Family. The family subfactor is influenced by family religious beliefs, values, input from immediate and extended family, unity, and resources. Families can have a positive or a negative influence on self-efficacy since this characteristic is nurtured beginning in early childhood. Some students told stories of how family members had a negative influence because they were overprotective and did not allow them to make choices.

Culture. The culture subfactor is influenced by religious beliefs, personal values, outlook on society, traditions, norms, and resources (Steenkamp, Hofstede, and Wedel, 1999).

Students' Environmental Factors

Like personal life, the environment is also an influencing factor in reaching entrepreneurial potential. Environmental factors are physical, social, and attitudinal and

also consider culture, as well as the economy and education as influential. The subfactors of economy and education are intertwined with family and culture.

Economy. The Saudi economy is influenced by equity in opportunity, workers, wealth balance, support, career goals, access to scholarships and other resources.

Education. Education is influenced by religious values, opportunities in higher education, gender equity, and educational resources.

The four subfactors overlap in the way they influence women's interests, perceived self-efficacy, perceived desirability, and perceived feasibility. These four subfactors act as constructs to credibility, which in turn develops to a stronger propensity to act, leading to entrepreneurial potential.

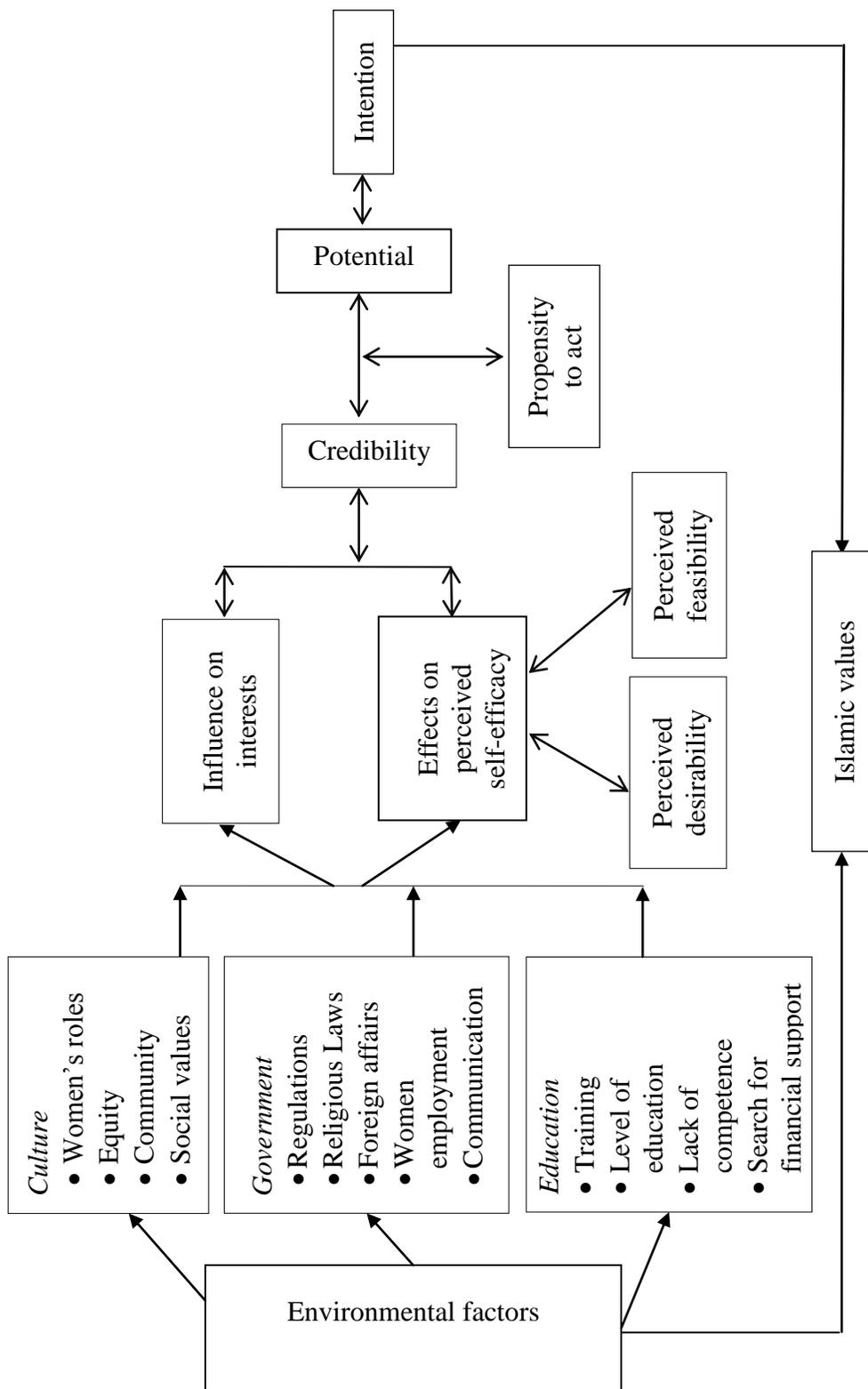
Gaps found in entrepreneurial potential. Based on the findings of this study, gaps were found in the students' perceived self-efficacy and perceived feasibility, which in turn seemed to effect credibility, propensity to act, and, therefore, overall potential and intention (all indicated by dotted lines). Since FCS/HE is one of the few options for women at the university, it was important to determine whether the students found that field inherently interesting or whether their participation was influenced by another factor (family, culture, or environment). Regardless of what sparked their interest, the study showed that students were interested in the FCS/HE field of study as well as in entrepreneurship.

Islamic values. The Islamic religion provides the laws that guide and protect every individual in every aspect of society and daily life. These laws represent the moral code and values set in place to regulate cultural norms and the rights of every individual, and in turn, bring strength and unity to families, communities, and the economies in

which we live. Misconceptions of these laws weaken the ability or potential of individuals and communities to thrive. Thus, gaps exist in the female FCS/HE students' perceptions of self-efficacy, feasibility, credibility, propensity to act, and potential because of these misinterpretations and lack of support.

Figure 4.4 below, illustrates a *Model of Influences on Entrepreneurial Potential of Saudi Arabian Businesswomen*, where the family factor is notably absent because, for the businesswomen, the family did not present as significant a challenge to the realization of their entrepreneurial potential as it did with students. Contrary to the students' related experiences, at the time of the interviews, businesswomen's families tended to be more supportive. Some of the businesswomen's families had a positive influence because they motivated the businesswomen to improve their performance. Such positive influences increased perceived desirability, perceived feasibility, propensity to act, and entrepreneurial potential as well as their intention to start a business.

Figure 4.4. Model of Influences and Entrepreneurial Potential of Saudi Arabian Businesswomen



Businesswomen's Environmental Factors

Figure 4.4 illustrates environmental factors that influenced their entrepreneurial potential. This factor is divided into three subfactors: culture, government, and education. These factors were included based on the interview responses from the businesswomen.

Culture. The cultural refers specifically to societal culture subfactor and is important because it represents many important themes including women's role in the Saudi society, equality between men and women from a societal point of view, community views of working women, and social values. In a community setting, potential entrepreneurs may have a large, diffuse reference group that includes family and friends. One businesswoman said, "My family fears for my health" because of all the societal pressure that is on her. Cultural impact comes from the community at large. Another woman said, "There is no adequate support from the community. Still many people do not accept the idea of women having their own businesses." Yet another woman said, "I was feeling embarrassed and I had fear of society's point of view, because some of them might not accept the idea of women working in this field." Also, there are social values that may serve as a vital channel for the influence of organizational culture. The businesswomen think that society "must accept the idea of women going out to work." Saudi society must acquire knowledge and positive attitudes so that women in the society may work without disrupting the customs and traditions. Customs and traditions change over time depending on the economic situation as well as educational and social customs.

Government. The government subfactor is important because government regulations can influence women's role in society. The businesswomen's responses

demonstrate that government does affect the entrepreneurial potential of women. For example, the businesswomen faced some difficulties when trying to obtain funds for their business because they “had no knowledge of the government support programs.”

Education. Based on the businesswomen’s responses, education is considered to be a very important subfactor. There are common themes that affect women’s perceived self-efficacy, desirability, feasibility, and propensity to act. Hynes and Richardson (2007) suggest that students seeking entrepreneurship education are able to start a business, but they need to know how to manage it. Businesswomen also mentioned the need for three kinds of basic “owner-manager skills”: technical skills, human skills, and conceptual skills.

Islamic values. Figure 4.4, like the previous model, (Figure 4.3) is represented by the same moral code and Islamic values that protect the rights of every individual in their daily lives. Its place in the model shows the presence and effect on each factor and subfactor illustrated. Therefore, the businesswomen’s entrepreneurial intention comes from support from family and communities, the desire to help families and the economy thrive, and the ability to attain knowledge.

CHAPTER 5. SUMMARY AND CONCLUSIONS

Introduction

This study was undertaken to help educators and the government of Saudi Arabia to understand the entrepreneurial potential of female Saudi Arabian FCS/HE students and businesswomen. The study supports the Saudi Arabian government's efforts to expand the country's workforce without unraveling the Islamic values interwoven into the country's socioeconomic system (Yavas, 1999). Saudi Arabia seeks to provide more opportunities for women to start their own businesses. However, cultural norms based on strict interpretations of the Islamic (Sharia) Law have significantly impacted Saudi Arabian women's perceptions of their entrepreneurial potential. These perceptions directly affect the government's plans as women have yet to take advantage of these opportunities and programs.

Chapter five offers a brief summary of the study—its method and findings as well as implications and recommendations in the form of a report to the two Saudi Arabian universities and the Khadijjah Bint Khuwaylid Business Women's Center of the Chamber of Commerce, both included in the study. For educators in the FCS field, the chapter shares its limitations and offers suggestions for future research regarding programs for women in entrepreneurship globally.

Summary of the Study

Performing a phenomenological study seemed most appropriate for the researcher as it was important to take each interviewee through a comfortable narrative process that would allow the interviewer to obtain descriptive details about their experiences (Kvale

& Brinkmann, 2009; Creswell, 2008). Other methods would not have been as effective in bringing out the phenomena that comes with storytelling between those who share the same language, cultural norms, and background (Denzin & Lincoln, 2000). In addition, other methods would not have been as feasible. The researcher had to travel to Saudi Arabia and stay over an extended period of time to collect the information. Because she is a native of Saudi, she was welcomed home and as a native, able to attain the credibility and support that she needed to do the study (Kvale & Brinkmann, 2009).

Through in-depth interviews with female Saudi Arabian FCS/HE students and Saudi businesswomen, this study sought to uncover factors that might influence women's entrepreneurial potential. Three specific research questions drove the study and led to the findings presented:

1. What are the influences and perceptions that affect the realization of female Saudi Arabian FCS/HE students' entrepreneurial potential?
2. What were the influences and perceptions that enabled Saudi Arabian businesswomen to realize their potential for entrepreneurship?
3. What factors facilitate the realization of entrepreneurial potential and engagement in entrepreneurship for women in Saudi Arabia?

Summary of the Findings

The literature depicts a slowly developing but changing face of Saudi Arabia and an appeal to educators and the like to increase and expand career opportunities for women (Arebi, 1994; Balcavage, 2001; Nickols et al., 2009). A further proposal was to do this under the guise of Islamic law, which exists to bring strength to families and

communities and regulate sincerity and humility in Muslims' daily actions (Minkus-McKenna, 2009; Gliedt & Parker, 2007). Islam is interwoven into the Saudi society, and as expected cultural norms in Saudi Arabia have become as intertwined. As a result misinterpretations of the law and miscounted women's rights to education and earnings have become all too common. With the economy in a state of flux and by the King's command, attempts to rectify years of tradition are underway (Yakubu, 2001; Calvert & Al-Shetaiwi, 2002; Baker, 2007) beginning with the development of Home Economics programs and other favorable fields including entrepreneurship as a fast track to a sustainable career for women (Zainab, 2009).

Numerous researchers and scholars have studied the elements of behavior leading to entrepreneurial potential (Shapero, 1981; Shapero & Sokol, 1982; Shapero, 1984; Bandura, 1986; Azjen, 1987; Azjen 1991; Krueger & Carsrud, 1993). It is later confirmed that entrepreneurial potential relies heavily on one's perceptions of owning a business and precedes any action or intention (Krueger & Brazeal, 1994; Peterman and Kennedy, 2003) and that distinct perceptions including self-efficacy or mastery of skill, belief, confidence, and motivation to act (Bandura, 1986; Krueger and Carsrud, 1993) are predictable. It is now apparent that cultural factors play a significant role as well (Frazier and Niehm, 2006; Kumar & Kelly, 2006). But, prior to this study, the fact that Saudi women had not taken advantage of entrepreneurial programs that offered equity and freedom in wage earning remained a mystery.

Using Kvale and Brinkmann's (2009) seven interviewing strategies and Husserl's (1931) phenomenological approach, the researcher was able to share the life experiences and perceptions of 33 students and nine businesswomen. Through the researcher's eyes,

the study sought to uncover barriers to entrepreneurial potential for female FCS/HE students in two Saudi Arabian universities. To grasp an understanding of these barriers, a comparable study to learn more about the entrepreneurial potential achieved by nine successful female entrepreneurs was performed alongside the students' study. The study found that while Saudi female FCS/HE students were interested in entrepreneurship, they lacked the entrepreneurial potential needed to pursue careers as business owners. The results of the study also revealed factors (family, culture, education, economy) that uniquely influenced the self-perceptions, attitudes, and ultimately behaviors of both student and businesswomen interviewees in pursuit of their careers. These factors were not reflected in Krueger and Brazeal's (2009) Model of Entrepreneurial Potential (MEP); thus, two new models (Figures 4.3 and 4.4) adapted from the MEP were developed to better reflect the issues facing Saudi Arabian women in reaching entrepreneurial potential.

For female Saudi Arabian FCS/HE students, having perceived self-efficacy, perceived desirability, perceived feasibility, and the propensity to act would mean having the confidence and motivation, as well as the ability to plan ahead, set goals, assume leadership, make decisions, solve problems, and ultimately, realize their entrepreneurial potential. This dissertation and the newly developed models introduced in Chapter 4 (Figures 4.3 and 4.4) exposed gaps in female FCS/HE students' entrepreneurial potential as described in the study. Although the students showed interest in FCS/HE and a strong interest in the idea of owning a business (high perceived desirability), their responses to the interview questions showed low perceived self-efficacy and feasibility. Some students' sense of the feasibility of starting a business was diminished because they were

unaware of the resources available to them, i.e. government-sponsored programs, to receive business assistance. Others were unable to gain access to such resources due to transportation restrictions placed on them and other sociocultural issues.

In contrast, this study showed that the businesswomen had high perceived self-efficacy, high perceived desirability, high perceived feasibility, and high propensity to act. They displayed the mastery of skill and other determinants relative to entrepreneurial potential as well as intention. Most of their knowledge and skill had come from learning while practicing. Many of the hurdles and adversities they had to face from male business counterparts and financial agencies that would not cater to them without a male figurehead involved, they overcame. It was through experience as entrepreneurs that they were able to realize their entrepreneurial potential regardless of any educational, familial, cultural, or economic obstacles they might have faced.

Implications and Recommendations

With this new knowledge, it was important to consider the implications of the study. It seemed clear that there was a need to develop educational programs for students that would focus on increasing their interests, desire, feasibility, self-efficacy and overall entrepreneurial potential. The educational interests of many students were influenced by their families. Encouragement from families, especially mothers, increased the students' interests. Educational experiences allowed students to discover their abilities and interests. To help students realize their potential, they need to be exposed to a wide range of experiences and not limited by culture and tradition to a narrow choice of educational and career options. Some women might find fulfillment in selling what they make at

home, lowering the risk of taking time away from their families. However, other students may want to pursue a wide variety of career opportunities so that they can find the one best suited to their education and abilities.

Young women in Saudi Arabia also need encouragement to discover their own abilities. The students' confidence and ability to take initiative, solve problems, and seek information all seemed to be circumscribed by their family and social lives. They were afraid to take risks or trying something new. To cultivate the entrepreneurial potential of young women, families and educators should encourage them to think and make more decisions on their own.

The students who were interested in playing leadership roles had more exposure to the world beyond school and home. Exposing students to experiences beyond the confines of home and school might increase their self-efficacy. According to Steenkamp et al. (1999), higher self-efficacy in students is a direct result of a higher belief in ability. It was also noted that an individual's cultural background impacts character (Steenkamp et al. 1999).

Although most students liked the idea of going into business, they believed that there would be too many obstacles for them—not just practical matters such as financing, but also opposition from their families and communities. Encouragement and support, moral and financial, from families, society, and educational institutions would encourage students to take seriously the idea of starting a business. Exposure to appropriate role models would also help students understand how it can be done.

The fact that the businesswomen were able to successfully reach entrepreneurial potential outside of the classroom led to a great discovery. It revealed that students

needed more practical experience. The study also shed light on the need for more support for women business owners. Some of the obstacles and hardships the businesswomen faced could be deterrents for graduating students pursuing entrepreneurship in the near future. So, successfully introducing entrepreneurship into the FCS/HE programs in Saudi Arabia calls for a closer look at the personal and environmental factors identified in the conceptual models illustrated in the previous chapter—family, societal culture, education, and economy—that presented barriers for both the businesswomen and the students in their pursuits of a career. The (socio)cultural limitations are clearly interwoven with Islamic values and beliefs that have existed for more than 1,400 years and continue to challenge Saudi Arabia's quest to move forward.

Researcher's Reflection

Before undertaking this dissertation, the researcher thought that Saudi Arabian students who wished to start a business merely needed to acquire knowledge about entrepreneurship and in response to this need, she designed a business education program (Basaffar, 2009) that focused on professional development in the areas of financial planning, marketing, promotion, negotiation, customer relations, communication skills, and management techniques (Ahmad, 2011) in hopes that it could bring value to the FCS/HE curricula of two universities in Saudi Arabia.

After this study, it was clear to see that having the intention to pursue entrepreneurship is not enough. The researcher still believes that entrepreneurial education should be included in the FCS/HE curricula and continue to cover such topics as financial planning, marketing, promotion, negotiation, customer relations,

communication skills, and management techniques (Ahmad, 2011). However, such educational programs must also help address the low perceived self-efficacy and feasibility of Saudi Arabian females in ways that respect Saudi customs and traditions.

Entrepreneurial educational programming should give women practice in goal setting, decision making, and problem solving. Having more opportunities to experience success will build their confidence. The students should be exposed to successful businesswomen as role models who exhibit such traits as confidence, leadership, good decision making, goal setting ability, flexibility, and independence. If students were able to visit or have internships at businesses owned by women, they would develop a more realistic understanding of what it takes to be a successful entrepreneur. Students should also be exposed to as wide a range of perspectives and opportunities as possible to help them recognize business-related opportunities.

Role of Government and Business Assistance Programs

The Saudi Arabian government has a role to play in making business ownership more socially acceptable, attractive, and feasible. The government could promote government-sponsored business assistance programs in the media. Not only will more women learn about them, but in society it will become the norm. Government agencies could offer workshops for families (especially parents and husbands) to show them the benefits of supporting women owned businesses and how to support businesswomen.

Most of the students did not know about government programs such as the popular Sheikh Abdul Latif Jameel project and the Khadijjah Bint Khuwaylid Business Center for Women designed to create employment opportunities for women. Awareness

of these programs could increase students' perceived desirability and feasibility in starting a business. (Indeed, the students were excited when the researcher told them about these programs and about her research to help them develop their skills.)

Most of the students wanted to help their families financially and believed that they could do so by starting a business. One of the obstacles was lack of financing. Women need to be able to access credit and financing as well as legal representation. The government could build on existing arrangements whereby women can manage their own paperwork without having to call on a male relative, and the paperwork itself could be less complicated. Given the need for more family income, opportunities for personal and simpler financing would increase the likelihood of students starting a business.

The government could support and encourage other agents of progress. They can award scholarships and encourage the school systems to identify potential entrepreneurs while they are in high school and college. The media, which is mainly controlled by the government, could help increase social acceptance of businesswomen through articles and television shows featuring successful businesswomen (e.g., present a documentary on the Prophet Mohammed's first wife, Khadijah). Small, women-only organizations could build on their own success. Communities could be encouraged to unite and make shuttle arrangements for women to travel to work without having to be escorted by their *mahram* or work around mixed-gender settings. Community members could provide more options for childcare and help with other household responsibilities. Centers such as Khadijah Bint Khuwaylid could take advantage of the knowledge and experience of current female businesswomen owners in designing and managing their programs. And

finally, these businesswomen could serve as mentors in the high school and college level entrepreneurial programs.

Conclusion

This phenomenological study used interviews to identify influences and perceptions that affect the realization of female Saudi Arabian FCS/HE students' entrepreneurial potential, and influences and perceptions that enabled Saudi Arabian businesswomen to realize their potential. The study was based on a model of entrepreneurial potential that the researcher adapted from Krueger and Brazeal's MEP in order to account for the impact that cultural norms have on the potential of Saudi Arabian women to pursue entrepreneurial careers. This study, along with others, has also shown that cultural aspects play a significant role and positively or negatively impacts career paths (Kumar & Uz Kurt, 2010).

As a Saudi woman, the researcher has struggled to reach her own entrepreneurial potential while maintaining her roles as wife and mother and her devotion to the Islamic way of life. Having lived in the United States while attending Iowa State University, she gained perspective on her own culture and saw how she could help young Saudi women through her research. Because she shared a common language and culture with her interview subjects, she could establish a rapport with them and obtain rich data. As a result, she was able to identify factors that would facilitate the realization of entrepreneurial potential and engagement in entrepreneurship for women in Saudi Arabia. In addition, she reinforced her conviction that Saudi women can realize their

entrepreneurial potential without disrupting the Islamic values upon which the society flourishes.

Limitations

To limit the scope of this study, it focused only on female FCS/HE students in two western-region universities of Saudi Arabia as well as businesswomen connected to the Khadijjaah Bint Khuwaylid Business Women Center in Jeddah. Jeddah and Mecca, two major cities in the western region of Saudi Arabia, are modern areas in terms of technology, diversity, and tourism (Alshaya, 2005). These areas are more receptive to the idea of women entering the workforce in greater numbers. The study is directed at FCS/HE students only. The FCS/HE industry was developed specifically to address the needs of women in the workplace and has recently been tailored for female college students in Saudi Arabia.

One limitation of the study was that some of the students and businesswomen who were interviewed did not want their voices to be recorded due to cultural and religious beliefs that a woman's body and voice should not be exposed to the public. This obstacle limited the number of interviews that were possible with students, especially at Umm Al-Qura University.

Cultural bias could be an objective to the type of interviews performed in this study. Douglas (1982) defines cultural bias as...Because the researcher shares many of the same cultural convictions as the student participants, her role as interviewer could be viewed as a bias and limitation to the study. However, Kvale and Brinkmann (2009) suggest a more positive outlook, where the interviewer with the similar background is

seen as someone who has the skill and ability to best describe these personal narratives in a dialogical context as they are produced.

In addition to interviewing female FCS/HE students, the researcher interviewed current businesswomen for the study. Another limitation was the small number of businesswomen available to be interviewed. It was difficult to find female-operated businesses. Most of the businesses listed in the Chamber of Commerce business directory under women's names were actually operated by men, thus leaving a small number of businesswomen who operated their own businesses available for interviews. Nevertheless, the small sample that resulted was sufficient for the purpose of identifying the perceptions and propensities of businesswomen that enabled them to be successful.

Future Research

The researcher wishes to support the piloting of entrepreneurship curricula into FCS/HE programs in Saudi Arabia. In addition to providing knowledge of how to plan and establish a business, courses should emphasize leadership, problem-solving approaches, decision making, and performing research. After implementing these courses, the researcher suggests longitudinal studies to measure female Saudi Arabian FCS/HE students' entrepreneurial activity over 5- and 10-year periods. Such studies will be able to assess students' true self-efficacy and leadership skills.

To better understand how to help students develop their entrepreneurial potential, the researcher also suggests two comparative studies: one comparing the entrepreneurial potential of Saudi Arabian students from two different regions, and another comparing the entrepreneurial potential of a group of Saudi students and a group of students in

another developing country such as Egypt. Working with the governments and universities to identify female interview subjects in the FCS/HE fields would prove most beneficial.

Report of Findings

A commissioned report of the findings of this study, translated into Arabic, will be presented to King Abdul-Aziz University and Umm Al-Qura University, and to the Khadijah Bint Khuwaylid Business Women's Center of the Chamber of Commerce in Jeddah. The researcher will continue to seek opportunities to report her findings to journals and other developing countries. This report supports phenomenology as an ideal approach for collecting the input of participants. Feedback and input can prove valuable in decision-making processes that affect female students and businesswomen.

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RS**FUNDING INFORMATION**

<input type="checkbox"/>	Internally funded, please provide account number: N/A
<input type="checkbox"/>	Externally funded, please provide funding source and account number: N/A
<input type="checkbox"/>	Funding is pending, please provide OSPA Record ID on GoldSheet: N/A
	Title on GoldSheet if different from above: N/A
<input type="checkbox"/>	Other: (e.g., funding will be applied for later) N/A
<input checked="" type="checkbox"/>	Student Project—no funding or funding provided by student

SCIENTIFIC REVIEW

Although the assurance committees are not intended to conduct peer review of research proposals, the federal regulations include language such as “consistent with sound research design,” “rationale for involving animals or humans” and “scientifically valuable research,” which requires that the committees consider in their review the general scientific relevance of a research study. Proposals that do not meet these basic tests are not justifiable and cannot be approved. If an assurance review committee(s) has concerns about the scientific merit of a project and the project was not competitively funded by peer review or was funded by corporate sponsors, the project may be referred to a scientific review committee. The scientific review committee will be an ad hoc and will consist of your ISU peers and outside experts as needed. If this situation arises, the PI will be contacted and given the option of agreeing that a consultant may be contacted or withdrawing the proposal from consideration.

Yes No Has or will this project receive peer review?

If the answer is “yes,” please indicate who did or will conduct the review: Department faculty in AESHM

If a review was conducted, please indicate the outcome of the review: Approved for research to start once IRB approval is received.

COLLECTION OR RECEIPT OF SAMPLES

Will you be: (Please check all that apply.)

Yes No Receiving samples from outside of ISU? See examples below.
 Yes No Sending samples outside of ISU? See examples below.

Examples include: genetically modified organisms, body fluids, tissue samples, blood samples, pathogens.

If you will be receiving samples from or sending samples outside of ISU, please identify the name of the outside organization(s) and the identity of the samples you will be sending or receiving outside of ISU. If the outside organizations have not been identified, please check no for both questions above.

N/A

Please note that some samples may require a USDA Animal Plant Health Inspection Service (APHIS) permit, a USPHS Centers for Disease Control and Prevention (CDC) Import Permit for Etiologic Agents, a Registration for Select Agents, High Consequence Livestock Pathogens and Toxins or Listed Plant Pathogens, or a Material Transfer Agreement (MTA) [EH&S Website](#)

ASSURANCE

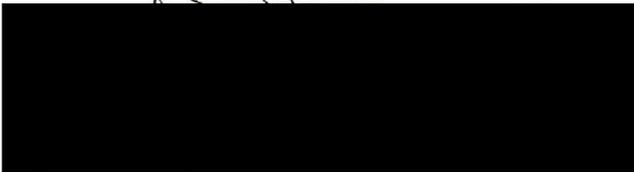
- I certify that the information provided in this application is complete and accurate and consistent with any proposal(s) submitted to external funding agencies.
- I agree to provide proper surveillance of this project to ensure that the rights and welfare of the human subject or welfare of animal subjects are protected. I will report any problems to the appropriate assurance review committee(s).
- I agree that I will not begin this project until receipt of official approval from all appropriate committee(s).
- I agree that modifications to the originally approved project will not take place without prior review and approval by the appropriate committee(s), and that all activities will be performed in accordance with all applicable federal, state, local and Iowa State University policies.

CONFLICT OF INTEREST

A conflict of interest can be defined as a set of conditions in which an investigator's or key personnel's judgment regarding a project (including human or animal subject welfare, integrity of the research) may be influenced by a secondary interest (e.g., the proposed project and/or a relationship with the sponsor). ISU's Conflict of Interest Policy requires that investigators and key personnel disclose any significant financial interests or relationships that may present an actual or potential conflict of interest. By signing this form below, you are certifying that all members of the research team, including yourself, have read and understand ISU's Conflict of Interest policy as addressed by the ISU Faculty Handbook (<http://www.provost.iastate.edu/faculty>) and have made all required disclosures.

Yes No Do you or any member of your research team have an actual or potential conflict of interest?
 Yes No If yes, have the appropriate disclosure form(s) been completed?

SIGNATURES



The Major Professor/Supervising Faculty member must sign the cover page in the section entitled "For Student Projects".

PLEASE NOTE: Any changes to an approved protocol must be submitted to the appropriate committee(s) before the changes may be implemented.

Please proceed to SECTION II.

③ RB

For IRB Use Only	Modification Approval Date <u>August 16, 2010</u>	IRB AUG 10 4 2010
	Continuing Review Approval Date _____	
	Approval Expiration Date: <u>n/a</u>	

ISU HUMAN SUBJECTS CONTINUING REVIEW AND/OR MODIFICATION FORM

TYPE OF SUBMISSION: Continuing Review Modification Continuing Review and Modification

Principal Investigator: Amal Abdulqader Basaffar		Phone: 515-451-7810
Degree: Ph.D student	Correspondence Address: 31 Mackay, AESHM, Iowa State University	
Department: Apparel Educational Studies & Hospitality	E-mail Address: amal@iastate.edu	
Project Title: An exploratory study of Female Saudi Arabian Family and Consumer Sciences Students' Entrepreneurial Potential		
IRB ID: 10-237	Date of Last Continuing Review: May 10 2010	
Alternate Contact: Dr.Linda S.Niehm Dr. Leah C.Keino		Phone: 515-294-9371; 515-294-9266
Correspondence Address: Department of Apparel Educational Studies & Hospitality Management		Email Address: Niehmlin@mail.iastate.edu; Keino@iastate.edu
IF STUDENT PROJECT		
Name of Major Professor: Dr.Linda S.Niehm Dr. Leah C.Keino	Phone: : 515-294-9371; 515-294-9266	E-mail Address: Niehmlin@mail.iastate.edu; Keino@iastate.edu
Department: Apparel Educational Studies & Hospitality Management	Campus Address: : 31 Mackay, AESHM, Iowa State University	

FUNDING INFORMATION:

<input type="checkbox"/> External Grant/Contract	<input type="checkbox"/> Internal Support (no specific funding source) or Internal Grant (indicate name below)N/A
Name of Funding Source: N/A	OSPA Record ID on Gold Sheet: N/A
<input type="checkbox"/> Part of Training, Center, Program Project Grant – Director: N/A	Overall IRB ID No: N/A
<input checked="" type="checkbox"/> Student Project—No funding or funding provided by student	

CONFLICT OF INTEREST

The proposed project or relationship with the sponsor requires the disclosure of significant financial interests that present an actual or potential conflict of interest for investigators involved with this project. By signing this form, all investigators certify that they have read and understand ISU's Conflict of Interest policy as addressed by the ISU Faculty Handbook (<http://www.provost.iastate.edu/faculty>) and made all disclosures required by it.)

Do you or any member of your research team have a conflict of interest? Yes No
If yes, has the appropriate disclosure form been completed? Yes No

ASSURANCE

I certify that the information provided in this application is complete and accurate and consistent with proposal(s) submitted to external funding agencies. I agree to provide proper surveillance of this project to insure that the rights and welfare of the human subjects are protected. I will report any adverse reactions to the IRB for review. I agree that modifications to the originally approved project will not take place without prior review and approval by the Institutional Review Board, and that all activities will be performed in accordance with state and federal regulations and the Iowa State University Federal Wide Assurance.

Signature of Principal Investigator: _____ Date: 4-30-2010

Student Projects: Faculty signature indicates that this application has been reviewed and is recommended for IRB review.

Signature of Supervising Faculty [Redacted] 7-30-10 Date IRB Approval Signature [Redacted] August 16, 2010 Date

For IRB Use Only	EXPEDITED per 45 CFR 46.110(b) _____, Category _____, Letter _____
	STUDY REMAINS EXEMPT per 45 CFR 46.101(b) <u>2</u>
	WAIVER of SIGNED CONSENT per 45 CFR 46.117(c) _____
	WAIVER of ELEMENTS of Consent per 45 CFR 46.116 _____
	VULNERABLE POPULATION per 45 CFR 46. _____

application for Continuing Review. If this is an application for continuing review and you will be modifying your project, please complete all sections of the form. **If this application is only to request approval for a modification or change to your study, please complete Section I: Key Personnel and Section III: Proposed Modifications or Changes.** Please answer each question. If the question does not pertain to this study, please type not applicable (N/A).

SECTION I: KEY PERSONNEL

List all current members of the project personnel, including any additions and excluding any deletions as described in Section III. This information is intended to inform the committee of the training and background of the investigators and key personnel.

NAME & DEGREE(S)	POSITION AT ISU & ROLE ON PROJECT	TRAINING & DATE OF TRAINING
✓ Basaffar A. Amal, Ph.D candidate	P.I.	9-12-2006
✓ Linda S. Niehm, Ph.D	Co-Major professor	6-5-2006
✓ Leah C. Keino, Ph.D	Co-Major professor	11-18-2002

SECTION II: CONTINUING REVIEW

Part A: Enrollment Status

- Yes No Is the research permanently closed to the enrollment of new participants?
- Yes No Have all participants completed all research-related interventions?
- Yes No Does research remain active only for long-term follow-up of participants?
- Yes No Are the remaining research activities limited to data analysis? OR
- Yes No Participant enrollment has not begun and no additional risks have been identified.

For definitions and guidance on how to determine enrollment, please see the document entitled **Enrollment and Accrual of Study Participants on the IRB website.**

Number of Participants Approved for Enrollment by IRB: 20	
Total Number of Participants Enrolled in the Study to Date: 20 Males: 0 Females: 20	
Number of Screen Failures (participants who were screened and deemed ineligible) to date: 0	
Check if any enrolled participants are: <input type="checkbox"/> Minors (under 18). Age Range of Minors: <input type="checkbox"/> Pregnant Women/Fetuses <input type="checkbox"/> Cognitively Impaired <input type="checkbox"/> Prisoners	Check below if this project involves: <input type="checkbox"/> Existing Data/Records <input type="checkbox"/> Secondary Analysis <input type="checkbox"/> Pathology/Diagnostic Specimens
List Below the Estimated Percent of the Total Enrolled That Are Minorities	
American Indians: unknown	Alaskan Native: unknown
Asian or Pacific Islander: unknown	African American: unknown
Black (Not of Hispanic Origin): unknown	Hispanic: unknown

وكيل الجامعة
لدراسات العليا والبحث العلمي



الملكة العربية السعودية
جامعة أم القرى

سلمها الله

سعادة الباحثة/أمال بنت عبدالقادر باصفار

السلام عليكم ورحمة الله وبركاته ... وبعد :-

إشارة إلى خطابكم رقم (بدون) وتاريخ ١٤٣١/٣/١٤هـ، والمتضمن طلب الموافقة على تطبيق استبانة الخاصة بدراسة استطلاعكم العليا لمرحلة الدكتوراه والتي بعنوان:

"دراسة استطلاعية في رغبة طالبات الاقتصاد المنزلي في المملكة العربية السعودية في

تنظيم المشاريع الصغيرة بالطرق الحديثة كبديل عن الوظيفة الحكومية"

نفيدكم بأن الكلية لا تمنع على ذلك ونأمل التكرم بالتنسيق مع سعادة الدكتورة/خديجة بنت سعيد مسفر نادر - عميدة كلية الفنون والتصميم الداخلي.

وتقبلوا خالص تحياتي،،،

وكيل الجامعة
لدراسات العليا والبحث العلمي

أ. د. غازي بن يحيى زكريا مهلوي

الرقم ٨٩٤٩ التاريخ ١٤٣١/٣/٢٣ الشفوعات
الملكة العربية السعودية - مكة المكرمة - العزيزية ص. ب ٧١٥ هاتف : ٥٥٨٩٩٠٠ - ٠٢ فاكس : ٥٥٧٣٣٢٢ - ٠٢

Ministry of Higher Education
KING ABDULAZIZ UNIVERSITY
Home Economic Dept.



المملكة العربية السعودية
وزارة التعليم العالي
جامعة الملك عبد العزيز
الاقتصاد المنزلي

وكيلة الاقتصاد المنزلي
Vice Dean of Home Economics

Ref. :

Date :

Encl. :

الرقم : ١٤٦ / ٢٠٢ / ٢٠٢٠

التاريخ : ١٤٣١ / ٣ / ٢٠

المرفقات :

يحفظك الله

سعادة / مشرفة قسم

السلام عليكم ورحمة الله وبركاته ...

بالإشارة إلى خطاب مشرفة قسم الملابس والنسيج رقم (٦٧ / م / ق.م) بتاريخ (١٧ / ٣ /

١٤٣١ هـ) والمتضمن رغبة المبتعثة أمال بنت عبد القادر باصفار القيام بدراسة لإعداد رسالة

الدكتوراه وبناء على موافقة مشرفة القسم نفيد سعادتك بأنه لا مانع لدينا من تسهيل الإجراءات للمبتعثة ونرجو منكم التعاون معها لعمل اللازم .

وتفضلوا بقبول وافر التحية والتقدير ...

وكيلة الاقتصاد المنزلي

د. نهلة بنت محمود قهوجي



الرفة التجارية الصناعية بجة
JEDDAH CHAMBER OF COMMERCE & INDUSTRY

Date : 5-7-2010

To Whom it may Concern,

This is to inform you that we've met Mrs. **Amal Basafar**, and we provided her with the **Businesswomen Directory** upon her request to choose a sample of them and interview them to be able to complete her **academic project** at **Iowa State University** under the title of "**An exploratory study of Female Saudi Arabian Family and Consumer Sciences Students' Entrepreneurial Potential**".

This letter given to her upon her request .


Nadia Al-Amoudi
Government Policies Manager
Khadijah Bint Khowailid Businesswomen Center
Jeddah Chamber of Commerce & Industry

www.jcci.org.sa

Appendix B: Student Survey Instrument**Entrepreneurship Potential of Female Family and Consumer Sciences Students****Saudi Arabia****Spring 2010**

Thank you for agreeing to participate in this survey. This part will ask about your demographic information.

Please complete the statements or answer the questions honestly. Choose only one answer for each question.

Personal Demographic Information

1. I am currently in the age range of:
 - a) 18–20 years.
 - b) 21–23 years.
 - c) 23–26 years.
 - d) More than 26 years.

2. I am currently a(n):
 - a) Undergraduate in the FCS/HE program
 - b) Graduate Student in the FCS/HE program
 - c) Self-employed
 - d) Other

3. My current marital status is:
 - a) Single
 - b) Married
 - c) Divorced
 - d) Widowed

4. I am currently enrolled at:
 - a) King Abdul-Aziz University
 - b) Umm Al-Qura University

5. My strongest area of interest in FCS/HE is currently:
 - a) Food/Human Nutrition
 - b) Child Development
 - c) Interior Design and Housing
 - d) Textiles and Clothing
 - e) Islamic Arts
 - f) Other: (explain) _____

6. I realized my interest in FCS/HE related areas (e.g., cooking/foods, children, sewing, etc.) during:
 - a) Childhood (before high school)
 - b) Adolescence (during high school)
 - c) After high school, but before enrolling in college
 - d) During college
 - e) Not interested in FCS/HE related area

7. After receiving my Bachelor's Degree in FCS/HE I will probably:
 - a) Become a teacher
 - b) Start my own business
 - c) Be a homemaker
 - d) Pursue higher education in FCS/HE
 - e) Undecided
 - f) Other: explain_____

Thank you for your time and participation.

Appendix C: Student Interview Questionnaire and Responses

Questionnaire: Entrepreneurship Potential of Female Family and Consumer Sciences Students Saudi Arabia Spring 2010

Interview Questions for Students

Grand Tour Questions:

Impromptu questions will be asked in order to welcome and comfort the interviewees.

- Tell me a little information about yourself? Where you are from? Year in school? Major?
- Have you ever thought about owning or starting your own business related to your major or other?

Influence on Educational Interests:

The following questions will tell us more about your interests in home economics (HE) or related topics.

1. When did you realize your interest in FCS/HE related areas (e.g., cooking/foods, children, sewing, etc.)?
2. Who or what influenced your decision to pursue FCS/HE?
3. What are your plans after you receive your diploma or bachelor's degree in FCS/HE?

Self-Efficacy:

The following questions will help us understand your confidence and ability to deal with challenges.

4. Tell me about a situation where you might have taken initiative on team or class projects.
5. Share with me a time when you struggled to figure things out on your own or found yourself dealing with life challenges without much guidance.
6. Tell me about a time when you intentionally sought out new information from others and what was it about?

Desirability:

The following questions will help measure your desire to pursue entrepreneurship.

7. In your own words, define the term "entrepreneurship." How interested or not are you in entrepreneurship? What might make you more interested?
8. Describe a female entrepreneur in your community and what you find most attractive about her as a businesswoman. Does your community support female businesses?

Feasibility:

The questions below tell us whether or not you feel entrepreneurship is a feasible option to pursue.

9. What do you know about government programs aimed at female business start-ups? Will this program encourage you to consider starting a business? What do you need from this program? How will this program encourage you to consider starting a business?
10. Do you feel that starting a business will be helpful to your family? When do you believe is the best time to start a business? How will you know that it is time to start a business?

Propensity to Act:

The last few questions measure your propensity to act given the right circumstances and opportunity.

11. What types of things do you feel might deter you from starting a business?
12. Describe the type of feedback you might receive from family and friends about starting a business.

Conclusions:

- Is there anything else you would like to add or discuss about entrepreneurship and/or your future career plans?

* * *

Note: Responses to the grand tour questions are not included below because they were intended not as much to gather information as to put the students at ease.

Responses to Questionnaire: Entrepreneurship Potential of Female Family and Consumer Sciences Students

Influence on Educational Interests:

Q1: When did you realize your interest in FCS/HE related areas (e.g., cooking/foods, children, sewing, etc.)?

1. *After high school.* I graduated from an English literature high school. After my older sisters entered the University College of English Literature and had a hard time finding a job, I joined the Department of Home Economics, and I have gained many skills since then.
2. *After high school.* I always loved to draw. My mother's involvement in sewing and fashion influenced me more than sewing experiences in school. Later on I realized that this specialty was useful to me.
3. *In middle school.* Some students in my school didn't like the subject of fabric and sewing. I learned a lot by helping my friends with this subject. My mother also

encouraged me at that time. I was too busy to enter the Department of Clothing after that, but I will do so eventually because I have a strong desire to develop my talent in sewing.

4. *In college.* Though my experience with the Yanbua faculty was not of high quality, I learned from the Web and Web clubs. Then I felt that this specialty [in home economics] matched my desire.
5. *After graduating from high school.* Though I had begun to attend the College of Home Economics during high school, my interest deepened after graduating because what I was learning raised my desire to know more.
6. *After I entered King Abdul-Aziz University.* Home economics, limited to cooking and sewing, was a popular field. I had the chance to gain knowledge of these specialties and to develop skills. I feel that I should do a business that benefits all categories of society.
7. *After graduating from high school.* First I entered the Department of Nutrition because I intended to study medicine. I did not do well in that field, so I entered this specialty and found that it was closer to my desire.
8. *After joining this department.* Then I realized my interest in this specialty. First I had joined the Department of English literature. But I withdrew and joined the Department of Home Economics because that was my mother's wish. Although my father opposed this idea at the beginning, he became proud of me.
9. *In the preparatory stage.* I like cooking and crafts so I joined the Department of Economics and Management within the Vocational Secondary School and I studied tailoring and housekeeping because I like the practical side and I felt that it would be useful in the future. The family has given me the freedom to choose.
10. *After high school.* With the encouragement of my family I joined this college and chose home economics to gain experience and because of the limited jobs in other specialties.
11. *After high school.* I intended to join the Home Economics Department because I felt that it was the best.
12. *In primary school.* According to my desire, I entered the Vocational Secondary Institute and then joined this specialization. I had two options: economics and management or home economics. I chose home economics because I like crafts and practical subjects.

13. *In intermediate school and high school.* People were encouraging and pushing me to study arts. I joined the Science Department at the beginning, but then I transferred to the Department of Home Economics, which was related to my desire to study art.
14. *[After I applied to the art program]* From early in my life I devoted all of my attention to my schoolwork, but I was very happy to be accepted in this field because of my desires and my hobby in art. Mother was very supportive and admires my painting.
15. *In high school.* I planned to enter the Department of Home Economics because I love crafts. It is the closest specialization to my desire and my hobby. I'll start my own business after graduation.
16. *In high school.* I realized that I like the practical subjects more than the theoretical ones. I like to design and produce.
17. *In high school.* I like drawing and, at the time, the teacher helped me and made me like this subject. She paid close attention to the students and encouraged them to work.
18. *In the primary stage.* I liked drawing. Also, my sister was drawing.
19. *During childhood and primary school.* My teachers were interested in home economics. My mother was encouraging me to make sweets such as Basbousa, and she knew about knitting. Also my father used to tell us about the benefits of foods. Therefore, I joined the specialization of food science in Jeddah College. Also, the government has started to create new jobs for dietitians.
20. *[No specific time]* I joined this specialization and I studied nutrition. I did well. Opportunities for work in this field after graduating are limited. It wasn't feasible for me to join the Medical Technique Department, so I was forced to enroll in this specialization. Later on I came to like it.
21. *At the start of my study.* All my interests pointed to this specialty area [FCS/HE]. Now I intend to expand my areas of interests and, God willing, I'll complete my education.
22. *During my program of study.* First I wanted to join a major like nutrition, but instead I joined the Department of Home Economics. I liked this specialization and continued my studies, even though some believe that this area is not important.
23. *In high school.* I intended to join the interior design field, but this was available only in the Jeddah region. Because we live in the Makkah region, I studied housing management, which is similar to interior design.

24. *From the start.* I realized my interest in FCS/HE and chose this field because other family members are in it. In addition, I have a great passion for making food.
25. *From a young age.* I noticed my passion for handicraft, so I joined this department.
26. *[In high school]* I like to be an instructor and through that I'll open a business. I plan to open a textile factory and bring the raw material in case I don't get this position.
27. *When I joined the secondary vocational institute.* I had one course in rationalization and consumption, which was very useful. Also, the teachers encouraged us to make things to sell at school to get experience managing small amounts of money.
28. *In childhood.* My mother studied art, which influenced my desire to pursue this specialty. I was also influenced by my uncle, who reads and reviews steadily.
29. *In high school.* Though I had no motivation at first, I received great encouragement from my family, especially my mother, to join this specialty. Through my study, I discovered that I have a talent in art and the ability to continue in this field.
30. *When I joined this specialization.* I had a hobby—handicrafts—since childhood and I got passion once I entered the field.
31. *In my teen years.* I liked this field because of my desire to sew, which has evolved. In addition to that, my mother and our neighbors were sewing as a career.
32. *In high school.* The curricula were not so good, but I learned a lot by using the Internet. In addition to that, I had a strong desire to attend this specialization.
33. *Second year in college.* That is when I realized my interest in this specialty.

Q2: Who or what influenced your decision to pursue FCS/HE?

1. *The teachers, their teaching method, and the encouragement of my friends.*
2. *Desire and my orientation.* I love working with my hands, as in painting or sewing, more than theoretical pursuits. I had a strong desire to learn Tatrini [drawing on cloth] because I did not learn that in the field.
3. *The desire to benefit from applying what I learn.* The subjects I study can be applied in my career and in my own house, like making mattresses.
4. *Personal desire.* My parents did not agree with my joining this specialty.

5. *Desire to increase my knowledge.* I wanted to know the different fields of this college. This section is excellent; it gives students manual skills and ideas about how to develop a small business. The diversity of subjects can benefit women so much.
6. *Knowing that this specialization has potential to benefit society and my mother's encouragement.* We have developed practical skills that are especially important for girls, and we can teach them to others.
7. *[No influences mentioned]* I applied to the post of teaching assistant, and if it is not possible to become a faculty member, I will continue my studies.
8. *My mother and a professor in Admission and Registration.* They encouraged me to enter into this specialty. When I joined it I found it was great, though underappreciated in this community.
9. *My family.* I went into the FCS/HE program because there was no other option.
10. *[No influence mentioned]* I have raised 70 to 80% of the financial resources I need for the business I planned. I am ready.
11. *My mother and my teachers in Home Economics.* They encouraged me to change to the Department of Housing and Institutions Administration.
12. *My hobby and strong desire.* That's why I chose home economics.
13. *My sister-in-law.* She was studying in this department, and she encouraged me to join. After I inquired about it I was enthusiastic to join. Also, the success of some graduates from that department made me more interested.
14. *My mother and others.* My mother gave me support, and students and teachers at the school admired my paintings, as did the supervisor of the summer centers.
15. *My passion for practical subjects.* After consulting my parents I joined home economics, which will give me the ability to pursue a business.
16. *My parents.* They gave me encouragement and support for studying this specialization because they witnessed my talent and my creativity, and they were willing to develop them.
17. *My hobby and strong desire.* That's why I chose this department. My sister and I are studying the same specialty.
18. *My love for this specialization.* I would like to take this as a profession rather than a hobby.

19. *Desire and ambition.* I want to become a dietician, but the problem is that the Ministry of Labor is appointing graduates of this section as technicians.
20. *Desire.* I wanted to study therapeutic nutrition.
21. *My parents' desire.* Prior to my study here I had no desire to major in this. But while studying, I realized that this specialty would be useful for me in my marriage even if I don't get a job or start a business, because most of the subjects, such as housing and management, relate to family life.
22. *My parents' feedback.* I wanted to join a specialization like nutrition, but I followed my parents' preference and joined home economics, which will give me the opportunity to start a business.
23. *Personal desire.* I joined this specialty against the advice of my parents.
24. *Prayer.* At the beginning, I thought of joining several specialties, then I prayed to God (Istikhara Prayer), and I started this specialty. Through studying, I felt that this specialty is commensurate with my interests and my knack for creativity in something practical.
25. *Family support.* All the possibilities were available.
26. *My teacher and my aunt.* They made me love sewing.
27. *Raising money.* These businesses gave me the chance to increase my family's income. They also made it possible for me to support myself financially.
28. *Love of this specialization.* This love has been instilled in us since childhood.
29. *The community.* In these times it is better for me to have a career so that I can earn my living.
30. *Practical considerations.* My desire was to join the biology specialty, but I thought that it would take too much time and energy and cause me to neglect my family. Therefore, I joined family and consumer sciences instead.
31. *My hobby and my love for innovation and crafts.* After I joined this specialization, I started to do some artwork in my spare time.
32. *I liked this specialty.* After I joined this specialty, I especially liked nutrition and food sciences. I learned food benefits and ways of staying fit, so I can apply what I learned in my life.

33. *Advice of spectators.* First I joined the Chemistry Department and didn't like it. After I made some works of art and exhibited them, the spectators advised me to join this specialization. This department offered painting and handicrafts. When we began to draw and print on cloth I realized that this department corresponded with my desire.

Q3: What are your plans after you receive your diploma or bachelor's degree in FCS/HE?

1. *To complete my studies and open a center.* There I hope to teach crochet, fashion design, and art.
2. *To complete my higher studies and to train girls.* The Ministry of Education supervisor asked me to offer training in fashion design, accessories, and crochet. Now I am working at home because I don't have a shop.
3. *To complete my studies and to continue my higher studies.* I will do this in spite of my husband, who refuses [to support me]. It is not necessary for me to work because of my children, but in my opinion the mother should be educated.
4. *To specialize in the manufacturing field for my master's degree.* Our country needs this specialty, even though my school does not offer it. I may open a business and study at the same time, then complete my studies at the University of Umm Al-Qura.
5. *To complete my doctorate in the field of metal, then teach.* I can use this background in my teaching about clothing and textiles. In the future I may start a business in the field.
6. *To study the needs of the community before starting a business.* That is why I worked in summer centers that provided training courses. I wanted to see what services they already offer.
7. *To get a job teaching at the university or to complete my master's.* I prefer to have a certain sum of money in hand.
8. *To continue my studies for a doctorate, then make my own business.* I would like to study nutrition or clothing, but I prefer nutrition.
9. *To get a scholarship to study for a master's degree.* I want to specialize in housing management or cooking, but the problem is the lack of Kingdom-sponsored scholarships for the cooking master's. I am also thinking opening my own business.
10. *To completing my master's and doctoral degrees, then open a business.*

11. *To get a job and complete my master's.* I would like to have a certain sum of money before starting a business.
12. *To complete my master's degree, then open a high-class restaurant.* I must get training to increase my skills in this field, though prices are very high.
13. *To complete my studies, especially in art, then use what I've learned to develop my businesses.* I now have many orders, and some institutions wish to adopt my business. I have [am taking] a free course in marketing and merchandising.
14. *To apply for a scholarship.* I will study either interior design or arts, but my interest in arts is stronger.
15. *To complete my master's degree in [art] and to finish a business in garments and accessories.* I feel that there will be a demand for it, and we will get a considerable income.
16. *To complete my master's or take courses.* If I go abroad with my husband, I will take some courses, then open a business in accessories and fashion and design. I hope in this way to benefit my community with my experiences.
17. *To pursue a new field.* I had planned to become a teacher.
18. *To work as a lecturer and complete my master's degree.* I had wanted to complete my studies abroad, but lack of financial support obstructed me.
19. *To study for my master's.* If I am not accepted, I will seek the scholarship. If I do not get that, I will open a business to occupy my time.
20. *To look for a job.* I will join secretary diploma sessions. We studied one subject called the Basics of Business Administration. I like being inside a company and managing it, but there is a lack of job opportunities. If I worked in a hospital, it would be as an assistant to a nutrition specialist.
21. *To get a job at a company in my field, then study to qualify for a lecturer position.* I'll try to attend English and computer courses. Then I hope to get a scholarship so that I can prepare to become a lecturer.
22. *To get a job, open a business, or continue my studies abroad.* But I prefer to complete my studies first.
23. *To obtain a graduate degree.* I wish to do this in the College of Arts and Interior Design/Department of Housing and Home Management.

24. *To complete my studies, then open a small business.*
25. *To open my own business, then complete my master's degree.*
26. *To study sewing.* I have liked this specialty since high school. My aunt studied sewing, and one of my teachers encouraged me to join.
27. *To open a décor shop and recycle damaged materials.*
28. *To continue to study.*
29. *To begin to study [business administration]. Then, if I have the ability, to begin my small business and expand gradually.* I'll travel abroad in order to gain experience in how to work in businesses and to get access to raw materials and imports.
30. *To do research, get promoted in my job, then open a business that will bring out my energies.* I'd like to open a boutique or an office to provide advice, guidance, or support for others.
31. *To complete my studies, then start doing some business.* During my vacation I'll start making fringes using certain residues that I researched as a graduate student. Then I will display and sell them.
32. *To study English, then complete my studies to become a dietician at a hospital.*
33. *To do a small business after graduation and look for a job.* I'll need the job to get enough income to complete my business. I'll also try to find someone to support my small business.

Self-Efficacy:

Q4: Tell me about a situation where you might have taken initiative on a team or class projects.

1. *I joined this program.* It was an adventure for me. I encountered some opposition from my parents, but thank God I went with my choice.
2. *I would like to take initiative and share opinions and ideas.* I especially want to share ideas about the establishment of workshops in the faculty.
3. *At the secondary stage, I was preparing to go into broadcasting.* This was admired by all; and in the university I had the support of my friends. I would like to participate in workshops in the university to gain more experience.

4. *I brought clothing and accessories (traditional jewelry and clothing from my area) from my mother, as well as photos, to school.* The subject was Traditional Clothes, and my professor agreed for me to do this. When I get enthusiastic about a certain thing, I do it.
5. *The first business I implemented after graduating was a technical study of traditional ornaments from the region of Hadramawt.* My implementation won the admiration of all. I was asked to make an accessory for Princess Nora [from Jordan], and the piece won her admiration. I prefer individual work rather than teamwork. However, I encourage students to work together and to cooperate.
6. *At the preparatory and secondary stage, I chose subjects for the activity periods, and I trained the students to make chocolate and sweets.* I like teamwork, but I noticed a lack of cooperation and full participation.
7. *When I take part in teamwork, I try my best to cover the team.* I take great initiative do my best whether it is teamwork or an individual project.
8. *With one of my friends, and with instruction from Dr. Samira, I organized the college graduation ceremony last year.* We won her admiration. I wanted to start a voluntary project, but I was delayed by routine procedures so it was postponed. I was frustrated.
9. *We prepared for one bazaar, but we were not able to complete it because we ran out of time.* I discussed that with the professor. We made the necessary arrangements, and I felt at that time that I had done a good job.
10. *With a team of students I organized a festival in the college.* At that time I got everyone's cooperation. I always like to initiate things, whether working individually or through teamwork.
11. *I supervised a bazaar, dividing the work and making all the necessary arrangements.* We were supposed to hold it at the university, but we did not get approval, so we did it outside the college. Most of the students lost their enthusiasm, though I remained extremely enthusiastic.
12. *I do not remember any situation at this moment, but I always like taking the initiative.* I like to be the leader in the training process. I like teamwork more than individual work, because it brings many wonderful ideas.
13. *I don't have any situations in mind at this moment.* I generally like to participate in activities set up by the college, such as contests, volunteering, and participating in outdoor activities.

14. *I offered ideas and bought things during class competitions at the secondary school, and I collected students' contributions.* I like teamwork because of the diversity of ideas, but I feel more comfortable working on my own.
15. *I like to work and deal with materials, rather than with people.* I do like teamwork, whether with my sister, or with a group.
16. *In our section, when one student thinks of a business, we contribute ideas and assist her.* I like teamwork, and I like to work on an individual basis, but I like more to work in a team because of the intimacy and cooperation.
17. *When I worked with a team studying the subject of fabrics, we made a board of wood and sold it.* Yes, I have the spirit of initiative. I like teamwork very much.
18. *Once, I had the idea of making accessories, and I distributed the work among the team members.* The spirit of initiative possessed me. I prefer working within a team.
19. *Yes, I like to take initiative in general.* For example, our training was in several fields; we asked how it would apply to children. I like teamwork, but if it will be followed by an assessment, I would prefer to work on my own.
20. *In my last school stages I participated in school broadcasting and parties.* But now I don't have time to take initiative. There are multiple programs in the university, but I had a lack of desire in this specialization. Studying in the college was not that interesting for me. I liked the idea of the closing ceremony and wished to take part in it.
21. *I must get advice and opinions before making any personal decision.*
22. *I can't remember any situation at this moment.* Of course, I take the initiative in personal resolutions, but I get the advice of my parents and others first, especially in teamwork.
23. *I took the lead in preparing for the graduation party in our college and working on the collage exhibits.* I usually take the initiative by myself without relying on others.
24. *I take chances and make decisions for myself.* My parents though, especially my mother, has to know what decision I am making before I act.
25. *With a team of five students I joined a mini-project for one of our subjects.* This project developed and grew. Then we had other projects. The news of our success was announced in local newspapers and on television. I made my decisions without any family support.

26. *I have taken the initiative to participate in several exhibitions since high school.*
27. *I signed up for some exhibitions and projects that were highlighted in the Okaz newspaper. I often like to do something special, which benefits the community.*
28. *I like to take initiative and be helpful in group activities. I collaborate and take initiative according to the nature of the group.*
29. *I really like working within a team of close friends. Before starting I like to allocate the work to avoid any injustice.*
30. *I would like to participate in projects that frequently take place in the college. I would like also to offer support to others.*
31. *I always get the leadership role in the groups that I work with. In some cases I introduce a faster and easier idea to implement ideas for the projects.*
32. *I wrote an essay in the college magazine. I always like to take the initiative.*
33. *I often participated in a club for girls in the primary and secondary levels. I offered them courses such as cloth painting and crochet. I tried to find out their inclinations to help them gain proficiency in their jobs.*

Q5: Share with me a time when you struggled to figure things out on your own or found yourself dealing with life challenges without much guidance.

1. *Before joining this section there was a subject called Principles of Home Economics. It gives information about this section each week by professors. I also inquired with the students and teachers involved.*
2. *I make decisions by myself in some cases. I need to take the advice and opinion of others in other cases.*
3. *I often get counseling, and I don't make decisions by myself. I usually take the points of view of my husband and my colleagues.*
4. *One of the greatest challenges I have faced is the opposition of my parents to my dream of opening a business. Their preference was for me to teach, although I do not like it.*
5. *My choice of study was my personal decision. I thought that the field was easy at first, but I had to travel and meet experts. I challenged the constraints I encountered. Thank God, I succeeded.*

6. Before applying for the master's program, I intended to open a business. My parents advised me to think of the financial part, the place, the settings, and the possibilities. As a result, I decided that it is better to start within a team. I heard about the Sheikh Abdul Latif Jameel project. I heard that he supports only high school graduates. I believe that if one student needs help from anyone to start her business, she may receive financial support, but she will not be guided.
7. *I sometimes consult with experts and get ideas from them.* After collecting the information, I do what I feel is right.
8. *Undertaking post-graduate studies was my biggest challenge.* My family played a major role in financing my studies. I have had the freedom to make my own decisions since I was eleven, but under parental supervision.
9. *The process of organizing the bazaar was the biggest challenge in my life.* We had to organize it in a short time and the place was not appropriate, but we succeeded in spite of our fears.
10. *I dealt with one of the marketing centers without having previous experience in this field.* That was a challenge.
11. *I cannot answer this question.*
12. *I usually work without direction, but I comply with my parents' requests.*
13. *I don't have any ideas in my mind right now.*
14. *The biggest challenge for me is producing projects during the practical tests, which are given almost every semester. I am kind of generous, so I feel stronger pressure. In addition to that, my family has been in turmoil since I was in high school. Although I had many problems at that time, I got the secondary school certificate.*
15. *I tried many raw materials in my small business because I lacked experience in the field of marketing.* Thank God I succeeded in my project.
16. *Most of the work I produce does get the admiration of all, though there are always people who seek to undermine the resolve of others.* But this will not affect me. I always work on the ideas that I like. I resort to my parents when I confront any problem because they have more experience than I, and sometimes I solve problems on my own.
17. *At the beginning, many people criticized me and questioned my choice.* In addition, my parents were unwilling to support me in joining this department,

but I challenged everybody and joined it because this is my desire. And thank God I succeeded in my choice.

18. The first challenge was with my family, which rejected the idea of art. But I joined this specialization and I was able to convince them and got the bachelor's degree with honors.
19. *The fact that our Saudi society is rather conservative made my coming to Jeddah City one of my biggest challenges.* It has become the most powerful situation in my life.
20. *I have encountered many difficulties due to my parents' separation during my studies.* But thank God I overcame them and I had the will to finish my studies. I like leadership and I have the determination to do what I want. After graduation, I would like to depend on myself and pursue higher studies, but it will not be in nutrition.
21. *I may not show it to my friends, but I try to do better than them, and I consider it a matter of fair competition.* It would be wrong, though, to block the way of my competitors. If I fail to achieve what I want, I stop for a period of time and then resume my work.
22. *I cannot answer this question.*
23. *I encountered my parents' opposition from the beginning.* They did not support my choice of this specialization, but I enrolled in this department anyway.
24. *I have encountered challenges in many situations, but I don't remember any of them at this time.* I don't like to speak about my personality. As I'm still young, I have to listen to others' points of view and learn from their experiences.
25. [No response]
26. *I was determined to enter into this specialty, despite the opposition of some of my family members.* I'm trying to be persistent in my study in order to get high scientific degrees, to prove to everybody that I deserve their admiration.
27. *I found some opposition when I joined this specialty, because I am married.* Still entrenched in some minds is the idea that married women should be bound to their homes and not go out to work. From my point of view, women have to prove themselves in society.
28. *As I'm the closest to my mother, I always consult with her.* My plan was to join the Nutrition Department, but instead I joined the Clothing and Fabric Department, which I was really pleased to join.

29. *I often depend on myself and don't expect any guidance from others. I like to learn, read, and look for new things and technology.*
30. *I usually make decisions without guidance, such as my decision to pursue my PhD, which was the first challenge for me. But some situations require counseling. Of course, I encountered some opposition from my parents and, by God's will, I was able to convince them.*
31. *I joined the Department of Pharmacology and my father refused to allow it because of the mixing with males. I consulted my parents, and then joined the Department of Home Economics with the intent of studying nutrition. I joined this specialization because it was a challenge for me. I like sewing as a hobby, but I did not think to study it. Thank God that I stuck to my resolutions.*
32. *When I joined this study, I challenged myself to get high grades. There was a difficult subject called Readings in the Nutrition Field, which had English terms. I challenged myself and got a grade of 95.*
33. *I could have failed this subject, which I am fond of, but I didn't. When I joined this specialty, I had a stomachache. Some professors, especially in costume design, drawing, and coloring, did not understand my problem. During exam time I was admitted to the hospital, and the marks were given. So I tried my best to finish the assigned work (14 colored paintings plus fabrics painting) in one single night. I submitted the work and obtained an excellent grade.*

Q6: Tell me about a time when you intentionally sought out new information from others and what was it about?

1. *I researched the topic of a workshop before I talked about it. I never go to a workshop without knowing what it is about.*
2. *If I want to get information about any specific topic I ask teachers and my mother and sisters, and I also search the Web. I often choose foreign websites.*
3. *When I want to implement a certain idea, I consult those who work in the same field. I don't depend on the Internet a lot. I like to collect information by myself.*
4. *I would like to search for more information about your research project on the Web. I came to the university after I heard about your project from the faculty and students, and I am very interested in hearing your thoughts.*

5. *I worked with others to learn names, forms of accessories, and the raw materials that are used in manufacturing them.* I also collected information from the old ladies to learn how they use accessories, and I traveled to the city of Hadramout. There I asked the jewelers about several things, for example, the purpose for which the accessories are used.
6. *I often gather information from newspapers that contain small ads, and I search the Web, which is known to be the largest reference for information, and I listen to the views of others.* When I was thinking about a location I saw a newspaper advertisement about someone who had a building and wanted to sell, so we communicated with him about the possibility of using the building in partnership with us. We would have the responsibility of business development and implementation.
7. *I may inquire about information from people, for example, asking the staff about my government employment applications.* I also ask the professors about my duties. I like to ask a lot in order to get the correct information.
8. *I like to be aware of societal problems; I always sit with my father and uncle and discuss many things about the society.* Most of the time, I ask the teachers directly about what problems the students are having and I talk with the principal of the college about causes and solutions.
9. *A friend of mine wanted to help her brother find a wife. She asked me to go and ask her girlfriend about the girl he liked; so I went to the girlfriend and got information from her directly.*
10. *I ask the professors in detail about starting a business.* I ask about the risks and how to deal with people, which helps me a lot.
11. *To get the information I need, I inquire of others.* I don't have any situation in my mind now, but depending on the type of information I need, I might ask my parents, search the Web, or ask my teachers.
12. *I always like to ask the professors about any problem in the subjects.*
13. *Before doing any particular research, I like to ask experienced people in the same field.* When we went on a trip (during high school) to King Abdul-Aziz University and saw the exhibitions, I truly liked them. After joining the university, I participated in these exhibits. I ask about projects before taking part in them. For the first exhibit I drew on T-shirts and painted on stones. I did not do my business research, but I put myself in other people's place, and thought about things they might want. One of the princesses bought some of my ceramic pieces that I presented in the last exposition.

14. *When I want to get specific information regarding any article, I ask the professor. In the Festival of Charity Society, which I attended on one occasion, I inquired about the lives of the orphans and others that the society takes care of.*
15. *If I would like to work in a particular business I usually ask college professors regarding the quality of raw materials.*
16. *I do not remember right now, but if I want to start a business and there is vagueness on some points, I won't neglect it. I'll search in books and ask those who have experience.*
17. *When we were studying the history of civilizations, we found it difficult to find information sources. But the professor helped us and guided us to the references, and we also searched through the Internet at the Central Library.*
18. *I always ask the professors and search the Web to learn about accessories. I like to collect information on this topic. I wish to complete my studies on jewelry.*
19. *At the university we learn and get information from having discussions with each other. I also ask professors when I have questions about lectures.*
20. *Before joining this specialization, I searched the Web for information about it, and I asked my sister's friend, who works as a dietician.*
21. *I gather information from my experience and from getting opinions of others in the community and at family gatherings. I also ask myself and I take the advice of my parents. I learned from my business studies that we should survey the society about its needs. I think about the kind of business, positive and negative factors, location, the means of reaching clients, how to introduce my business to the community, and how to prove myself in the community. Success in small enterprises requires time. There is the possibility of failure at the outset, but failure is the first step toward success.*
22. *I get the required information by using relevant resources. For example, I might go to women's markets and Sheikh Abdul Latif Jameel's program (Bab Risq Jameel). I gain access to information from colleges, universities, and women's gatherings. This way I know more about the kind and extent of the community's needs.*
23. *I learned about this department through the Web before joining it. I also asked the graduates. I met some professors and read the faculty information booklet.*
24. *I gather information through talking with others, including my parents, and by searching the Internet. For my graduation research, which is about "nutrition in determining the nationality of the baby," I've been reading the scientific references*

available on the Internet. I also like to talk to multiple people because I don't want to depend on one opinion.

25. *I usually don't try to get information.* I am more interested in practicing my craft. The most important thing for me is whether I want to carry out a certain business. If I do, I work hard in the pursuit of excellence. College students have many fantastic ideas for businesses.
26. *I would try to get information by searching through the scientific literature and the Internet.* We have become accustomed to that during our studies.
27. *I get information from professors' research and experience.* I learn about the latest development in the fields of decoration, design, and fashion. In my opinion design and fashion are broader fields than decoration in the Kingdom of Saudi Arabia.
28. *I consult my teachers, and I read books and references.* I'm too much fond of reading. When I want to get information about the old days I talk to my grandmother.
29. *I learn about my field by going to relevant places.* I go to the women's market and to Sheikh Abdul Latif Jameel's program. Colleges, universities, and women's groups teach in this way. We must understand the needs of the community.
30. *I learn about my field of study by consulting teachers.*
31. *I always like to ask advisors about various aspects of my specialty.* I am a secondary school graduate and not a graduate of the Professional Institute.
32. *I attend public lectures.* They give me self-confidence. I've heard lectures at the kindergarten of Mecca, which offers courses on self-development, how to achieve one's ambitions, and how to deal with others.
33. *I spent three months studying books about crochet.* I did not have any background in this because I did not learn it in the early stages of school. I asked my brother to get books for me when he traveled abroad. To this day I'm learning about new techniques in crochet.

Desirability:

Q7: In your own words, define the term "entrepreneurship." How interested or not are you in entrepreneurship? What might make you more interested?

1. *Entrepreneurship is starting a business with a clear idea and readiness to implement it.* There must be a study to determine costs and required raw materials. After a year's experience, one must determine whether the

community accepts the business. Then, one can continue. I have no desire to open a business at this time.

2. *Entrepreneurship is doing a study and developing the necessary plans before starting a business.* Yes, I want to open a business, and I like the idea of designing and making accessories because I can be successful with them. I may make them to give to others as gifts. I tend to practice the skills I learned and to develop myself through them, and I prefer to continue to do so in order to get a unique product. People's approval of my performance encourages me and makes me enjoy my work.
3. *Entrepreneurship means having a clear purpose, planning steps, and getting guidance and information from experts in the field.* I intended to open a business, which would be desirable in society, but I can only do this after I restore my energy. Certainly the encouragement of others gives me motivation, as does the assurance of my husband that I will not be neglecting my duties towards my family.
4. *Entrepreneurship means application to starting a business and perseverance in running it.* I strongly want to start my own business. I hope to reach out to all segments of society. Parents need to be convinced that girls can work in non-teaching fields, such as opening a shop for interior design. Girls should not be limited to a certain business category.
5. *Entrepreneurship is implementation of an idea or a particular vocation.* Yes, I want to open a small business. The most important considerations are: providing the place, providing employees, providing the necessary facilities for them (housing, etc.), plus providing the needed raw materials for the business and knowing how to start the business. Before starting any business, the owner should know the type and the location of the business and develop a questionnaire to assess needs and desires of potential customers.
6. *Entrepreneurship means developing a plan, which includes equipment, needs, and expectations for the business.* It is possible to have an idea and then implement it. God willing, I have a strong desire to open a business. The support and cooperation of the Saudi community, the communication between different sectors in this community, as well as family support will make me more productive and increase my desire to open a business.
7. *It means making arrangements, developing a plan, setting targets, and progressing in stages.* I have some desire (about 30%) to open a business. But my present basic goal is to become a member of the faculty. If I were going to open a business (it would be a nutrition center), I would first seek financial support and advice in order to avoid failure.

8. *Entrepreneurship is having an idea, determining the type and purpose of the business, consulting with experienced people, laying the foundations, studying the details, and then beginning the business.* Of course, I want to open a business with 10 out of 10 percentages, but the problem is the time. God willing, after I graduate I'll start my business. I'd like to point out that the student needs someone to encourage her and push her, and to help her financially. She needs guidance and counseling and, most important, follow-up.
9. *Entrepreneurship is making a good study, creating a specific business plan and administering it well.* Yes, I'm 80% willing to create a business of my own; the rest is fear of failure and the need for financial support. I may start with a small one at my house. Encouragement increases my desire for a business. A business would be useful to me; I'd earn from it on one hand and on the other hand I'd spend my time learning.
10. *Entrepreneurship for a beginner is going into a trial.* I consider entering a new business as a major challenge. I am about 50% certain that I would like to start a business. Now I'm still studying and missing financial opportunities. It would be difficult to obtain workers though.
11. *Entrepreneurship means coming up with ideas and using financial and human resources to implement them.* Yes, my desire to open a business is high—about 95%; I speak daily about it with my mother.
12. *Entrepreneurship is creating a business.* I am about 95% willing to do it. I have prepared myself and attended several sessions about small businesses, but I need more financial resources and I need to increase my skills.
13. *Entrepreneurship is developing an idea that you give a lot of effort, thinking, and attention to.* Then you will get a good and a continuous income. Yes, I am more than 100% willing to open a special business. Then, by God's will, it will grow. Now one of the companies is going to print T-shirts for me for a percentage of my sales. I need guidance to help me manage my business and a suitable place. I also need to know how to price products and which segments of society to market them to.
14. *Entrepreneurship is having an idea or desire, identifying a particular target, gathering information, budgeting to buy raw materials, and then searching for the place.* My desire to open a small business is about 80%. Finding a good place and a plan that does not require financial support will increase my desire. I hope to have a permanent mall for bazaars that will be known in the society, because the number of such malls is limited. I did not think of offering training courses, but that could be done; I offered to teach art in some centers in the summer. It is encouraging that of all segments of society are more aware, and

parents are more accepting, of the necessity for girls to work in other fields (not only teaching) such as interior design.

15. *Entrepreneurship of course needs time, a plan, and raw materials.* The experience we had was very useful for us. We did not have a good time managing at the beginning, but with repetition we improved our “material resources management” and people management. The level of my desire is 50%.
16. *Entrepreneurship consists of ideas, self-support, and passion for the subject.* One has to have desire, initiative, determination, diligence, and excellence in work. Yes, my level of desire to go into business is 90%—I leave the remaining 10% for unknown conditions. Businesswomen need community support in the form of associations or institutions and efforts to develop talent.
17. *Entrepreneurship is starting something out of nothing; it is one person seeking development of herself to achieve her goal.* I am in favor of women opening businesses in several fields in the community. Yes, my willingness is about 75%. We need community encouragement to open such businesses.
18. *Entrepreneurship is personal or team work; it is the having an idea and setting goals.* My desire to open a business is 100% because I want to earn fame by opening a business. Social factors make me more interested, because I feel that the community likes art, which encourages me to be more productive.
19. *Entrepreneurship is choosing a business type, setting a budget, making a plan based on the amount of available money, looking for support, and gauging the level of community acceptance of the idea.* I like to do gift wrapping and decorating. My desire to get a master’s degree is about 90%, and I am 10% sure that that the business will happen in the future. I will open a business if I get loan from Sheikh Abdul Latif Jameel’s program.
20. *Entrepreneurship is compiling information, taking others’ views, organizing, and selecting a place.* A person should think a lot before starting a business. Sure, I want to open a business. My desire is about 70% and will reach 100% if I receive support and find the right place. However, I prefer not to put 100% of myself into it, so as not to be affected psychologically in the event of failure. The presence of an institution that supports me financially, provides me with ideas, teaches me how to start a business, and gives me training sessions will push me more.
21. *Entrepreneurship means to identify priorities, make plans, and arrange existing human resources, financial factors, goods, and products to set up a business.* One of my plans is to start a small business. It is thought that women should start businesses related to their “natural” interest in food preparation or beauty.

Women's choices are therefore limited for lack of community acceptance of other kinds of women's businesses. For example, a woman needs the presence of a male in order to open in a décor or interior design shop. Adding to this, some families refuse to let their women start such businesses. My father has difficulty accepting such businesses.

22. *My basic desire is to get a scholarship abroad, but if I fail to get that, I would prefer to work within a team, such as sharing a small business with my friends.* If I find that there is a demand for our products from the community, this will motivate me to create the business.
23. *Entrepreneurship means good management and use of the resources required for the business, which will enable us to accomplish the planned goals.* I have no desire to manage a business; it may be just a hobby for me.
24. *I had the desire to open a small business, so I started a small coffee business within the college.* I have many ideas; one of them is using themes for my coffee business, such as providing morning coffee for college teachers or buying vending machines, but I need help and financial support. This would encourage me, but it is difficult to get support.
25. *I collect the information I need through direct questions of experts in this field, like teachers, craftsmen, and friends.* For me, the most important thing is desire and inclination. I have the desire to start a small business and then expand it until it becomes a famous one. I'm not trying to access wealth as much as the pursuit of excellence. I would like to mention here that the students in this college have many good ideas to be adopted.
26. *Entrepreneurship is a reflection of my ability to reach my goal.* When I looked at my achievements and the time I spent on them, I started to think about opening a business. It is my nature to focus on my studies; I usually learn crochet during summer, and do some pieces in order to prepare myself when school starts.
27. *Entrepreneurship means the beginning of a career, where I can spend my time and realize benefits.* Yes, I would like to start a small business. I want to be a working woman who works hard to develop herself.
28. *I consider entrepreneurship as an art of innovation.* The idea usually comes suddenly, and the person may get involved even if she does not have the desire. The desire may come after success and develop later on. I would like to have that happen. Family encouragement, especially from my mother, might make me more interested.

29. *Entrepreneurship is reaching a target.* I don't think of searching for a job after graduation; I would like to start a business to achieve my goals.
30. *Entrepreneurship means business preparation, using steps, points, and procedures.* I would like that to a high degree. Financial and moral support would increase my level of interest.
31. *Entrepreneurship consists of a goal setting, which must be compatible with the requirements and needs of society and with my financial means.* I'd like to start with a small business in order to get work experience. That may help me to open a larger business. Business organization means having a goal to be achieved with all available means that could be accepted by the community. When the timing is suitable, I will be even more interested. My current difficulty is transportation.
32. *Entrepreneurship means arranging a business that will comply with the community.* It is necessary to study the situation of persons working in ones business in order to prepare them for work. I would prefer to become a dietician and complete my doctorate. Financial support would make me more interested in a business.
33. *Entrepreneurship means to identify the target, to plan, and to have support.* Yes, I strongly want to open a small business. Lack of financial support is one of the biggest difficulties I face. In addition, there's the problem of getting one's products sold.

Q8: Describe a female entrepreneur in your community and what you find most attractive about her as a businesswoman. Does your community support female businesses?

1. *I am very impressed with the owner of the center that I work with now. She began with a small institute, which has developed into a large center.* It offers several courses, and it has a good reputation. I feel that she is an educated person and she reached her goal after much effort. What attracts me is what she says about herself—how she started from nothing and became successful. Nowadays, the community encourages small enterprises and offers information about opening bazaars and participating in “Made by my own hands” programs.
2. *One businesswoman in our community possesses the spirit of leadership and is able to manage all aspects of the business.* She organizes and plans, and she guides the team that works on business implementation. I also like the fashion designer Zakia Abboud and her cloth paintings. Yes, there is support, but it is not enough. I would like to open a small business in a locked female place, working by myself and avoiding the opposition of my parents; this is what

actually delayed my progress, along with the lack of financial means and the difficulties of hiring labor in open areas.

3. *Businesswomen are rare in this community, I like their ambition, and they have sought and worked hard to achieve a certain goal.*
4. *The female entrepreneur is a strong woman because she planned to enter into this field regardless of fear and under such pressure.* She has foresight and ability; she is daring, nonthreatening, and has an ambitious and significant role in the community. She is pushing society forward, dealing with all segments of society, sometimes without thinking of any financial benefit. I hope that she has an active role in supporting creative college students, such as the ones who make accessories. Yes, there is currently support. But it does not meet the needs, the skills, and the potential. Financial and spiritual supports are not sufficient.
5. *The businesswoman is a working woman who is social, successful, experienced in her work, and efficient.* What attracts me to her is her personality, her style of speech, and people's love towards her. Saudi society supports women's businesses nowadays; some centers began to support some women in their businesses. Once I attended a bazaar of productive families; they had financial problems and problems getting raw materials. There were some centers in addition to the Chamber of Commerce that offered support in this regard and provided them with the necessary raw materials to work in their homes. Their products were then displayed in exhibitions. Community support nowadays is better than it was the past. Some centers and associations such as the Society "Schleslh" started to support the students who did not find any opportunity to join the university to learn crafts that would benefit them. There is also Al-Faisaliah Charity Association, in addition to BRJ, sponsored by Sheikh Abdul Latif Jameel in the Mega Mall, which supports families in all fields (clothing, accessories, and furniture).
6. *I am proud of the businesswoman Wafa Halawani, the director of the centers that I was working with.* I saw in her diligence, cooperation, attention, and good follow-up with employees. I admired her style, her respect for others, her ability to control the group, and the way she faced the difficulties and her relationships with others. As a leader, she rises above the difficulties with self-confidence and innovative ideas. The most attractive thing to me is her ability to balance, her ability to control the work, and her ability to guide her female employees in a humane way. This is really a skill and an art. There are trends; there are some people who have the desire to support small businesses. I have heard that Sheikh Abdul Latif Jameel had opened markets to support women's businesses, but had tried three times and the business failed after a period of time because of few customers. The woman who wishes to open a small business should select the appropriate location.

7. *She is a successful woman, generous, cooperative with her community, a good fighter, and smart.* Frankly, I do not know any of them, but I read about their participation in economic conferences in newspapers. I remember I read about the first Saudi woman to open an auto show. I prefer to do shopping in females' market in order to have freedom to choose. The community supports women by buying from them. Women can make household products and sell them.
8. *The businesswoman has a strong personal identity; she has financial independence and self-reliance.* Her experiences, her diplomacy, and her treatment of others attract me. There has been a significant change for the better in the Kingdom of Saudi Arabia during the last ten years. In the period of the Custodian of the Two Holy Mosques of King Abdullah Bin Abdul-Aziz, several fields for women were opened. The society accepted woman's work and she began working in jewelry design, clothing, nutrition, and other fields. One of the ladies who arose in the community and brought international design here is the designer Zakia Abboud. She opened a fashion exhibition. The society raved about her, some being positive and some negative about her work. I am satisfied to deal with women, but I have a simple comment here--that women in some cases may raise the prices, unlike men.
9. *The businesswoman is the woman who is concerned about her elegance, has a strong personality, is self-reliant, and has the courage, good administration, and the ability to open a business in the presence of men.* I respect her autonomy. I don't have in my mind a certain person now; there may be many businesswomen like that whom I have not heard about.
10. *A businesswoman faces difficulties and concerns during her work.* Her ambition and the challenges she faces attract me. Only a small percentage of entrepreneurs in Saudi society are women. But their numbers are increasing. The support of Saudi society for such businesses is not that great; and usually those who provide financial support seek to benefit somehow. Their support depends on the quality of the displayed products. I feel satisfied to buy from women.
11. *The female entrepreneur in our society is a successful, persevering woman who is able to reach her goal in spite of the perception that women are not able to do such things.* I admire the way she faces challenges, especially when starting her business. I don't have a specific person in mind right now, but I contacted two female students in the university who started small businesses--like the Ahagiz Shop--with a small amount of money, which later on expanded and spread across the Gulf.
12. *A female entrepreneur is a woman who has her own business and manages to run it.* She is a strong woman, has an entrepreneurial spirit, and has faith and confidence in herself and in others. I like her self-confidence and the quality of

her work. Mrs. Manal has great self-confidence, and she is keen on raising the confidence of the students in the college. She gives them great respect. I did not feel that Saudi society supported small businesses, but in the last one and a half years there has been more support than there was before. The businesswoman has encouragement from the community through the media and has her own position in the market.

13. *She is an ambitious woman who strives and perseveres in trying to reach her target and prove herself in an intelligent way.* In fact, I do not know anyone like this personally, but I read about them. And I am really glad to hear about such businesswomen who were able to prove themselves in spite of the responsibilities that they have towards their families. At the present time, I feel that society seems to support such businesses, but some obstacles still exist. From my point of view, people's demands for women's businesses will increase if they are not contrary to traditions and customs. One businessman offered to adopt our ceramic accessories business (that I have with my sister and my friend), by providing the raw materials and marketing. We have received several offers similar to this, but I like to work on my own business.
14. *The businesswoman is an ambitious woman who sets her goal and achieves it.* I consider the successful businesswoman as my role model. Her thoughts and her spirit of leadership attract me. I am most interested in the businesswomen who work in trade, art, and fashion design.
15. *Many prominent businesswomen have emerged in our Saudi society and have overcome many difficulties.* Their success, which they obtained after a long journey of suffering, attracts me. Currently, there is financial support for some companies, but we need a location. We will start if a place is available. I would like to mention something here: I feel that consumer confidence is insufficient towards national products.
16. *The businesswoman is a successful person who chooses her path and is talented in it, who initiates, searches, and overcomes the difficulties she encounters.* I admire her strength and her willingness and her capacity to manage the work. She can go on with her work without any guidance from others. It seems that there are a few in the community who support women's work in Saudi Arabia. Encouragement is limited, but it is very necessary for developing the spirit of creativity in talented persons. There are groups who have the talent and the capability to learn. I think we have to encourage such persons and give them the chance to create.
17. *The businesswoman is the woman who supports the gifted girls in our community and encourages them to achieve their goals.* It is possible that there is support, but I do not know because I don't mingle in the society enough to know the degree of this support.

18. *The businesswoman in our society is always attentive and full of ideas and guidance.* Her self-confidence and ambition attract me. I do not know such a woman. There is no support for female business, and lack of financial support is a stumbling block for female entrepreneurs.
19. *The businesswoman in our society is a very respectable person.* I saw in the auditorium, during the Festival of the Career Day, a model of a businesswoman. I was very impressed by her. She set up a fashion design business, which was not related to her specialization in English literature. I do not remember her name at this moment. She presented her work to HRH Princess, the sponsor of this festival, and provided examples of her work. She was successful in marketing her products. I liked her courage, initiative, and self-respect. Yes, I find that the support is positive. The talk in women societies is about business work. Awareness has increased, and it has become easy to get approval and parents' encouragement. One problem is that girls are very excited before marriage, but they may lose this enthusiasm and abandon the idea of business work and neglect it after marriage. Also, some girls consider business a waste of time or a fashion and they abandon the idea as soon as they fail. For me, I will continue working on my business even if I fail. I like to make a special business different from a beauty shop or a fashion design business.
20. *The businesswoman is a person who has achieved her dream. I respect her very much and I hope to follow her.* I like her thinking, her self-confidence, and the strength of her character. The rate of support in Saudi society for working women is around 70%. For me, spiritual support is the most important factor in success. When I want to consult others I get opinions that encourage me. Most of society regards the businesswoman as "a woman out of the traditions and habits," and in my opinion, it is not wrong to become a businesswoman.
21. *There are some famous businesswomen, but they are limited to a few fields.*
22. *I like the businesswoman's strong personality, her ability to manage work teams, and her ability to reach such a high level.* I have no background information about female entrepreneurs, but I hear about them through newspapers. Community support exists, but not too much other than the support of the university and the Chamber of Commerce.
23. *A businesswoman is a distinguished person.* Her status is preserved in the society, but her income is not fixed.
24. *A female entrepreneur is successful because of the overall structure of her business, as well as her style and self-esteem.* The reasons for her success attract me. We have to bear in mind that our customs and traditions often govern us. My interest in entrepreneurship is about 40 or 50%.

25. *My model is Dr. Suhaila Yamani who is located in our college. I hope to be like her. Yes, the community supports female business, but only around 75%. The community really needs to be enlightened.*
26. *I like a businesswoman's success, and I would like to know how she became successful from the beginning. I think that finding that out might be difficult because of the situation of Saudi women (the need of mahram, or a man's consent). In my case, my father does not have time to go with me to follow up my work.*
27. *I like Zakia Abboud , the fashion designer, who reached the highest level in fashion design. Once, I saw her in a TV interview. I met her and she presented to me things that would support me as a beginner. I only heard about the support of Sheikh Abdul Latif Jameel.*
28. *Once, I saw a show called "The Way to the Market" on the Almajed Documentary Channel. The program, which offers ideas and support to the winners, was presented by Professor Fadel Zamil. I was really touched by his modesty, his high morals, and his smooth style. Yes, my community supports women's businesses.*
29. *A successful woman is an entrepreneur who has been able to translate her ideas into reality and does not expect any support from others. She has the ability to proceed, and the willingness and ability to mingle with the society. These days we have support, and people are beginning to establish small businesses more than looking for jobs. The college also provides us support and advice.*
30. *I like the businesswoman's culture, her strong personality, her leadership skills, her self-confidence, and her ability to overcome challenges and difficulties. I don't have a specific woman in mind, but I am so glad to hear about Saudi businesswomen in general. I think there is support from the community in all fields. The number of businesswomen in our community has increased. Women have entered the fields of factories and companies, and the community accepts that women can achieve success in several fields.*
31. *A female entrepreneur is a woman who has struggled and reached her goals. I appreciate her contributions in building the society apart from her own personal goals. Community support for women's businesses has been uneven from one region to another. The south and central regions have reservation about working women, while the western side is more open in this regard. I encourage the employment of women.*
32. *The female entrepreneur is a famous person in the community, who works hard to support those who intend to start businesses and small enterprises at home. Not all parts of the community support female businesses. Some are supportive and some are only interested in collecting money and do not have the spirit of cooperation. I heard*

about the existence of Naomi women's branch here. It gives women the chance to feel comfortable while buying from women's stores.

33. *A businesswoman is someone who commenced with a small business and overcame the pressure and surpassed difficulties.* Her great confidence and her ability to confront difficulties really attract me, but the percentage of the community that supports businesswomen is low.

Feasibility:

Q9: What do you know about government programs aimed at female business start-ups? Will this program encourage you to consider starting a business? What do you need from this program? How will this program encourage you to consider starting a business?

1. *I heard about Sheikh Abdul Latif Jameel's program, which supports small businesses.* We knew about these programs from the "Made by my own hands" program. I do not keep up with the news so much, but I sometimes read about it in local newspapers. The program is now known as Sheikh Abdul Latif Jameel's program.
2. *I have known about such programs since high school, and they are considered encouraging programs. I have also heard about the Fund Development, which supports small businesses through the work of a feasibility study, providing counseling and financial support.* God willing, I'll contact this center before opening the business, but the problem lies in my inability to repay the loan in case of business failure, particularly if I'm not an employee. Ensuring no loss will raise the level of my desire to open the business.
3. *I know about the program of Abdul Latif Jameel. I do not know about government programs. I learned about a program on the Glory channel; it provides advice for small businesses. I've also heard about the Centennial Fund and the Fund of Prince Sultan and Abdul Latif Jameel.* The current direction is for women to work in several fields such as opening bazaars, and now this includes all classes of society, even the upper class.
4. I have heard about the Prince Sultan Fund and Abdul Latif Jameel funding. This is a great idea and good news for women's freedom to act without the major obstacle of having a "sponsor" (male relative) and to rely on themselves. The last thing that came to my attention is the adoption by Chamber of Commerce of females' tables and assigning them in the commercial centers.
5. *No, I did not hear about these programs.* I heard about this place, but I honestly did not search deeply to learn about it and I have no idea about its offerings.

6. *I always hear about such programs through the Web. We do not get the information directly.* If there is an offering from the King to support businesses, there is often a cover-up; the information is not easily available; we seldom find out about it in newspapers. No, I have not heard about this center. I read an article about an awardee's title, but information about criteria and how to apply were not clear. Nowadays, we can access information easier and faster through the Web.
7. *For two or three years, there have been a lot of programs.* Nowadays, I hear about the strong support provided by the program of Sheikh Abdul Latif Jameel (such as the females' market beside the Al-Rabea Palace and tables in the Syrian markets). I've not heard about the King's Makarma or this center. There was supposed to be an advertisement to inform people about this center. It may have been announced, but I did not know because I am a student and I do not have time.
8. *I have knowledge about these government programs and businesses. I heard about the King's decision regarding women during one of the seminars.* There is a big gap between the community and the university. Our study is away from the reality and the university is not addressing such things. I am not aware of Ms. Khadijjah Bint Khuwaylid 's Center, though I always read newspapers of Saudi Arabia that mention this wonderful center, which is a good shift.
9. *I have not heard of the King's offer or the Chamber of Commerce. It supports the graduate program as does Sheikh Abdul Latif Jameel's program (Bab Resq Jameel).* This was an excellent idea and I liked it too much. But what about the guarantees?
10. *I didn't hear about any government programs, but I heard about the center of Mrs. Khadijjah Bint Khuwaylid.*
11. *I heard about Sheikh Abdul Latif Jameel's programs, and the Meawia program, but I did not hear about any government programs or about this center.*
12. *I have heard about Sheikh Abdul Latif Jameel's program, but I have not heard about government programs and Ms. Khadijjah Bint Khuwaylid's center.* It is certain that such programs and centers will support such businesses.
13. *No, I didn't hear about that.* It may be my mistake because I'm not reading and looking for these news items. It's good that to have such a center; I'll visit it after graduation.
14. *I heard about Sheikh Abdul Latif Jameel's program, but I have not heard about any government center.*
15. *I attended a conference about Mrs. Khadijjah Bint Khuwaylid's center. They mentioned one businesswoman who was supported by it.* This made me feel excited and gave me the motivation to think about starting a business. Having such a center

and Sheikh Abdul Latif Jameel's program encouraged us. I like to encourage girls who have small enterprises and buy from them.

16. *There are some programs that support such businesses, but it is difficult to find out about them in some cases.* The Cultural Committee, for example, should be advertised. Yes, I read about the mentioned programs at leisure times and holidays, but while I am studying I will not have much time. I did hear about the King's decision regarding women and I will look for these opportunities after graduation.
17. *No, I have not heard about these programs or this center.* I heard about a professional association called Laila Charity from a friend. We contacted it to propose giving courses in several fields, but we did not get a response.
18. *I didn't hear about these programs.*
19. *No, I have not heard nor read about government programs, even on the Internet.* I heard about Sheikh Abdul Latif Jameel's program, and I will go to it after graduation. It is good to have a center like Ms. Khadijjah Bint Khuwaylid's that you mentioned; I will look for it after graduation. I also heard, while attending the professional day, about the House of Saudization.
20. *I do not have any idea about it. I did not hear about the King's decision regarding women or the Chamber of Commerce.* The idea of making a business only recently occurred to me. The existence of such programs makes me pleased. I'll look for these programs during my leave and I will work to enroll in some courses.
21. *I have no knowledge of the government decisions that have been made in this regard.* I have some information about a program called "business incubators," where they provide the place, money, propaganda, and support for the entrepreneur until she reaches the level of preparedness. In addition to that, I also heard about support provided by the Chamber of Commerce and banks for such businesses. I wish for women to have the opportunity to work in interior design, but there is a certain conservatism about that within the Kingdom and the community.
22. *I know only about employment (Saudization) and that during recruitment they choose one woman for every two men.* I heard about business incubators. No, I did not hear about these programs or this center. I hope to open a shop in the engineering or decoration field (sharing with a friend), and to get some courses to increase my experience.
23. *I heard about Abdul Latif Jameel's program and the program of the Chamber of Commerce.* I do not think these programs will be applied to large businesses. I hope that women's colleges will be reformed.

24. *I recently heard about these programs, and I know that the Chamber of Commerce offers some programs that provide courses (for small businesses) to a limited number of students. I applied, but I did not get any response yet. I'll try to join these programs after graduation. I do not like the establishment of courses and meetings dealing with boring subjects, which are not practically implemented. I really like dynamic and practical things. I would actually like to submit my business plan to the Chamber of Commerce, because I need them to support me financially. Thank God, I have many ideas as a result of joining this course.*
25. *No, I have not heard about it. I heard only about Sheikh Abdul Latif Jameel's program.*
26. *At this time, government support has been more available than in the past years. I knew about some programs through my friends.*
27. *I have not heard about them, and I hope that we'll have such opportunities.*
28. *No, I have not heard about that. But I heard about Al-Zamel Business Programs and Sheikh Abdul Latif Jameel's program. Nowadays, the market is open for Saudi women, and the community has begun to accept women's work in several fields. I heard of an interview with one Saudi businesswoman who was working as an attorney through the Shells program on the Saudi Arabia channel.*
29. *No, I haven't heard about them.*
30. *There are some programs, such as Abdul Latif Jameel's program. There aren't many programs to support such businesses. I heard about the King's decision regarding women, but there is no announcement about it, and it's not known by everyone. As students, we just receive scholarships. I do not have any background on the programs.*
31. *I have not heard about government programs, but I heard about Sheikh Abdul Latif Jameel's program. I also heard about the King Abdul-Aziz Center for talented persons (female and male), which supports those persons and provides courses that help to develop their talents. I haven't heard about this [government] center.*
32. *I heard about the program of Sheikh Abdul Latif Jameel, but I did not hear about any of government programs. This is the first time I've heard about the existence of such a center, and I think this will encourage us to start our businesses.*
33. *I like Sheikh Abdul Latif Jameel's program, but I did not hear about government programs and I have not heard about this center either, although I worked for a period of time in the Chamber of Commerce.*

Q10: Do you feel that starting a business will be helpful to your family? When do you believe is the best time to start a business? How will you know that it is time to start a business?

1. *It is possible that my family will benefit from my business. The suitable time to start the business will be after I get the needed experience by working with entrepreneurs of small businesses.* Our participation in the “Made by my own hands” program taught us how to set up simple businesses and how to make advertisements, and what we should study first. It would be possible to begin the business when the place is available and I have an idea and advertising. But I can’t begin without getting assistance in finding a suitable place and having the necessary information.
2. *No doubt, it will help my family and me.* My main goal, though, is to raise the name of my country through producing many things that are made in Saudi Arabia. I always seek to develop myself and I intend, God willing, to join additional sessions (post-graduate) in drawing and jewelry wire, metal, and crystal designs. I also requested that one of the professors add cloth painting to one of those sessions, but that has not yet happened.
3. *I do not expect my family to benefit from it financially. The suitable time to start the business may be a year after graduation, but I hope to complete my studies first and then rest psychologically and get stable.*
4. *Yes, it will help my family, especially once my father retires; and it will also help me rely on myself financially. I feel that it is now time, but I will not start yet. I prefer to complete my studies in the field of manufacturing.* The longer I study, the more I realize that it is good that I didn’t start my own business, as I need to gain more experience. I may start with a simple business if my parents allow it.
5. *This business may help my family, but not as an essential source of income. The right time will be after one year or months.* I do not have a plan right now. Opening a business takes time. We need to do a study and provide the right place. I would possibly start with something small and grow it gradually. My motivation is less financial and more a desire for achievement, personal entertainment, and development of a hobby, or just to take advantage of the time and implement what I have learned.
6. *Yes, this will help my family financially and spiritually. I’ll be ready to open my own business after graduating with a master’s degree.* The business will help my family members gather, cooperate, and offer me their advice. I feel that the appropriate time to start the business is when I have developed the personality and the abilities and the awareness of the community’s vision and needs.

7. *Yes, it could help financially and morally for a woman to have an income, which would give her confidence. I can start at any time after the completion of my studies.* Possibly, I'll get a job, and if I don't get it, I will pursue my PhD studies. In the case of not being able to do that, I will open a business.
8. *My family is helping me financially and spiritually. The appropriate time to start the business is after graduation or during the master's program.* I will work to organize my time, my studies, and the work on the business.
9. *This will help financially and spiritually. I think the suitable time to start my business would be after graduation, knowing that this center will make easy for me.* I always find it difficult to determine the best starting point, but I'll start as soon as I find the needed motivation. The business will let me rely on myself financially. Financially we are good, thank God; it may help us buy some things for our home that will improve our well-being.
10. *This will help my family financially and provide them with the necessities. The best time to open such a business will be after one year, as soon as I finish my studies.*
11. *Certainly, it will help me personally and provide good income for my family. I cannot set a time for the start of the business, maybe after five years.* When I graduate I will look for a job; then I will have time to start the business.
12. *Of course, the business will assist the family and ease the burden of my expenses and make me rely on myself. I'll be ready sometime after graduation.* Studying takes most of my time now. I do not know when I'll start, but I'd like to be prepared and saturated with information before undertaking anything, because I am afraid of failure. Yes, I feel that I need to resort to you for guidance.
13. *I will help them when I have profit from the business, and they will be proud of my success.* When I find the right goal, I can determine the right time to start the business. My family worked to provide materials and time for me and to give me assistance in all respects.
14. *I think it will help and support my family financially.* My parents are separated, and because of that my mother is in charge of us. I can think of a small business in my spare time, like during the summer period because I don't have enough time now. I'm still studying and the art specialty occupies most of my time. When new ideas present themselves in my mind or I feel that I need financial support and I have the opportunity to participate in one of the bazaars, I attend immediately.

15. I do not support working alongside studying, because working needs to be full time. I do not know when will be the suitable time.
16. *I expect that the business will help my family and me morally and financially. I'm going to start once I feel that I am ready.* My family worked hard for me in order for me to be a businesswoman. I prefer to support myself with programs and courses.
17. *Yes, this may assist the family. I prefer to start a business right after graduation.* I will employ my experience and my knowledge in a business, which will benefit my community and me.
18. *Yes, this will help my family and help me financially. I'll be really ready when I feel that I'm mentally ready.*
19. *Opening a business may help my family, but not financially. The suitable time is after graduation.* If the time is not appropriate, the business might fail. Now, being graduated, I have enough time, and I planned for that approximately one year ago. I feel that this business will occupy my time.
20. *Certainly, this will help my family and me financially and spiritually. I'll be ready after graduation, and when I have the capabilities and consent of my father and my mother's spiritual support.* I'll rely on myself financially and will be able to provide my mother with things she needs and to improve our living standard. I do not think that the business will be a substitute for a job, because the job will provide me with reliable financial support.
21. *Yes, my family needs financial resources that my business will provide. The appropriate time to start the business will be directly after graduation, or after waiting for one year.* I will make my decision first, and then consult my parents, because I am still under their custody and I have to convince them. It may be considered as a good use of my skills and desires, plus a way to spend my spare time and satisfy my needs. My business will be mostly an alternative to a job. If I get the appropriate business, with encouraging and enthusiastic partners, it can be practiced as a hobby.
22. *Thank God my family doesn't need income.* My aim is to occupy my spare time and to reach excellence by continuing my studies, which will enable me to get a doctoral degree. I read once about Heba Gamal, the designer and announcer, whom I admire. If I decided to open a business I would have to choose the right kind of people to participate with me, and I must have advice and encouragement, which is very important for me.
23. *Any new business has many risks (the risk of loss) at the beginning, which will affect me and my family.*

24. *The business will provide a profit for my family and me. I can begin at any time that I am able to do so.* I have reached the age when I can depend on myself under the supervision of my family, and I do not like to be a burden on them.
25. *The benefit of this business could be more moral than financial.* I intend to express my business as more than my hobby in order to prove to the Saudi community the range of possibilities for Saudi women-owned businesses.
26. *I don't think that my family needs extra income from my business. I think I will commence immediately after graduation.* Thank God, my parents are teachers and are self-sufficient. For me, I would consider my business as a hobby. I do not like to stay at home without doing any work.
27. *The business could provide my family and me with many benefits. I will start it after graduation (if I don't start the master's program).* By that time I'll be completely free. I would like to develop my own entity.
28. *I'll be ready as soon as I study the business from all aspects.* I am imagining a business, such as homecare for children, providing baby-sitters, because of the large number of working women in our society. They should deal with a reliable office.
29. *Of course, it will help my family very much. Before I open a business, I need to prepare.* I should get the necessary information and have the ability to manage funds, small business administration, marketing, and advertising. With a business I'll get the benefit of giving my time and giving the members of my family a chance to support me and participate. Also I may get the support of my relatives.
30. *Sure, this may help my family financially, because we are in a time of many demands and our economy is rising. The best time to start a business is after the completion of my PhD, when I feel capable of starting without any pressure, and I'm able to save and manage my time.*
31. *The business will help me to rely on myself. One of my sisters would like to participate in my business. The best time is now, after I graduate.* If all the possibilities and the necessary government support will be available, I will start my business.
32. *I may support my parents financially, because they are separated. I feel that the suitable time to start a business is after graduation.* If possible, I'll have the enthusiasm to start then. So through this business, I hope to bring them together again.

33. *This may help them financially and morally because I'll depend on myself. I have started too late in the field. From my point of view, the person should begin immediately after talent emerges.*

Propensity to act:

Q11: What types of things do you feel might deter you from starting a business?

1. *At the outset, I may have some opposition from my parents to starting a small business, because of my age. However, I feel that my family (in general) supports me; my brothers and my colleagues encourage me and find information for me from the Web. I've got some presentations during "Made by my own hands program." It's in my nature that if I am convinced by others of what I should do, I'll be satisfied with my own opinion.*
2. *I do not see any obstacles from my family, and I always have their encouragement. The only obstacle is the financial support. My hobby and talent give me the motivation to open a business, but I do not have the capacity to do so. So I'm thinking of open a very small business like a booth in one of the well-known commercial centers. Or I might participate in some bazaars.*
3. *The family and my husband are still opposed to my study. He is encouraging me to start a business in my house as long as it does not negatively impact my duties towards my family. I can open a business on one condition: that it is free and not binding in terms of time and laws.*
4. *The first obstacle is the society's view, followed by the difficulty of the procedures. But, through your research, this may become easier along with financial support. My parents' fears are the constant demands on my time, mingling with men, and the community's opinion. But acquaintances that are my age encourage me. [Again] I'll start with a simple business if my parents allow it.*
5. *Obstacles are family circumstances, working conditions, traveling to obtain the tools and raw materials, and obtaining a suitable place. I don't care about the reaction of the society; I'm convinced of my personal opinion, and I'll implement it with the consent of my parents.*
6. *If you look at the different opinions on the Web, you can see that the biggest obstacle is financial. In my opinion, if the person knows her target and plans for it, there will not be an obstacle. I don't have any obstacles from my family, and the community now has*

become aware and has many open-minded persons who recognize that a woman should depend on herself. The society has become aware that a girl must rely on herself and has started to accept women's work and support our businesses.

7. *I feel deterred by the difficulty of devoting myself to starting a business, and the lack of an idea.* At the beginning, I may get support and encouragement, and everybody may like the idea; but in case of failure, they will discourage me. The reactions may be positive or negative, but the positive side will prevail. I like the idea of opening that center that you mentioned, so that we can get counseling and make our study. A student may get the required financial support, but she needs to get information to enable her to succeed in her business.
8. *I'm a little worried that I will get frustrated if I start the business.* I'm about to get married, and this may end the idea of going into business. Not everyone agrees with my doing it, but my family supports me. The positive side is that my family will be happy about my achievement and they will spread the news of my success. I'd like to open a business that leaves a mark in the society of Saudi Arabia. There are certainly some negatives. I don't have any problem with the cash, but there is one point I wish to make: I am afraid that when one woman has a successful business, other businesswomen will sabotage it.
9. *I do not consider marriage a problem, but one of the biggest obstacles that I face is the problem of fear and then choosing the right time.* If I decide to study for a master's degree, I'll postpone the business until I finish. It would be possible to get a government job after that, but I would prefer to open the business. I may do both at the same time.
10. *When my brother thought of opening a shop of his own, he found it difficult to get work visas, and this delayed his business.*
11. *Nothing is stopping me, and my family is encouraging me all the time.*
12. *There is nothing to prevent me, and my family always encourages me.* My family and friends will be overwhelmed with joy and will help to spread my products.
13. *There are no obstacles for me when I think about the business I will start.* The positive aspects are the enthusiasm and the presence of fixed customers who encourage me. Their sweet words raise my morale. The negative aspect is the jealousy of some hearts that are trying to discourage me from my determination and make me blow away.
14. *My father's refusal to participate in bazaars and to transport me, and the lack of time and financial support may deter me from starting my business.*

15. *The most important constraint is that the Saudi society doesn't accept the idea of women working in the vicinity of a mixed field, according to the common traditions and customs.* [There is] as well as the difficulty of transportation, because it is imperative that the female shouldn't come out without her *mahram* (father, brother, or uncle).
16. *Some of the constraints that may prevent me from starting a business are the lack of sufficient raw materials, [suppliers] raising their costs, the difficulty of finding a location, mixing with men, and nonacceptance by the family.*
17. *I am really unhappy about the difficulty of obtaining financial support and the lack of encouragement from the community.*
18. *Financial support is the biggest obstacle.* But as regards my family, they always support and encourage me.
19. *Luck may delay me, but it will not stop me. There are no impediments.* On the positive side is my family's excitement; my mother is a housewife and her desire is to fill her spare time; she is good in art. I also may find help from my sisters and my brother who have shown willingness to bring the necessary raw materials for me from Jeddah. This has given me the motivation to start a business with the cooperation of friends and family. Two of my friends will share with me my business; one of them is a décor specialist. I feel everyone is very excited about the idea.
20. *I may be deterred by the opposition of my father.* But I'll get support from my mother. For the family and the community, their concern will be that I won't be following the customs and traditions.
21. *Possibly, anything related to family circumstances.* Of course, there is some apprehension about the kind of business, which must be compatible with women's nature and give them a chance to do their duties towards their families.
22. *If I were accused of not being proficient and of selling low quality goods at high prices.* Or if they compared my prices, types of goods, and execution speed with those of men. But I don't think it necessary to explain myself; I can't help the cost of high quality raw materials and coordination. The accusations would be discouraging to me though.
23. *Financial support.* In the case of obtaining a loan from the bank, I cannot guarantee payment. I do not like risk. But, in case I am appointed at the college, I will not share these concerns with my students in order to avoid discouraging them. Instead, I will encourage those who have ambition and desire to start a

business. I feel that trade is often inherited. The failure of my father as a businessman makes me worried and frightened to start a business myself.

24. *Of course, there will be some obstacles, such as getting my family's consent.* Society may support the idea or reject it, but I thank God that I have the ability to convince others.
25. *Finding the suitable place.* I don't have any problems from the side of my family.
26. *One obstacle is that I cannot go to Jeddah, for example, to get some items without a mahram (appropriate male guide).* Also this problem affects my opportunity to get a scholarship.
27. *My biggest obstacle may be the community's comments; they don't know how much I know and how much I can do.* I was affected in the beginning, but I am used to it now. I hope that the community will become more informed about these matters.
28. *There is nothing to prevent me from starting my business except for the lack of financial resources.*
29. *We must know the needs of people and their opinions to achieve their needs.* I always tend to travel to gain experience that enables me to get a higher level of products and sell affordable and accessible things.
30. *The first factor that might deter me from starting a business is the financial part, then my family's concerns about my ability to manage my time.*
31. *Transportation difficulties, and having enough time for meetings with friends to decide upon businesses and duties.*
32. *The first thing is the financial part.* I have no impediment from my family side.
33. *The financial part is the main thing.* My family supported me financially during my participation in the bazaars.

Q12: Describe the type of feedback you might receive from family and friends about starting a business?

1. *My family believes I am still too young to start a business. Some of my friends encourage me to continue in creating a small business and they give me ideas.* Some of my friends thought that I couldn't open a small business because people think that women can't open a small business in Saudi Arabia.

2. *I noticed the community reactions regarding the bazaars, and I found them positive and morale raising.*
3. *I am not sure about this question.*
4. *My parents will fear the irregular working hours, the mixing of genders, and the [negative] view of society. But the people I know who are my age will encourage and excite me. Setting up a business is difficult, but with the help of people like you it may become easy from a material standpoint.*
5. *I don't care about the reaction of the society; I'm convinced of my personal opinion, and I'll implement it with the consent of my parents.*
6. *My family respects female work; but for friends, it depends on the friend. There are those who support and co-operate with you to the extent that they want to participate in some business. For my family, when a woman begins her business, they begin to respect, appreciate, and increase the level of their dealings with her. I have had a small business (a room for selling accessories) for schoolgirls. When I need to go to buy all the necessary things, I notice the support of my family.*
7. *I chose this course of study according to my parents' desire. I had no desire to do it myself. While studying, I realized that this specialty will be useful for me even if I don't get a job or start a business.*
8. *Not many of my friends encourage me to open a small business, but I am still young. I am scared of hearing the negative comments from my family. Some of them support me and some don't like the idea of my opening a small business because I don't have the skill yet. But I am confident about opening a business, and I am heading in that direction.*
9. *Everyone has a positive reaction and is encouraging. The negative one is the society, which will punish me in the case of failure. This discourages me and makes me avoid the risk.*
10. *I may receive a positive reaction from my family and my friends; I know that they will deal with me no matter what happens. As for the bazaars, some people may offer good new ideas.*
11. *I get encouragement from my family and my friends to open the business; they will buy from me and help me with advertising.*
12. *Some people are trying to discourage me from opening a business. But, thank God, I can overcome this problem.*

13. *[Didn't answer the question]* In the arts section there is no direct guidance on how to finish a particular job, which makes me rely on myself. I ask and look for information and then deliver the work complete.
14. *I've gotten some positive responses from friends and family, and some negative responses from my husband's family.* From their point of view, my financial affairs are good, and there is no need to work in a mixed atmosphere. Their reaction is discouraging to me.
15. *I have the support of family and friends.* The nonacceptance of the society for good strange ideas and new designs discourages us.
16. *I have encouragement from my parents and the community. The society, and sometimes my closest family members, is negative.* Criticism is mostly from the man's side; he wants to pull my determination down because he refuses to allow the woman to be better than him.
17. *There will be encouragement and support from the side of my friends who studied with me.*
18. *There are no negative reactions, but only positive ones from the side of my family and my friends.* I may face criticism in some cases from some friends for my opting to have a big business, but I accept that.
19. *Always, I'll find the encouragement from my family side, but not from the society, especially the men.*
20. *Positive reactions encourage everyone including me. Negative comments from others push me away from success.* If I fail, the negative comments will discourage me and I will avoid taking a risk next time.
21. *My family and community will refuse and object at the beginning; then they may be convinced.* As you know, everything at the beginning will be difficult, but later on, the community will get used to the idea, and accept such businesses.
22. *I may find that some non-experts accuse me of a lack of quality and high prices.* In addition, there are differences between men and women in terms of pricing, types of goods, and execution speed. This may discourage me, but I don't see that it is necessary to convince them, because this is the actual cost of the raw materials that were used in order to have high quality products.
23. *I feel that my family will discourage me, advise me about the risks, and give me other ideas.*
24. *I hope to get my parents' permission.*

25. *Saudi Society does not accept many things such as the appearance of women in newspapers.*
26. *[No answer.]*
27. *When people came to the exhibition, some applauded my work, and others showed jealousy, curiosity, and criticism. But, by God's will, I succeeded in my work.*
28. *I'll find the encouragement from my family.*
29. *I expect reactions to be positive in terms of encouragement and support.*
30. *The reaction of my family will be positive and negative; each new business will have critics and supporters. But for society, some people like change.*
31. *Reactions will be positive from family and friends. They usually support my relying on myself and they encourage me.*
32. *I find encouragement and support from my family, but the community could be adverse. My friends who have enthusiasm joined me once in volunteer work at the orphanage.*
33. *People react with fascination for my work. The negative reaction is that I am wasting time and failing to perform my full duties towards my family.*

(Transcribed in Arabic and translated into English)*For the Student*

إمكانية تنظيم المشاريع النسائية الصغيرة لطالبات علوم الأسرة والمستهلك (الاقتصاد المنزلي)

أثر الاهتمامات التعليمية:

س 1. متى أدركت اهتماماتك في علوم الأسرة والمستهلك ؟

1. أدركت اهتماماتي في هذا التخصص بمجرد التحاقني بقسم الاقتصاد المنزلي وقد اكتسبت مهارات كثيرة بعد ذلك. أما بالنسبة لمواد المرحلة الثانوية فقد كانت مادة الخياطة تدرس في سنة ثانية واعتقد بأنها غير كافية لتشجيعي على الالتحاق بهذا التخصص.
2. إن التحاقني بهذا التخصص كان نابعا عن ميول ورغبة من قبلي مما جعلني أحب دراسته. أنا أساسا أحب الرسم وأميل إليه، ولكن بعد الانتهاء من المرحلة الثانوية وكون والدة تمتحن الخياطة أصبحت أميل إلى الخياطة والأزياء أكثر. أما بالنسبة للمناهج الدراسية في المدارس فهي ليست كافية أو جيدة بالفرد الذي يرغبني في الخياطة، ولكن دراستي لهذا التخصص أفادتني كثيرا.
3. أدركت اهتمامي في هذا التخصص منذ المرحلة المتوسطة، حيث كنت ادرس في مدرسة قليلة العدد، وكان قسم النسيج والخياطة غير مرغوبا فيه من قبل الطالبات آنذاك، كما كنت أساعد صديقاتي بعمل الواجبات المطلوبة منهن. والوالدة كانت أيضا تشجعني في ذلك الوقت. ثم دخلت المعهد المهني، وكنت أتمنى أن ادخل قسم الملابس ولكني وجدته صعبا لواجباته المتعددة، فدخلت قسم التدبير المنزلي لكي احصل على معدل عالي. وكنت أتمنى أن التحق بقسم الطفولة لكي استفيد منه في رعاية أطفالي ولكن نظرا لموهبتي في التفصيل التحقت بقسم الملابس رغبة في تنمية هذه الموهبة لدي.
4. في تخصصي طبعاً، بعد انتهائي من المرحلة الثانوية كنت أفكر في فتح مشروع بالرغم من وجود بعض العقبات التي جعلتني أتوجه إلى إكمال دراستي. لقد التحقت بقسم الاقتصاد المنزلي لكونه القسم الوحيد المتاح في ذلك الوقت بالرغم من أنني لم أكن أميل إليه، ولكنني أحببته جدا أثناء الدراسة، خاصة الملابس والنسيج وتعلمت منه الكثير.
5. الاهتمام الحقيقي بدأ من الكلية مع أن الدراسة في كلية ينيع لم تكن بذاك القدر من الجودة، فكننت اضطر إلى الاطلاع على الشبكة العنكبوتية والمنتديات لكي أتعلم فأحسست أن هذا هو ميولي.
6. نعم فكرت بالبدء بمشروعي الخاص على أن يكون بالتخصص التربوي كفتح مدارس رياض الأطفال مثل (day centre) مقارنة بالموجودة بأمریکا بحيث نستفيد من تخصصنا وتخصص الطفولة في نفس الوقت.
- لقد كان تخصصي في مرحلة البكالوريوس تغذية، واشتغلت في إحدى المراكز وفي إحدى الشركات. من الممكن أيضا أن تكون فكرة المشروع في أي تخصصات ثانية.
7. بعدما تخرجت من المرحلة الثانوية، دخلت قسم التغذية مع أنني كنت أرغب في دراسة الطب، ولكن النسبة التي حصلت عليها لم تساعدني فدخلت هذا التخصص ووجدت أنه الأقرب إلى رغبتني.
8. لقد أدركت اهتمامي بعلوم الأسرة والمستهلك بعد التحاقني بمرحلة البكالوريوس، فقد اكتشفت أشياء لم أكن أعرفها ولم تكن واضحة في المرحلة الثانوية والمتوسطة. لقد كانت ميولي تتجه إلى دراسة الأدب الإنجليزي فالتحقت به، ولكن والدة كانت ترغب بان التحق بقسم الاقتصاد المنزلي فانسحبت والتحقت بقسم الاقتصاد المنزلي بالرغم من معارضة والدة في البداية، ولكنه صار فخورا بي بعد ذلك وصار يستشيرني في أشياء كثيرة ترجع لهذا التخصص.
9. منذ المرحلة المتوسطة، فانا أحب الطبخ والأعمال اليدوية لذلك التحقت بالمعهد المهني الثانوي، وكان من ضمن المواد التي ندرسها (تفصيل وتدبير) ويعتبر في نفس المستوى الجامعي تقريبا، وكوني أحب الجانب العملي التحقت بقسم الاقتصاد والإدارة لشعوري بتوافقه مع رغباتي وإحساسي بفائدته المستقبلية، أما بالنسبة للأهل فقد أعطوني الحرية في الاختيار.
10. أدركت اهتماماتي في هذا المجال بعد المرحلة الثانوية، ومن خلال ذلك اخترت كلية الاقتصاد المنزلي وشجعتني أسرتي على ذلك. دخلت هذا التخصص لاكتساب الخبرة ولمحدودية الوظائف بالنسبة للتخصصات الأخرى. بعد المرحلة الثانوية.
11. أنا أفكر بذلك منذ زمن، فانا أحب صناعة الحلويات وكيك العرائس وأبدع في ذلك، لذلك أتمنى أن يكون مشروعني في هذا المجال. من ضمن المواد التي ندرسها إدارة الموارد (كيفية إدارة الموارد من وقت وجهد ومال) وإدارة المؤسسات (كيفية التعامل مع الشركات، العملاء والموظفين وكيفية عمل الهياكل التنظيمية).

12. المشروع التجاري الذي أفكر بعمله لن يكون في مجال تخصصي ، فانا أفكر بفتح مطعم خاص لان هوايتي الطبخ وارغب في تحسين المطاعم . من المواد التي ندرسها في هذا التخصص مادة (مشروعات خاصة) وهذه المادة ساعدتنا كثيرا في التفكير في المشاريع وخدمتني من ناحية شخصية، حيث نمت في روح المبادرة وخدمني في تنظيم البازارات أيضا .
13. لقد فكرت في عمل مشروع تجاري منذ الترم الأول وشاركت في معرض صنع في يدي الذي تنظمه الجامعة عدة مرات . وكانت هذه نقطة انطلاق بالنسبة لي فصرت أطوع دراستي وموهبتي وفني في عمل مشروعات أخرى فارس على القمصان والملابس وعلى الجدران.
14. لقد وجهت اهتمامي كله في البداية نحو الدراسة فقط ، ولم أكن أستوعب ماهية الفنون ، وقد أسعدني كثيرا قبولي في هذا المجال لرغبتني وهوايتي الفنية. كانت الوالدة تدعمني كثيرا ، وكانت دائما ماتتال لوحاتي إعجاب الطالبات والمعلمات في المدرسة.
15. منذ المرحلة الثانوية. حيث كنت اخطط لدخول قسم الاقتصاد المنزلي لأنني أحب الأعمال اليدوية. المواد المدرسية التي كنا ندرسها في المراحل المدرسية لم تكن بقدر من الكفاية.0 ولكن فطريا أحببت هذا القسم لكونه التخصص الأقرب إلى رغبتني وهوايتي.
16. منذ المرحلة الثانوية، أدركت أنني أحب المواد العملية أكثر، فانا أحب أن أصمم.
17. لقد أدركت ذلك منذ المرحلة الثانوية ، فانا أحب الرسم والمعلمة في ذلك الوقت كانت تساعدنا وجعلتنا نحب المادة وكانت تعطينا اهتماما شديدا للطالبات وتعمل على تشجيعهن الهواية والرغبة الشديدة. أنا وأختي ندرس في نفس التخصص تشجيعهن.
18. منذ المرحلة الابتدائية ، فلقد كنت أحب ارسم بالإضافة إلى ذلك أحتي كانت تقوم بالرسم.
19. منذ الطفولة / منذ المرحلة الابتدائية ، حيث كانت المدرسات تهتم بمادة الاقتصاد المنزلي وكانت الوالدة تشجعني وتطلب مني عمل الحلويات مثل البسبوسة بالإضافة إلى ذلك فالوالدة على علم بفن التريكو. كما أن الوالد كان يحدثنا دائما عن فوائد الأطعمة. ونظرا لعدم وجود هذا التخصص في كلية ينبع التي تدرس تربوي فقط حضرت إلى مدينة جدة لالتحق بهذا التخصص.
20. سبق أن ذكرت عن كيفية التحاقني بهذا التخصص، وقد كانت رغبتني أن أتخصص في تغذية علاجية ولكني درست تخصص تغذية والحمد لله توفقت في دارسته. المعدل مثل ما ذكرت انفا، ولقد كانت رغبتني دراسة التغذية العلاجية.
21. أثناء الدراسة أحسست أن ميولي تتجه إلى نفس تخصصي وخاصة مع التطورات الدراسية لبرامج التصميم. حاليا أنا أفكر أن أطور نفسي من هذه الناحية وأتعلم برامج أخرى. في الوقت الحالي أقوم بدراسة برنامجين من برامج التصميم وفي نيّتي أن أتوسع في دراستهما مع محاولة تعلم برامج جديدة، وان شاء الله أكمل دراستي.
22. كانت رغبتني في البداية الدخول بمجال أستفيد منه كمجال التغذية. ولكن قدر لي أن التحق بقسم الاقتصاد المنزلي ومن خلال الدراسة أحببت هذا التخصص وواصلت دراسته بالرغم من البعض يعتقد أن لأهمية لهذا التخصص.
23. كنت ارغب في الدخول في مجال التصميم الداخلي منذ المرحلة الثانوية. ولكن هذا التخصص لم يكن متواجدا سوى في منطقة جدة. فنظرا لإقامتي في منطقة مكة المكرمة التحقت بإدارة المسكن والذي يعد اقرب تخصص إلى التصميم الداخلي.
24. منذ البداية، نظرا لتداول هذا التخصص بين أفراد العائلة، كما يوجد لدي ميولي الخاصة نحو الأطعمة والتفنن في عملها.
25. لاحظت هذا الاهتمام من المرحلة الابتدائية لشغفي للأشغال اليدوية 0 فالتحقت بهذا القسم وانطلقت بهذا المجال.
26. منذ المرحلة الثانوية مما دفعني إلى دخول معهد ثانوي مهني، فأنا أحب هذا التخصص وأود فتح مشروع مرتبط به.
27. عندما التحقت بالمعهد المهني الثانوي ، كانت لدينا مادة (ترشيد واستهلاك) فاستفدنا منها وشجعتنا الأساتذة على عمل أشياء نستفيد منها ونبيعها في المدرسة وتأخذ عليها مبلغا رمزي.
28. نظرا لدراسة الوالدة لتخصص التربية الفنية تنمي لدينا منذ الصغر حب هذه المادة ، بالإضافة إلى ذلك الاستفادة من خالي الذي يداوم على القراءة والإطلاع.

29. منذ المرحلة الثانوية، كان هناك تشجيعا كبيرا من ناحية الأسرة . لم أكن أشعر في البداية بوجود الدافع أو توفر الناحية الفنية ولكن تشجيع والدتي منحنى الحافز للالتحاق بهذا التخصص ومن خلال الدراسة اكتشفت أن لدي هواية وفن وقدرة على الاستمرار في هذا المجال .

30. عندما التحقت بهذا التخصص. فلقد كان لدي هواية (الأعمال اليدوية) منذ الصغر وحصلت على الشغف عندما التحقت به.

31. أدركت هذه الاهتمامات منذ المرحلة المتوسطة، فقد أحببت هذا المجال بسبب ميولي الذي تطور وأصبح موهبة بالإضافة إلى ذلك أمي وجاراتنا اللاتي امتهن الخياطة.

32. أدركت اهتمامي بهذا التخصص منذ السنة الثانية في الكلية. نعم فكرت ببدء مشروع مرتبطا بتخصصي في مجال الأقمشة. القسم الذي التحقت به قسم تصميم أزياء رسم وخياطة ، ولكني لا أميل إلى الخياطة فمن الممكن أن افتح مشاريع صغيرة عن تصميم الأزياء.

33. أدركت ذلك منذ المرحلة الثانوية ، المناهج لم تكن بذاك القدر من الجودة. ومن خلال اطلاعي على الانترنت بالإضافة إلى ذلك رغبتني الشديدة بالالتحاق بهذا التخصص .

س 2. ما هي العوامل المؤثرة التي دفعتك إلى دراسة تخصص علوم الأسرة والمستهلك (مهاراتك اليدوية، فرص عمل أكثر أو حاجة المجتمع لمثل هذا التخصص) ؟

1. الأساتذة وطريقة شرحهم وطريقة توصيلهم للمعلومة شجعني على الاستمرار في دراسة هذا التخصص بالإضافة إلى تشجيع الأصدقاء .

2. الرغبة والميول .. انا أحب المواد العملية (شغل اليد كالرسم أو الخياطة) أكثر من النظري ، و تعزيني رغبة شديدة للتسجيل في دورة (الرسم على القماش) لأنني لم أتعلم ذلك في تخصصي.

3. دخلت هذا القسم رغبة في الاستفادة من المواد التي ادرسها وتطبيقها في حياتي العملية ، فممكن أن استفيد منها في منزلي كعمل مفارش مثلا.

4. الاهتمام الحقيقي بدأ من الكلية مع أن الدراسة في كلية ينبع لم تكن بذاك القدر من الجودة ، فكنت اضطر إلى الاطلاع على الشبكة العنكبوتية والمنتديات لكي أتعلم فأحسست أن هذا هو ميولي.

5. لقد التحقت بقسم الاقتصاد المنزلي لكونه القسم الوحيد المتاح في ذلك الوقت بالرغم من أنني لم أكن أميل إليه، ولكنني أحببته جدا أثناء الدراسة ، خاصة الملابس والنسيج وتعلمت منه الكثير.

6. بعد دخولي الكلية ، فقد كانت الفكرة السائدة في المجتمع ان تخصص الاقتصاد المنزلي يقتصر على الطبخ والخياطة فقط ولكن أثناء الدراسة تعرفت على مجال التخصص بطريقة أفضل. عرفت أهمية هذا القسم أثناء تطبيق المهارات التي ادرسها عن طريق التدريب الميداني. انا اشعر بأنني يجب أن أبدا بعمل مشروع يفيد جميع الفئات في المجتمع. بصراحة أمي دفعتني ووجهتني للدخول إلى هذا القسم بالرغم من عدم وجود الرغبة لدي في البداية.

7. بصراحة ، بعدما تخرجت من مرحلة البكالوريوس كنت أفكر أن افتح نادي صحي أو مركز تغذية ولكنني تزوجت وأكملت دراستي . من الممكن أن اعمل دورات في نفس التخصص في احد المراكز (لتدريب للمعلمات مثلا).

8. لقد كانت الوالدة تؤثر في بشكل كبير، وكانت هناك أساتذة في القبول والتسجيل شجعنتي أيضا على الدخول في هذا التخصص، فعندما التحقت به وجدت انه قسم رائع ولم يأخذ حقه في هذا المجتمع.

9. هذا التخصص جدا مفيد، ولكنه غير معروف من قبل المجتمع والفكرة السائدة أنه مقتصر على مهارات الطبخ فقط . يوجد لدينا طاقات كبيرة ، فقد فمت أنا وطالبات الكلية بتنظيم برنامج كبير وعملنا دورة (حياة بلا تردد) وبالإضافة إلى ذلك قمنا بتنظيم عدة بازارات.

10. كنت أريد أن التحق بقسم الاقتصاد المنزلي لشعوري بأنه الأفضل، بالإضافة إلى تشجيع الوالدة وأستاذاتي في المدرسة اللاتي كن يدرسن مادة الاقتصاد المنزلي، فقد حببوني بهذا القسم ومن ثم غيرت مسار دراستي إلى إدارة سكن ومؤسسات.

11. بعد المرحلة الثانوية ، كنت أريد أن التحق بقسم الاقتصاد المنزلي لشعوري بأنه الأفضل، بالإضافة إلى تشجيع الوالدة وأستاذاتي في المدرسة اللاتي كن يدرسن مادة الاقتصاد المنزلي ، فقد حببوني بهذا القسم ومن ثم غيرت مسار دراستي إلى إدارة سكن ومؤسسات.
12. أحببت قسم الاقتصاد المنزلي منذ المرحلة الابتدائية ، ونظرا لميولي دخلت المعهد المهني ومن ثم التحقت بهذا التخصص. وقد كان أمامي خيارين عند التسجيل في الجامعة اقتصاد وإدارة أو اقتصاد منزلي فدخلته لأنني أحب الأعمال اليدوية والعملية والاقتصاد المنزلي يحتوي على مواد عملية أكثر من غيره.
13. أدركت ذلك منذ المرحلة المتوسطة والمرحلة الثانوية ، فقد كان الناس يشجعوني ويدفعوني لدراسة الفنون. لقد التحقت في البداية بقسم العلوم وحولت إلى قسم الاقتصاد المنزلي لرغبتني الشديدة في دراسة الفنون. والذي شجعني أيضا إلى الالتحاق به امرأة أخي التي كانت تدرس فيه. لم أكن أدرك أهمية هذا القسم فاستفسرت عنه أيضا قبل التحويل وتحمست جدا لدخوله وما حسنتي أكثر معرفتي ببعض الخريجات من قسم الاقتصاد المنزلي اللاتي لمست نجاحهن بعد التخرج.
14. وكنت أثناء المرحلة الثانوية اشترك في المراكز الصيفية وارض رسوماتي وقد شجعتني المعلمة التي تقوم بالإشراف على هذه المراكز وكانت تمدح رسوماتي. كنت أقوم في البداية بعمل إكسسوارات ولوحات من صنع يدي وعرضها في bazارات مثل بازار red sea mal ، وسيكون مشروعني الخاص إن شاء الله في مجال التخصص.
15. سأبدأ مشروعني الخاص بعد التخرج. نعم لقد فكرت في ذلك وبدأت بالفعل منذ سنتين أنا وأختي . فلقد اشتركنا في برنامج (صنع بيدي) الذي نظمته الجامعة.
16. وأنتج من أهم العوامل المؤثرة التي دفعتني إلى دراسة هذا التخصص تشجيع ودعم الأهل عندما لمسوا موهبتي وإبداعي ورغبوا في تطوير ذلك لدي.
17. الهواية والرغبة الشديدة... أنا وأختي ندرس في نفس التخصص. لقد التحقت بهذا القسم نظرا لحبي للفنون ولرغبتني الشديدة به، لقد كنت احلم بالالتحاق به منذ المرحلة الثانوية. كنت أتمنى أن أكمل مرحلة الماجستير في الخارج ولكن ظروفني المادية لم تسمح لذلك أنا الآن ابحت عن وظيفة.
18. بصراحة أنا أحب هذا التخصص والتحاقني ينبع من رغبة شديدة واحترافه وليس كهواية فقط. الأفكار موجودة ، لقد فكرت بعمل بعض الأشياء الفنية وبيعتها ولكن أعاقني عدم وجود الدعم المادي والمعنوي.
19. اكبر عامل دفعني إلى دراسة هذا التخصص الرغبة، حيث كانت رغبتني وطموحي أن أصبح أخصائية تغذية ولكن المشكلة أن وزارة العمل تعمل على تعيين خريجات هذا القسم ككفنيات تغذية.
20. المعدل مثل ما ذكرت آنفا، ولقد كانت رغبتني دراسة التغذية العلاجية.
21. يرجع التحاقني بهذا القسم بداية إلى رغبة الوالدين يرحمهما الله، حيث لم يكن لدي رغبة بهذا القسم، ولكن أثناء الدراسة اتضح لي أن دراستي لهذا التخصص قد تفيدني جدا في حياتي حتى لو لم احصل على وظيفة أو لم اعلم مشروع. هذا المجال سوف يفيدني مستقبلا في حياتي العملية والزوجية (لأن أغلب المواد ترتبط ارتباطا وثيقا بعلاقة الزوج والزوجة والأبناء مثل - قسم السكن وإدارة المنزل - بالإضافة إلى ذلك تصميم بيت الزوجية).
22. كما أشرت آنفا عن رغبتني الالتحاق بتخصص استفيد منه ، فبعد استشارة الأهل ونظرا لحبي للمواد العملية أكثر من النظرية التحقت بتخصص الاقتصاد المنزلي والذي من خلاله سأمتلك القدرة على فتح مشروع. لا أمارس حاليا أي أعمال وأركز على الدراسة فقط.
23. ترجع دراستي لهذا التخصص إلى رغبتني الشخصية، وكان الأهل معارضين جميعا.
24. بداية خطر على بالي الالتحاق بعدة أقسام فاستخرت الله سبحانه وتعالى وقدر لي الالتحاق بهذا القسم ، فشعرت أثناء الدراسة انه متماشي مع ميولي لأن من طبيعتي الإبداع في المواد العملية أكثر.
25. مساندة الأهل لي ... وكانت جميع الإمكانيات متوفرة سواء كانت مادية او معنوية.
26. لقد أحببت هذا التخصص منذ المرحلة الثانوية وعملت على ترغيبني فيه أستاذاتي التي كانت تدرسنني وعمتي أيضا التي كانت تدرس التفصيل في ذلك الوقت.

27. كان لهذه المشاريع (التي قمنا بعملها داخل الكلية) الفضل في رفع المستوى المادي لي ولأسرتي ، بالإضافة إلى منحي فرصة الاعتماد على نفسي بحصولي على دخل يفيدني.
28. تنمى حب هذا التخصص فينا منذ الصغر مثل ما ذكرت سابقا وهذا ما شجعني للالتحاق به.
29. العامل الأساسي هو المجتمع طبعاً، وقلة الوظائف في وقتنا الراهن. فانا أشعر انه من الأفضل الحصول على مهنة تساعدني على العيش في هذا الزمن.
30. كانت رغبتني دخول تخصص أحياء، ونظرا لشعوري بان هذا التخصص سيشغلني عن الاهتمام بأسرتي التحقت بتخصص علوم الأسرة والمستهلك.
31. دفعتني في البداية هوايتي وحيي للابتكار وعمل الأشغال اليدوية للالتحاق بهذا التخصص، ثم امتهنت عمل بعض الأعمال الفنية لكي اشغل وقت فراغي.
32. قبل الالتحاق بهذا القسم كنت ابحت عن قسم يدعم الرسم والأشغال اليدوية ، ففي الجامعة وجدت فقط فني ولكن عندما التحقت بهذا التخصص أدركت انه يتوافق مع رغبتني حيث بدأنا نرسم ونطبع على القماش. لم تكن الرغبة التي دفعتني إلى الالتحاق بهذا التخصص ، فلق التحقت قبله بقسم الكيمياء وشعرت بأنه ليس مجالي. عندما قمت بعمل بعض الأعمال الفنية التي شاركت بها في معارض الفنون نصحتني الحاضرين بالتوجه إلى هذا المجال.
33. لقد أحببته عندما التحقت به وخصوصا تخصص تغذية وعلوم أطعمة. فمن خلال الدراسة عرفت فوائد الغذاء وطرق الاهتمام بالرشاقة ويمكن أن استفيد منه في حياتي.

س 3. ما هي خطتك بعد التخرج ؟

- 1 - إكمال دراستي العليا بجانب فتح مركز لتعليم الكروشيه وتصميم الأزياء والأشغال الفنية مثلما ذكرت سابقا.
- 2 - بإذن الله بعد التخرج سأقدم للالتحاق بمجالات عدة، (إعادة الدراسة في تخصص آخر في الكلية ، التقديم للماستير) . ولقد طلبت مني مشرفة وزارة التربية والتعليم لبرنامج (صنع بيدي) المشاركة بإعطاء دورات لتدريب الطالبات في إحدى المراكز الصيفية عن تصميم الأزياء عن طريق برنامج الفونتيشوب وعمل الإكسسوارات وفن الكروشيه (فانا اشعر بأنني امتلك القدرة على التدريب وشاركت أيضا في عدة ورش في القسم ودربت عدة فتيات) سأحاول أن أكمل دراستي العليا .
- 3 - لدي الخطة، ولكني حاليا أفتقد من يشجعني في إكمال دراستي. فزوجي يرفض ذلك ولكني مازلت أجاهد لإكمال الدراسة ومواصلة دراستي العليا. ليس بالضرورة أن اعلم لان أطفالنا يكونون عائقا يحول دون ذلك ، ولكن في نظري أن الأم يجب ان تكون مثقفة وواعية.
- 4 - لم احدد إلى الآن ، ولكن أتمنى أن يكون موضوع تخصصي في مرحلة الماجستير في مجال التصنيع، ولكن الذي يعيقني عدم وجود دراسة دكتوراه لهذا التخصص مع أن بلادنا بحاجة إليه. ومع ذلك فانا مصممة على دراسته لان المصانع الغربية لا تلبي احتياجاتنا. في حالة عدم إكمال دراستي لمرحلة الدكتوراه أفكر في فتح مشروع والدراسة في نفس الوقت ، ثم سننتقل إلى مكة المكرمة حيث أكمل دراستي في جامعة أم القرى.
- 5 - لم احدد إلى الآن...أتمنى أن ادرس الماجستير في مجال التصنيع ، ولكن يعيقني عدم وجود دراسة دكتوراه لهذا التخصص ومع ذلك أنا مصممة على دراسته لان بلادنا بحاجة إلى هذا التخصص ، كما أن المصانع الغربية لا تلبي احتياجاتنا. في حالة عدم دراستي للدكتوراه ممكن أن افتح مشروع وادرس في نفس الوقت. افكر بالانتقال إلى مكة وإكمال دراستي في جامعة أم القرى .
- 6 - كنت اعلم في البداية في مراكز صيفيه تعطي دورات تدريبية. وفي نيتي أن اذهب إلى هذه المراكز لأرى ما تقدمه من خدمات ، وسأعمل على دراسة احتياجات ومتطلبات المجتمع قبل البدء بعمل المشروع .
- 7 - لقد تقدمت حاليا للحصول على وظيفة معيد ، فقد كنت الأولى على دفعتي . وإذا لم يتيسر لي أن أصبح عضو هيئة تدريس سأتابع دراستي.
- 8 - سأتابع دراستي للحصول على الدكتوراه، وان اعلم مشروعني الخاص إما في مجال التغذية أو الملابس وأفضل أن يكون في مجال التغذية.

- 9 - إن شاء الله أتوفيق في الحصول على بعثة وأقوم بدراسة الماجستير ، وارغب في التخصص في إدارة السكن أو الطبخ ، ولكن المشكلة تكمن في عدم وجود بعثات على حساب الدولة لماجستير الطبخ. أفكر أيضا بأن أقوم بفتح مشروع خاص بجانب دراستي للماجستير ، وفي حالة عدم تيسر ذلك سأركز على دراستي للماجستير.
- 10 - إكمال الماجستير والدكتوراه وافتتاح مشروعاً بعد ذلك.
- 11 - انوي إن شاء الله أن احصل على وظيفة وأقدم دراسات عليا. أفضل أن يكون عندي رأس مال قبل البدء في المشروع.
- 12 - أفكر في إكمال دراستي للماجستير للحصول على الاحترافية . خطتي بعد التخرج فتح مطعماً راقياً مميزاً ، لذلك يجب أن أكون مهياً بالكامل وان احصل على دورات تزيد من مهاراتي في هذا المجال بالالتحاق بمركز نفيسه شمس وترتيب وديكور الكيك ولكن أسعارها عالية وبعد ذلك افتتح مشروعاً .
- 13 - ارغب في إكمال دراستي والتوسع كثيراً في دراسة الفنون وان أطوع ما درسته بطريقة أفضل في تطوير مشاريعي. يوجد لدي حالياً طلبيات عديدة عن طريق التليفون ، ولقد تواصلت مع بعض المؤسسات التي ترغب في رعاية مشروعى الذي سأفرغ له بعد الدراسة وأطوره. بالإضافة إلى المهارات التي امتلكها قبل الدراسة أخذت مواد حرة عن الإدارة والتسويق وكيفية ترويض السلع فأفادني ذلك كثيراً.
- 14 - إن شاء الله سوف أقدم على بعثة ولكني لم احدد المجال بعد فهو إما في مجال هندسة الديكور أو في مجال الفنون ، ولكن رغبتي في مجال الفنون اقوى.
- 15 - أنوي إن شاء الله أن أكمل دراستي للماجستير تخصص (فنون) بالإضافة إلى إكمال مشروعى الصغير الخاص بي أنا وأختي في مجال الملابس والإكسسوارات ، وأشعر أن عليه إقبال وسيدر علينا دخلاً كبيراً.
- 16 - فإذا لم يتسنى لي إكمال دراسة الماجستير أفكر بالذهاب برفقة زوجي لابتعاثه إلى الخارج للحصول على دورات تزيد من خبرتي وتنمي المهارات التي امتلكها، ومن ثم افتتح مشروعى الخاص في مجال الاكسسوارات والأزياء والتصميم لكي أفيد مجتمعي بالخبرات التي حصلت عليها .
- 17 - كنت احلم أن أصبح مدرسة، ونظراً لأنني لم ادرس تربوي توجه تفكيري إلى العمل في مجال آخر.
- 18 - كنت ارغب في إكمال دراستي في الخارج ، ولكن أعاقني عدم وجود الدعم المادي . فتوجهت للتفكير في العمل كمعيدة وإكمال دراستي للماجستير.
- 19 - دراسة الماجستير.. فلقد حضرت لأخذ التوصيات فإذا لم يتم قبولى سأسعى وراء الابتعاث ، وفي حالة عدم حصولي على ذلك سيكون آخر خيار لي فتح مشروع لكي اشغل وقتي.
- 20 - أن ابحت عن وظيفة، والتحق بدورات والحصول على دبلوم سكرتارية. لقد درسنا مادة (أساسيات إدارة أعمال) ولقد أعجبتني جدا لشعوري بأنني بداخل شركة واعمل على ادارتها. استطيع العمل في مجال تخصصي لعدم وجود فرص وظيفية ، وإذا عملت في مستشفى سأكون كمساعدة لأخصائية تغذية فقط .
- 21 - حالياً أمل الحصول على وظيفة في شركة في مجال العمل وعن طريق ذلك أحاول أن أطور نفسي من خلال الالتحاق بدورات الانجليزي والكمبيوتر (هذا أول خطة بالنسبة لي) وإكمال الدراسة و الابتعاث رغبة في التطوير أكثر أو في حالة طلب القسم العمل كمعيدة سيغير هذا من الموضوع.
- 22 - أفكر في الحصول على وظيفة ، عمل مشروع أو أن ابنتح إلى الخارج ، وأفضل إكمال دراستي.
- 23 - الالتحاق بالدراسات العليا في التصميم الداخلي وتصميم المسكن والديكور.
- 24 - يوجد لدي الحماس حالياً لإكمال دراستي، ولكني ارغب أن أبدا في مشروع أجرب حظي.
- 25 - أن أفتح مشروعى الخاص وبعد ذلك أكمل دراستي العليا.
- 26 - أحب أن أكون معيدة في الأساس ومن خلال ذلك افتتح مشروع تجاري. ولقد جهزت دراسة جدوى لعمل مصنع نسيج وإحضار الخبوط الخام في حالة عدم اختياري كمعيدة.

- 27 - من ضمن خططي فتح محل ديكور إن شاء الله وإعادة تصنيع للمواد التالفة والاستفادة منها.
- 28 - إن شاء الله أكمل دراستي العليا.
- 29 - مثل ما ذكرت أنفا سأبدأ بدراسة (إدارة أعمال) ، وإذا كان لدي الإمكانيات سأسافر إلى الخارج لكي اكتسب الخبرة من حيث معرفة كيفية العمل في المشاريع والحصول على المواد والخامات اللازمة لكي تقوم باستيرادها من الخارج ومن ثم أبدأ بعمل مشروع صغير وأتوسع تدريجياً بإذن الله.
- 30 - لا يوجد لدي خطة. أتمنى أن اعمل مشروعاً أخرج فيه طاقاتي كفتح بوتيك أو مكتب لتقديم الاستشارات والتوجيهات أو تقديم الدعم للأخرين. هدفي الأساسي بعد التخرج عمل أبحاث للحصول على الترتيبات بحكم إنني موظفة.
- 31 - اخطط لإكمال دراستي، وسوف أبدأ بعمل بعض الأعمال في الإجازة. لقد كان بحث التخرج عن عمل الشراشيب، ونظراً لوجود بعض المتطلبات التي يمكن أن نستغلها في إنتاج شراشيب لعرضها للبيع ولقد قمت أنا ومجموعة من الطالبات بعمل شراشيب كبيرة استخدمناها في سبيل الدعاية.
- 32 - نوي أن ادرس الانجليزية وأكمل دراستي لكي أصبح أخصائية تغذية في المستشفى يمكن أن أبدأ بعمل مشاريع صغيرة في أول سنة بعد التخرج ، ولكن لن يكون اعتماداً كلياً. وسأبحث عن وظيفة تمدني بالدخل اللازم لإكمال مشروعي ومحاولة إيجاد من يدعمني احد في مشاريعي الصغيرة .
- 33 - للقيام بعمل مشروع صغير يفضل بعد التخرج من الجامعة وبعد البحث عن عمل لاني بحاجة الي وظيفة ليصبح عندي مصدر دخل وسوف احاول العثور على شخص يدعم مشروعي الصغير

الكفاءة الذاتية:

س 4. اخبريني عن إحدى المواقف التي كانت لك فيها المبادرة واتخاذ قرارك الشخصي سواء ضمن فريق أو في عمل مشروع دراسي ؟ وهل يلزمك وقت للتفكير ؟ أنكري حالة اتخذت فيها المبادرة ضمن فريق أو مشروع في الصف الدراسي ؟

1. أحب دائماً أن اعمل عملاً مميزاً وأن أشارك في ورش العمل التي تقام بالكلية ، سواء بعرض الأفكار أو بالعمل ، كما أن الكلية تعطينا الحرية في العمل.
2. أحب أن أبادر وأشارك بالرأي بطرح الأفكار خاصة عند إقامة ورش عمل بالكلية.
3. في المرحلة الثانوية كنت أدير الإذاعة المدرسية وأجهزها وقد نالت إعجاب الجميع ولكن في الجامعة بصراحة وجدت الروح الأخوية بين الأصدقاء. فانا أحب المشاركة في ورشات العمل بالجامعة لاكتساب خبرات أكبر.
4. إن من طبعي إذا كان لدي الحماس لعمل شيء معين أقوم به ، فمثلاً كان من ضمن المواد التي ندرسها (مادة ملابس تقليدية) فأحببتها جداً ، ولكن لم يكن لدي المعلومات الكافية وبما أنني من المنطقة الجنوبية اتفقت مع الأستاذة بإحضار الملابس والإكسسوارات الخاصة بأمي (الحلي والملابس التقليدية في هذه المنطقة) فقامت بتصويرها وإحضارها.
5. إن من طبعي إذا شدني الحماس لعمل شيء أحب أن أبادر بعمله ، فلقد أحببت مادة ملابس تقليدية جداً ولاحظت عدم وجود معلومات كثيرة عنها ، وبما أنني من الجنوب قلت للأستاذة أن بإمكانني أن أحضر الملابس والإكسسوارات التقليدية الخاصة بأمي فأحضرتها وصورتها الأستاذة.
6. كنت أقوم في المرحلة المتوسطة والثانوية في حصص النشاط باختيار المواضيع وإعطاء الطالبات دورات تدريبية عن عمل الشكولاته وصنع الحلويات مثلاً. أحب أن يكون العمل جماعياً ولكني ألاحظ عدم وجود التعاون في المشاركة.
7. عندما اشترك في الأعمال الجماعية ابذل أقصى جهدي وأقوم بتغطية العمل بشكل جيد. نعم امتلك روح المبادرة ويكون عطائي كبيراً إذا كان لدي ما يفيد المشروع سواء كان جماعياً أو فردياً.
8. لقد كلفني الدكتور سميحة بالكلية بتنظيم حفلة تخرج العام الماضي بالكامل بمشاركة إحدى الصديقات، وقد نالت النتائج على إعجابها. لقد أردت أن أبادر بعمل مشروع تطوعي ولكن الذي أعاقني الإجراءات الروتينية لذلك تأجل الموضوع وأصبحت بالإحباط.

9. قبل فترة قمنا بتجهيز احدى البازارات وشعرنا بالإحباط قبل بدؤه لعدم إكمال تنظيمه بالشكل المطلوب لقصر الوقت ، فقامت بالتفاهم مع الأستاذة و عملنا الترتيبات اللازمة وشعرت وقتها بأنني قد فقت بعمل جيد.
10. لقد فقت بالمبادرة (بالاشتراك مع مجموعة من الطالبات) بتنظيم احد المهرجانات في الكلية وشعرت بالتعاون من الجميع. وأنا بطبعي أحب المبادرة سواء كان العمل فردي أو جماعي.
11. عندما أخذنا مادة (إدارة مشاريع) كان من المفروض أن نعمل بازار في الجامعة ، ولكننا لم نحصل على الموافقة فقمنا بعمله في الخارج. ولكنني شعرت أثناء ذلك بان معظم الطالبات يفقدن الحماس وأنا بطبعي شديدة الحماس، وكان من المفروض أن نعمل بسرعة وكنت أنا المشرفة على البازار فقامت بتقسيم العمل وإنهاء الترتيبات اللازمة. أحب أن اعمل ضمن فريق لتعدد الأفكار والتعاون بين أفراد المجموعة.
12. أنا دائما أحب الإقدام والمبادرة. أحب أن أكون الرائدة في التدريبات العملية لأنها تشبع رغبتني وحي للنشاط. لا أتذكر حاليا أي موقف ، ولكنني أحب العمل الجماعي أكثر من الفردي لاحتوائه على العديد من الأفكار الرائعة.
13. لا تحضرني حاليا أي حالة ولكنني عموما أحب أن أشارك في المشاريع التي تقيمها الكلية والمسابقات وأنطوع وأشارك في نشاطات خارجية.
14. لقد كنت دائما أقوم بتقديم الأفكار وشراء الحاجيات أثناء مسابقة الفصول في المرحلة الثانوية وتجميع المساهمات والكراسات من الطالبات. يعجبني العمل الجماعي من ناحية تنوع الأفكار ولكنني أحبذ العمل الفردي أكثر لشعوري بالراحة للعمل بمفردي.
15. إن من طبيعتي حب العمل والتعامل مع المادة أكثر من التعامل مع الناس. أحب العمل الجماعي سواء كان بمشاركة أختي أو المجموعة.
16. تنتشر لدينا في القسم روح التعاون ، فعندما تشرع إحدى الطالبات في التفكير بعمل مشروع نقوم بطرح الأفكار عليها ونبادر بمساعدتها. يعجبني العمل الجماعي ولا فرق لدي بين العمل الجماعي والفردي ولكنني أحب العمل الجماعي لما فيه من ألفة وتعاون.
17. نعم، لدي روح المبادرة فأنا حب جدا العمل الجماعي. لقد قمنا بعمل جماعي في مادة نسيج (عملنا لوحة كاملة مصنوعة من الخشب وتم بيعها).
18. لا تخاطر على بالي حاليا أي حالة ، ولكنني امتلك روح المبادرة وأفضل العمل ضمن فريق فلقد كان لدي فكرة عمل اكسسورات أثناء دراستي لإحدى المواد الحرة فقامت بتوزيع العمل على الفريق في ذلك الوقت.
19. لم افهم السؤال . نعم أحب المبادرة بشكل عام ، فمثلا كان تدريبينا في عدة مجالات - فطلبنا أن يتم التطبيق على الأطفال. أحب العمل الجماعي ، ولكن إذا العمل يتبعه تقييم أفضل أن يكون شخصي.
20. لقد كنت أبادر في المراحل الدراسية السابقة كثيرا في المدرسة ، فقد كنت انظم الإذاعة المدرسية والحفلات، ولكن جدولتي حاليا مضغوطة ولا يسمح لي الوقت بذلك . يوجد في الجامعة برامج متعددة ولكنني تهاونت عن الاشتراك بها لعدم رغبتني في هذا التخصص ، كما أن الدراسة في الكلية لم تكن بالقدر الكبير. لقد أعجبتني فكرة الحفل الختامي ورغبتني في الاشتراك فيه.
21. طبعا لا بد من المشورة والأخذ بالرأي وفور ذلك اتخذت قرارتي الشخصي .
22. لا يخطر في بالي أي موقف حاليا ، طبعا أبادر باتخاذ قرارتي الشخصي ولكن لا بد من المشورة والأخذ بالرأي بالأخص إذا كان عمل جماعي.
23. أبادر دائما بعمل جميع أموري وواجباتي وأنشطة الكلية بدون أخذ آراء الآخرين وقد أصررت على عمل حفلة تخرجي في الكلية مع أن إدارة الكلية كانت ترفض ذلك.
24. أبادر باتخاذ قرارتي بنفسني، ولكن الأهل وخاصة الوالدة تطلب مني أن أحيطها علما بأي قرار اتخذه.

25. لقد بادرت بداية بالاشتراك بمشروع صغير لإحدى المواد ، مكون من (خمسة طالبات) ثم تطور وكبر ومن ثم أصبح لدينا مشاريع أخرى وصل خبر نجاحها إلى الصحف المحلية والتلفزيون. نعم أخذ قراراتي بنفسني.
26. منذ المرحلة الثانوية حتى الوقت الحالي قمت بمبادرة الاشتراك في معارض عديدة.
27. لقد قمت بالاشتراك قبل فترة في بعض المعارض والمشاريع التي تم النشر عنها بصحيفة عكاظ. فأنا أحب أن اعمل شئ مميزا يستفيد منه المجتمع.
28. أنا أحب المبادرة وأساعد أصدقائي في العمل جماعي ، ولكن طبيعة المجموعة هي التي تحدد لي المبادرة بالتعاون معهم.
29. من ناحيتي، فأنا أحبذ العمل الجماعي مع فريق مكون من المقربين من أصدقائي كما أحب أن يكون توزيع الأعمال واضحا قبل بداية أي عمل لكي لا أشعر بالظلم.
30. أحب أن أشارك في المشاريع التي تقام بكثرة في الكلية، كما أحب أن أقدم المساندة إلى الغير.
31. دائما احصل على منصب القيادة في المجموعة التي اعمل معها، بالإضافة إلى طرح الأفكار. ونظرا لضيق الوقت لدينا في بعض الأحيان، أقوم بطرح الفكرة السريعة والأسهل في تنفيذ المشاريع.
32. أحب أن أشارك دائما، ولقد شاركت في كتابة مقال عادي في مجلة الكلية.
33. بالرغم من طول الدوام الدراسي بالكلية كنت مشتركة في نادي لتعليم الفتيات من سن الابتدائي إلى الثانوي. فقد قمت بإعطائهن دورات مثل (دورة الرسم على القماش وأشغال يدوية مثل الكروشيه) وأثناء ذلك كنت أحاول معرفة ميولهن لكي يصلن إلى مرحلة الإتقان في أعمالهن.

س 5. اخبريني عن التحديات التي واجهتها في إحدى المواقف وما هي القرارات التي اتخذتها بدون أي توجيهات ؟ بإصرارك على عمل شئ أنت مقتنعة فيه ؟

1. التحاقي بهذا القسم كان عبارة عن مغامرة بالنسبة لي ، وقد واجهت بعض المعارضة من قبل الأهل ولكني والحمد لله التحقت بهذا القسم معتمدة على رأي الشخصي.
2. اتخذت قراراتي بنفسني في بعض الأمور التي املك القدرة في التعامل معها ، ولكن بعض الأمور تحتاج إلى الاستشارة واخذ الرأي من الآخرين.
3. غالبا أنا أحب الاستشارة ، ولا أقرر بنفسني فاستشير زوجي وزميلاتي لأخذ الآراء.
4. إن من أكبر التحديات التي واجهتها إلى الآن معارضة الأهل لحلمي (فتح مشروع تجاري) وتفضيلهم فكرة التدريس بالرغم من أنني لا أحبذها.
5. إن من أكبر التحديات التي واجهتها إلى الآن هي فتح (مشروع تجاري) ، ولكن الأهل عارضوا الفكرة وأنا لا أحبذ فكرة التدريس.
6. قبل التقديم لمرحلة الماجستير كنت ارغب في عمل مشروع فاستشرت الأهل ورحبوا بالفكرة ولكنهم نصحوني بالتفكير في رأس المال ، المكان ، الإعدادات ، الإمكانيات 0 فلذلك أرى انه من الأفضل أن ابدأ بالعمل ضمن فريق. لقد سمعت عن مشروع باب رزق جميل، ولكن نما إلى مسمعي انه يدعم فقط خريجات الثانوية . وباعتقادي أن الطالبة إذا احتاجت إلى مساعدة من أي جهة عند البدء في المشروع ، فهذه الجهة ستساعدها ماديا فقط ولكن لن تمنحها أي توجيهات.
7. لم افهم السؤال ، ممكن أن استفسر من أصحاب الخبرة واحصل منهم على الأفكار . وممكن ابدأ واستشير ومن ثم اعمل ما أراه صائبا بعد أن اجمع المعلومات.
8. الدراسات العليا ، كانت أكبر تحدي في طريقي وأهلي كان لهم دورا كبيرا في إكمالي لدراستي ، ولقد كانت لي الحرية في اتخاذ قراراتي منذ أن كنت في عمر الحادية عشر ولكن تحت إشراف الأهل.

9. كانت عملية تنظيم البازار الذي أخبرتك عنه أكبر تحدياً في حياتي ، لأننا قمنا بتنظيمه في وقت قصير ، والمكان لم يكن مناسباً، ونجحنا فيه بالرغم من الخوف الذي اعترانا وقتها.
10. لقد تعاملت مع أحد المراكز كمسوقة بدون خبرة سابقة في هذا المجال ، وبعد ذلك نوعاً من التحدي.
11. لا أستطيع الإجابة على هذا السؤال
12. أنا عادة أعمل من غير توجيه وأبني طلبات الأهل، ففي إحدى المرات جاءت أختي من السفر وأردنا أن نجهز لها عشاء ، فأعطتني الوالدة مبلغاً من المال لأشتري الحاجيات وطلبت منا (أنا وأختي) تجهيزه في المنزل والحمد لله قمنا بإعداده بشكل جيد.
13. اشعر بالذات في قسم الفنون بعدم وجود توجيه مباشر لإنهاء عمل معين مما يجعلني اعتمد على نفسي وأسأل وابدأ وبعد ذلك اسلم العمل كاملاً.
14. أكبر تحدي لي هو عند تقديم المشاريع في الاختبارات العملية والتي تكون تقريبا في كل فصل دراسي. وكوني من النوع الوافر العطاء يجعل الضغط شديداً علي . بالإضافة إلى ذلك معاناتي من الاضطرابات الأسرية التي حدثت لي أثناء المرحلة الثانوية وبالرغم من ذلك حصلت على الشهادة الثانوية.
15. لقد اضطررت أن أجرب في مشروع الصغير العديد من الخامات لعدم وجود الخبرة الكافية في مجال التسويق ، بالإضافة إلى محدودية المكان والمجال 0 ولكن بالتوفيق من الله العلي القدير كتب لنا النجاح.
16. نعم يوجد تحديات في اغلب الأحيان ، قد لا تنال جميع الأعمال التي ينتجها المرء استحسان الجميع فهناك فئة من المجتمع تسعى دائماً إلى التثبيط من عزيمة الآخرين ولكني لا أتأثر فاعمل على اخذ الأفكار التي تعجبني فقط. الجأ إلى والدي عند مواجهتي أي مشكلة لكونهم أكثر مني خبرة ، وبعض الأمور أقوم بحلها من تلقاء نفسي.
17. بداية، كان الكثير ينتقديني ويستغربون التحاقني بهذا التخصص ، إضافة إلى عدم رغبة الأهل في دخولي هذا القسم ولكنني تحديتهم والتحققت بهذا القسم لان هذه رغبتني ونجحت والحمد لله في مساعي هذا.
18. أول تحدي واجهته مع أسرتي ، فقد كانوا رافضين فكرة الفنون ولكنني التحقت بهذا التخصص واستطعت أن أقنعهم وحصلت على شهادة البكالوريوس بدرجة امتياز.
19. إن كون مجتمعنا السعودي محافظاً نوعاً ما جعل مجيئي إلى جده من أكبر التحديات وكان أقوى موقف في حياتي.
20. لقد واجهت صعوبات عديدة نظراً لانفصال الوالدين خلال فترة دراستي خصوصاً في المرحلة المتوسطة (آخر ترم في السنة الثالثة) ولكني والحمد لله تغلبت عليها وكان لدي العزيمة لكي أكمل دراستي . أنا من طبعي حب القيادة والتصميم على عمل الشيء الذي ارغب فيه . ارغب بعد التخرج بالاعتماد على نفسي ودراستي العليا لكن لن تكون في مجال تخصص التغذية.
21. قد لا أظهر ذلك (التحدي بان أكون الأفضل) لأصدقائي وانظر له من باب المنافسة الشريفة والتوفيق من الله. الأنانية تكون بسلوك سلوكيات غير شرعية كعرقلة حركة منافستي (بسلوك مسلك التنافس الغير شريف، وفي هذه الحالة يعد ذلك نوعاً من الأنانية) وعندما يحدث مالا أتوقعه أو في حالة عدم تحقيق ما لا أريده أتوقع لفترة من الزمن ثم أستأنف وأواصل العمل بمشروعي.
22. لا أستطيع الإجابة عن هذا السؤال.
23. لقد واجهت المعارضة بداية من جهة الوالدين ولم يؤيدني أحد من الأهل، ولكنني أقدمت على الالتحاق بهذا القسم بدون أي توجيه.
24. أنا لا أجيد التحدث عن شخصيتي، وكوني مازلت حديثة السن أجد نفسي بحاجة إلى الاستماع إلى آراء الآخرين والتعلم من خبراتهم. لقد واجهت التحديات في مواقف عديدة ولكنها لا تحضرني حالياً.
25. لا أستطيع الإجابة عن هذا السؤال.

26. لقد كنت مصرة على الدخول في هذا التخصص بالرغم من معارضة بعض الأهل. فانا أحاول أن أثابر على دراستي للحصول على الدرجات العلمية العليا ، ولأثبت للجميع مدى جداتي وأسعى دائما إلى الإتقان في أعمالي لأنال استحسانهم.
27. لقد وجدت بعض المعارضة لدخولي هذا المجال لكوني متزوجة، حيث ما يزال راسخا في أذهان البعض فكرة وجوب التزام المرأة المتزوجة المنزل وعدم الخروج للعمل. وفي رأي أن على المرأة أن تثبت مكانتها في المجتمع.
28. صراحة كوني الأشد قربا من الوالدة يجعلني أعمل على استشارتها دائما 0 لقد تم التخطيط مع الوالدة بالالتحاق بقسم التغذية ولكن حصل وان اخترت تخصص ملابس ونسيج والحمد لله قد راقتي هذا التخصص.
29. لا يوجد في مخيلتي أي منها حاليا ، ولكن بالنسبة لي أحب أن أتعلم وأقرأ وأبحث عن الأشياء الجديدة والتكنولوجيا. فغالبا اعتمد على نفسي ولا أنتظر أي توجيه من الآخرين.
30. قد اتخذ قراراتي الشخصية بدون توجيه في بعض المواقف مثل اختياري (دراستي للدكتوراه) فكان أول تحدي لي والتوفيق من الله وبعض المواقف تحتاج إلى الاستشارة . بالطبع واجهت بعض المعارضات من الأهل ولكني تمكنت بمشيئة الله من إقناعهم.
31. إن التحاقني بهذا التخصص يعتبر تحديا بالنسبة لي. فانا أحب الخياطة كهواية ولكني لم أفكر أن ادرسها . لقد التحقت بقسم الصيدلة ورفض الوالد ذلك بسبب الاختلاط0 فاستشرت الأهل والتحقت بعد ذلك بقسم الاقتصاد المنزلي على أساس أن يكون في تخصص تغذية ولكني اخترت هذا التخصص والحمد لله تمسكت بقراري.
32. لا يوجد لدي أي تحديات ولم أواجه أي معارضة 0 ولكننا أخذنا مادة قراءات في مجال التغذية وكانت مادة صعبة مصلاحتها باللغة الانجليزية، فتحديت نفسي وحصلت على درجة 95 % ، وأيضا عندما التحقت بهذا القسم تحديت نفسي للحصول على الدرجات العالية.
33. عندما التحقت بهذا التخصص حصل أن أصبت بمرض في معدتي ولكن بعض الأساتذات لم تعذرني ، خاصة في مادة تصميم أزياء بالرسم والتلوين. و ثم تم تنويمي فترة في المستشفى وكانت فترة اختبارات والدرجات سلمت وكان هناك احتمال إكمالي في المادة التي كنت أحبها جدا ، ومن شدة حبي لها كانت الدرجة التي أتحصل عليها كل مرة 99 درجة. فضغطت على نفسي و عملت 14رسم مع التلوين ورسم على الأقمشة في ليلة واحدة ، سلمت الأعمال المطلوبة وحصلت على درجة الامتياز.

س 6. اخبريني عن الأوقات التي سعيت فيها عن قصد للحصول على معلومات من الآخرين لعمل بحث معين وكيفية جمعها ؟

1. قبل دخولي لقسم الملابس كان هناك مادة تسمى (مدخل) وفكرتها إعطاء معلومات عن القسم أسبوعيا من قبل الأساتذات. وكنت استفسر أيضا من الطالبات وأستاذاتي .
2. عند الرغبة في الحصول على معلومات لموضوع معين أقوم بالبحث عن طريق الشبكة العنكبوتية وبالغالب اختار المواقع الأجنبية . كما يعتمد ذلك على نوع الموضوع فقد استفسر أيضا من الأساتذة واستشير الوالدة وأخواتي .
3. عندما ارغب في تنفيذ فكرة معينة استشير الذين عملوا في نفس المجال . لا أعتمد على الشبكة العنكبوتية كثيرا وأحب أن اجمع معلوماتي بنفسي .
4. لقد حضرت إلى الجامعة بعد معرفتي بمشروعك من طالبات الكلية وأنا جدا متحمسة لأفكارك . وأنا أحب أن ابحث عن المعلومات من خلال الشبكة العنكبوتية.
5. لقد سمعت من الطالبات عن مشروعك وحضرت إلى هنا، وأنا جدا متحمسة لأفكارك عندما أحب أن ابحث عن المواضيع في الشبكة العنكبوتية.
6. عندما كنت أفكر في تحديد المكان رأيت إعلان في إحدى الجرائد عن شخص لديه مبنى ويريد أن يبيعه ، فقمنا بالتواصل معه على أن يكون الموضوع شراكة بيننا فهو عليه المبنى والكهرباء ونحن علينا المشروع وتنفيذه . غالبا ما أجمع المعلومات من

الجرائد التي تحتوي على الإعلانات الصغيرة ، والبحث في الشبكة العنكبوتية التي تعتبر أكبر مرجع للحصول على المعلومات ، والاطلاع على وجهات نظر الآخرين.

7. يمكن استفسر عن المعلومات من الناس مثلا ، فحكاية معاملة التوظيف الخاصة بي ممكن أن أسأل عن سيرها من الموظفين. وأسأل عن الواجبات أيضا من الأستاذات ، وان من طبعي أن أسأل بكثرة حرصا مني على الحصول على المعلومة الصحيحة.
8. أحب عادة أن أتغلغل في مشاكل المجتمع ، فدائما ما أجلس مع الوالد وخالي الكبير نتباحث في أمور المجتمع ، وأتناقش في اغلب الأوقات مع المعلمات بخصوص المشاكل التي تحدث للطالبات وبطريقتي أوصولها إلى المسئولات في الكلية لمعرفة الأسباب وإيجاد الحلول.
9. أرادت إحدى الصديقات أن تخطب لأخيها ، فطلبت مني أن اذهب وأسأل إحدى الطالبات بعض الأسئلة ، فذهبت إليها وأخذت منها المعلومات بطريقة غير مباشرة.
10. كنت أسأل الأستاذة عن كيفية البدء في عمل مشروع بالتفاصيل ، عن المخاطر ، وكيفية التعامل مع الناس، وقد أفادتنا كثيرا.
11. للحصول على المعلومات أقوم بالاستفسار من الآخرين . لا يوجد في ذهني أي موقف حاليا ، ولكن على حسب نوع المعلومة ممكن أسأل والدين مثلا ، ابحث في الشبكة العنكبوتية أو استفسر من الأستاذة.
12. إن من طبعي الاستفسار الدائم ، واستفسر من الأستاذة عن أي مشكلة في المواد الدراسية.
13. قبل عمل أي بحث معين أحب أن أسأل المجربين في نفس المجال . عندما ذهبتنا في رحلة (أثناء المرحلة الثانوية) إلى جامعة الملك عبد العزيز وشاهدت المعارض المقامة أعجبتني جدا . وبعد أن التحقت بالجامعة اشتركت بهذه المعارض ، فكنت أسأل عن رغبات الناس قبل المشاركة . ولقد رسمت على القمصان وعلى الأحجار في أول معرض اشتركت فيه فكانت الفكرة غريبة ، ومن ثم بدأت أنواع في عملي وارسم على الأقمشة أيضا وأبيعها .
14. عندما ارغب في الحصول على معلومة معينة بخصوص المواد استفسر من الأستاذة ، ففي مهرجان جمعية البر الذي حضرته في إحدى المرات قمت بالاستفسار عن كيفية المعيشة بالنسبة لرعاة الجمعية من الأيتام وغيرهم.
15. عندما أرغب في عمل مشروع معين استفسر من أساتذات الكلية عن نوعيته وعن الخامات اللازمة وغير ذلك.
16. لا أتذكر حاليا ، ولكن إذا كنت أريد عمل مشروع وكان هنالك نقطة غامضة علي لا أتغاضى عنها بل أقوم بالبحث في الكتب والاستفسار ممن لديهم الخبرة.
17. أثناء دراسة مادة تاريخ الحضارات وجدنا صعوبة في إيجاد المعلومات لعمل البحث الخاص بهذه المادة ولكن الأستاذة ساعدتنا ، فكانت تدلنا على المراجع وأيضا بحثنا في الشبكة العنكبوتية والمكتبة المركزية.
18. أحب أن اجمع معلومات عن الاكسسوارت ، وارغب في أكمل دراستي في تخصص مجوهرات فاستفسر دائما من الأستاذة وابحث عن طريق الشبكة العنكبوتية.
19. كوني اظن في سكن الجامعة جعلني اعمل في مجموعات وأعطانا الفرصة لكي نجتمع مع بعض وبتناقش بخصوص الدراسة وتتعلم وتأخذ معلومات من بعض0 أما بخصوص الاستفسار عن المحاضرات نلجأ إلى الأستاذات.
20. لم يحدث لي جمعت معلومات لشيء معين . قبل الالتحاق بهذا التخصص بحثت عن معلومات عن هذا التخصص من الشبكة العنكبوتية . واستفسرت عنه من صديقة أختي التي تعمل أخصائية تغذية.
21. لا يوجد لدي خلفية، ولكنني تعلمت من خلال دراستي لمادة المشاريع الصغيرة وجوب عمل دراسة استطلاعية عن حاجة المجتمع، وأجمع المعلومات من واقع خبرتي وخروجي واحتكاكي بالمجتمع وبالتحدث مع أفراد من خلال الاجتماعات العائلية (كوننا كأسرة محافظة) وأخذ رأيهم في هذه الخدمة. وقد تعلمنا من دراستنا أن النجاح في المشاريع الصغيرة يحتاج إلى وقت مع احتمال وجود فشل في البداية، وأن الفشل يكون أول خطوة للنجاح .في حالة عمل مشروع صغير ، أضع لنفسني الإيجابيات والسلبيات مثل (ماهية المشروع ، الموقع ، طريقة الوصول إلى العملاء ، كيفية تعريف المجتمع على مشروعي وكيفية إثبات نفسي في هذا المجتمع قبل الأخذ بمشورة الأهل.

22. أحصل على المعلومات المطلوبة بأن أقصد الأماكن (ذات العلاقة) كالأسواق النسائية وبرنامج (باب رزق جميل) وأطلع وأتوسع في الحصول على المعلومات أيضا من الكليات والجامعات والتجمعات النسائية، فهذه الطريقة أتعرف على مدى احتياج المجتمع.
23. طبعا سألت وقرأت عن القسم وأهدافه عن طريق الشبكة العنكبوتية وسألت الخريجات وقابلت بعض الأساتذات واستفسرت عن القسم.
24. أسعى في الحصول على المعلومات التي أريدها عن طريق التحدث مع الآخرين، مثل بحث التخرج والذي يدور حول (دورة تغذية في تحديد جنسية الجنين) فقد كنت اجمع المعلومات عن طريق قراءة المراجع العلمية، الاطلاع على الشبكة العنكبوتية والاستفسار من الأهل، كما أحب أن استفسر كثيرا ولا أختص برأي معين.
25. أقوم بجمع المعلومات التي أحتاجها عن طريق الأسئلة المباشرة للخبراء في هذا المجال كالأستاذة ، أصحاب الحرف والأصدقاء.
26. ألجأ في البداية للحصول على المعلومة عن طريق البحث في المراجع العلمية والشبكة العنكبوتية لأننا تعودنا على ذلك أثناء الدراسة كما ألجأ إلى الأساتذات أيضا.
27. أحصل على المعلومات من بحوث وخبرات الأساتذات وبالذات في مجال الديكور والتصميم والأزياء ، كما أبحث عن آخر المستجدات في هذا المجال. ففي رأي أن مجال التصميم والأزياء له مجال أوسع عن الديكور في المملكة العربية السعودية.
28. عندما أرغب في الحصول على معلومات عن أيام زمان ارجع إلى جدتي ، وحبى للقراءة والاطلاع يجعلني ألجأ أكثر إلى الكتب والمراجع للحصول على المعلومات التي أريدها . بالإضافة إلى ذلك أسأل أساتذتي الذين أفادوني كثيرا .
29. أحصل على المعلومات المطلوبة بأن أقصد الأماكن ذات العلاقة وأتوسع بالاطلاع على الأسواق (النسائية منها) كبرنامج (باب رزق جميل)، الكليات، الجامعات والتجمعات النسائية ، فهذه الطريقة تعرف مدى احتياج المجتمع.
30. دائما أسعى للحصول على المعلومات التي تختص بمجال دراستي عن طريق استشارة الأساتذة اللاتي تملكن خبرة في التخصص.
31. أحب أن أسأل واستفسر دائما عن مواد التخصص وذلك لكوني خريجة ثانوية عامة وليست من المعهد المهني.
32. كان لدينا مادة عن (فن الكروشيه) ولم يكن لدي خلفية عنه لأنني لم ادرسه في المراحل الدراسية السابقة مما اضطرني أن اطلب من أخي عندما سافر إلى الخارج إحضار بعض الكتب عنه (وجلست فترة ثلاثة شهور تقريبا أتعلمه وأتعلم أشكاله الجديدة إلى يومنا هذا مازلت أحاول أن أتعلم المزيد عنه.
33. إذا سمعت عن محاضرات في مكان عام مثل روضة مكة المطورة التي تقدم دورات عن تطوير الذات ، كيفية تحقيق الطموح والأحلام وكيفية التعامل مع الآخرين اعمل على حضورها لشعوري بأن هذه الدورات تمنحني الثقة بالنفس.

قياس الرغبة عند البدء بعمل:

الأسئلة التالية ستمكننا من معرفة شعورك نحو المشروع الصغير وان كان هناك جدوى أم لا من تحقيقه.
س 7: بكلمات من تعبيرك عرفي مصطلح تنظيم المشروع الصغير؟ هل رغبتك الأساسية البدء بعمل مشروع صغير؟

1. يجب قبل البدء بالمشروع الصغير أن تكون الفكرة واضحة أولا وجاهزة، كما يجب عمل دراسة جدوى لمعرفة التكاليف والخامات اللازمة ومدى تقبل المجتمع لهذه الفكرة مع تجربة لمدة سنة وبعد ذلك محاولة الاستمرار في المشروع. لا توجد لدي رغبة في فتح مشروع في الوقت الحالي، ويجب أولا معرفة مدى تقبل المجتمع لهذه الفكرة.
2. يخونني التعبير هنا...، تنظيم المشروع هو عبارة عن عمل دراسة ووضع الخطط اللازمة قبل البدء فيه. نعم أرغب في فتح مشروع ، وقد أعجبتني فكرة تصميم وعمل الإكسسوارات لأنني لمست النجاح فيها وقد أقوم بعملها بغية إهدائها إلى الآخرين.
3. وضوح الهدف وترتيب الخطوات والحاجة إلى التوجيه و الحصول على المعلومة من الخبراء في هذا المجال. ارغب في فتح مشروع مرغوبا فيه ولكن بعد فترة من الزمن استعيد طاقتي فيها.

4. تنظيم المشروع عبارة عن دراسة للمشروع من جميع النواحي مع التطبيق والمثابرة. وأنا أرغب بشدة في عمل مشروع خاص بي.
5. تنظيم المشروع عبارة عن عمل دراسة من جميع النواحي والمثابرة في نفس الوقت. نعم أنا جدا راغبة في فتح مشروع.
6. اعتقد بان تنظيم المشروع هو عبارة عن وضع الخطة التي تشمل التجهيزات ، التوقعات الاحتياجات وإعدادات المشروع . ممكن أن نبدأ بالفكرة ثم تحديد الهدف ومن ثم مرحلة التنفيذ. إن شاء الله لدي رغبة قوية بفتح مشروع.
7. الترتيب ، وضع الخطة ،تحديد الأهداف والمراحل. إذا كنت املك القدرة لعمل ذلك 0 رغبتي تقدر بنسبة 30 % ، ولكن هدفي الحالي والأساسي أن أكون عضو هيئة تدريس.
8. تنظيم المشروع هو عبارة عن وجود الفكرة وتحديد نوع المشروع والهدف منه والاستفسار من ذوي الخبرة ووضع الأسس ودراسة التفاصيل ومن ثم البدء بالمشروع. طبعاً أرغب في فتح مشروع تجاري بنسبة عشرة من عشرة ولكن مشكلتي الوقت وسيكون إن شاء الله بعد تخرجي من مرحلة الماجستير. وأحب أن أشير هنا أن الطالبة منا بحاجة لمن يشجعها ويدفعها كمساعدتكم لنا من الناحية المادية ومن ناحية التوجيه والإرشاد والمتابعة لان المتابعة هي أهم شي.
9. تنظيم المشروع عبارة عن دراسة جدوى جيدة ، وتنظيم المشروع هو إنشاء مشروع معين وإدارته بطريقة جيدة. نعم ارغب بإنشاء مشروع خاص بي ، بنسبة 80% والنسبة الباقية أضعتها للخوف من الفشل وتوفير الدعم المادي، ويمكن أن أبدأ بمشروع صغير من البيت. يزيد من رغبتي للمشروع التشجيع، ونظرتي إلى الموضوع على أنه أمر مفيد لي، اكسب منه من ناحية ومن ناحية أخرى يكون كتسليية.
10. بالنسبة لي يعتبر دخولي في مشروع جديد تحدياً كبيراً. تنظيم المشروع هو عبارة عن خوض تجربة لمبتدأ. نعم أنا ارغب في ذلك ، ودرجة الرغبة حالياً تقدر بـ 50% لأنني مازلت على رأس الدراسة وأفقتد الإمكانيات المادية وأواجه صعوبة في الحصول على العمالة.
11. تنظيم المشروع عبارة عن (أفكار وموارد مادية وبشرية). نعم رغبتي في عمل مشروع عاليه فانا يومياً أتحدث مع الوالدة عنه ، ونسبة رغبتي تقريبا 95%.
12. هو عبارة عن كيفية إنشاء المشروع ونوعيته، فتنظيم المشروع عبارة عن رغبة في العمل مصحوبة بميول . نعم أنا راغبة بفتح مشروع بنسبة 95%، وعندي استعداد نفسي وحضرت عدة دورات عن المشاريع الصغيرة، ولكنني بحاجة إلى المورد المادي وزيادة مهاراتي.
13. تنظيم المشروع عبارة عن فكرة تنميتها وتحتويها وتعطيها كثير من الجهد والتفكير والاهتمام ومن ثم ستحصلين على مردود جيد ومستمر. نعم راغبة في فتح مشروع خاص ونسبة الرغبة لدي أكثر من 100% ، وان شاء الله سيكبر مشروعي، و حالياً تقوم إحدى الشركات بطباعة تي شيرتات لي مقابل نسبة معينة.
14. تنظيم المشروع عبارة عن فكرة أو رغبة ،تحديد هدف معين ، تجميع المعلومات ،تقدير رأس المال الذي نحتاجه لشراء الخامات الجيدة ومن ثم البحث عن المكان. أرغب بعمل مشروع صغير بنسبة 80% ، وما يزيد من رغبتي هو وجود مكان أو برنامج معين لا يحتاج لدعم مادي. نظراً لمحدودية المجمعات التي تقبل بعمل بازارات ، أتمنى توفير مجمع دائم لعمل البازارات بحيث يكون معروفاً من قبل الناس. لم أفكر بعمل دورات تدريبية ولكن من الممكن عمل ذلك ، فقد تقدمت لتعليم بعض الأعمال الفنية في بعض المراكز الصيفية.
15. تنظيم المشروع طبعاً يحتاج إلى وقت وخطة وخامات. التجربة التي مررنا بها كانت مفيدة جداً لنا ، فلم يكن لدينا تنظيم للوقت في البداية ولكن مع التكرار اكتشفنا طرق تنظيم الوقت. هو عبارة عن إدارة موارد مادية ، إدارة وقت ، أشخاص وعلاقات. إن شاء الله أرغب بعمل مشروع (رغبة متوسطة) بنسبة 50%.
16. تنظيم المشروع بداية عبارة عن فكرة ودعم ذاتي وحب للشيء (يتخلله رغبة ، مبادرة ، عزيمة ، اجتهاد وتفوق في العمل) نعم ارغب في عمل مشروع بنسبة 90% والعشرة الباقية اتركها للظروف.
17. تنظيم المشروع هي عبارة عن البدء من الصفر ، فهو عبارة عن بداية انطلاق لشخص يسعى من خلاله لتطوير ذاته وتحقيق هدفه ، وأنا أشجع عمل المشاريع النسائية وفتح مجالات عدة في المجتمع. نعم راغبة بنسبة 75%. نحن بحاجة إلى الاهتمام من جانب المجتمع والحصول على التشجيع لفتح مثل هذه المشاريع.

18. تنظيم المشروع هو عبارة عن بناء عمل شخصي أو جماعي ، بداية فكرة ثم وضع الأهداف . طبعاً ارغب في ذلك بنسبة 100% لان هذا طموحي أن اعلم مشروعني الخاص وأنال الشهرة من خلاله.
19. أنا أميل إلى تغليف الهدايا والديكور . تنظيم المشروع عبارة عن اختيار نوع المشروع ، وضع الميزانية ، وضع الخطة على حسب المبلغ والبحث عن الدعم ومعرفة مدى تقبل المجتمع والفكرة التي تناسب معه.
20. تنظيم المشروع بالنسبة لي عبارة عن تجميع معلومات ، اخذ آراء ، تنظيم واختيار المكان، كما يجب على المرء أن يفكر كثيراً قبل البدء فيه.
21. من وجهة نظري أن التنظيم هو تحديد للأولويات والخطط وترتيب الإمكانيات الموجودة من موارد بشرية ، مادية وسلع ومنتجات خاصة بالمشروع. إن من ضمن الخطط التي أفكر بها (عمل مشروع صغير) وبالنظر إلى الواقع يتضح لنا أن الفكرة السائدة التي تغلب على تفكير النساء عمل مشاريع لها علاقة بطبيعة المرأة مثل (الطعام أو فتح صالون تجميل) . فجال فتح المشاريع للمرأة محدود نظراً لعدم تقبل المجتمع ، مثلاً في حالة فتح (محل ديكور أو تصميم داخلي) لابد من وجود رجل ويوجد أسر ترفض وتتحفظ على الفكرة كما أنني أيضاً اكتشفت من آراء الوالد استصعابه لفكرة عمل المرأة.
22. رغبتني الأساسية هي الابتعاث إلى الخارج وإكمال دراستي. ولكن في حالة عدم حصول ذلك أفضل العمل ضمن فريق، كمشاركة الأصدقاء في عمل مشروع.
23. إدارة الموارد التي يتطلبها إقامة المشروع بشكل جيد يمكن من الوصول إلى الأهداف التي انشأ من أجلها المشروع. لا ليس لدي الرغبة بإدارة مشروع، ولكن قد يكون لمجرد الهواية.
24. بصراحة نعم لدي الرغبة بعمل مشروع وحالياً هذا هو مشروعني الصغير(مشروع القهوة) داخل الكلية - أجرب حظي فيه كيداية. تدور في مخيلتي أفكار عديدة (كعمل ترفيهي لمحل القهوة) مثل عمل برنامج قهوة الصباح للأساتذة الكلية ، ولكني بحاجة إلى المساندة والدعم. المشروع الصغير يحتاج إلى دعم مادي فيالنسبة لي ممكن أن أحصل على التشجيع ولكن الدعم المادي صعب الحصول عليه. فلو كانت لدي الإمكانيات ممكن أحضر مكانن سلاش مثلاً.
25. بالنسبة لي أهم شئ الرغبة والميول. فأنا لدي الرغبة ببدء مشروع صغير ومن ثم أتوسع فيه حتى يصبح كبيراً . أنا لا أسعى إلى الحصول على المادة بقدر سعي إلى التميز. و أحب أن أشير هنا بأن طالبات الكلية لديهن العديد من الأفكار الخيالية التي بحاجة إلى من يتبناها.
26. انعكاس انجازاتي على المشروع بحيث أصل إلى هدفي. نعم ارغب في عمل مشروع.
27. بداية نمط أو مشوار أعيش حياتي فيه يعود على بالفائدة. نعم ارغب في عمل مشروع صغير.
28. يعتبر فن وابتكار. الفكرة تأتي فجأة وقد يحصل الإنسان على التوفيق حتى لو لم يمتلك الرغبة، وقد تأتي الرغبة بعد النجاح وتتمو أكثر. إن شاء الله أرغب بعمل ذلك.
29. هو عبارة عن الوصول إلى الهدف. ليس في تفكيري البحث عن الوظيفة بعد التخرج وبإذن الله ارغب في إنشاء مشروع وبمشيئة الله سأحقق هدفي.
30. إعداد المشروع من ناحية الخطوات ، النقاط والإجراءات اللازمة. نعم أرغب في ذلك بنسبة عالية.
31. هو عبارة عن وضع الهدف أولاً، ويجب أن يكون متوافقاً مع متطلبات واحتياجات المجتمع وإمكانياتي المادية والمعنوية. أحب أن أبداً بمشروع صغير بحيث استفيد من خبرتي فيه لعمل مشروع أكبر. تنظيم المشروع في نظري أن يكون لدي هدف مدروس أسعى لتحقيقه بجميع الوسائل المتاحة لي وان يلقى القبول من المجتمع. نعم أنا راغبة أكيد في فتح مشروع بنسبة 100% .
32. تنظيم المشروع هو تحديد الهدف ،الخطة وتوفر الدعم. نعم ارغب بقوة بعمل مشروع صغير.
33. تنظيم المشروع عبارة عن ترتيب مشروع صغير بحيث يتوافق مع المجتمع ودراسة حالة الأشخاص العاملين فيه في سبيل تهيئتهم للعمل. أنا صراحة أفضل أن أصبح أخصائية تغذية وان أكمل مرحلة الدكتوراه.

س8. صفي سيدة الأعمال في مجتمعنا، ما هي الأشياء التي تجديها أكثر جاذبية فيها ؟ وأعطني مثالا لذلك ؟ هل المجتمع يدعم المشاريع الصغيرة؟

1. اشعر أنها إنسانة مثقفة ووصلت بعد جهد جهيد ، يجذبني حديثها عن نفسها وبدئها من الصفر ونجاحها. أنا متعجبة جدا بصاحبة المركز التي اعلم معها الآن. فلقد بدأت بمركز صغير وتطور إلى مركز كبير يحتوي على عدة دورات وأصبح عليه إقبال كبير وسمعة جيدة. يدعم المجتمع حاليا المشاريع الصغيرة بالتشجيع ومنح المعلومات عند فتح البازارات والمشاركة في مهرجان صنع بيدي.
2. سيدة الأعمال في مجتمعنا هي امرأة تمتلك روح القيادة وقادرة على إدارة مشروعها من جميع النواحي فهي تنظم ، تخطط وتنفذ مع الاهتمام بالرقابة وتوجيه القائمين على تنفيذ العمل. يعجبني تصميم الأزياء الخاص بالمصممة زاكية عيود ورسماها على. نعم الدعم موجود ولكنه ليس بالقدر الكافي (من ناحيتي فانا ارغب في فتح مشروع صغير في مجمع نسائي مغلق أباشر العمل فيه بنفسى وأتجنب معارضة الأهل ، فهذا ما يعيقني فعلا بالإضافة إلى ذلك عدم توفر الإمكانيات المادية لدي لتوظيف عمالة في الأماكن المفتوحة.
3. سيدات الأعمال نادرات في هذا المجتمع ، والذي يعجبني في سيدة الأعمال طموحها ، فقد سعت واجتهدت وراء هدف معين وحققته.
4. امرأة قوية لأنها تحت هذه الضغوط قدرت على أن تدخل في هذا المجال بدون خوف ، ولديها بعد نظر ، جريئة ، لا تخاف ، لديها طموح ودور كبير في المجتمع (دفع المجتمع إلى الأمام). تتعامل مع شرائح المجتمع كافة بدون أي استغلال مادي عند البيع في مناسبات معينة. أمل أن يكون لها دور فعال بدعم طالبات الكلية المبدعات مثلا في عمل إكسسوارات من صنعهن. نعم موجود ولكن ليس بقدر الاحتياج والمهارات والكورس الموجودة ، فلا يوجد الدعم المادي أو المعنوي بالقدر الكافي.
5. سيدة الأعمال هي امرأة قوية لأنها دخلت مجال التجارة بدون خوف متحدية الضغوط الواقعة عليها من قبل المجتمع ، ولديها بعد نظر ، جريئة ولديها طموح كبير. يعجبني فيها دورها الكبير في المجتمع وقيامها بدفع أفرادها إلى الأمام بدون استغلال مادي للشرائح التي تتعامل معها مثل استغلال الظروف برفع الأسعار عند بيع إكسسوارات الفالنتاين مثلا. وبالإمكان أيضا أن تقوم بدعم طالبات الكلية مثلا في عمل إكسسوارات من صنع أيديهن.
6. وفاء حلواني مديرة المراكز التي كنت اعلم فيه سيدة أعمال افتخر بها. فلقد لمست فيها الحرص ، التعاون، الاهتمام والمتابعة من قبلها للموظفات بالإضافة إلى ذلك أسلوبها ، احترامها للآخرين، قدرتها على ضبط المجموعة ، مواجبتها لل صعوبات وعلاقتها مع الآخرين. فهي شخصية قيادية تتخطى الصعاب ، واثقة من نفسها ولها أفكار إبداعية . أكثر شيء شدني إليها قدرتها على الموازنة بين قدرتها على ضبط العمل وعلاقتها بالموظفات وتوجيههن بالاهتمام بالعمل من الجانب الإنساني ، فهذا يعتبر مهارة وفن. يوجد حاليا سيدات أعمال ناجحات ، ولقد ارتفعت نسبة الدعم للمشاريع النسائية بشكل كبير لان النساء اثبتن القدرة على الإدارة والإنجاز وقد فتحت لهن مجالات لم تكن متاحة سابقا.
7. امرأة ناجحة ، معطاءة ، متعاونة تساعد المجتمع ذكية ومكافحة. بصراحة لا اعرف أيا منهن ، ولكني أقرا عن مشاركتهن في المؤتمرات الاقتصادية عن طريق الجرائد. أتذكر أنني قرأت عن أول امرأة سعودية فتحت معرض سيارات.
8. سيدة الأعمال هي شخصية قوية لها كيانها واستقلالها الخاص معتمدة على نفسها ماديا. يجذبني لها التجارب التي خاضتها، خبرتها ، دبلوماسيتها وطريقة تعاملها مع الآخرين. لقد حدث تغير كبير فقد انقلب كيان المملكة العربية السعودية في آخر عشر سنوات نحو الأفضل (في فترة خادم الحرمين الشريفين الملك عبد الله بن عبد العزيز تم فتح مجالات عدة للعمل للنساء ، فأصبح المجتمع يتقبل عمل المرأة ودخلت في مجال تصميم المجوهرات والملابس والتغذية ومجالات أخرى. إن من إحدى السيدات اللاتي برزن في المجتمع ووصلن إلى العالمية المصممة زاكية عيود التي فتحت معرضا للأزياء وتحدثت عنها المجتمع بغض النظر عن الإيجابيات والسلبيات.
9. سيدة الأعمال هي امرأة تهتم بأنقتها، تتسم بشخصيتها القوية، تعتمد على نفسها ولديها الجرأة، الإقدام، الشجاعة، حسن الإدارة والقدرة على فتح مشروع معين في محيط الرجال. يجذبني لها استقلالها الذاتي . لا يوجد في مخيلتي سيدة أعمال معينة حاليا وقد يكون هناك العديد من سيدات الأعمال اللاتي لم اسمع عنهن. دائما المشروعات التي تعملها الأسر في المنزل تدعم من قبل المجتمع كعمل السمبوسة فيقومون بشرائها وتشجيع عملها في البازارات (والدة إحدى الصديقات تقوم دائما بتشجيع المشاريع التي تقوم بها الطالبات بالشراء منهن وطلب طلبيات شراء.
10. توجد نسبة بسيطة من سيدات الأعمال في مجتمعنا السعودي، ولكن مع مرور الأيام سيزداد عددهن. سيدة الأعمال هي التي تواجه المصاعب والمخاوف أثناء عملها. يجذبني لها طموحها والتحديات التي تواجهها. الدعم في مجتمعنا السعودي ليس بذاك القدر. وبالنسبة للقائمين على توفير الدعم المادي على هيئة قروض يطلبون فوائد كبيرة . يعتمد الدعم على نوعية المنتجات المعروضة ، وممكن أن ارتاح أكثر إلى الشراء من النساء.

11. سيدة الأعمال في مجتمعنا سيدة ناجحة ، مثابرة ، استطاعت أن تصل إلى مبتغاها بالرغم من الفكرة السائدة (عدم قدرة النساء على عمل مثل هذه الأمور) . إن ما يعجبني فيها تحدياتها ، فهي قد تحدث المجتمع بالذات في الفترات السابقة. لا يوجد في مخيلتي سيدة أعمال معينه ، ولكني كنت اعلم بحث فتواصلت مع طالبتين في الجامعة بدأتا عملهما بمشروع صغير (محل اهاجيز) وبمبلغ بسيط والآن بدأ في التوسع وانتشر في أنحاء الخليج. نعم الدعم موجود حاليا 0 وقد أثبتت المرأة في مجتمعنا أنها قادرة على الإبداع والابتكار.
12. سيدة الأعمال هي امرأة لديها مشروعها الخاص وتديره. هي امرأة قوية ، تمتلك روح المبادرة ، لديها الإيمان والثقة في نفسها وفي الآخرين . يعجبني فيها ثقته في نفسها وجوده عمليا. الأستاذة منال لديها ثقة كبيرة بنفسها وتحرص على رفع الثقة بالنفس لدي طالبات الكلية وتقدرهم. لا أشعر أن المجتمع السعودي يدعم المشاريع الصغيرة، ولكن حاليا نسبة الدعم اختلفت عن السابق.
13. امرأة طموحة تسعى جاهدة وتثابر في الوصول إلى هدفها واثبات نفسها بطريقة ذكية. بالحقيقة لم أتعرف عليهن شخصيا ولا اعرف شخصية معينة ولكني اقرأ عنهن ، ويفرحني كثيرا وجود سيدات أعمال استطعن إثبات أنفسهن بالرغم من المسؤوليات التي تقع على عاتقهن تجاه أسرهن. في الوقت الراهن اشعر بان المجتمع قد بدأ يدعم مثل هذه المشاريع التي أظهرت مكانة المرأة السعودية ، ولكن مازالت بعض المعوقات موجودة . وفي رأيي يزداد إقبال الناس على المشروع إذا كان غير مخالف للعادات والتقاليد.
14. سيدة الأعمال هي امرأة طموحة وضعت أمامها هدف وحققته ، ، فأنا أعتبر سيدة الأعمال الناجحة مثل وقودة لي ، ، ويجذبني في سيدة الأعمال تفكيرها السليم وروح القيادة التي تتسم بها ، فهناك سيدات أعمال امتهن التجارة ، الفن وتصميم الأزياء.
15. لقد ظهرت العديد من سيدات الأعمال البارزات في مجتمعنا السعودي واللاتي تخطين الصعاب في طريق النجاح. يجذبني لهن (النجاح الذي حصلن عليه بعد مشوار طويل من العناء). الدعم موجودا تقريبا منذ سنتين أو ثلاث سنوات كدعم الطالبات بآتاحة عروض كثيرة من خلال المهرجانات والبيارات. ولكن يصعب على المجتمع السعودي أن يسمح للفتيات بالعمل بمكان مفتوح.
16. قد برز في المجتمع السعودي الكثير من سيدات الأعمال الناجحات. سيدة الأعمال هي إنسانة ناجحة اختارت طريقها وأبدعت فيه ، بادرت وبحثت وتغلبت على الصعاب التي واجهتها. إن أكثر ما يجذبني لها قوتها وإرادتها وقدرتها على إدارة العمل تستطيع أن ترتقي بعملها من غير توجيه من الآخرين. لقد بدأ دعم المجتمع في السعودية للمرأة العاملة بنسبة قليلة ، ولكن التشجيع يقتصر على بعض الأعمال المعينة ، فالتشجيع ضروري جدا ويعمل على تنمية روح الإبداع عند الموهوبين ، فهناك فئات ممن لديهم مواهب وممن لديهم القابلية للتعليم.
17. سيدة الأعمال هي التي تقوم بدعم الموهوبين في مجتمعنا وتساعدهم وتدعمهم وتحفزهم في سعيهم لتحقيق اهدافهم. من الممكن أن يكون هناك دعم ، ولكني لا اعلم لعدم اختلاطي بالمجتمع بالقدر الذي يجعلني على قدر من المعرفة بهذا الشيء.
18. سيدة الأعمال في مجتمعنا تمتلك شخصيه متكاملة، واعية ذات فكر وإرشاد. يجذبني لها ثقته بنفسها وطموحها. لا اعرف احد منهن . لا يوجد دعم لاماديا ولا معنويا ، والدعم المادي هو الذي يقف حجر عثرة أمام سيدات الأعمال.
19. سيدة الأعمال في مجتمعنا أعدها شخصية جدا محترمه0 لقد شاهدت في قاعة المحاضرات أثناء فعاليات (مهرجان اليوم المهني) نمودجا لسيدة أعمال وأعجبت جدا بها ، حيث أنها أقامت مشروع (تصميم أزياء) بعيدا عن تخصصها (ادب انجليزي) ، ولا اذكر اسمها حاليا ، فقامت بالمبادرة بعرض أعمالها لسمو الأميرة الراحية لهذا المهرجان وقدمت نماذج من أعمالها بكل إقدام وشجاعة ونجحت في تسويق منتجاتها. يعجبني في سيدة الأعمال الشجاعة، المبادرة والاحترام. حاليا نعم أجد الدعم ايجابيا . وأصبح مجمل الحديث في المجتمعات النسائية عن عمل المشاريع . فقد ازدادت نسبة الوعي وأصبح من السهل الحصول على موافقة وتشجيع الأهل . ولكن المشكلة أن الفتاة تكون متحمسة جدا قبل الزواج ولكن بعد الزواج قد تفقد هذا الحماس وتتخلى عن فكرة عمل المشروع وتهمل ذلك. كما أن بعض الفتيات يعوده تقضية وقت أو موضحة ويتركوا الفكرة بمجرد الفشل.
20. سيدة الأعمال في نظري إنسانة حققت حلمها ، وأنا احترمها جدا وأتمنى أن أحذو حذوها. يعجبني فيها تفكيرها وثقتها بنفسها وقوة شخصيتها. نسبة دعم المجتمع السعودي للمرأة العاملة اقدرها بنسبة 70% ، بالنسبة لي الدعم المعنوي أهم عامل في النجاح فعندما ارغب في استشارة الغير احصل على آراء تثبط من عزيمتي . اغلب المجتمع ينظر إلى سيدة الأعمال بأنها امرأة خرجت عن التقاليد والعادات، وينظري . ليس عيبا أن أصبح سيدة أعمال.
21. من وجهة نظري أن التنظيم هو تحديد الأولويات والخطط وترتيب الإمكانيات الموجودة من موارد بشرية ، مادية وسلع ومنتجات خاصة بالمشروع. إن من ضمن الخطط التي أفكر بها (عمل مشروع صغير) وبالنظر إلى الواقع يتضح لنا أن

- الفكرة السائدة التي تغلب على تفكير النساء عمل مشاريع لها علاقة بطبيعة المرأة مثل (الطعام أو فتح صالون تجميل). فمجال فتح المشاريع للمرأة محدود نظرا لعدم تقبل المجتمع ، مثلا في حالة فتح (محل ديكور أو تصميم داخلي) لابد من وجود رجل ويوجد اسر ترفض وتحفظ على الفكرة كما أنني أيضا اكتشفت من آراء الوالد استصعابه لفكرة عمل المرأة. قد يكون استثمارا لمهاراتي وميولي وقضاء لوقت فراغي وإشباعا لحاجاتي. الأغلب أن يكون البديل للوظيفة ويمكن أن يكون الأساس في حالة تناسب المجال، التشجيع، وجود الشريك ووجود الحماس، وقد يمارسه البعض كهواية.
22. يعجبني بسيدة الأعمال شخصيتها القوية، قدرتها على إدارة فريق العمل وقدرتها على الوصول لهذا المستوى. ليس لدي خلفية عن سيدات الأعمال، ولكني أقرأ عنهم عن طريق الصحف والجرائد. الدعم موجود، ولكن ليس كثيرا مثل (الجامعة والغرفة التجارية) ولكن من ناحية المجتمع والأهل قد يتبطوا من عزمي. طبعاً لا ، ولو فتح هذا المجال سيكون الإقبال أكثر على تلك المشاريع.
23. بالنسبة لسيدة الأعمال فمكانتها محفوظة في المجتمع ولكن دخلها غير ثابت. نظرتي لها عادية وتختلف إذا كانت إنسانة متميزة. يوجد دعم للمشاريع النسائية ولكن يوجد فيها صعوبة.
24. أنا انظر إلى الهيكل العام الذي يلفتني أكثر ، أيضا أسلوبها وطريقة حديثها ، احترامها لنفسها ، أسباب نجاحها. ولا يغيب عن الذهن بان العادات والتقاليد هي التي تحكمنا في الغالب . نسبة الدعم حاليا 50% او 45%.
25. قدوتي هي الدكتورة سهيله يماني وهي موجودة في الكلية. ماشاء الله عليها أتمنى أن أحذو حذوها. نعم بنسبة 75% ، فالمجتمع فعلا يحتاج إلى توعيه.
26. يعجبني في سيدة الأعمال نجاحها وأحب أن أطلع عن كيفية وصولها لذلك منذ البداية . اعتقد أن البداية قد تكون صعبة ويرجع ذلك إلى وضع المرأة السعودية (كالخروج بدون المحرم) ، فبالنسبة لي الوالد لا يستطيع التفرغ للذهاب معي لمتابعة عمل مشروع وتنفذه.
27. أحب أعمال السيدة زكية عبود ، فلقد وصلت إلى مستوى عالي. شاهدت إحدى مقابلاتها التلفزيونية ، وقد قابلتها مرة وعرضت علي بعض الأشياء التي تفيديني كمصممة مبتدئة. سمعت فقط عن مشروع عبد اللطيف جميل.
28. تم عرض موضوع في قناة المجد الوثائقية (الطريق إلى السوق) عن طريق أستاذ فاضل من عائلة الزامل لمست تواجده وأخلاقه الرفيعة وأسلوبه السلس. نعم ، فنفس البرنامج الذي تكلمت عنه (الطريق إلى السوق) يقوم بعمل مسابقات ويقدم الأفكار والمساندة للفائزين.
29. هي السيدة الناجحة التي استطاعت أن تترجم أفكارها للواقع ولم تنتظر الدعم من الآخرين. هي إنسانة منطلقة وعندها رغبة وقدرة على الاختلاط بالمجتمع الذي حولها. تقريبا في هذه الأيام بدأ الدعم وبدأ الناس بالاتجاه إلى إنشاء مشاريع صغيرة أكثر من الحصول على الوظيفة. تقدم الكلية أيضا الدعم الكبير، بحيث توفر لنا الدعم والاستشارات.
30. سيدات الأعمال في مجتمعنا في تطور. يعجبني فيها ثقافتها ، شخصيتها القوية والقيادية ، ثققتها بنفسها ومواجهتها التحديات والصعوبات. ويجذبني لها (الأفكار) في حالة توافق أفكارها مع أفكاري. لا يوجد لدي فكرة عن شخصية محددة، ولكن يسرني أن اسمع عن سيدات الأعمال السعوديات ويجذبني تطور أفكارهن. يوجد دعم ما شاء الله في جميع المجالات. فلقد دخلت المرأة في مجال المصانع والشركات والمجتمع أصبح يتقبل إنجاز المرأة في عدة مجالات.
31. هي امرأة كافحت ووصلت إلى هدفها و ميتغها ، واقدت مساهمتها في بناء المجتمع مجردة من الأهداف الشخصية. دعم المجتمع لهذه المشاريع متفاوتا حسب المنطقة التي يكون فيها الانفتاح اكبر. فالمنطقة الجنوبية والوسطى لديهم بعض التحفظ بالنسبة لعمل النساء، بينما مجتمع المنطقة الغربية أكثر انفتاحا من هذه الناحية. بالنسبة لي فانا أشجع عمل النساء.
32. سيدة الأعمال هي التي بدأت بمشروع صغير وضغطت على نفسها وتخطت الصعاب. يجذبني لها ثققتها الكبيرة بنفسها وقدرتها القوية على مواجهة الصعوبات. يوجد دعم ولكن بنسبة قليلة جدا.
33. هي شخصية مهمة جدا في المجتمع وتعمل على مساعدة الراغبات في عمل المشاريع وتكفل عمل المشاريع الصغيرة في المنزل. ليس الجميع، تقوم فئة منه بالدعم وفئة همها فقط المادة ولا يملكون روح التعاون. لقد سمعت بوجود فرع نعومي نسائي وها شيء جيد بحيث يمكن للفتاة أن تأخذ راحتها عند الشراء من المحلات النسائية.

س 9. ماذا تعرفي عن برامج التي قامت الحكومة بتوفيرها للنساء وعن قرارات خادم الحرمين الشريفين الملك عبد الله التي أصدرها بخصوص ذلك، هل يوجد لديك خلفية عن هذه البرامج والفرص التي وفرها خادم توفيرها للمرأة مثل (منح القروض وإصدار التصاريح باسمك) ؟ (كبناء مشروعك بنفسك) وفي حالة وجود ذلك ما هو القرار الحكومي التي تتمني إصداره ؟

1. لقد سمعت عن برنامج الشيخ عبد اللطيف جميل (باب رزق جميل) الذي يدعم المشاريع الصغيرة. وقد عرفنا عن هذه البرامج من مهرجان صنع بيدي. أنا لا أتابع ذلك كثيرا، ولكني أقرأ عنها في الصحف المحلية في بعض الأحيان والمعروف الآن برنامج الشيخ عبد اللطيف جميل.

2. كنت على علم بها منذ المرحلة الثانوية وتعتبر هذه البرامج مشجعة. ولقد سمعت أيضا عن صندوق التنمية الذي يقوم بدعم المشاريع الصغيرة عن طريق عمل دراسة جدوى، تقديم الاستشارة وتقديم الدعم المادي، وإن شاء الله أتوجه إليه قبل فتح مشروع. ولكن المشكلة تكمن في عدم القدرة على سداد القرض في حالة فشل المشروع وبالذات إذا لم أكن موظفة. ف ضمان عدم الخسارة سيرفع من مستوى الرغبة وسيشجعني على فتح المشروع.

3. أعرف عن برنامج عبد اللطيف جميل (باب رزق جميل) . يوجد حاليا توجه لعمل المرأة في عدة مجالات كفتح bazارات وأصبح يشمل جميع فئات المجتمع حتى الطبقة الراقية. لا أعرف عن البرامج الحكومية ولم اسمع عنها أبدا. كنت أتابع برنامج في قناة المجد لا أذكر اسمه وكان يتحدث عن المشاريع الصغيرة، يساعد بتقديم الاستشارات وأخذت فترة طويلة أتابعه وقد استفدت منه.

4. لقد سمعت عن صندوق المنوية وصندوق الأمير سلطان وصندوق عبد اللطيف جميل. نعم سمعت عن هذا المركز، وهذه فكرة رائعة وبشارة حلوة لكي يكون للنساء حرية التصرف بدون العقبة الرئيسية (المحرم ، الكفيل) والاعتماد على نفسها. آخر شيء نما إلى مسمعي تبني الغرفة التجاري لمشروع البسطات النسائية ووضعهم في مراكز تجارية.

5. لا يوجد دعم مادي أو معنوي، قد يكون الدعم موجودا ولكن ليس بقدر الاحتياج والمهارات والكنوز المتوفرة لدى أفراد المجتمع. لقد سمعت عن صندوق المنوية وصندوق الأمير سلطان وصندوق الشيخ عبد اللطيف جميل. نعم سمعت عن مركز السيدة خديجة بنت خويلد وهذه فكرة رائعة وبشارة حلوة لكي يكون للنساء التصرف بدون العقبة الرئيسية (المحرم ، الكفيل) والاعتماد على أنفسهن. آخر شيء سمعته عن تبني الغرفة التجاري لمشروع البسطات النسائية ووضعهم في مراكز تجارية.

6. نسمع عنها دائما عن طريق الشبكة العنكبوتية، ولكننا لا نحصل على المعلومات بطريقة مباشرة، فإذا كانت هناك مكرفة ملكية تعمل على دعم المشاريع غالبا ما يكون هناك تكتم على المعلومات ولا تقدم لنا بسهولة، وغالبا ما نجدنا في الجرائد لا لم اسمع عن هذا المركز، ولقد قرأت مقال عن المكرمات الملكية ولكن لم تكن الشروط والبيانات واضحة وكيفية التقديم للحصول عليها. حاليا أصبح الحصول على المعلومات أسهل وأسرع عن طريق الاطلاع على الشبكة العنكبوتية.

7. منذ سنتين أو ثلاثة أصبح هناك العديد من البرامج، فحاليا اسمع عن الدعم الكبير الذي يقدمه برنامج الشيخ عبد اللطيف جميل مثل (السوق النسائي بجوار قصر أفراح الربيع والبسطات الموجودة في سوق السوريين). أنا أفضل التسوق في السوق النسائي لكي تكون لي الحرية بان اختار ما أريد. يدعم المجتمع المرأة بشرائه منها، ويمكن أن تعمل بعض المنتجات المنزلية وتعرضها. لا لم اسمع عن المكرمات الملكية ولا عن هذا المركز 0 فمن المفروض أن يعملوا دعابة وإعلانات لكي يتم تعريف الناس عن هذا المركز وربما تم الإعلان عنه ولكني لم اعلم لكوني طالبة ولا يوجد لدي وقت للقراءة.

8. لا يوجد لدي علم بهذه البرامج والمشاريع الحكومية، لقد سمعت عن المكرفة الملكية أثناء إحدى الندوات ولم تكن لدي فكرة عنها. إنني أشعر بوجود فجوة كبيرة بين الجامعة والمجتمع، فالدراسة تبعد عن ارض الواقع وأعيب على الجامعة عدم إعلانها عن مثل هذه الأمور. ليس لي علم عن مركز السيدة خديجة بنت خويلد بالرغم من قراءتي الدائمة للجرائد السعودية. واعتبر ذكرك لهذا المركز معلومة رائعة ووجوده نقلة جيدة.

9. نعم الغرفة التجارية تدعم الخريجات وأيضا برنامج الشيخ عبد اللطيف جميل (باب رزق جميل). لم اسمع عن المكرمات ولا عن هذا المركز 0 ولكن هذه فكرة ممتازة ولقد تحمست لها جدا، ولكن ماذا عن الضمانات.

10. لا لم اسمع عن البرامج الحكومية ولكني سمعت عن مركز السيدة خديجة بنت خويلد.

11. لقد سمعت عن برامج الشيخ عبد اللطيف جميل وبرنامج المنوية، لكني لم أسمع عن البرامج الحكومية ولا عن هذا المركز.

12. لقد سمعت عن برنامج الشيخ عبد اللطيف جميل (باب رزق جميل) ولكني لم اسمع عن البرامج الحكومية ولا عن مركز السيدة خديجة بنت خويلد ومن المؤكد أن مثل هذه البرامج والمراكز ستعمل على دعم مثل هذه المشاريع.

13. لا لم أسمع عن ذلك (ربما يكون الخطأ مني لأنني لا أبحث ولا أقرأ أحيانا ، فمن الممكن أن تكون موجودة فعلا وليس لدي علما بها . من الجيد أن يوجد مثل هذا المركز ، إن شاء سأتوجه إليه بعد التخرج.
14. سمعت عن مركز الشيخ عبد اللطيف جميل ، ولكني لم أسمع عن أي مركز حكومي.
15. لقد حضرت مؤتمرا عن مركز السيدة خديجة بنت خويلد ، حيث تم ذكر سيدة الأعمال التي تم دعمها عن طريقه ، وهذا جعلنا نشعر بالحماس وأعطانا الدافع للتفكير في عمل المشاريع. وجود مثل هذا المركز وبرنامج الشيخ عبد اللطيف جميل يعد أمرا مشجعا، وأحب أن أشجع الفتيات اللاتي قمن بعمل مشاريع صغيرة واشترين منهن.
16. يوجد حاليا برامج تقوم بدعم مثل هذه المشاريع ، ولكن من الصعب الوصول لها في بعض الأحيان مثل اللجنة الثقافية ، ولا بد يكون للإعلام دور في النشر عنها. لا لم أسمع عن هذا المركز، ربما لعدم وجود الوقت بسبب ظروف دراستي للبحث عن هذه البرامج ولكني سمعت عن المكرمة الملكية عن طريق الإعلام (إن شاء الله بعد التخرج سأقوم بالبحث عن مثل هذه الفرص).
17. لا لم أسمع عن المكرمة الملكية ولا عن هذا المركز. يوجد جمعية حرفية سمعت عنها من إحدى الصديقات تسمى (ليلي الخيرية) ، نتواصل معها حاليا لعمل دورات في مجالات عدة ولكننا نفتقد الاهتمام.
18. لا لم أسمع عنها.
19. لا لم أسمع ولم أقرأ عن البرامج الحكومية حتى في الانترنت، ولكني سمعت عن برنامج الشيخ عبد اللطيف جميل وسأتوجه إليه بعد التخرج إن شاء الله. من الجيد أن يكون هناك مركز كمركز السيدة خديجة بنت خويلد التي ذكرته وسأبحث عنه بعد التخرج ، ولقد سمعت أيضا أثناء حضوري لليوم المهني عن بيت السعودية.
20. لا نوجد لدي فكرة عن ذلك ولم أسمع عن المكرمة الملكية ولا عن هذا المركز. إن فكرة عمل مشروع تجاري لم تطرأ لي إلا في وقتنا الحالي. ووجود مثل هذه البرامج تبعث في نفسي السرور ، وسأبحث في الإجازة عن هذه البرامج وسأعمل على الالتحاق بدورات.
21. لقد نما إلى مسمعي معلومات عن برنامجا يدعى (حاضنات الأعمال) ، حيث يتم من قبله توفير (المكان ، المال ، الدعاية ،) ومساعدة صاحبة المشروع حتى تصل إلى درجة الاستعداد ، بالإضافة إلى ذلك مساندة الغرفة التجارية والبنوك لمثل هذه المشاريع . أما بالنسبة للقرارات الحكومية التي تم إصدارها بهذا الخصوص فلا يوجد لدي خلفية عنها .أتمنى أن يتركز المجال للسيدات للعمل في هندسة الديكور ولكن يوجد نوع من المحافظة على ممارسة هذا المجال داخل المملكة.
22. سمعت عن حاضنات الأعمال . اعرف فقط عن التوظيف (السعودية) فهم يقومون بتوظيف امرأة مقابل رجلين . لا لم أسمع عن هذه البرامج ولا عن هذا المركز. أتمنى أن افتح محل في مجال الهندسة أو الديكور بمشاركة إحدى الأصدقاء وأن احصل على دورات تزيد من خبرتي.
23. البرامج التي سمعت عنها برنامج (باب رزق جميل) والغرفة التجارية، أما بالنسبة للمكرمة الملكية المذكورة لا أظن أن تطبق على المشاريع الكبيرة. أتمنى أن يتم إصلاح الكليات النسائية.
24. لقد سمعت عن هذه البرامج قريبا ، كبرامج الغرفة التجارية التي تقدم دورات لعدد محصور من الطلاب و الطالبات تدور حول المشاريع الصغيرة ، فتقدمت للالتحاق بها ولكن لم أتلقى الرد إلى الآن . وسأسعى إلى التعرف على هذه البرامج بعد التخرج إن شاء الله .أعتقد لا يوجد لدي خلفية عن ذلك صراحة (بالنسبة لي لا أحيذ (إقامة دورات و اللقاءات نظرية مملة ولا يتم تنفيذها عمليا) لكوني أحب الشئ الحركي والعملي. أود أن أقدم مشروعني إلى الغرفة التجارية فعلا لأنني احتاج إلى دعم مادي أكثر. يوجد لدي أفكار كثيرة والحمد لله نتيجة التحاقني بهذا القسم.
25. لا لم أسمع عنها ، فقط أسمع عن برنامج الشيخ عبد اللطيف جميل.
26. لقد تم فتح المجال في الوقت الحالي أكثر من السنين الماضية ، وقد عرفت عن بعض البرامج عن طريق إحدى الصديقات.
27. لم أسمع عن ذلك وإن شاء الله تتوفر مثل هذه الفرص.

28. لا ، لم اسمع عنها صراحة . ولكن سمعت عن البرامج التجارية الخاصة كبرنامج الزامل وعبد اللطيف جميل . لقد تم فتح سوق العمل بالنسبة للسيدات السعوديات وبدأ المجتمع يتقبل عمل المرأة في مجالات عدة . وقد سمعت عن مقابلة مع سيدة أعمال سعودية (معقبة) عن طريق برنامج (أصداف) في القناة السعودية .
29. لا لم أسمع عنها .
30. يوجد برامج ولكنها ليست كثيرة مثل برامج عبد اللطيف جميل . لا يوجد برامج كثيرة للدعم سمعت عن المكارم الملكية ولكنها ليست منشورة ، لا يعلم عنها الجميع – كعضوات تدريس يأتينا (منح دراسية فقط) . لا يوجد لدي خلفية عن ذلك .
31. لم اسمع عن البرامج الحكومية ولكني سمعت عن برنامج الشيخ عبد اللطيف جميل . لقد سمعت عن مركز الملك عبد العزيز للموهوبين بجانبية الرجالي والنسائي حيث يقوم المركز بدعم الموهوبين وتقديم الدورات التي تساعدهم على تنمية الموهبة لديهم . لم اسمع عن هذا المركز .
32. أحببت برنامج الشيخ عبد اللطيف جميل ولكني لم اسمع عن البرامج الحكومية . لم اسمع عن هذا المركز مع أنني عملت فترة من الزمن في الغرفة التجارية .
33. برنامج الشيخ عبد اللطيف جميل (باب رزق جميل) . الحكومية لم اسمع عنها . وأول مرة اسمع عن هذا المركز ووجود مثل هذا المركز يشجعنا على عمل المشاريع .

س10. هل هدفك في البدء بفتح مشروع تجاري هو توفير دخل مادي لأسرتك ؟ وهل تقرني عن سيدات الأعمال المشاهير للاستفادة من خبراتهم وللتحفيز؟ وهل أنت مهياة فعلا للبدء في عمل مشروع ؟

1. من الممكن أن تستفيد أسرتي من ذلك ماديا. الوقت المناسب لبدء مشروع سيكون بعد حصولي على الخبرة اللازمة عن طريق العمل مع أصحاب المشاريع الصغيرة في البداية. مشاركتنا في مهرجان صنع بيدي علمتنا كيفية عمل مشروعنا ببطء وطريقة عمل الإعلانات اللازمة له ، كما يجب دراسة الموضوع أولا . إن من الممكن أن أكون مهياة للبدء في عمل مشروع عند توفير المكان ووجود الفكرة وتوفر الإعلانات، ولكني اشعر حاليا بصعوبة تنفيذ ذلك، واشعر أن من الممكن الاستفادة من مشروعك بالمساعدة في عملية توفير المكان وتزويدنا بالمعلومات اللازمة.
2. من المؤكد أن ذلك سيساعدني ويساعد أسرتي. ولكن هدفي الأساسي هو رفع اسم بلدي عن طريق إنتاج العديد من الأشياء التي تصنع في السعودية . وأنا أسعى دائما إلى تطوير نفسي وانوي بإذن الله أن التحق بدورات إضافية بعد التخرج في (الرسم وتصميم مجوهرات بالأسلاك والمعدن والكريستال) وطلبت أيضا في إحدى المرات من إحدى الأستاذات إضافة الرسم على القماش في دراسة إحدى المواد ولكن لم يتم تطبيق ذلك.
3. لا أتوقع أن تستفيد أسرتي من ذلك ماديا. الوقت المناسب لبدء مشروع قد يكون بعد سنة من التخرج ولكني أتمنى أن أكمل دراستي . وان ارتاح نفسيا أولا وان اشعر بالاستقرار .
4. نعم سيساعد الأهل وخاصة بان الوالد سيتقاعد ، سيساعدني ايضا بان اعتمد على نفسي ماديا . أشعر بأنني كلما تعمقت في الدراسة أدرك أنه من الأفضل أني لم أبدأ مشروع الخصاص ، وذلك لاكتسابي خبرات أكثر . أشعر انه حان الوقت الآن ، ولكني لن أبدأ وأفضل أن أكمل دراستي في مجال التصنيع وربما ابدأ بعمل مشروع بسيط إذا سمح الأهل بذلك.
5. كلما تقدمت في الدراسة احمد الله أنني لم ابدأ مشروع ، لأنني اكتسبت خبرة أكثر مع الدراسة . أشعر انه قد حان الوقت فعلا ، ولكني لن أبدأ الآن وأفضل أن أكمل دراستي في مجال التصنيع ، وممكن ابدأ بمشروع بسيط إذا سمح الأهل بذلك.
6. نعم سوف يساعد الأهل ماديا ومعنويا ، كما سيعمل على تعاون، تقريـب وجمع أفراد أسرتي العاملين على دعمي وتقديم المشورة والنصح لي. اشعر أن الوقت مناسباً لبدء المشروع عندما تتوفر العوامل التالية : أولا : تنمية شخصية الفرد وتنمية قدراته. ثانيا: توفر الخبرة ، بان يكون ملما بنظرة المجتمع واحتياجاته. واعتقد أن المشروع سينجح إذا لم الشخص بهذين العاملين ، وأما بالنسبة لي سأكون مستعدة لفتح مشروع الخصاص واخطط له بعد التخرج من الماجستير إن شاء الله.
7. نعم قد يساعد ذلك ماديا ، ومعنويا بان يكون للمرأة دخل مادي يعطيها الثقة. ممكن أن ابدأ في أي وقت بعد الانتهاء من الدراسة . ممكن إن أوفق إن شاء الله في الحصول على وظيفة وإذا لم أوفق في ذلك سأتابع دراستي للدكتوراه ، وفي حالة عدم تمكني من ذلك سأتوجه لعمل مشروع.

8. إن أسرتي هي التي تساعدني ماديا ومعنويا. بالنسبة للوقت الأنسب لعمل المشروع هو بعد التخرج من الماجستير أو أثناءه ، وسوف اعمل على تنظيم وقتي لكي أوفق بين دراستي وبين العمل في المشروع.
9. أكيد سيساعد ماديا ومعنويا وعلى الأقل سأعتمد على نفسي ماديا (0 حالتنا المادية جيدة والحمد لله ، فمن الممكن أن أساعد في توفير بعض الاحتياجات في المنزل في سبيل الرفاهية فقط .أعتقد أن الوقت المناسب للبدء بمشروعي الخاص بعد التخرج ، ومعرفتي بهذا المركز سيسهل علي الأمر. لا أعلم متى يحين الوقت فانا دائما ما أجد صعوبة في تحديد نقطه البداية ، ولكني سأنتقل فور وجود الدفع اللازم.
10. طبعاً سيساعد أسرتي ماديا ويوفر المتطلبات الخاصة بهم. الوقت المناسب بعد سنة إن شاء الله، بحيث أكون قد انتهيت من دراستي. نعم إن شاء الله فور انتهائي من الدراسة.
11. سيفيدني شخصيا وسيكون مردوده جيدا على العائلة . لا يمكنني أن احدد الوقت المناسب لبدء المشروع ، ربما بعد 5 سنوات. أنا حاليا أفكر بالمشروع وعندما أخرج واجد وظيفة سيكون لدي الوقت لعمل ذلك.
12. بالطبع ، سيعمل المشروع على مساعدة العائلة ويخفف عليهم عبء مصاريفي ويجعلني اعتمد على نفسي وبالتالي أساعدهم ماديا. سأكون مهية إن شاء الله بعد التخرج ، لان الدراسة تأخذ مني الوقت الكبير. ليس لدي علم متى سأبدأ، ولكني أحب أن أكون مستعدة ومشبعة بالمعلومات عند الإقدام على عمل شيء لأنني أتخوف من الفشل نعم أشعر بأنني بحاجة إلى اللجوء لكم للحصول على التوجيه.
13. طبعاً سيساعدهم ذلك معنويا قبل ماديا بان يفخروا بنجاحي. فهم يعملون على توفير الخامات والوقت لي ويقدمون لي المساعدة من جميع النواحي، فعندما يدر علي هذا المشروع الريح سأعمل على مساعدتهم ماديا. عندما أجد السمات والعلامات واضحة استطيع تحديد وقت بدء المشروع.
14. بالنسبة لي ، أعتقد أنه سيساعد ويدعم أسرتي ماديا لانفصال الوالدين، وكون والدتي هي المسئولة عنا. بالإمكان أن أفكر في عمل مشروع صغير في أوقات الفراغ مثل الفترة الصيفية لعدم وجود الوقت الكافي لدي حاليا لأنني مازلت على رأس الدراسة وتخصص الفنون يشغل معظم وقتي. عندما تطرأ على بالي أفكار جديدة أو شعرت باحتياجي للمادة وجاءتني فرصة للاشتراك في احد البازارات أشارك فيه فوراً.
15. أنا لا أؤيد العمل بجانب الدراسة لأنه يحتاج إلى تفرغ. لا أعلم متى يحين الوقت. من المتوقع أن يساعد هذا المشروع أسرتي ويزيد من ترابطها ، بحيث يسودها حب المشاركة في المشروع كما سيرد علينا عائدا كبيرا.
16. المشروع التجاري سيفيدني من الناحية المادية وسيساعد أهلي معنويا لأنهم عملوا جاهدين لكي أصبح سيده أعمال. نعم أقرأ عنهم في أوقات الفراغ والإجازات ولكن أثناء الدراسة لن يكون لدي وقت كثير. قبل البدء بعمل مشروع أفضل أن ادعم نفسي ببرامج ودورات . سأقوم بالبدء به فور إحساسي أنني جاهزة.
17. نعم سيساعد ماديا نوعا ما. أفضل أن تكون المبادرة سريعة فور التخرج، بحيث اعمل على توظيف خبرتي وما تعلمته في مشروع استفيد منه وأفيد المجتمع.
18. نعم سيساعد أسرتي وسيساعدني ماديا. سأكون مهية فعلا عندما أكون مستعدة نفسيا وأشعر في داخلي أنني جاهزة.
19. فتح مشروع تجاري قد يساعد أسرتي بوجود شيء يشغلني ولكن ماديا لا. الوقت المناسب بعد التخرج ، لان الوقت إذا لم يكن مناسباً سيكون عاملاً كبيراً في فشل المشروع. املك حالياً الوقت المناسب كوني تخرجت ، ولقد قمت بالتخطيط المسبق لذلك من سنة تقريبا.
20. لا اعتقد بان المشروع يكون بديلاً عن الوظيفة وذلك لان الوظيفة ستمدني بالدعم المادي. من المؤكد سيساعد ذلك أسرتي ماديا ومعنويا ، حتى بالنسبة لي سأعتمد على نفسي ماديا بحيث أوفر للوالدة متطلباتها ومعنويا لشعوري بتحسن المستوي المعيشي لدينا. بالنسبة لي سأكون مهية بعد التخرج وعندما تتوفر لدي الإمكانيات والحصول على موافقة الوالد ودعم الوالدة لي معنويا.
21. نعم، فأسرتي تحتاج إلى مورد مالي. أما بالنسبة للوقت المناسب للبدء بالمشروع فأنا أري أن يكون بعد التخرج مباشرة أو الانتظار لمدة سنة. يجب أن أتخذ القرار أولاً ومن ثم أستشير الأهل لأنني مازلت تحت رعاية والدي ويتوجب علي إقناعهم.
22. لا تحتاج أسرتي لذلك والحمد لله. فهدفي هو أن أشغل وقت فراغي وان أوصل إلى التميز بمواصلة دراستي التي تمكنني من الوصول إلى الدرجات العلمية الكبرى مثل الدكتوراه. لا، ولكن قرأت ذات مرة عن هبة جمال المصممة والمذبةعة. إذا

طرات لدي فكرة فتح المشروع ونوعيته ومن سيشارك معي فلا بد من أخذ المشورة ، ويجب الحصول على التشجيع لكونه مهما جدا بالنسبة لي.

23. في رأي أن أي مشروع تجاري قد يكون في البداية له مخاطر كثيرة تعود على وعلى أسرتي بالخسارة والمخاطرة صعبة.
24. لقد وصلت إلى عمر اعتمد فيه على نفسي تحت إشراف أسرتي ، وأنا لا أحب أن أكون عبء عليهم. فالمشروع التجاري قد يعود على وعلى أسرتي بالفائدة. ممكن أن أبدأ في أي وقت تسمح لي الظروف وتتوفر لدي الإمكانيات.
25. يمكن أن يكون العائد من هذا المشروع معنويا أكثر من ماديا. هدفي بمشروعي التحدي أكثر من الهواية ، لكي أثبت للمجتمع السعودي مدى الإمكانيات التي تمتلكها المرأة السعودية.
26. لا تحتاج أسرتي لذلك والحمد لله فوالدي مكتفيين كونهم يعملوا بالتدريس. أما بالنسبة لي فأنا أعده كهواية وأنا لا أحب البقاء في المنزل بدون أي عمل. أفكر في البدء فعلا بعد التخرج مباشرة.
27. ممكن أن يعود المشروع التجاري بالفائدة على وعلى أسرتي. وأرغب في رسم كيان خاص بي. سأبدأ بعمل مشروع بعد التخرج إن شاء الله (إذا لم أكمل دراسة الماجستير) لأني سأكون متفرغة له.
28. إن من المؤكد أن يفيد أسرتي. يحضرنى حاليا مشروعا خياليا كفتح دار رعاية للأطفال وتوفير الحاضنات والمربيات نظرا لكثرة النساء العاملات في مجتمعنا. فهم بحاجة إلى التعامل مع مكتب موثوق. سأكون مهياة عندما أقوم بدراسة المشروع من جميع الجوانب.
29. من المؤكد أن المشروع التجاري سوف يساعد أسرتي كثيرا ومن ناحية أخرى سأستفيد من وقتي وأشغل أفراد أسرتي بمشاركتي ومساندتي وقد أحصل على دعم الأقارب. أتوقع انه قبل أن يشرع الشخص في فتح مشروع أن يحصل على المعلومات اللازمة ويكون لديه قدرة على إدارة الأموال، إدارة المشاريع الصغيرة، التسويق والإعلانات. نعم برامج الكلية تدعم وتهيأ الطالبات كثيرا لدخول مثل هذه المشاريع ، ومن ضمن مواد هذا التخصص مادة تسمى (إدارة مشروعات) وسوف نقيدنا كثيرا.
30. أكيد ، ماديا لأننا في زمن أصبحت في الطلبات كثيرة والاقتصاد لدينا يرتفع. بعد الانتهاء من دراستي للدكتوراه. عندما اشعر بأنني قادرة على إنشاء هذا العمل بدون أي ضغوط، قادرة على توفير الوقت وان أوفق ما بين واجباتي تجاه أسرتي والمشروع.
31. سيساعدني أنا ويجعلني اعتمد على نفسي. إحدى أخواتي ترغب بمشاركتي في عمل مشروع. الوقت المناسب الآن بعدما تخرجت. فإذا توفرت جميع الإمكانيات والدعم الحكومي اللازم سابدا بمشروعي الكبير.
32. ممكن أن يساعدهم ماديا ومعنويا لاعتمادهم على نفسي. لقد تأخرت جدا في بدئي لمشروعي، فبنظري أن من المفروض أن يبدأ الشخص فور ظهور الموهبة.
33. من الممكن أن أساعدهم ماديا ، لان والديين منفصلين وأتمنى أن الم شمل الأسرة. الوقت المناسب لبدء المشروع بعد التخرج مباشرة. إذا توفرت لدي جميع العوامل اللازمة لبدء المشروع سابدأ إن شاء الله كما أن لدي الحماس دائما.

الميل للعمل :

س 11: ما هي العوامل التي تدفعك لفتح مشروع كهذا وهل في رأيك بان تنظيم مشروعا يكون بديلا للوظيفة ؟

1. تقبل المجتمع للفكرة والتشجيع من الآخرين والدعابة. لا أعرف ،من المؤكد التشجيع من الآخرين والذي يعطيني الدافع ، والتشجيع من قبل زوجي وعدم التقصير بواجباتي تجاه أسرتي.
2. بالنسبة لي، فانا أميل إلى ممارسة المهارات التي تعلمتها وتطوير نفسي من خلالها، وأفضل الاستمرار في ذلك لكي احصل على منتج مميز. أحب أن اشغل وقت فراغي، بحيث يمنحني التسلية وثناء الناس علي يشجعني ويجعلني استمتع بأداء عملي.
3. لست متأكدة من هذه المسألة.
4. أتمنى أن يكون هناك توعية للمجتمع بجميع شرائحه، وان يقتنع الأهالي بضرورة عمل الفتيات في مجال غير التدريس ، كفتح محل خاص بالتصميم الداخلي مثلا وعدم اقتصار. ذلك على فئة معينه من المجتمع.

5. توعية المجتمع بجميع شرائحه بعدم الممانعة لعمل المرأة في مجالات عدة وعدم اقتصار ذلك على فئة معينة.
6. سيرفع من مستوى الرغبة لدي ويجعلني أكثر عطاء وجود الدعم والتعاون والتواصل بين الجهات المختلفة في هذا المجتمع بالإضافة إلى الدعم الأسري.
7. التوجه لكم والحصول على الدعم المادي وطلب الاستشارة منكم بعرض الأفكار التي لسدي (كعمل مركز تغذية) لكي أتجنب الفشل.
8. عائلتي تحترم عمل الأناث، ولكن ينضرون لي صغيره. هناك من دعم وتتعاون معكم الى جد انها تريد المشاركة في بعض الأعمال لعائلتي. عندما تكون المرأة تبدأ اعمالها التجارية، فانه تبدأ في احترام وتقدير. ورفع مستوى تعاملهم معهاز لقد كان مشروع تجاري صغير (غرفة لبيع الأكسسوارات) اطالبات المدهرسز عندما كنت في حاجة للذهاب لشراء جميع الأشياء اللازمة، لاحظت الدعم من عائلتي.
9. التشجيع ، وتوفير المورد المالي. أما بالنسبة للقروض فغالبا يتطلب الحصول عليها ضمانات كبيرة ويصعب توفيره. وبما إن دخلنا قليلا فنحن لا نستطيع بدء مشروعنا دون دعم مادي أو معنوي ، بالإضافة إلى ذلك حاجتنا إلى الاستشارة والنصح لعدم توفر الخبرة اللازمة لدينا.
10. المورد المالي قد يصل إلى 70 أو 80% 0 فكرة المشروع جاهزة وقد عملت له دراسة جدوى.
11. بالنسبة لي ، انا لا أحب أن أكون مقيدة بعمل معين لأنني اكره الروتين ، وفي حالة فتحي مشروعا سيكون عبارة عن مخبز إن شاء الله . ويرأي انه إذا كان المشروع كبيرا فلا بد من إيجاد المكان المناسب وعمل إعلانا لكي يعرف الناس عن طريقه المنتجات التي نقدمها من خلاله.
12. كما قلت لك مسبقا الناحية المادية وزيادة المهارات. ممكن أن تعملوا على مساعدتنا بتوفير دورات تعرفنا بأساسيات السوق وكيفية عمل دراسة جدوى، لأنه من الأفضل أن يكون لدينا المعلومات الكافية قبل دخول السوق.
13. توفر التوجيه الذي يمكنني من إدارة مشروعني وتوفير المكان الذي من خلاله أتمكن من تسويق منتجاتي ، بالإضافة إلى ذلك معرفة الأسعار وشرائح المجتمع التي تستطيع شراء المنتجات التي أقوم بعملها.
14. أتمنى أن يكون هناك توعية للمجتمع بجميع شرائحه، وان يقتنع الأهالي بضرورة عمل الفتيات في مجال غير التدريس ، كفتح محل خاص بالتصميم الداخلي مثلا وعدم اقتصار ذلك على فئة معينة من المجتمع.
15. يوجد حاليا دعما ماديا من قبل بعض الشركات ولكن ينقصنا المكان. وسنبدا إن شاء الله إذا توفر لنا المكان. كما أنني اشعر بعدم وجود ثقة من المستهلك بعمل المنتجات الوطنية.
16. وجود الدعم من المجتمع ، كوجود جمعية أو مؤسسة تعمل على تنمية المواهب.
17. التشجيع يكون من جانب الأصدقاء والصحاب
18. عوامل اجتماعيه ، لأنني اشعر أن المجتمع يحب الفن مما يدفعني لأزيد من إنتاجي.
19. رغبتني في الحصول على الماجستير تقدر بنسبة 90 % و10% للاحتتمالات التي ستحدث مستقبلا. وفي حالة تيسر موضوع الفرض من مؤسسة الشيخ عبد اللطيف جميل سأعمل على فتح مشروع ولقد تم اختيار المكان والأهل على علم بذلك. أحب أن اشغل وقت فراغي، وارغب في الاستقلالية التي هي شيء ضروري في هذا الزمن.
20. أكيد ارغب في فتح مشروع ، فرغبتني تقدر بنسبة 70% وستصل إلى نسبة 100% في حالة ضمان الدعم وإيجاد المكان المناسب . ولكني أفضل الأضع لنفسني نسبة 100% حتى لا اتاثر نفسيا في حالة الفشل. والذي سيدفعني أكثر وجود مؤسسة تدعمني ماديا وتمدني بالا أفكار وكيفية بدء المشروع وتمنحني الفرصة للحصول على دورات.
21. قد يكون استثمارا لمهاراتي وميولي وقضاء لوقت فراغي وإشباعا لحاجاتي. الأغلب أن يكون البديل للوظيفة ويمكن أن يكون الأساس في حالة تناسب المجال، التشجيع، وجود الشريك ووجود الحماس، وقد يمارسه البعض كهواية. من خلال المشروع الصغير قد اشبع حاجتي ميولي ورغباتي والمرود العائد منه قد يؤمن لي ولأسرتي دخلا مفيدا.

22. إذا وجدت أن المشروع الذي أفكر فيه عليه طلب وإقبال من المجتمع سيكون ذلك دافعا لي أن أبدأ فيه وأتميز وسيصبح للمشروع سمعة جيدة وإن شاء الله تكون نسبة النجاح فيه كبيرة.
23. الدعم المالي .في حالة الحصول على قرض من البنك لا أستطيع ضمان الدفع . وأنا لا أحب المخاطرة . ولكن من الجيد أنني التحقت بالجامعة . وفي حالة تعيني في الجامعة لن أشارك هذه المخاوف طالباتي من أجل تجنب عدم تشجيعهم أو تشجيعي لهم بدلا من ذلك سوف أشجع أولئك اللذين لديهم الطموح والرغبة في بدأ النشاط التجاري . فشل والدي كرجل أعمال يجعلني قلقه وخائفة لبدء النشاط التجاري.
24. بالطبع سيكون هناك معوقات ، مثل الحصول على موافقة عائلتي ، قبول المجتمع الفكرة أو رفضها ، ولكن أشكر الله ان لدي القدرة على اقناع الآخرين
25. العثور على مكان مناسب ، ولا يوجد أي مشكلة من ناحية عائلتي .
26. عندما انظر إلى انجازاتي (الأشغال والأعمال التي قمت بانجازها) والوقت الذي أضعته فيها . فمن طبيعتي أن أوجه كل وقتي إلى دراستي ، فأقوم بتعلم الكروشيه أثناء الصيف وعمل بعض القطع لكي أخفف عن نفسي عندما تبدأ الدراسة.
27. أنا أفضل السيدة العاملة والتي تعمل جاهدة لتطوير نفسها.
28. اكبر عامل دفعني للتفكير في فتح مشروع تشجيع الوالدة ولأن فكرها تجاري. ولكن الموضوع يحتاج إلى تفرغ.
29. أفضل العمل الحر لوجود التجديد وكونه أكثر قابلية لطرح أفكار لي للمجتمع. ولا أحب أن أبحث عن وظيفة وأتقيد بالتزامات محددة. وأرغب في ترجمة أفكار لي إلى الواقع.
30. ، وأرى أن (الدعم المادي والمعنوي) من العوامل التي تساعد على رفع مستوى الرغبة لدي.
31. توفر الوقت المناسب لبدء المشروع وأنا والحمد لله متوفرة لدي كل الإمكانيات ولكني أواجه صعوبة في المواصلات.
32. كان من اكبر الصعوبات التي واجهتها في المشاريع الصغيرة الدعم المادي وترويج المصنوعات والمنتجات فلو توفرت هذه العوامل ستكون دافعا قويا لي لفتح مشروع.
33. بصراحة توفر الناحية المادية وهذا ما يجعلني أفكر في إكمال دراستي.

س12. تحدثي عن المعوقات التي قد تمنعك من البدء في المشروع و ماهي ردود الفعل التي قد تصدر من أسرتك وتصادفك عند البدء في المشروع ؟

1. في البداية قد أواجه بعض المعارضة من قبل الأهل لبدء مشروع صغير ، وذلك لصغر سني ، ومع ذلك اشعر بان أسرتي تدعمني ، إخوتي ، إخواني وزملائي يشجعونني ويبحثوا لي عن المعلومات من المنتديات والشبكة العنكبوتية. لقد حصلت على بعض العروض عن طريق مهرجان (صنع بيدي) لفتح مشاريع صغيرة في مطار جدة. إن من طبعي إذا كنت مقتنعة بما ارغب عمله اكنفي برأي الشخصي .
2. لا أجد أي عائقا بالنسبة للأهل بل ألقى منهم دائما التشجيع . ولا يوجد شيء يعيقني سوى الدعم المادي . فهو ابني وموهبتي تعطيني الدافع لفتح مشروع ولكني لا أملك القدرة على ذلك ، لذا أفكر في فتح مشروع صغير جدا ككشك في إحدى المراكز التجارية المعروفة أو المشاركة في البازارات وقد لاحظت ردود الفعل من قبل المجتمع بالنسبة للبازارات ووجدتها ايجابية وترفع من المعنويات .
3. الأسرة ، فزوجي مازال يعارض دراستي . ليس لدية مانع في عمل مشروع على أن أكون حرة نفسي فيه وغير ملزمة من ناحية الوقت والقوانين مثلا كعمل مشروع في بيتي فهو يشجعني على ذلك مع رغبته في عدم تأثير ذلك على واجباتي تجاه اسرتي.

4. العقبة الأولى نظرة المجتمع ، تليها صعوبة الإجراءات ولكن من خلال حديثك قد تصبح سهلة وأيضا الناحية المادية. تخوف الأهل من ناحية الدوام الغير ثابت والاختلاط ونظرة المجتمع ، ولكن بالنسبة لمعارفي الذين في نفس سني سيمنحوني الحماس.
5. أولاً نظرة المجتمع ثم صعوبة الإجراءات، ولكن من خلال حديثك عن هذا المشروع اشعر بأنها ستكون سهلة ، وأيضا الحاجة إلى قرض وتخوف الأهل من ناحية الدوام الغير ثابت والاختلاط ، ولكن بالنسبة لمعارفي الذين في نفس سني سيمنحوني الحماس.
6. باستطلاع الرأي عن طريق الشبكة العنكبوتية غالبا ما نرى الآراء تتفق على اعتبار الجانب المادي العائق الأكبر، ولكن بالنسبة لي فأنا أرى أن من يعرف هدفه ويخطط له فلن يجده كعائق. لا توجد عوائق أسريه بالنسبة لي ، أما من ناحية المجتمع فقد أصبح متفتحا ويدرك أن الفتاة يجب أن تعتمد على نفسها. لذلك أصبح المجتمع يتقبل أكثر ويدعم هذه المشاريع النسائية. من ناحية الأسرة عند تبدأ الفتاة بعمل مشروع فهم يبدؤون باحترامها وتقديرها ويرتفع مستوى تعاملهم معها. فلقد كان لدي مشروع صغير عبارة عن غرفة لبيع الإكسسوارات لطالبات المدارس ، فعند الحاجة إلى الذهاب لشراء الأغراض اللازمة لاحظت أن الأسرة تدعمني ، أما من ناحية الأصدقاء ، فذلك يعتمد على الصديق فهناك من يقف بجانبك ويعاونك لدرجة الرغبة في المشاركة في بعض المشاريع.
7. صعوبة التفرغ لبدء المشروع أو عدم وجود الفكرة. ممكن في البداية أن احصل على الدعم والتشجيع وان يستحسن الجميع الفكرة ولكن في حالة الفشل سيعملون على التثبيت من عزيمة. ممكن أن تكون ردود الفعل ايجابية أو سلبية ولكن قد تعلق كفة الجانب الايجابي. أنا أحبذ فكرة فتح المركز الذي تتكلمين عنه ، بحيث يمكننا من الحصول على الاستشارة وعمل دراسة ميدانية(0) فممكن أن تحصل الطالبة على الدعم المادي ولكنها بحاجة أكثر إلى المعلومات التي تمكنها من النجاح في مشروعها.
8. أنا متخوفة بعض الشيء من البدء في المشروع، فانا أخاف من الإحباط. قد يوقف إقبالي على الزواج هذا المشروع ، مع أن الجميع لا يوافقني في هذا ، أما من ناحية أسرتي فهي تدعمني. الإيجابيات : سعادة أهلي بإنجازاتي وقيامهم بنشر خبر نجاحي (0) أنا اراغب بعمل مشروع تجاري يترك بصمة كبيرة في المجتمع السعودي (0) إن من المؤكد وجود بعض السلبيات، أما بالنسبة للتفقد فهو لايسبب لي أي مشكلة (0) هناك نقطة أود أن أشير إليها وهي عند نجاح احد المشاريع النسائية تقوم الأخريات من النساء بالتخريب على بعضهم مما يسبب الإحباط إلى الغير ، وهذا ما يخيفني ويؤثر علي نفسيا.
9. أنا لا أعتبر الزواج مشكلة، ولكن من اكبر العوائق التي تواجهني مشكلة الخوف ومن ثم اختيار الوقت المناسب، فإذا فكرت في دراسة الماجستير سيتأجل المشروع حتى انتهي . وممكن احصل على وظيفة حكومية بعد ذلك ، ولكني أفضل أن افتح مشروع وممكن الاثنتين مع بعض (الوظيفة والمشروع). ردود الفعل الايجابية تشجيع الجميع لي. السلبية تأتيب الأغلبية لي في حالة الفشل مما يثبط من عزيمة ويجعلني أتجنب المجازفة مرة أخرى.
10. عندما فكر أخي بفتح محل خاص به وجد صعوبة في الحصول على تأشيرات العمالة فتعطل مشروعه. ردود الفعل الايجابية من الأهل والأصدقاء هي التعامل معي في حالة حدوث مناسبات لديهم(0) أما بالنسبة للبازارات تجدي ان البعض يقوم بطرح أفكار جديدة عليك.
11. لا يوجد ما يمنعني والأهل جميعا يشجعونني. ردود الفعل الايجابية هي أن الأهل والأصدقاء يشجعونني على فتح المشروع وسيشتركون مني ويعملون لي إعلانات.
12. لا يوجد ما يمنعني وأسرتي تشجعني دائما ، فعائلتي وأصدقائي سيغمرهم الفرح وسيقومون بدعمي بعمل دعاية قوية لي. إن من ردود الفعل السلبية وجود بعضا من الناس ممن يحاولون التثبيط من عزيمة وإن شاء الله أتغلب على هذه المشكلة.
13. لا توجد أي معوقات بالنسبة لي فعندما أفكر في عمل مشروع سأبدأ. ردود الفعل الايجابية تتمثل طبعا في الحماس ووجود الزبائن الثابتة الذين يشجعوني ، فالكلمة الحلوة ترفع من معنوياتي . أما السلبية منها تملك الغيرة في نفوس بعض الناس الذين يحاولون أن يثبطوا من عزيمة وأنا اناثر جدا من.
14. رفض الوالد الاشتراك في البازارات، المواصلات ، عدم وجود الوقت الكافي وعدم توفر الدعم المادي. وجدت ردود إيجابيه من أصدقائي ومن الأهل وبعض الردود السلبية من جهة أهل زوجي ، لأن من وجهة نظرهم عدم احتياجي ماديا لكي اضطر أن اعلم في جو مختلط مما ثبط من عزيمة.
15. إن من أهم المعوقات عدم تقبل معظم المجتمع السعودي فكرة عمل المرأة في محيط مختلط نظرا للتقاليد والعادات المتبعة ، بالإضافة إلى ذلك صعوبة المواصلات لأنه يتحتم علينا الخروج مع المحارم. ردود الفعل الإيجابية : وجود الدعم المعنوي

من الأهل والأصدقاء. السلبية تكون من قبل المجتمع الذي لا يتقبل الأفكار الجيدة والغريبة والتصاميم الجديدة مما يثبط من عزيمتنا.

16. من المعوقات التي قد تمنعني من البدء في المشروع عدم توفر الخامات بالقدر الكافي ورفع تكاليفها ، المكان ، الاختلاط وعدم قبول الأهل. من أنواع الردود الايجابية التشجيع من قبل الأهل والمجتمع ، أما السلبية فهو الانتقاد من قبل المجتمع وأحيانا يكون من غير المقربين من الأهل ، وقد أواجه أحيانا النقد من باب المنافسة وبدافع التشبث من عزيمتي وبالغالب يكون من جانب الرجل لرفضه أن تكون المرأة أفضل من مكانة في المجتمع.

17. أولا، الدعم المادي وأنا مستاءة لصعوبة الحصول عليه وثانيا عدم التشجيع من قبل المجتمع. من الردود السلبية عدم تقبل الفكرة من البداية من قبل المجتمع، ولكن سيكون هناك تشجيع ودعم من قبل الأصدقاء اللاتي درسن معي.

18. الدعم المادي هو اكبر عائق ، أما بالنسبة لأسرتي فهم يعملون دائما على دعمي وتشجيعي. لا توجد ردود أفعال سلبية وإنما ايجابية من ناحية أسرتي وأصدقائي وقد أواجه النقد في بعض الأحيان من الأصدقاء لاختياري مشروعاً كبيراً ولكني أتقبل النقد.

19. النصيب ممكن أن يعمل على تأخيري ولكنه لن يمنعني. لا توجد أي معوقات. ومن ردود الفعل الايجابية التحمس من جهة الأسرة، فالوالدة ربة بيت ولها رغبة في شغل وقت فراغها وهي تجيد عمل بعض الأشياء الفنية، كما سأجد المساعدة من جهة أخواتي وأخي أيضا قد أبدى استعداداه لإحضار الخامات اللازمة لي من مدينة جدة. وقد أعطاني ذلك الدافع للبدء في عمل مشروع بتعاون من الأهل والأصدقاء ، فسيشاركني في مشروعني اللذان من الأصدقاء إحداهما تخصص دكتور والجميع متحمس جدا للفكرة. لم أبدا بمشروعني لكي يتسنى لي معرفة السلبيات، ولكن سيكون هناك مشكلة تنظيم الوقت فكوني سأعمل سيجعلني أتنازل عن بعض الجوانب الاجتماعية مثل الزيارات.

20. معارضة الوالد، أما من جهة الوالدة ساجد الدعم ، ولكن من ناحية الأهل والمجتمع ستكون نظرتهم لي باني قد خرجت عن العادات والتقاليد.

21. ممكن ظروف الأسرة، طبعا يوجد بعض التخوف ويرجع ذلك إلى نوعية المشروع التي سأدخله ، كما يجب يتمشى مع طبيعة المرأة وان يمنحها الفرصة للقيام بالواجبات التي تقع على عاتقها تجاه أسرتها. احتمال وجود رفض وهجوم في البداية ومن ثم حالة تقبل للموضوع، فكل شيء في البداية يكون صعبا، ولكن المجتمع سيألف على الموضوع ويتقبل مثل هذه المشاريع ويجدها ضرورة من الضروريات مستقبلا.

22. ربما تكون ظروف الأسرة، طبعا يوجد بعض التخوف ويرجع ذلك إلى نوعية المشروع التي سأدخله، كما يجب أن يتمشى مع طبيعة المرأة وان يمنحها الفرصة للقيام بالواجبات التي تقع على عاتقها تجاه أسرتها. ربما تكون ظروف الأسرة، طبعا يوجد بعض التخوف ويرجع ذلك إلى نوعية المشروع التي سأدخله، كما يجب أن يتمشى مع طبيعة المرأة وان يمنحها الفرصة للقيام بالواجبات التي تقع على عاتقها تجاه أسرتها.

23. عدم وجود رأس المال، وفي حالة الحصول على قرض من البنوك لا أضمن تسديد قيمته. أنا لا أحيذ المخاطرة، ولكنني في حال تم تعيني كمعيدة في الكلية لن أزرع هذه الأفكار في أذهان الطالبات لكي لا أثبط عزيمتهم، بل أشجع من لديها الطموح والرغبة. وفي مخيلتي أن التجارة في أغلب الأحيان تكون وراثية. ونظرا لفشل الوالد في هذا المجال سابقا فهذا يجعلني متخوفة من الخوض فيها. أنا أشعر بأنهم سيؤيدونني وينبهونني إلى المخاطر ويقدموا لي أفكار أخرى.

24. بالطبع يوجد معوقات (كموافقة الأسرة وتوفر الإمكانيات). قد يؤيد المجتمع الفكرة وقد يرفضها ولكني والحمد لله املك القدرة على الإقناع. لدي أمل في الحصول على موافقة الوالدين.

25. يمكن أن يكون العائد من هذا المشروع معنويا أكثر من ماديا. هدفي بمشروعني التحدي أكثر من الهواية ، لكي أثبت للمجتمع السعودي مدى الإمكانيات التي تمتلكها المرأة السعودية. نظرة المجتمع وعدم تقبلهم للعديد من الأشياء مثل ظهور المرأة في الجرائد.

26. كما أشرت سابقا عن موضوع (المحرم). فأنا لا أستطيع الذهاب إلى جدة مثلا للحصول على بعض المواد بدون محرم. وأيضا كلما أفكر بالابتعاث تجعلني هذه النقطة أترجع.

27. تعليقات الناس قد تكون سببا في إعاقتي ، نظرا لعقلية البعض منهم وعدم المعرفة والخلفية عن مستوى الأشياء التي نقوم بعملها. كنت متأثر بداية ولكني تعودت بعد ذلك. أتمنى أن يعمل المجتمع على تحديث المعلومات لديه. عندما حضر الناس إلى المعرض أبدى البعض منهم الاستحسان ، والبعض الآخر الغيرة ، حب استطلاع والنقد. وبمشيئة الله سبحانه وتعالى توفقت في عمالي.

Table C1. Categorization of Students' "Telling Phrases" and Sources of Influence

<i>Propensity to Act</i>	<i>Feasibility</i>	<i>Desirability</i>	<i>Self-Efficacy</i>	<i>Influence on Educational Interests</i>
Family				
<p>[Q11] opposition from parents might deter me, but family generally supports me ■ no obstacles from family; they encourage me ■ family and husband opposed to my study; husband wants me to start business in house if it won't make me neglect family duties ■ parents afraid of business taking too much time, my mingling with men, and causing society's disapproval ■ marriage may end idea of going into business; family supports me ■ family encouraging me ■ father's refusal to transport me may deter me ■ family supports me ■ father's opposition may deter me, but mother will support me ■ family circumstances might deter me; business must be compatible with women's nature and allow them to carry out family duties ■ getting family's consent may be obstacle ■ family won't give me problems ■ family's concerns about my ability to manage my time may be an obstacle ■ no impediment from my family [Q12] family thinks I'm too young to start business ■ parents will fear irregular hours, mixing of genders, and societal disapproval ■ family respects female work ■ family wanted me to do this; I didn't, but I see it will be useful for me ■ I am scared of family's negative comments ■ everyone is encouraging ■ may receive positive reaction from family ■ family encourages me ■ some positive responses from family ■ have support of family ■ parents</p>	<p>[Q9] good news that new programs allow women to act without major obstacle of having a "sponsor" (male relative) [Q10] business will help my family ■ I do not expect business to help family ■ will be helpful, especially after father retires ■ income helpful but not essential ■ will help family financially and spiritually; will bring us together ■ family is helping me ■ business will help us buy things for home ■ will provide family with necessities ■ will provide income for family ■ will ease family's burden of my expenses ■ I will help them and they will be proud of me ■ parents are separated, so financial support will help ■ family worked hard for me, and I will help them ■ will assist family ■ will help family financially ■ will help them, but not financially ■ will be ready when I have father's consent and mother's support; I will help improve our living standard ■ family needs my help; will have to consult them first and convince them to let me start business ■ I can now depend on myself under family's supervision ■ parents are self-sufficient teachers and don't need extra income ■ business will provide benefits to me and family ■ business will help family and give them chance to support and participate in it ■ business will help me rely on myself; sister will participate ■ I may support my parents</p>	<p>[Q7] encouragement motivates me, especially assurance from husband that I won't be neglecting duties toward family ■ must convince parents that girls can work in nonteaching field ■ family support will make me more productive ■ it's encouraging that society is more aware, and parents more accepting, of girls' working in other fields (not only teaching) ■ some families refuse to let their women start such businesses ■ family encouragement, especially from mother, might make me more interested ■ [Q8] would like to open small business in locked female place, avoiding opposition of my parents, which has delayed my progress ■ one problem: girls excited about business before marriage, but lose enthusiasm and abandon idea after marriage ■ situation difficult for Saudi women because of <i>mahram</i> (need for a man's consent); father does not have time to accompany me to work ■</p>	<p>[Q4] some opposition from parents, but went with my choice ■ I like teamwork, whether with my sister or with a group ■ must get advice and opinions before making personal decision ■ I take initiative in personal resolutions, but I get advice of my parents and others first ■ mother has to know what decision I am making before I act [Q5] made my decisions without any family support ■ usually take the points of view of my husband and my colleagues ■ parents opposed to my dream of opening business ■ parents advised me to think through idea of starting business ■ family financing my studies; have freedom to decide, but under parental supervision ■ usually work without direction, but comply with parents' requests ■ family has been in turmoil since I was in high school ■ I resort to my parents when I confront any problem ■ my parents unwilling to support me in joining this department ■ family rejected idea of art, but I convinced them ■ parents' separation causes me difficulties ■ parents opposed from beginning ■ some opposition from parents, but I convinced them ■ father refused to let me join department where I would mix with males, so I joined Home Economics [Q6] I discuss with my father and uncle many things about the society ■ I might ask my parents for information ■ I get information at family gatherings ■ I take advice of my parents ■ I gather information from talking with my parents ■ I learn</p>	<p>[Q1] influenced by sisters' lack of success with English degree ■ mother practiced these skills ■ mother encouraged me ■ joined because of mother's wish ■ father opposed at first, but became proud of me ■ family gave freedom to choose ■ family encouraged joining ■ people pushed me to study art, but I transferred to Home Economics ■ Mother supportive and admires my painting ■ I liked drawing and my sister was drawing ■ mother encouraged cooking and father told about benefits of foods ■ other family members in this field ■ mother studied art ■ influenced by uncle ■ mother and neighbors were sewing as a career [Q2] parents did not agree with my joining ■ mother encouraged me ■ mother encouraged me ■ family gave me no other option ■ mother encouraged me to transfer to this department ■ sister-in-law was studying this and encouraged me to join ■ consulted with parents before joining ■ parents encouraged; wanted to develop my talent ■ sister studying same specialty ■ joined because of parents' desire ■ joined against advice of parents ■ family was supportive ■ teacher and aunt made me love sewing ■ business gave me chance to increase family's income ■ love</p>

<p>encouraging, but other family members, especially men, critical—refuses to allow woman to be better than him ■ no negative reactions from family ■ family encouraging, except the men ■ family will object at beginning, but later may be convinced ■ family will discourage me and give me other ideas ■ hope to get parents' permission ■</p>	<p>financially ■ when I depend on myself, my parents won't have to help me ■</p>		<p>about the old days by talking to grandmother ■ I ask my brother to get books for me abroad ■</p>	<p>of specialization instilled since childhood ■ this specialization would take less time from family [Q3] will continue studying in spite of husband's lack of support ■</p>
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Culture

<p>[Q11] first obstacle is society's view ■ community now aware that a woman should depend on herself ■ I'd like to open a business that leaves a mark in the society of Saudi Arabia ■ constraint: that Saudi society doesn't accept idea of women working in mixed-gender field; also: difficulty of transportation because the female shouldn't go out without her <i>mahram</i> (father, brother, or uncle) ■ having to avoid mixing with men is a constraint ■ family and community concerned that I won't be following customs and traditions ■ society may support the idea or reject it, but I have the ability to convince others ■ biggest obstacle may be the community's comments; they don't know how much I know and how much I can do ■ people think that women can't open a small business in Saudi Arabia [Q12] community reactions to bazaars was positive ■ I don't care about society's reaction ■ I fear negative reaction from society, which will punish me if I fail; this discourages me and makes me avoid the risk ■ nonacceptance by society of good unfamiliar ideas and new designs discourages us ■ won't find</p>	<p>[Q9] heard about programs for women entrepreneurs ■ new programs give women freedom to act without major obstacle of having "sponsor" (male relative) ■ re offering from king to support businesses: often a cover-up; information not easily available; not in newspapers ■ gap between university and community: our study away from the reality, and university not addressing it ■ difficult to find out about programs ■ Kingdom and community conservative about field of interior design ■ heard that employers choose one woman for every two men ■ [Q10] want to prove to community the range of possibilities for Saudi women-owned businesses ■</p>	<p>[Q7] after a year one must determine whether the community accepts the business ■ my business would be desirable in society ■ I hope to reach out to all segments of society; girls should not be limited to a certain business category ■ support and cooperation of Saudi community will make me more productive ■ all segments of society more aware of necessity for girls to work in other fields (not only teaching) ■ we need community encouragement to open businesses ■ presence of an institution that supports me financially, provides me with ideas, teaches me how to start a business, and gives me training sessions will push me more ■ women's choices limited to "women's" fields; community does not accept other kinds of women's businesses; also, a woman needs presence of a male to open décor or interior design shop ■ demand for our products from the community would motivate me ■ entrepreneurship means arranging a business that will comply with the community ■ [Q8] now community encourages small enterprises and offers information about opening bazaars ■ female entrepreneur is strong woman who pushes society forward ■ Saudi society supports women's businesses now ■ community supports</p>	<p>[Q4] news of our success announced in local newspapers and on television ■ conservatism of Saudis made my coming to Jeddah City one of my biggest challenges [Q5] found opposition because I am married; there is entrenched idea that married women should be bound to their homes [Q6] for information I search the Web, often choosing foreign websites ■ I gather information from newspapers and the Web ■ I search the Web ■ I search the Web to learn about accessories ■ I gather information from the community ■ I learn about community's needs by going to women's markets and colleges ■ I search the Internet ■ I learn by attending public lectures ■</p>	<p>[Q1] learned about it from Web ■ motivated by desire to benefit all categories of society ■ this specialization has potential to benefit society ■ this specialty is underappreciated in this community [Q2] want to become dietician, but Ministry of Labor is appointing graduates of this section as technicians [Q3] Ministry of Education Supervisor asked me to offer training in fashion design, accessories, and crochet ■ country needs this specialty ■ will study community needs before starting business</p>
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<p>encouragement from society, especially the men ■ community will object at, then get used to the idea ■ Saudi Society does not accept many things such as the appearance of women in newspapers ■ as for society, some people like change ■ the community could be adverse ■</p>		<p>women by buying from them ■ change for the better during last ten years; new fields open for women ■ support of Saudi society for women's businesses not great ■ perception that women are not able to reach entrepreneurial goals ■ more support for women's businesses in past year and a half ■ businesswoman has encouragement from community through the media ■ society seems to support such businesses, but obstacles still exist; demands for women's businesses will increase if not contrary to traditions and customs ■ a few in community support women's work; encouragement limited, but necessary ■ no support for female business ■ support is positive ■ rate of support in Saudi society for working women around 70 percent ■ society regards businesswoman as "a woman out of the traditions and habits" ■ support mostly from university and Chamber of Commerce ■ customs and traditions often govern us ■ community supports female business 75 percent ■ need for <i>mahram</i> makes it difficult for Saudi women ■ yes, community supports women's businesses ■ businesswomen have ability to mingle with society ■ society accepts that women can achieve success in several fields ■ community support uneven from one region to another ■ not all parts of community support women's businesses ■ percentage of community that supports women's businesses low ■</p>		
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Education

<p>[Q11] made presentations during "made by my own hands" program ■ like idea of center where we can get counseling ■ need for <i>mahram</i> affects my opportunity to get scholarship [Q12]</p>	<p>[Q9] heard about Laila Charity from a friend; we contacted it to propose giving courses, but did not get a response ■ do not like courses and meetings dealing with</p>	<p>[Q7] have no desire to open business ■ want to reach out to all segments of society; girls should not be limited to a certain business category ■ I tend to practice the skills I learned and to develop myself through</p>	<p>[Q4] encountered opposition from parents, but went with my choice ■ would like to take initiative and share ideas about establishment of workshops ■ would like to participate in workshops to</p>	<p>[Q1] studied home economics because sisters didn't do well studying English literature ■ mother influenced me more than school ■ learned by helping school</p>
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	<p>boring subjects, which are not practically implemented ■ s students, we just receive scholarships; we do not hear about programs ■ heard about King Abdul Aziz Center for talented persons (female and male), which provides courses; I haven't heard about this [government] center [Q10] ■ "made by my own hands" program taught us how to set up business, how advertise ■ study makes me realize I need more experience before I start business ■ want to be prepared with lots of knowledge before starting business ■ I will apply what I learned in school to business ■</p>	<p>them ■ God willing, I'll start business after graduating ■ studying details an important part of planning business ■ business a learning experience ■ have attended several sessions about small businesses ■ need to know how to price products and whom to market them to ■ businesswomen need associations or institutions and efforts to develop their talent ■ women should be able to start businesses in several fields ■ women need institutions that provide ideas and training ■ students in this college have many good ideas to be adopted [Q8] center owned by woman entrepreneur offers courses ■ one woman manages all aspects ■ need more female entrepreneurs to support college students ■ some centers and associations teach crafts to female students ■ Shiekh Abdullatif Jameel opened markets to support women's businesses ■ more fields open for women now in Kingdom ■ two university students started small businesses ■ Mrs. Manal keen on raising confidence of college girls ■ there are groups who have talent and ability to learn; they should be encouraged ■ model businesswoman supports gifted girls in community ■ don't know any businesswomen, but hear about them in newspapers ■ would like to know how businesswomen became successful ■ the college provides support and advice ■ we don't hear about supportive programs for women ■ hope that women's colleges will be reformed ■ the center will make it easier for me to start business ■ must have advice and encouragement in business ■</p>	<p>gain experience ■ when I get enthusiastic about a thing, I do it ■ my implementation won admiration of all ■ I chose subjects for activity periods in school and trained students to make chocolate ■ I take great initiative ■ I organized graduation ceremony ■ we prepared for bazaar, but we ran out of time to complete it ■ I organized festival at school ■ I supervised a bazaar ■ I like to be leader in training process ■ I like to participate in activities set up by college ■ I offered ideas during class competitions ■ I prefer teamwork ■ I participated in school broadcasting and parties ■ I get advice from parents before acting ■ I take initiative myself and don't rely on others ■ I made decisions without family support ■ I signed up for projects that were highlighted in newspapers ■ I collaborate and take initiative as needed ■ I would like to participate in projects at college ■ I always get leadership role in groups ■ I wrote an essay in college magazine ■ I participated in club for primary school girls [Q5] I get counseling; don't make my own decisions ■ choice of study a personal decision ■ undertaking post-graduate studies my biggest challenge ■ challenging to produce projects at school ■ got school certificate in spite of challenges ■ succeeded in choice of department, in spite of criticism ■ studied my choice of subject and got bachelor's degree with honors ■ in spite of family problems, I had the will to finish studies ■ enrolled in this department in spite of parents' opposition ■ joined this specialization because it was challenging ■ challenged myself to get high grades ■ finished my coursework even though I was admitted to hospital [Q6] get information from teachers ■ talk with people</p>	<p>friends ■ learned more from Web than from college ■ interest in field deepened after graduating; what I was learning made me want to know more ■ gained knowledge and developed skills in school ■ tried out one specialty in school, then tried another, which was closer to my desire ■ realized my interest in specialty after joining that department ■ studied tailoring and housekeeping, which will be useful to me ■ chose Home Economics because of limited jobs in other fields ■ chose Home Economics because I like crafts ■ transferred to Home Economics because I like art ■ will enter Home Economics because I love crafts ■ in high school I realized that I like practical subjects ■ in primary school I realized I like drawing ■ joined food science specialization (in part) because government creating new jobs for dietitians ■ came to like specialization after enrolling in it ■ all my interests point to FCS; now I want to expand more ■ studied a field similar to preference, which was not available ■ chose field because I have a passion for making food ■ joined this department because of my passion for handicraft ■ course I took was useful; teachers encouraged us to make things to sell at school ■ through my study, I discovered my talent in art ■ got passion once I entered field ■ my desire to sew has evolved through study ■ curricula in high school not so good, but I learned by using Internet [Q2] realized my interest in second year of</p>
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			<p>in my field ■ search on the Web ■ get information on Web ■ ask professors about my duties ■ ask teachers and principles about problems students having ■ consulted with professors about starting a business ■ ask my teachers for information I need ■ I ask professors about problems in subjects ■ I ask professors about articles ■ ask professors about quality of raw materials ■ I search for answers in books ■ professor guided us to information sources ■ we students learn from having discussions with each other ■ get information from colleges and universities ■ read books and references ■ learn about my field from teachers ■ attend public lectures ■ learn from books from abroad ■</p>	<p>college ■ teachers' methods influenced me ■ wanted to know the different fields of this college; diversity of subjects can benefit women so much ■ a professor encouraged me to enter this field, which I found to be great ■ went into FCS because there was no other option ■ teachers in HE encouraged me to change specialization ■ the success of some graduates of department made me more interested ■ teachers admired my paintings ■ HE will give me the ability to pursue a business ■ while studying, I realized this subject will be useful to me ■ my teacher influenced my love of sewing ■ wanted to join biology, but joined FCS instead ■ in Nutrition and Food Sciences I learned things I can apply in my life ■ joined Chemistry Department, but realized that I wanted to study art [Q3] want to specialize in cooking, but there is lack of Kingdom-sponsored scholarships for this field ■ want to open restaurant, but training for this field costs too much ■</p>
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Economy

<p>[Q11] only obstacle financial support ■ biggest obstacle financial ■ no problem with cash ■ father's refusal to transport me and lack of financial support may deter me ■ society's lack of acceptance and difficulty of transportation (because of <i>mahram</i>) most important constraints ■ lack of raw materials, suppliers' rising costs, mixing with men are constraints ■ difficulty of finding support ■ brother will bring raw materials for me ■ may get loan, but fear I can't guarantee repayment ■ <i>mahram</i></p>	<p>[Q9] heard about Abdul Latif Jameel's program ■ Fund Develop-ment helps with small-business feasibility study ■ Glory Channel gives advice ■ Centennial Fund and Fund of Prince Sultan help ■ new programs let women act without having a "sponsor" (male relative) ■ heard about Khadijja Bint Khuwailed Center ■ difficult to find out about such centers ■ heard about House of Saudization ■ heard about "business</p>	<p>[Q7] want all fields to be open for me; girls should not be limited to a certain business ■ need support of community to be productive ■ would seek financial advice before starting business ■ a student needs financial help to start business ■ 80% willing to start business, but fear financial failure ■ difficult to obtain workers for business ■ need more financial resources ■ need to know how to price products and whom to market them to ■ businesswomen need support of associations and institutions ■ business plan based on amount of</p>	<p>[Q4] [Q5] study of financial prospects made me decide to start business within a team; heard about Sheikh Abdul Latif Jameel project, but that only supports high school grads; one may receive financial support, but not guidance [Q6] talk with professors about risks of starting business ■</p>	<p>[Q1] sisters (English literature grads) had hard time finding jobs ■ joined Home Economics because jobs limited jobs in other specialties ■ studying food science because government is creating new jobs for dietitians ■ job opportunities in nutrition limited ■ teachers encouraged us to get experience managing money [Q2] college gives ideas about how to develop small business ■ have raised 70-80% of resources</p>
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<p>prevents me from getting items from Jeddah and from getting scholarship ■ lack of financial resources prevents me ■ financial part might deter me ■ transportation difficulties [Q12] family and friends encouraging: will buy from me ■ husband's family discourages me; says I don't need money ■ men in family don't want me to succeed ■ men in society not encouraging ■ if I fail, will be afraid to take another risk ■ some will accuse me of high prices ■ family will advise against risks ■</p>	<p>incubators" ■ in Saudization recruitment, they hired one woman for every two men ■ motivation less financial than personal [Q10] family will benefit financially ■ family doesn't need ■ will help after father retires ■ income won't be essential ■ will help family ■ family helping me ■ will let me be self-sufficient ■ will provide necessities for family ■ will provide income for family ■ will ease burden of my expenses ■ will help family ■ will support family ■ participate in bazaars when need money ■ will help family ■ may assist family ■ family needs help ■ family doesn't need income ■ will provide profit for family and me ■ family needs extra income ■ will help family ■ will help family ■ will help me rely on myself ■ may support parents ■</p>	<p>available money; hope to get loan from Sheikh Abdul Latif Jameel's program ■ desire will reach 100% if I receive support ■ women's choices limited for lack of community support of other kinds of women's businesses ■ demand for our products from community would motivate me ■ have many ideas for coffee shop, but need financial support ■ financial support would increase my interest ■ lack of financial support my biggest difficulty; also, getting products sold ■ [Q8] community now encourages small enterprises ■ there is support, but not enough ■ lack of financial means and difficulties of hiring labor in open areas delayed my progress ■ some support, but it does not meet needs and potential ■ some centers and Chamber of Commerce provided a family with raw materials for working in their home; their products then displayed in exhibitions ■ one association supports students who did not have opportunity to join university ■ Sheikh Abdul Latif Jameel project supports families in all fields ■ one woman's business failed because of few customers ■ community supports women by buying from them ■ in last ten years new fields open for women ■ support for such businesses not great ■ one former student started small business that expanded across the Gulf ■ more support in last one and a half years for women's businesses ■ heard about a woman who proved herself in spite of family responsibilities ■ demand for women's businesses will increase if not contrary to traditions and customs ■ women must be encouraged and given chance to create ■ I don't mingle in society enough to know the degree of support for women ■ lack of support a stumbling block for</p>	<p>needed to start business [Q3] Kingdom-sponsored scholarships lacking in Housing Management and Cooking ■ training in restaurant management expensive ■ after finishing master's, I will get good income from garments and accessories business ■ did not have financial support to finish studies abroad ■ will open a business if I can't get scholarship ■ there is lack of job opportunities in business, which I studied ■ hope to get scholarship ■ must get job after graduation so I can raise money to start business ■</p>
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		female entrepreneurs ■ I want a business that is not about beauty or fashion design ■ support is mostly from university and Chamber of Commerce ■ community needs to be enlightened ■ a successful female entrepreneur does not expect support ■		
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Note: The structure of this chart is derived from examples shown in Miles & Huberman (1994).

Appendix D: Businesswomen Survey Instrument**Demographic Background: Saudi Arabian Female Business Owners
Saudi Arabia
Spring 2010**

Thank you for agreeing to participate in this survey. The following section will ask for brief responses about your personal and business background. Your responses will be kept completely confidential and your individual information will be undisclosed. Please choose only one answer for each question.

Personal Demographic Information

1. I am currently between the age range of:
 - a) 18–25 years
 - b) 25–35 years
 - c) More than 35 year

2. I am currently a(n):
 - a) Self-employed
 - b) Employed full-time
 - c) Employed part-time

3. My current marital status is:
 - a) Single
 - b) Married
 - c) Divorced
 - d) Widowed

4. My highest level of education completed is:
 - a) Elementary
 - b) Middle School
 - c) High School
 - d) College
 - e) Graduate school or advanced degree

5. My total years of business ownership experience is:
 - a) Less than 1 year
 - b) 1–4 years
 - c) 5–8 years
 - d) 9 or more years

6. I became a business owner:
 - a) During childhood (before high school)
 - b) During adolescence (during high school)
 - c) After high school
 - d) During college
 - e) After graduating from college

7. Do you own a family owned business?
 - a) Yes
 - b) No

Appendix E: Businesswomen Interview Questionnaire and Responses

Interview Questionnaire: Entrepreneurship Potential and Orientation of Female Saudi Arabian Business Owners Saudi Arabia Spring 2010

Interview Questions for Female Business Owners

Grand Tour Questions: A series of questions will be asked in order to welcome and comfort the interviewees.

- Tell me a little information about yourself? Where you are from?
- Tell me a little about your business. How long have you been in business, what motivated you to start this business, how many employees do you have, or anything else you would like me to know about your business?

Personal Interest in Entrepreneurship:

The following questions are about your general interest in entrepreneurship.

1. When did you realize your interest in owning a business?
2. Who or what influenced your decision to pursue entrepreneurship?
3. What are your plans as far as growing your business or over the next few years as an entrepreneur?

Self-Efficacy:

These questions will help me to understand how you deal with challenges related to owning your own business.

4. Tell me about a situation where you might have needed someone else's help in your business.
5. Share with me a time when you struggled to figure things out on your own or found yourself dealing with life challenges without much guidance.
6. Tell me about a time when you intentionally sought out new information for your business from others and what was it about?

Desirability:

The next set of questions address your desire to pursue entrepreneurship as a career path.

7. In your own words, define the term "entrepreneurship and why it is appealing to you.
8. Does your community support female business owners? If so, how are they supported?
9. Describe another female entrepreneur in your community and what you find most attractive about her as a businesswoman.

Feasibility:

The following set of questions look at assistance businesswomen are receiving in Saudi Arabia.

10. What do you know about government programs aimed at female business start-ups?
11. How did this program (name of program here) encourage you to consider starting a business?
12. What types of assistance did you need from this program?
13. Did you feel that starting a business was helpful to your family? What do you believe is the best time to start a business? How did you know when it was the right time to start your business?

Propensity to Act:

The last few questions measure your likelihood to act on starting a new business, given the right circumstances and opportunity.

14. Tell me about your skills and abilities that helped you open the business? How did you get those abilities? Can you elaborate on how those skills and abilities have assisting you operate your business?
15. What types of things have or may hinder you from starting your business? Are these issues still a roadblock for you?
16. Describe the types of feedback you received from family and friends about starting your business.

Conclusions:

- Is there anything else you would like to add or discuss about entrepreneurship and/or your career path and business ownership for women?

* * *

Note: Responses to the grand tour questions are not included below because they were intended not as much to gather information as to set the interviewees at ease.

Responses to Questionnaire: Entrepreneurship Potential of Female Saudi Arabian Business Owners

Personal Interest in Entrepreneurship:

Q1: When did you realize your interest in owning a business?

1. *At the age of 18.* I became interested in working on my own projects. I got this idea from my mother, who sewed clothes.
2. *When I went to college* (even though my father didn't want me to go to that college). I dreamed about starting a special business.

3. *After my marriage.* My husband encouraged me. Before I married, my father had been hesitant and afraid to let me do it.
4. *Since I opened the business with a loan.* I became interested because I had a responsibility to repay the loan.
5. *For a long time.* I realized the importance of having a special business. I worked hard to make enough money, and I am still sewing brides' dresses.
6. *When I was staying in America.* My interest arose spontaneously. Being a housewife is a kind of business administration, and I had a desire to teach my family the language and about sports, and they realized the importance of helping me in my chocolate shop business.
7. *About six or seven years ago.* I did my planning, paperwork, and studying the costs. Then I implemented my business of sewing and decorative work, which I learned from my mother.
8. *After working with others.* I realized that I wanted to be my own boss.
9. *At the age of 21 or 22.* Then, as a student, I got my first interior design business. That experience gave me confidence.

Q2: Who or what influenced your decision to pursue entrepreneurship?

1. *The separation from my husband and my devotion to study.* I stopped teaching at the university two years ago. Then my application was rejected because of my age. I was discouraged and decided not to try to prove that the age is not an obstacle.
2. *Determination, desire, and fear of God.* I have had difficulties because some people here don't accept my work. They may think that I'm just here because I need money, but this will not hold me back; it will make me more determined to succeed. My experience in this work encouraged me and helped me learn to deal with people even when they harass me.
3. *The support of my family and my husband and my passion for this job.* My parents encouraged me when I was working through my house, but not when I had high expenses: rent of shops and loan repayment.
4. *My big dreams.* I'd like to have a major company and many branches. Also, I'm still thinking of having a teaching job. I had a strong desire to get a government job, but when I did not find what I dreamt of I directed all my interests in the business.
5. *My husband's death and the things that happened to me.*

6. *The desire to mingle in society and be financially self-reliant.* I would like to be involved in society, to manage my own affairs, and to have freedom to make decisions. A working woman turns into a practical person who understands her society and the value of her children.
7. *I saw the need for women to have access to a female photographer.* Some families do not allow their women to have their faces photographed (though they need photos for some legal documents). Also, women who do have their faces photographed in studios that are run by men risk having their photographs sold or otherwise misused. Therefore, I decided to open a studio for women. Necessity is the mother of invention.
8. *The support of my husband and family.* Sometimes I lacked the financial support I needed to develop my business. The competition is not honest, but I will not let that stop me.
9. *The enthusiasm of the persons I deal with and knowing that I offer something unique.* I rush to continue my work in spite of exhaustion and work pressure (which make me neglect my family) and frustration when employees are reckless and lack commitment and when clients fail to make promised payments.

Q3: What are your plans for growing your business over the next few years as an entrepreneur?

1. *To watch the business, as though it were a small child, until it becomes the best possible business.*
2. *To expand more.* My father is a trader. He supported me and now we are working on opening new branches. One branch is in a center just for women.
3. *To renew my shop.* There are obstacles such as high rent and recent financial losses from when I was pregnant and also sprained my ankle and was hospitalized. I couldn't work in the shop and had to close it. I had to sell my gold and borrow money to make loan payments. I am determined to continue.
4. *To have a major company and many branches.* My dreams are big.
5. *To have a small workshop with three or four dressmakers or tailors.* When one of my daughters needed income I taught her sewing, and she did this for three years, but she stopped when her circumstances improved. My other daughters would like to join me, but their husbands rejected the idea.

6. *To open several branches of my chocolate shop, and to work on educating the community.* I plan to use advertising to show the benefits of manufacturing different materials within the Kingdom of Saudi Arabia, to increase the quality of manufactured products, and to help more Saudi citizens become employed. I also hope to give women greater freedom in employment, now that the Saudi government is supporting women more than it did before.
7. *To combine all of my businesses and to expand and develop them.*
8. *To establish a large factory in Jeddah.* I will then export outside the Kingdom. I will employ Saudi citizens that do not have luck in life (such as divorcees, widows, and illiterate persons). They are capable of being productive; working will bring them happiness and satisfaction. I will depend on God's support rather than people's support.
9. *To establish the brand and to expand.* Branches for our furniture brand will be in all parts of the world, starting in Saudi Arabia, the Gulf States, European countries, and then America. We plan to open a branch in Riyadh and then in Dubai, Qatar, and the Arab countries, if God is willing.

Self-Efficacy:

Q4: Tell me about a situation where you might have needed someone else's help in your business

1. *When I began to supervise I got to know the market and the job and the people I dealt with.* I had been used to relying on myself since I was married. I also worked independently at the Department of Passports and when I did office work.
2. *When I don't have enough income to pay the rent, I get help from my parents.* I rely on others for good treatment and assistance. No human can live autonomously; we need to work together.
3. *Sometimes I need to borrow money and repay it.* Sometimes I design handcrafts in a workshop, and the professionals in the factories implement them.
4. *I usually search for information by asking experienced people.* I may consult a woman who is uneducated but experienced in business. The majority of businesswomen in Saudi Arabia don't have a bachelor's degree, but their experience is valuable to me.
5. *I use Saudi girls to help me in my business.* I also give them ideas, encouragement, advice, and exposure to businesses such as bazaars at the Hilton Hotel. Once our sales were so high that, because of our previous registration as a productive family at the

Chamber of Commerce, we got much cheaper rent. It is better for a working woman to go where she can get the best deal.

6. *I rely on the local banks and the government to help me as a woman entrepreneur.* Getting work visas has become much easier. We hope to have freedom as women entrepreneurs and to avoid complicated procedures for obtaining official documents to open a shop (e.g., for choosing the name of the business).
7. *I need workers to help me in my beauty shop.* I give them a percentage of the profits, which is better for me and for them. They have the opportunity to work instead of sitting at home, and they do the job for me.
8. *We need spiritual and financial support to develop our businesses.* I find, however, that getting a loan is very difficult and complicated.
9. *I find an experienced specialist to deal with.* When I search for information about marketing, I use the computer to search for a specialized company. I find out the number of companies operating in the same field in the Kingdom, then choose one that can market my products online to foreign countries.

Q5: Share with me a time when you struggled to figure things out on your own or found yourself dealing with life challenges without much guidance.

1. *Working with staff, the employment office, the Department of Passports, and the municipality is so challenging that sometimes I find myself unable to act.* But I will not allow despair to take a place in my heart. The criticism of my parents and my friends increases my determination to complete my career and prove myself.
2. *When I rented this shop there were some businesswomen in the center who wanted to get my shop because of its strategic location.* Some people tried to find out my work secrets. I have to endure jealousy, envy, and competition. I overcome these challenges by placing my trust in God.
3. *The rent for the shop was high, so I asked the center administration to assist me, but they did not.* This made me frustrated, but it gave me determination. I like my job and I enjoy succeeding in it. During the last months of my pregnancy I was weak to the point of fainting, and I didn't have the ability to accomplish my goal.
4. *I worked in a trade where everyone mocked my words, and I graduated, though my ambition was different from my field of study.* I was able to expand my work and fulfill the dream that I had had since high school. Thank God, I had the determination and resolve to get to my ultimate goal.

5. *As soon as my son graduated he asked me to stop working, but I refused because I do not like to be dependent on anyone, as long as I can work.* I started my business after getting a loan to buy a machine and fabrics and to rent a shop. It was difficult to repay the loan. I worked for four months before I stopped and emptied the shop. Then I returned and took another loan, which I repaid without delay. That loan was on behalf of my daughter.
6. *We have the problem of noncompliance with the official working time and with Saudi females dropping out because of transportation problems.* I want workers who like their work and will stay. We are currently trying to employ foreigners for the sake of continuity, but this costs large amounts of money for the renewal of their residency, for example, and other things. These are difficult challenges; all my friends who are in business face them.
7. *The society around me and sometimes the people closest to me sometimes underestimate my work.* I manage my work and I leave the rest to God. In the Real Estates Office some people do work behind my back, like selling lands on their own. I do not consider it a loss but it is a gain for me because now I know their true nature.
8. *Once, at the beginning of my business, King Abdul-Aziz University asked me to organize a major conference.* In the last moments some food trays fell down and were destroyed, and the car that had the food lost its way, causing a delay. We could not compensate for the amount of food that we lost. This situation gave me a strange strength; it motivated me to stand and resist. Thank God, all is now well. After that incident, I thanked King Abdul-Aziz University administration for its help to overcome this problem. It is known that human beings do not always succeed the first time.
9. *Sometimes I have a time conflict trying to coordinate dates of the children, as well as school and work schedules.* The work may continue to 11 at night, which means that I have to oversee projects after working hours and keep track of delivery dates, which is confusing if there is no organization in my work. Another problem is employees leaving after going through work training. I try to employ young Saudi women and men because they have more up-to-date skills. Two months ago a press interview was held by the *Journal of Public Relations (Kingdom Ideas)*, and I demanded to issue a Women's Industrial City program to prepare women for industry because we find that many Saudi women have high enthusiasm and the wish to work, but they can't find appropriate jobs. This plan is under study. After that I contacted some associations such as Prince Majid Association and Bab Rezeg Jameel, which work on the training of Saudi girls in tailoring, embroidery, and computer, and give them opportunities to work in factories. We implement our work in workshops, so we need the skills of carpentry, drilling, iron, paints, and painting.

Q6: Tell me about a time when you intentionally sought out new information for your business from others and what it was about.

1. *I have joined several sessions.* I try to enlighten my mind. I also try to develop myself, for example, by watching television programs that are related to my work. Saudi television has important programs now every day. I do not use the Internet much, but I like to read and learn about the latest business news.
2. *Sometimes I get information from customers.* For example, they may give me some ideas about packaging and decoration. I follow their advice and benefit from their ideas. Being in business has given me a lot of information and experience through contact with customers and from the situations I have faced.
3. *I can get information about goods via the Internet or from companies, shops, and wholesale dealers.* I go to shops located outside the center and find out what is new. The women there have information about the goods they are selling. It may be possible for me to design and create such goods at lower prices instead of buying them at high prices. I have some problems in my shop such as (a) the capacity of the shop, which does not allow me to show the models of Kosh; (b) the absence of a workshop in my shop; and (c) no warehouse to store Koshes.
4. *I got my information about the cosmetics business from the first owner of my shop and the staff who worked there.* They told me that I would be dealing with the middle level of the society; the high level of society rarely comes to this center. When I opened my shop I was trying to understand potential customer needs. I did not get any income for two months after opening. Some of the businesswomen of the center stock expensive merchandise, which doesn't sell. To try to avoid this problem, I talked to them and the administration.
5. *I do not know.* I'm the type who likes to give to others the same thing I would like for myself. Some lively discussions may happen at the center. . . . Putting our trust in God is required. If someone has the same goods in her shop and her price is less than mine, God will reconcile the difference.
6. *I get the best information from the city of Beirut.* They have the laboratories that produce what Gulf society, specifically Saudi society, needs. The factories that operate in the Kingdom were very reticent. When I went to the chocolate factory in the industrial area and they refused to even let me into the factory.
7. *There isn't anybody who can give the necessary information.* Each person must define the goal and take specific steps and not rely on others. A person gets experience from striving to obtain goals. She must be confident in herself.
8. *I tried to get information on one occasion, but it was not for my business; it was just a desire to learn from some experienced people.* I used a political method in order to access information and avoid a sense of competition, but I would like to mention that some of them gave me support and wished me good luck. Yes, I have determination

(it is a grace from God); my customers say that I am stubborn because I continued in spite of my failure the first time.

9. *I go out with experienced engineers, attend meetings with them, and observe their work on the work site, and I have gained from them the experience of dealing with people.* Also I sit with dignitaries to be familiar with their business system and their way of speech. I also watched the Royal Highness Prince Khalid Al-Faisal in conferences and meetings encouraging women to work, and I followed up the dialogue with him. He always guides us to use the authorities that we have. So I use the available authorities only and I do not consider the nonexistence or nonavailability of some systemic barriers. He always says a person can reach the forefront by his own will. The field of interior design is available, and through it women can get business. This field is preferred because in it woman can find freedom in dealing with women more than they could with men. There is an evolution in women's power, and it occurs according to the requirements that we live with. We also attend conferences, and during them we discuss and express our desires. All of that did not previously exist.

Desirability:

Q7: In your own words, define the term “entrepreneurship” and why it is appealing to you?

1. *It is an idea that you develop.* I find myself through my business and I consider it my life. The business is planning; this term comes from the verb (to initiate) in the Arabic language. It's when we proceed to do something, and we start planning, making statistics, and collecting data. We offer our lives to it, and put all of our energy into it. This is the point that I want the others to know, and this is the difference between me and the others: the idea of the business originated from my internal desire and my hobby.
2. *Initially it is a dream that satisfies the preferences that you have.* You plan for it, and through your determination and the support of others you will reach your goal. The dream of every woman is to be financially autonomous, of course, despite the presence of the father or brother and husband, who has the charge of her expenses, and this is what she is seeking from the establishment of the business. When she starts working on the business she faces challenges, but then she starts to enjoy it.
3. *It is an alternative to staying at home.* It benefits me and others. My business is a shop of gifts, Kush (bridal settings), and packaging. It is a place where I sell goods. What attracted me to this business is my passion for this kind of work and the financial support I received.
4. *It is difficult to define such a term, but it is possible to define it as a single word: self-effort.* What attracted me to this business was that I wanted the feeling that the yield

of my business was the fruit of my hard work. I wanted to feel successful and to develop myself. I would like to leave a mark in my life.

5. *It means a big job.* Of course, the person tries hard to develop it. I opened this business because I liked the idea; it was mainly a hobby and I considered it an additional source of income.
6. *It is a kind of service provided for a class that needs it.* My business gives me joy and pleasure. When I feel that people are satisfied with the quality of my chocolate the gain is more spiritual than financial. My business started gradually. The idea for it came from my son. I got enthusiastic and studied community needs and desires regarding chocolate. For your information, Saudi society is different from the outside community in terms of quantity (more) and quality (better).
7. *It means starting your own business and bearing responsibility for it.* The thing that attracted me to this business is that there is a need for it in our society. I realized that, and I knew what was required. So I set my goal and tried to reach it. It may take a months or years, but the one who walks on the correct path will reach the goal. The business requires efficiency and effort, and much preparation, physically and financially. I started my business after the age of forty; then I began to know my needs and I didn't put the responsibly of the work that I started on others. I had children whom I raised. They grew up and got married and I became a grandmother. My responsibilities became less, so I started to make something for them. I have divided public services work among my sons and daughters. The Office of Real Estates and the general trading in building materials and general contracting are allotted to the boys. The daughters have the tailor shop, the studio, party preparations, and other female activities. I raised them well and gave them opportunities to have a decent life income.
8. *It means cultivating a unique business owner's personality, doing the proper research, and putting your name on the business.* This will push you to produce significantly. What attracted me to this business was my desire to produce something for my country with a lady's name (the majority of production comes from the men's side) and to show the world that female Saudi citizens are able to produce and create businesses that will serve their country.
9. *The business for me is the future.* For example, when I opened the business that I own now, we implanted the idea of a ladies' contracting business, which was not then available in the Kingdom. Then we introduced the idea of designing furniture. We accomplished that and have trained the generation after us to carry on the business we began. The business was like a seed that we planted and nurtured until it bore fruit.

Q8: Does your community support female business owners? If so, how are they supported?

1. *Yes, the community supports the Saudi businesswomen.* Women's centers were opened in most government departments. The situation is now different than it was before.
2. *Yes, our Saudi society supports the businesswoman, whether inside or outside her house.* My parent is a merchant and so is my grandfather—thank God my family is successful in trade. Businesswomen may receive support from Sheikh Abdul Latif Jameel's program, which also provides advertising for festivals and concerts.
3. *There is support these days.* There was active support for businesswomen during the last year by opening females' markets and shops. The government provides financial support, loans, and support for human resources, which means we get a monthly payment for the shop.
4. *There is more support these days.* When I was in college I did not see serious support, except from some volunteers who were businessmen. Currently, some companies offer support, such as Sheikh Abdul Latif Jameel's program. Also, there is now a Human Resources Development Fund. There are currently programs on the Saudi Arabian channel that host Saudi businesswomen. Previously there was no support and advertising like there is now. The support is not limited to the financial side. It also consists of convincing the society of the importance of women's work. The tribes and the cities have different ideas about it. As a businesswoman, I found strong opposition from my tribe, but I think they must accept the idea of women going out to work.
5. *The participation in bazaars has gone up.* About 15 years ago when we were preparing for Saudi bazaars, Saudi women made up only 1% of participants; 10% of participants were foreigners. Now the Saudi women's rate has risen to 10%. I always encourage Saudi widows, divorcees, and other needy women to work and take a loan from the Sheikh Abdul Latif Jameel's program to open a business and participate in bazaars. Yes, my family supports me, and now everyone wants to work. Sheikh Abdul Latif Jameel's Program has encouraged many women to work.
6. *I don't know what to say to you.* I had several advertisements in *Sayedati Journal* and others, but I did not receive any support, only respect. I believe that the community comes to the shop only for the quality and the prices; therefore, you should have a good product that attracts customers. In order to develop your business you must get support from banks or such like. Running a small business costs a lot and it is difficult to compete with large companies that dominate the market and have a reputation of good quality. But with perseverance you will get a reputation, thank God.
7. *Yes, the Saudi society is currently supporting women entrepreneurs through the Department of Human Resources.* We have some programs that support the work and make a study of businesses. The community finances programs that make loans. You

have to do a study to prove the viability of your business concept before starting the business so that these programs will give you a loan. But I am against the idea of loans, thank God. I do not get any funding or loan because I am not in debt. I depend on myself, thank God, and everything is available.

8. *Yes, there is support for some businesswomen.* I also found support from my family, which was the larger part of my support. They usually try to support me and push me to do the best. Unfortunately, the female community is full of competition. You may find that few will support you. But I am proud when I hear about their Saudi women's success both inside and outside the Kingdom. There is no adequate support from the community. I hope that the individuals in our community support each other.
9. *Sure, but I do not know how they are supported.* I noticed that there are very large campaigns for businesswomen in the Kingdom. Thank God, many fields are opened for us. Our work proves our worthiness, but there are still many people who do not accept the idea of women having their own businesses. Some encourage our work, and some are surprised to see the products (furniture), and others do not appreciate the quality because they know nothing about the products of existing factories in the Kingdom and the employment system that is used here. So we worked to educate the community and to attend exhibitions. His Royal Highness Prince Khalid Al-Faisal has encouraged Saudi women through his attendance at exhibitions that contain their products. He attended our exhibitions on one occasion, and I explained our work to him. He saw our products and their quality. The idea of our business was original and was not available anywhere else in the Kingdom. With regard to the subject of intellectual property rights, we do not have them yet; they are still under study and they are under the category of new inventions. Thank God, we are constantly coming up with creative ideas, and we have enthusiasm.

Q9: Describe another female entrepreneur in your community and what you find most attractive about her as a businesswoman?

1. *I knew a woman at the Chamber of Commerce named Shahinaz Bahareth.* I admired her because, after separating from her husband, she did not surrender to her difficult circumstances. I liked her determination to achieve her goal. She did not give me tips on being a businesswoman because I started before her and I had more experience than she did.
2. *The mother of Walid Al-Ghamdi and the mother of Ghali have very nice personalities.* I learned and benefited a lot from their approach to dealing with people. There are many businesswomen whom I regard as models. The most important asset of a businesswoman is a bright face that makes her win the hearts of her customers; then she gains their minds.

3. *The ideal businesswoman is an independent person. She possesses the ability to deal with others and the ability to manage the business successfully in all respects.*
4. *Aunt Fawzia, the owner of a costume shop, has lots of experience in trade, and her ideas attracted me so much. She uses only inexpensive raw material that would benefit her in her work. I benefited a lot from her and I resort to her after God, even though her education is only average.*
5. *I heard about one businesswoman, Rania Khokir, who is a high-level designer. I like the understanding and good treatment of customers shown by such women, and I hope to become like them. I like the flexibility in their characters and their way of dealing with customers, plus their success, which exceeds the level of our success here at the center. Our relative lack of success may be due to the (lower) class of society that we deal with. Such women sell the same goods, but at higher prices. The people who buy from them can afford to pay those prices.*
6. *The businesswoman I'm proudest of is my eldest sister, who developed herself and became successful in her own cosmetics salon. It is one of the highest-level salons in terms of hygiene and the treatment of staff. It is an international class salon.*
7. *Each person has his or her own advantages and the potential to achieve the impossible. I depend on myself and have the experience to implement all my ideas and finish everything myself. All my businesses are established on my property. I don't pay salaries or rents, and I manage my own businesses.*
8. *I am proud of a businesswoman called Dalia Al-Sharief. Her smile, her kind words, the way she mentioned God, and her strength of character attracted me. She loves her country strongly and seeks for success. I feel happy while I'm talking about her; she is a very powerful person; there is no despair in her heart. I think that if these qualities were found in all women entrepreneurs in our country they would be more successful than the businesswomen abroad.*
9. *The person that attracts me is Dr. Samia Al-Amoudi. She is a doctor and not a businesswoman though. She is a prominent figure in our society. I do not recall any businesswomen, because I don't deal a lot with them and I don't know them deeply. What draws my attention is character.*

Feasibility:

Q10: What do you know about government programs aimed at female business start-ups?

1. *Since the order to expand women's employment was issued by the custodian of the Two Holy Mosques two or three years ago, the situation has changed completely. Now it is easier for Saudi women to go into business. We receive information and*

business news through the Chamber of Commerce by e-mail and also by word of mouth among businesswomen; in addition, the Chamber of Commerce offers free courses at a high level and has employed qualified instructors to educate businesswomen.

2. *I have no knowledge of these programs.* My father and my brothers handle my business papers.
3. *I know about the Human Resources Development Fund in the Chamber of Commerce.* There are also programs that support businesses such as the fund of Sheikh Abdul Latif Jameel.
4. *I know about the Human Resources Fund of Professor Khalid Al-Zamil.* I think he has several programs on the Saudi Arabia Glory Channel in which he speaks about businesses that he supports. He is also trying to involve a number of businesswomen in a single business (the idea or the article is possibly with one of them, but she does not have the ability to implement it). I follow his programs and they are really very interesting. I also asked for his support regarding the Diet Restaurant, and got the support of 350.000 SR, but I could not implement my plan because I needed 200.000 SR, plus the additional support of Sheikh Abdul Latif Jameel's program.
5. *I know about the human resources fund.* There are also associations such as General Craft, which encourage girls to do handicrafts. I was asked to rent a shop there, but the place is not well organized.
6. *I hope that government programs will try as much as possible to employ women.* I really like to deal with a man rather than a woman because he has more experience than the woman in this field due to the lack of development of women's competence. I hope that the men will get used to the presence of women at work. I would really like to give them strong training in how to work with women.
7. *Government support is through Human Resources, fund credit, and banks.* The government supports women's businesses, but if she does not implement her own work by herself, all the loans will not be covered. That is why I finance myself. Sheikh Abdul Latif Jameel's program gives women the necessary support to open their businesses and get a percentage of the amounts granted to them.
8. *There are some programs that are related to Real States, Chamber of Commerce, and science.*
9. *Two years ago the royal decision was made that Saudi women can acquire a commercial registration name. Many sections nowadays have been opened for women in all areas of government and in private institutions.* The Saudi girls are working in them, which gives them the ability to review all their transactions on their own. There are also training sessions for women. There has been considerable

development in recent years, and support is coming from several directions, both private and government. We were previously getting the CR (commercial record) through a legal agent and one of its conditions was that the owner of the business should not be a government employee, which made us look for those whom we trust from the family to be the legal agent.

Q11: How did this program (Khadijjah Bint Khuwaylid Center) encourage you to consider starting a business?

1. *I am not sure.*
2. *Not at all.* This is the first time I heard about this center.
3. *I received support.* I heard about the center, so I went to the center management as one of the productive families in order to receive necessary support, join in the bazaars, and do the necessary propaganda for my shop.
4. *It didn't.* I heard about them recently, but with teaching and the responsibility of the shop I did not find enough time, so I am self-sufficient in my work.
5. *I participated in the Productive Families Program at this center.* But I do not attend the sessions held by it. I attended only once and they sent me several invitations.
6. *The biggest problem for these programs that they do not seek to learn from businesswomen's experience.* In other countries the society is accustomed to women's presence in the market and in other places. Regarding the role of women here, they should go out and work and participate in the world; work is a great blessing for them and better than staying at home. Once we met with His Royal Highness Prince Abdul Majeed, and each category of us talked about a particular complaint. Then he decreed that there should be a place for us in the Chamber of Commerce. The president of the committee was our fair Princess Adela, and from there, this program was created and established in 2000. However, we lost contact with the program and we felt that there was no respect for our desires and demands. The new leadership did not try to communicate with women entrepreneurs or to provide them any support. I tell you frankly that HRH Princess Adela makes you feel that she is ready to help businesswomen; she also has a chocolate shop, and she was the one who suggested giving my shop this name (Chocolate Corner). There are lectures, but only for a certain class; for example, on one occasion the lecturer was by not one of the businesswomen. She talked about impossible things and she seemed to not have enough experience to speak of such topics. The thing that irritated me was that some of the businesswomen keep silent. They are full of despair and they do not have the desire to talk about how they feel; plus they avoid any participation in such things. This made me depart and confine my interest to my business and its development.

7. *This center provides beauty courses and stitching, and it provides certificates. Also it provides money to help girls to start their businesses. They have asked me to get staff from the center, but I do not need that.*
8. *I didn't deal with this program.*
9. *The center is connected with the Chamber of Commerce, and I previously contributed to its activities after working hours. I receive invitations and attend some lectures, ceremonies, and exhibitions that are held in the Chamber of Commerce. I do not give lectures in the Chamber of Commerce, but only my personal effort. I spent six years training girls or Saudi mothers to work in the business. I trained them in house designing and making decisions, and I encouraged them to choose the colors and make some changes. My system is compatible with all groups. I gave courses in several areas of the Kingdom of Saudi Arabia, and also by agreement with some private institutes in order to train Saudi girls in our system and to develop the culture of the Saudi housewives in our society. In addition to that, I trained the girls in our office in computer programs, in taking responsibility at the work site, in working in the workshop, and in dealing with employees. This training gives them an important advantage, especially for university graduates in the specialization of interior design because it gives them practical experience.*

Q12: What types of assistance did you need from this (Chamber of Commerce) program?

1. *During the last meeting in the Management of Human Resources it was clear to me that the support (the provision of appropriate salaries to Saudi females) reaches even the small enterprises. This was not available in the past. In addition, awareness is raised and guidance given through the sessions of the Chamber of Commerce.*
2. *I needed support from these programs to facilitate my goods going to bigger shops and other places, and also to help me expand my business by selling in other shops outside the center.*
3. *I went to the management of the Chamber of Commerce and the Khadijah Bint Khuwaylid Center only once, about a transportation problem. I heard about many programs, but I didn't contact any of them.*
4. *I dream about having supervisors who will provide guidance at least once every weekend, to ask about our statistics and guide us on how to obtain information and how to spend our money. All of this needs management study, and I did not study management. Sometimes I use the revenue from the shop for buying goods and keep some of the amount.*
5. *I benefited from the program of productive families a lot, which aims to help families that have handmade goods but do not have the ability to market them. The program*

takes a small sum of money for marketing the goods, based on one condition: that they be handmade.

6. *I get potential employees from this center.* Before I employ someone from this center, I have to interview her to see her capabilities before I let her communicate with customers. For your information, I found that there is something lacking in their background.
7. *I hope to get female photography staff from this center.* For your information, these employees are certified. The center also has tailors.
8. *I am not sure.*
9. *In government institutions I've taught how to deal with the interior design client and the client's personal situation.* Businesswomen need this knowledge in their work because they deal with many different kinds of people. However, this specialization is not included among the programs offered by the government. The government agencies focus on languages, personal problems and solutions, and social situations. I sometimes volunteer to teach Saudi Girls, as needed. Sometimes I get calls from some institutes to do this. Interior design training is more available in private institutes. In specialized institutes like the private-sector Future Institute, the majority of courses are related to interior design. The same is true at the recently created universities that include interior design as an essential subject, along with graphic design.

Q13: Did you feel that starting a business was helpful to your family? What do you believe is the best time to start a business? How did you know when it was the right time to start your business?

1. *To begin your business you must be ready and you must have in place all the elements: the idea, the plan, financial support, and skills.* Any business cannot begin in a moment. The idea must suit the person, the environment, and the financial situation.
2. *It may be useful to my family at times. I knew that the time had come from the first year. Of course, there should first be a study of location, goods, and customers.* The idea of opening this business occurred to me during a family trip to another country where we inspected some of its goods, such as pottery. I realized that they were similar to traditional Saudi Arabian pottery. Then I got the idea of opening a store to import this pottery and sell it in the kingdom. The business showed my parents that their daughter proves herself through the community and is autonomous, assuming the responsibility for a shop, enduring all its consequences, and dealing with customers.
3. *The suitable time to start a business is after organizing all the financial affairs. It is also necessary to do advertising to attract customers and to make work offers. My*

family was happy for me that I was able to improve my income and improve my position. I do not like to sit in my house doing nothing because I am an active person. I like to go out and have my own relationships. But after marriage, I found that my husband did not like me to go out. Then I had the problem of a late pregnancy; I got pregnant just after starting my business.

4. *The business needs to be studied first. I could not decide the start time until knowing its site, its field, and the extent of demands on it. The needs of my family made me determined to continue.* I wanted to help them. I spent almost a year in the business, but I feel that the word “businesswoman” is still big for me. (I think that the woman deserves to carry the title of “businesswoman” after five years of experience at least.) The thing that we get easily will go easily too, and the one we get with difficulty is the one that will remain.
5. *Yes, I found it useful to my family 100%. I still help my children in time of need. I felt that the time had come to start my business a long time ago. I worked hard and, thank God, I reached my ultimate goal.* When I participated in the bazaar of the International Islamic Relief I was standing beside the table that I hired and tears were in my eyes. Facing the society was difficult to the point that I was deprived of sleep the previous night; I was feeling embarrassed and I had fear of society’s point of view, because some of them might not accept the idea of women working in this field. Now I work through my house, sell to my friends and relatives, and sometimes deal with one businessman and sell for him.
6. *Yes, my children were very interested. They helped me during the big season. They learned about customers, various classes of people, and the value of money.* This experience helped them so much in their business. The right time to start a business is when you feel ready to work in a place and you gain enough experience.
7. *Of course, the financial gain may be useful for my family and me.* My sons became aware of lands offered for sale and learned things about real estate, and for my girls, they like photography. I have opened a source of good income for them and several fields for them to work in to get income.
The suitable time to start the business is any time you feel confident of yourself. You can start at the age of 15—it doesn’t matter. As long as the person has a goal, she will continue, and as long as there is a need, there will be a desire. As long as the person has the ability and the right amount of money she will be able to begin.
8. *Yes, this business has made me closer to my children. According to the studies, as long as the business is ready from A to Z and the person has made a full study, she will be able to begin her business.*
9. *Of course, it is useful for my family and me, but I have six boys and I have to arrange time for them. The suitable time to start a business is when the idea is formed and the plan is ready.* I started from nothing; I learned the regulations and labor laws

gradually. Now I have the experience and skill to guide those who wish to start a business. I usually explain to beginners the deficiencies of their plans and studies.

Propensity to Act:

Q14: Tell me about your skills and abilities that helped you to open this business, how you acquired these capabilities. Speak in details about the advantage of these capabilities in the operation of your business?

1. *The skills of communication and understanding others are very important in marketing or going into business.* I gained these capabilities through contact with people and study, which give me good knowledge of individuals.
2. *The first factor was financial support. The second factor was that I had the inclination and determination from the beginning.* Dealing with customers is an art that is not easy for everyone. You must have the skill to deal with all kinds of people and know how to get their respect. I had these skills from the beginning, but my work in the market improved them. I also had business skills (accounting, arranging, creativity, and ideas) that developed during my work in this shop. I gained them also from my father, who is a merchant.
3. *My specialty was educational art, and I have been devoted to art since childhood.* I visited flowers shops, watched the method of flowers packing, and I bought them just for the feeling of happiness. I also had a teacher who encouraged me. My skills and my abilities enabled me to design creatively and win customers. Thank God, I'm good at color selection and choosing the raw materials.
4. *I opened this shop because I have a talent for persuasion and communication with people.* As a result, I have many clients who like to deal with me. I have dealt with people from all community categories. I feel that that work has changed my personality, my way of life, and made me rely on myself financially. Now I have a strong personality because I entered this field, in addition to the fields of education and teaching.
5. *I was designing and sewing as a hobby. Thank God, I have the skill to make multiple handmade items.* I was sewing wedding dresses. After the death of my husband (mercy of God on him), I left sewing and opened a shop and got visas for two tailors to help me, but I didn't succeed and I closed it. Then I brought a sewing machine and a female tailor to sew at my house. I bought cloth and we started to sew *abayas* and sell them. Then one of my friends guided me to participate in bazaars. I spent 15 years working in bazaars. The bazaar was every Saturday. I acquired many customers and then entered Abdul Latif Jameel's business.
6. *My ambition helped me a lot to open this business.* I have marketing skills, but I don't do accounting. The opportunity to travel abroad and my learning there helped me in

my work. I have learned to stay away from despair and to continue on my way, though my husband thought that I would not continue and would not be successful. He thinks that he is the reason for my success, but I succeeded because of my ambition, hard work, and good intentions. I fought to obtain my freedom in traveling and in the work, which has not been easy.

7. *I gained these capabilities from life, from our environments, and from the family.* We made pickles, pasta, and dishes in all their forms in the house. My mother (may God have mercy on her) was well versed in Indian cuisine and Bukhari kitchen. She was a seamstress and a cook, and she was good at manual labor and fixing things. Thank God, I learned to make things out of nothing and to plan for things before proceeding. As a result, I gained self-confidence. In our house, we reformed the electricity, changed the curtains, changed mattresses, and adjusted and renewed the old things. This taught us that economy is the basis of life. I have financial self-sufficiency, and I have the capacity, the background, and a house.
8. *I have gained leadership ability from my work. One of my characteristics is that, when I make a decision to continue, I don't turn back.* I have no problem with listening, but in the end I make my own decision. Whoever consults others doesn't lose, but I did not consult anyone; I love to make my own decisions. Even my family and people older than me (whether men or women) resort to me when they desire advice.
9. *I gained these capabilities and skills by experience and by going deeply into the field.* First I discovered the desire, and then I defined the target. For example, I had designed one piece (a chair). Though I had not studied engineering, I implemented it with the help of an engineer while I was still studying business administration. Many people were impressed with the design because it was unique. When I opened the company, my goal was not just to make a profit, but to make a place for myself on the globe that will be continued from one generation to the next.

Q15: What types of things deterred you from starting your business? Are they still deterrents?

1. *I did not have any obstacles.* I was separated from my husband when I was young, and as you know when women get married they have some gold, which could be helpful to them in life in case of separation from their husbands.
2. *I took computer courses and other courses that are important in the hope of finding a government job. But I found it difficult to find one, which prompted me to open the business.*

3. *The obstacles that prevented me from starting my business were the site and the financial support, and they are still obstacles for me because of the problems that I had with my health and with paying the rent for my shop.*
4. *The first obstacle that prevented me from starting my business was lack of financial support. When I got support I looked for help from experienced businesswomen and, thank God, I succeeded in my work. There are no obstacles other than the one I mentioned. I don't consider the relatives' opposition as an obstacle as long as my parents do not prevent me from working in this field and they encourage me to continue.*
5. *Thank God, everything is available in Jeddah city and the raw materials are very cheap in Al-Hindawia Market. Sewing is one of my talents, so I hope to own a factory for ready-made clothes.*
6. *There are many obstacles. I wanted to open a beauty shop for ladies' training, but in order to get approval the government sent a committee to verify my qualifications. This committee consisted of females with a simple mentality and a primitive education, and they didn't have appropriate certifications to qualify them for this work. Businesswomen are always horrified when they hear about the inspection campaigns. Also, when revising our papers for governmental organizations, such as the municipality for the renewal of residency, we find many problems and the expenses are obstacles for us.*
7. *Of course, I had the responsibilities of my children; thank God they have grown up now. I opened many fields for them and they became practical persons, and I hope they will continue my work in the future. Now they are fully aware that I work for them and for their interest, and I have planted the principles and rules in their personalities and they must follow my steps.*
8. *The most important obstacles that I faced when I decided to start my business is lack of financial support. By God's willing, things will be facilitated and I'll be able to complete my career.*
9. *I have no obstacles—only society's point of view regarding women's work and the lack of culture of some groups of the society. This frustrates me, but now the society has a different point of view.*

Q16: Describe the type of feedback you received from family and friends about starting your business?

1. *My family fears for my health. However, I feel that I'll be healthier if I continue working in the business. Also, having contact with people and working in my shop will busy my mind. I have some frustration, but I overcome it and continue my work. I have determination and resolve.*

2. *About 1% of my family members were discouraging me.* Maybe they felt jealous. But I did not take their opinion. I have found encouragement from 99% of the family. I took the opinion of the percentage that pushed me toward progress in my career.
3. *When my family sees me physically and mentally exhausted, they push me to stop.* Otherwise, the vast majority of my family encouraged me. My brothers and sisters encouraged me spiritually and financially, and sometimes my father and my husband made loan payments because of their desire to help me reach my goal. The other relatives and friends like my work and they often come to the shop and buy from me.
4. *I had adverse reactions from my father's side of the family. When they heard about my business, their reaction was very bad.* One of my aunts was worried a little bit, but when she came to the shop and saw the situation she encouraged me to continue. Thank God, my uncles and my brothers had no reactions. Everyone supported me, especially my uncle Abdul Rahman, who supported me spiritually and financially, and my brother.
5. *Of course, I had some reactions.* My eldest son always encourages me to go out and work to avoid having high blood pressure. But I feel that within himself he is worried that people will criticize him for letting me work at my age. Thank God, all of my children are working and providing everything for me, even the domestic worker.
6. *The family complains about my permanent busy-ness. But I have ambition, which pushes me to move myself and not be moved by others' opinions.*
7. *They are curious to know what I do.* I am basically self-sufficient and do not need any favors from them. I'll be the one to bear the gain and the loss. Every human being finds his share in this life. I work only with the right redeemer and I don't deal with traitors.
8. *I encountered some reactions from my brothers, but not from my husband's side of the family.* My husband and my children supported me, but my brothers rejected the idea of my mixing with men and my traveling alone; but after a while I was able to convince them that the woman outside her house acts like a man. After I gave them my perspective, everything passed smoothly.
9. *The reactions of my family were always positive; my parents supported me and always pushed me to continue.* One of my characteristics is that if I start something I have to complete it. By praying and putting your trust in God, you will reach your goal. I always follow this principle: imagine, dream, think, identify your goal, then put your trust in God and he will help you.

(Transcribed in Arabic and translated into English)

للعمل كان عامل السن العائق الوحيد أمامي فتأثرت في ذلك الوقت وصممت أن اثبت لهم أن عامل السن لايعتبر عائقا.

2. (أه آه) الإصرار والعزيمة تنصدر هذه العوامل، فبالرغم من مواجهة المصاعب وبعض الخسائر وعدم تقبل البعض عملي ووجودي في هذا المكان. وقد يفسر البعض وجودي هنا وفي هذا الوضع بافتقاري إلى المادة وقد ينظروا إلى نظرة استحقاق كوني جامعية واعمل بهذا المكان ، ولكن هذا لن يجعلني أترجع بل بالعكس يزيد من إصراري وإرادتي لكي انجح ، فانا أحب النجاح والربح واجد نفسي في هذا النوع من العمل. اختياري لهذا النوع من العمل أعطاني العوامل التي دفعتني نحو الاستمرار والنجاح... واكتسبت الخبرة والمقدرة على التعرف على نوعيات الناس وكيفية التعامل معهم حتى عند مضايقتهم لي مما أكسبني رضاهم. الأمانة في العمل والخوف من الله أيضا من العوامل التي أثرت في مواصلي لمشروعي وجعلتني أتقدم.
3. لم ألقى من الأهل التشجيع الكبير وذلك لغلو إيجار المحلات وحصولي على القرض والمسئولية التي تتبع ذلك (ام ام) وقد كانوا يشجعوني مسبقا عندما كنت اعمل من خلال المنزل. العوامل التي أثرت في قراري لمواصلة مشروعي دعم أهلي وزوجي وحبتي لهذه الأعمال.
4. طموح الوظيفة والتدريس مازال في بالي، فكان لدي رغبة شديدة في أن احصل على وظيفة ولكن عندما لم أجد ماأتمناه وجهت جميع اهتمامي إلى المشروع وحتي ذلك على الإصرار بالاستمرار.
5. العوامل التي أثرت في قراري ومواصلة مشروعي هي وفاة زوجي والظروف التي حدثت لي.
6. أولا، عمل المرأة والذي يجعلها تشارك في المجتمع ، ثانيا ماديا ، بحيث تشعر المرأة أنها معتمدة على نفسها ماديا وتدير أمورها بمفردها ويكون لها حرية القرار. فانشغالها بأشياء أساسية يحولها إلى إنسانة عملية جدا تقدر ظروف المجتمع وتشعر أولادها بقيمة المادة.
7. المجتمع الذي لايقدر خطورة التصوير لدى الاستوديوهات الرجالية. تجديد الاقامات والتفويض لا أعطيه إلا للمعقبة المضمونة وعلى حسب الموقف والطلب. يوجد لدى البعض الإمكانيات ولكنهم لا يملكون المقدرة على تطويرها بالرغم من أن الحاجة أم الاختراع.
8. هناك عوامل عدة، منها الدعم الذي كان بمثابة اكبر عائقا لي ، فأحيانا ارغب في تطوير مشروعي ولا أجد الدعم اللازم. ولكني أجد الدعم من قبل زوجي والاهل. وهناك عاملا آخر وهو المنافسة التي للأسف لا تكون شريفة أبدا ، فلو سلمت نفسي لهذه الضغوط لن أتقدم ولن أستطيع الاستمرار.
9. عندما أرى الحماس من جميع من تعاملت معهم أندفع إلى الاستمرار في عملي بالرغم من استنفاد طاقاتي في هذه المشاريع ومن ضغط العمل وضياح الوقت ومواعيد التسليم مما يجعلني اقصر أحيانا في بيتي ومع أولادي فأفكر بإعطاء نفسي فترة من الراحة ومن ثم البدء بمشروع جديد، بالإضافة إلى الإحباط الذي اشعر به من جهة العمالة المستهتره مثلا وعدم التزام العميل بالدفعات المتفق عليها، ومع ذلك أكمل مسيرتي لان مجالي غريب وغير متوفر في المملكة والنظام الذي وضعته يجعلني استمر في طريقي مع تعاون الفريق الذي يعمل معي.

3. ماهي الخطط المستقبلية لتنمية مشروعك أو أعمالك على مدى السنوات القليلة القادمة؟

1. إن الإنسان إذا أحب مشروعه يعتبره مثل طفله الصغير ، يلبسه، يكبره ويغذيه. إلى أن يكبر ويصبح أفضل وأحسن مشروع.
2. إن من المؤكد بأنني أجد الرغبة في التوسع أكثر وبالذات أن الوالد تاجر ،فهو يمنحني الدعم ونحن الآن نعمل على التوسع في عملنا وفتحت فروع خارج جدة ، ويعتبر هذا المحل فرع نسائي من أعمال الوالد.
3. يتمنى الإنسان دائما الوصول إلى المستوى الأفضل (أوأاو) فانا حاليا أحاول أن أجدد في المحل، ولكن حدثت لي عدة عقبات مثل ارتفاع الإيجار وفترة الحمل عند بدئي العمل فيه وتعرضي لاحتمال الإجهاض وحدوث التواء في كاحلي وقد تم تنويم في المستشفى بمكة المكرمة لفترة من الزمن حيث أوصى الأطباء بمنعي من الحركة تماما، فكان صعبا أن أباشر عملي في المحل مما أدى إلى إقفال المحل مما اضطرني حينها أن أوظف إحدى العاملات للحفاظ على استمرارية المحل (ام ام) ولكنها لم تكن تملك الخبرة الكافية لتشغيل المحل والقيام بمتطلبات الدعاية وإحضار البضائع والعمل الخارجي (الكوش) مما أدى إلى حدوث خسائر مالية في دخل المحل واضطرت إلى التصرف بجميع ما املك من الذهب وذلك لتصميمي على الاستمرار والنجاح بالرغم من العقبات التي صادفتني ، ولتسديد قسط القرض (آ آ) .
4. لقد كنت ارغب بان يكون لي شركة أساسية ولها فروع، أحلامي كبيرة وأتمنى أن أتوسع في هذا العمل التجاري.
5. أتمنى أن يكون لدي معمل ولو صغير بثلاثة أو أربع خياطات أو خياطين. إحدى بناتي كانت داعية ،درست في معهد باجودة في مكة المكرمة وكانت ماشاء الله تلقي محاضرات، وفجأة حدثت لزوجها ظروف جدا قاسية ولديها ستة أطفال فحاولت معها أن تتعلم الخياطة وهي لم تكن تعرف كيفية مسك الإبرة ، أحضرت لها أفمشة وكلف فأبدعت واستمرت في الخياطة 3سنوات ولكنها توقفت عن العمل بهذا المجال بعد تحسن ظروف زوجها وقد أبدت رغبتها في العودة إلى الدعوة إلى الله.
6. أتمنى افتتاح فروع عدة لمشروع الشوكولاته. كما أتمنى أن نعمل على توعية المجتمع من خلال وسائل الإعلان المختلفة بفوائد تصنيع المواد داخل المملكة العربية السعودية وان نفتخر بجودة الصنع للمواد التي ننتجها إضافة إلى تشغيل العمالة السعودية. أتمنى أيضا أن تمنح المرأة حرية أكبر في التوظيف في (الللل) وما شاء الله الحكومة السعودية حاليا تقوم بدعم المرأة بشكل كبير ، وقد اختلف وضع المرأة عن السابق واختلفت نظرة الرجل السعودي للمرأة العاملة مما يجعلها تفتخر بأداءها وتتميز في عملها.
7. أن أضم مشاريعي كلها التعقيب، مشغل العرائس والتصوير والعمل على توسيعها وتطويرها.
8. إن شاء الله سنتحقق الخطط التي في ذهني وأنا متوكلة على الله في الدعم بدلا من البشر ، أتمنى أن أنشئ مصنعا كبيرا في جده لعمل طلبات take away نصدر منه لخارج المملكة.
9. الخطة الجديدة إن شاء الله أننا سوف نعمل على تأسيس هذه الماركة التي تختص بالمفروشات بالإضافة إلى المكتب الهندسي لأنني وضعت في خطتي خط المشاريع وخط لتصميم مفروشات ماركة ، وسوف نعمل على أن يكون لنا بالنسبة للماركة فروع في جميع أنحاء العالم.

4. الأسئلة التالية ستمكننا من معرفة كيفية تعاملك مع التحديات المتعلقة بامتلاك مشروعك الخاص. أخبرنا عن الحالة التي تحتاجين فيها لمساعدة من الآخرين في أعمالك ؟

1. لقد اعتدت أن اعتمد على نفسي منذ أن كنت متزوجة ، في نفس الوقت كنت أؤدي أعمالي بنفسني في إدارة الجوازات وفي مكتب العمل وأبشر العمل بنفسني وأشرف على عمل العمال ، مما جعلني اتعرف على نوعيات العمالة و السوق و حصلت على الخبرة و المعرفة.
2. بالطبع أن الإنسان لا يستطيع الاستغناء عن الآخرين أبدا ، وحسن التعامل مع الآخرين واجب ، فحن كمجتمع نحتاج إلى أن نتكاتف وخاصة أننا نقضي فترة من الزمن يوميا مع بعض في هذا المركز فلا يوجد إنسان مستقل بذاته ، فحسن المعاملة والمساعدة تعدان من ابسط الأشكال التي احتاجها من الآخرين. الشكل الثاني الذي قد يواجهني أنووووووو الإيجار ، مثلا عندما يكون الدخل أقل من الإيجار قد يحتاج المرء إلى الدعم ، وأنا والحمد لله أجد هذا الدعم من قبل الوالد.
3. النقطة الأولى المورد المالي مما يجعلني الجأ إلى الاقتراض والسداد في بعض الأحيان ، النقطة الثانية العمل اليدوي فأحيانا احتاج إلى تنفيذ بعض الأفكار خارج المحل في إحدى الورش مثل الشموع والفلين ، فأقوم بعمل التصاميم وينفذها الفنيين في المصانع.
4. لم افهم السؤال، ابحت عن المعلومات عن طريق البدء بالاستفسار للحصول على المعلومة من ذوي الخبرة بحيث أكون متأكد من فائدة المعلومة. أنا اشعر أن التعليم يأتي مع الوقت ، فمن الممكن أن استشير امرأة غير متعلمة ولكن لديها الخبرة ، بالذات في المملكة العربية السعودية أغلبية سيدات الأعمال غير جامعيات ولكننا نستفيد من خبراتهن أكثر.
5. بالطبع أنا أساعد الفتيات السعوديات بدعمهن بالأفكار والتشجيع والنصح ، وأنا أيضا ممكن أن استفيد منهن. ومن رأي أن من الأفضل لهن الإطلاع على المشاريع الأخرى خارج مشروع باب رزق جميل، فيطلعوا على البيارات التي تعمل في فندق الهلتون مثلا . حدث في إحدى المرات أن بلغت قيمة المبيعات بالمحل ألف ريال مما جعلني أتوجه أنا وابنتي إلى صالون الإمبراطورة ، حيث سبق وان سجلنا في برنامج الأسر المنتجة في الغرفة التجارية ، وكان إيجار اليوم الواحد بمائة ريال وغيرنا مؤجر اليوم بألف ريال فماتشاء الله كان الدخل وقيمة المبيعات كبيرا).
6. أتمنى أن تمنح البنوك المحلية بعض التسهيلات لسيدات الأعمال وان نجد تسهيلات من حكومتنا الرشيدة في الحصول على فيز (تأشيرات العمل) العمالة. لقد أصبح الحصول على فيز (تأشيرات العمل) العمالة أسهل في وقتنا الحالي من السابق .. ونأمل أن تقوم الحكومة بدراسة التاريخ التجاري لسيدات الأعمال لمعرفة مدى نجاحهن. فالبلدان الأخرى تقوم بتبني سيدة الأعمال وتساعدتها على تطوير نشاطها التجاري كإسنانة لديها استعداد وينقصها العوامل الأخرى. نتمنى إعطاء الحرية لسيدات الأعمال والبعد عن التعقيدات في إجراءات إصدار الأوراق الرسمية لفتح المحل (كاختيار الاسم للمحل التجاري مثلا) ليجعلها ذلك تندفع إلى العطاء بشكل متميز والافتخار بعملها.
7. لدي صالون تجميل ولذلك فانا بحاجة إلى عاملات لأداء العمل، فالتعامل معهن بالنسبة أفضل لي ولهن ، فهن من ناحية يجدن المكان والفرصة للعمل بدلا من الجلوس في المنزل ومن ناحية أخرى يؤدون العمل لي.
8. نحتاج إلى الدعم النفسي بجانب الدعم المادي لكي نستطيع تطوير مشروعنا ، ولكنني أجد الحصول على قرض ما صعب جدا وكثير التعقيدات.
9. عندما ابحت عن معلومات في مجال التسويق ابحت عن المتخصص دائما من خلال نظام المعلومات في الكمبيوتر، وابحت عن الشركة المتخصصة وأقوم بعمل بحث عن عدد الشركات التي تعمل في نفس المجال (الموجودة في المملكة) ونختار الشركة التي يمكن التعامل معها بتسهيل التسويق لي من خلال موقعهم لكي تتطلع عليه الدول الأجنبية. هذا هو النظام الذي اتبعه ، فانا ابحت عن الإنسان المتخصص صاحب الخبرة في عمله لانجاز عملي.

س5. شاركينا بالأوقات التي واجهتي فيها التحديات لمعرفة بعض الأمور أو عن مدى تعاملك مع تحديات الحياة بدون توجيه في معظم الأحيان ومعالجتك لها ؟

1. قابلت تحديات كثيرة ، ومشكلتي في شخصيتي أنني لا أحب التحدي وعنادي يزداد في حالة التحدي مما يزيد من طاقتي ، وفي حالة انتقاد الأهل أو الأصدقاء لعملي يجعلني ذلك استمر في إصراري على إكمال مسيرتي واثبات ذاتي. نصادف تحديات كثيرة في العمل ، وقد نجد صعوبات كثيرة ومتعددة تقف أمامنا (من العمالة ، مكتب العمل ، إدارة الجوازات و البلدية) لدرجة انه والعباد بالله قد يجد الإنسان نفسه عاجزا عن التصرف، ولكني لا أحب أن اجعل لليأس مكانا في قلبي.
2. تحديات في الحياة عموما أم في العمل ؟ طبعاً توجد تحديات في العمل كثير ، فعندما استأجرت هذا المحل كانت بعض سيدات الأعمال في المركز يتطلعن إلى الحصول على المحل وذلك لإستراتيجية الموقع . والشيء الآخر حب البعض للاستطلاع ومحاولة معرفة الربح ، مع أن ذلك يعد من أسرار العمل بالإضافة إلى ذلك وجود الغيرة ، الحسد والتنافس وهذه جميعها تعد من التحديات وعلي التغلب عليها بالتوكل على الله.
3. واجهت بعض التحديات التي تتمثل في ارتفاع إيجار المحل ، حيث طلبت من الإدارة مساعدتي أثناء الظروف التي حدثت لي ولكن لم أجد أي تعاوناً منهم. وذلك (او او) أحبطني ولكنه أعطاني العزم على الاستمرار في أوقات كثيرة وبالذات أثناء الشهور الأخيرة من حملي مما اضعف بنيتي وجعلني أعاني صحياً إلى درجة الإغماء ، فأثر علي ذلك معنوياً لأنني لم املك القدرة على انجاز ما أريد ،فانا أحب عملي واستمتعت عندما أنجز.
4. الحمد لله أنني امتلك الإصرار والعزيمة لأصل إلى مبتغاي ، كان من الممكن أن يجد اليأس مكاناً إلى قلبي حيث كان الجميع يستهزئ بكلامي، ولكني تخرجت وكان طموحي يختلف عن مجال دراستي فسرت في طريق التجارة ، كان بالإمكان أن اعمل على توسيع مشروعي وتحقيق حلمي الذي كنت احلم فيه وأنا بالمرحلة الثانوية.
5. طلب مني ابني فور إكماله المرحلة الجامعية التوقف عن العمل، ولكني رفضت ذلك لأنني لا أحب أن أصبح عالة على احد مادمت أستطيع العمل. لقد حدث وان توقفت عن العمل لفترة من الزمن ، ثم سمعت عن مشروع الشيخ عبد اللطيف جميل فذهبت إليهم وطلبت قرض لشراء ماكينة وأقمشة وتأجير محل لديهم، فأخذت القرض وأجرت المحل، فكان من ضمن المعاناة التي عانيتها دفع الأقساط بالإضافة إلى إيجار المحل 1200 ريال في الشهر. عملت أربع شهور بشكل جيد ثم تددني إيراد المحل بعد ذلك فأفرغت المحل وجلست في المنزل فترة من الزمن. رجعت وقدمت مرة أخرى وأصبحت أكثر واحدة تأخذ قروض من برنامج الشيخ عبد اللطيف جميل وأصبحت أسدد القرض بدون تأخير والقرض الآن باسم ابنتي وليس باسمي.
6. مثل ماذا ؟ ، بالنسبة للتوظيف لازالت مشكلة عدم الالتزام بأوقات العمل الرسمية والتسرب قائمة بالنسبة للعاملات السعوديات بسبب مشكلة المواصلات ، فانا أريد العاملة التي تحب عملها وتشعر بنوع من الأمان 0 نحن حالياً نحاول أن تكون العاملات الأجانب على كفالتنا من أجل استمرارهم ، ولكن ذلك يكلف مبالغ كبيرة من ناحية تجديد الاقامات وغير ذلك... هذه تحديات صعبة وجميع صديقاتي في المجال التجاري تواجهنها ، فيجب علينا إيجاد الموظف الكفاء للعمل.
7. أواجه تحديات وضغوطاً في بعض الأحيان من قبل المجتمع الذي حولي وقد تكون من أقرب الناس إلي فهم قد يستخفوا بعملي مثلاً ، فانا أدير أعمالتي والباقي على الله. أما بالنسبة لعملي في العقار قد يتخلله نوع من القلق لان بعض الناس من ضعاف النفوس يخلصوا الموضوع من خلفي (بيع الأراضي) ويذهبوا في حال سبيلهم ، أنا لا أعتبر ذلك خسارة لي بل مكسباً لأنهم كشفوا أوراقهم أمامي.
8. لقد حصلت لي قصة غريبة جداً وكانت في بداية عملي التجاري الخاص بي ، فكانت (اي ي اي ي) بعدما عرفت جامعة الملك عبد العزيز بفتحي مشروع الخاص وبأنني أصبحت من سيدات الأعمال طلبوا مني تنظيم مؤتمراً كبيراً ، فحدث أن سقطت بعض صواني الطعام وألقت في آخر اللحظات ولا

يوجد وقت لتعويض ذلك بالإضافة إلى ذلك فقد أخطئ صاحب الثلاجة الطريق وتأخر في الوصول ولم نستطع تعويض كمية الطعام التي فقدت فكان موقفا لا يحسد عليه. هذا الموقف أمدني بقوة غريبة وكان دافعا لي أن أقف وأقاوم والحمد لله أصبح الوضع جيدا بعد هذا الموقف وبالعكس فانا أشكر جامعة الملك عبد العزيز على قدر ما اااا غضبوا مني وجدت منهم من ساعدني على تخطي هذه المشكلة، ومن المعروف أن الإنسان قد لا ينجح من المرة الأولى.

9. ااااا أواجه أحيانا مشكلة تضارب الوقت بين مواعيد الأولاد والمدارس وبين مواعيد العمل 0 قد تستمر العمالة في العمل إلى الساعة 11 ليلا مما يضطرنني إلى مباشرة المشاريع بعد الدوام وهذا صعب 0 بالإضافة إلى ذلك مواعيد تسليم المشاريع والذي يربكني فعلا إذا لم يكن هناك تنظيم في عملي. تسرب العمالة المفاجئ بعد تدريبهم على العمل (عدم الاستقرار) أيضا من أكبر التحديات التي نواجهها. لذلك أنا أشجع عمل مواطني البلد من الشباب والشبان. منذ شهرين أجريت لقاء صحفيا في مجلة العلاقات العامة (أفكار المملكة) وطالبت بمدينة نسائية صناعية لأننا نجد أن العديد من الفتيات السعوديات يمتلكن الحماس العالي ااااا لديهن آآ إرادة في العمل ولكنهن لايجدن المكان الملائم . لقد تواصلت ببعض الجمعيات مثل جمعية الأمير ماجد وجمعية باب رزق جميل التي تعمل على تدريب الفتيات السعوديات على الخياطة ، التطريز والكمبيوتر وتمنهن فرص العمل في المصانع بعد ذلك. نحن ننفذ عملنا في ورش فنحتاج إلى مهارة نجارة ، حفر ، حديد ، بويات ودهانات. أنا أطالب بمدينة صناعية نسائية بحيث تعمل فيها الفتيات بحرية وهذه الخطة تحت الدراسة.

6. اخبرينا عن الأوقات التي سعيت فيها عن قصد لحصولك على معلومات من آخرين لأعمالك، وعن ماذا كانت

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1. أحاول أن أزيد من معلوماتي، فعندما اسمع عن دورات التحق بها ، فلقد التحقت بعدة دورات. وأحاول أيضا أن أطور نفسي ، مثلا أشاهد برامج التلفزيون التي لها علاقة بعملتي ، وقد أصبح التلفزيون السعودي يحتوي على برامج مهمة. أما من ناحية الانترنت فانا لا استخدمه كثيرا ولكني أحب القراءة والاطلاع على آخر الأخبار التجارية.

2. في بعض الأحيان قد أحصل على المعلومات من الزبائن عن طريق الأخذ بأرائهن والاستفادة منها ، والبعض أيضا قد يعطيني الأفكار في كيفية التغليف مثلا ، الزينة ، الترتيب فاتبع نصائحهم واستفيد من افكارهن . إن من المؤكد أن العمل التجاري أضاف إلى ذهني معلومات كثيرة، فقد اكتسبت الخبرة عن طريق الاحتكاك بالزبائن ومن المواقف التي واجهتها.

3. من الممكن أن ابحث عن معلومات عن البضائع مثلا عن طريق الانترنت ، الشركات ، محلات الجملة واذهب إلى المحلات الموجودة خارج المركز واستطلع عن كل شئ جديد. يجب على الإنسان أن يطلع على البضائع الموجودة في السوق لكي تظهر الأفكار والإبداعات لديه، فمن الممكن إن أصممها وأنفذها بتكلفة زهيدة بدلا من شراءها بأسعار مرتفعة.

4. بعد الاقتناع بمشروع مستحضرات التجميل وبعد الانتهاء من عمل الدراسة اللازمة كان اااا أول من توجهت لهم بعد الله سبحانه وتعالى هم ملاك المحل السابق والموظفات اللاتي سبق وعملن فيه منذ سنتين فهن يمتلكن الخبرة الأكثر ، فحصلت على المعلومات منهن. بالذات، الفئة التي نتعامل معها في هذا المركز هي من المستوى المتوسط ، فنادرا ماتجدي الفئة ذات المستوى المادي العالي. لقد بحثت عن احتياجاتهن ، وعندما بدأت العمل لم أحصل على أي عائد إلا بعد شهرين من افتتاح المحل. تحضر بعض سيدات الأعمال الموجودات في المركز بضائع غالية الثمن مما يفودهن إلى الخسارة، فاستفسرت منهن ومن الإدارة أيضا عن هذه النقطة لتجنب ذلك وإحضار البضاعة المناسبة.

5. لا اعرف ، أنا من النوع الذي يحب لغيره مثل ما يحب لنفسه ، قد توجد في المركز لدينا بعض المناقشات الحادة والتوكل على الله مطلوب ، فمن الممكن أن تكون لدي نفس البضاعة الموجودة في محل آخر ويكون السعر اقل من الذي عندي ولكن التوفيق من الله سبحانه وتعالى.
6. لقد حصلت على أكثر المعلومات استفادة من مدينة بيروت، فلدبيهم المعامل التي تنتج ما يحتاجه مجتمعنا الخليجي وبالتحديد المجتمع السعودي ، فهي أكثر دولة سافرت إليها وحصلت على المعلومات منها. أما بالنسبة إلى المصانع التي تعمل في هذا المجال في المملكة فقد كانوا متحفظين جدا ولم أجد منهم أي تعاون ، حيث ذهبت إلى المنطقة الصناعية (مصانع الشوكولاته) ولكنهم رفضوا حتى إدخالني إلى المصنع.
7. إن الإنسان إذا لم يجتهد في الحصول على مبتغاه فلن يحصل على الخبرة من الآخرين ، (أنا من النوع الذي يعطي ولكن لا ينتظر الرد من الآخرين) ويجب أن يكون مقتنعا واثقا من نفسه والحياة تعلم الكثير. إذا حصلت على أي معاملة أقوم بدراستها والاستفسار عن مكان تخليصها مع العلم بعدم وجود من يمدك بالمعلومات اللازمة ، فيجب علينا أن نبحث بنفسنا وان لا نعتمد على الغير في تخليص معاملاتنا كما يجب علينا أن نحدد هدفنا ونمشي على خطى محددة وعدم انتظار الدعم من الغير.
8. آآآآ لقد سعيت للحصول على معلومات في إحدى المرات ولكنها لم تكن عن مشروع آآآ وإنما كانت رغبة في زيادة معلومات حصلت عليها من أصحاب الخبرة . فالأهم تعلمنا نحب أن نستفيد أكثر من سيدات الأعمال اللاتي نسمع عنهن ، فكنت استخدم أسلوب سياسي للحصول على المعلومات لكي أتفادى إحساسهم بالمنافسة، ولكن أود أن أذكر أن بعضا منهم قد قدموا لي دعما جيدا وتمنن لي التوفيق. نعم يوجد لدي الإصرار وهذا فضل من الله لدرجة أن أغلبية عميلاتي يقلن لي باني عنيدة والدليل على ذلك إصراري على الاستمرار بالرغم من فشلي في المرة الأولى.
9. كنت اخرج مع مهندسين خبرة واحضر الاجتماعات معهم وألاحظ عملهم على الطبيعة في موقع العمل واكتسب منهم الخبرة في التعامل واجلس مع كبار الشخصيات واطلع على نظامهم في تجارتهم وطريقة كلامهم. كنت أشاهد أيضا سمو الأمير خالد الفيصل في مؤتمرات واجتماعاته يشجع المرأة في العمل ، فكنت أتابع كيفية نظام الحوار معه وهو دائما يوجهنا باستخدام الصلاحيات التي نمتلكها. فكنت استخدم الصلاحيات المتاحة فقط ولا أعتبر عدم وجود أو توفر بعض الأنظمة عائقا إمامي واستخدم المتاح، وكان دائما يقول انه بالإرادة يستطيع المرء أن يصل إلى الصدارة. لقد أتيت مجال التصميم الداخلي الذي من خلاله استطيع الحصول على مشاريع خاصة بالنساء ، كما ان هذا المجال عليه اقبال لكون السيدة تجد حريتها في التعامل مع السيدات أكثر من الرجال ، كما يوجد حاليا تطور في صلاحيات المرأة لدينا، والتطور يحدث تبعا للاحتياج وقد أصبح لدينا مؤتمرات نحضرها ونناقش فيها ونعبر عن رغباتنا وكان كل ذلك غير موجود سابقا.

الرغبة:

الأسئلة التالية ستساعد على قياس الرغبة لمتابعة المشروع كمسار وظيفي.
7. صفى لنا بكلماتك تعريف مصطلح المشروع ولماذا هو جذاب لكي ؟

1. أنا أجد نفسي في مشروع الذي أعده (وأعتبره حياتي كلها) ، ومن وجهة نظري أن المشروع تخطيط للمستقبل، المشروع تخطيط وهذا المصطلح يأتي من فعل (شرع) باللغة العربية ، فعندما نشرع بعمل ما ، نبدأ بالتخطيط وعمل الإحصائيات ونجمع البيانات وممكن أن يكون عبارة عن عمل ورفي في البداية وعند التنفيذ نقدم حياتنا له ونتعب ونعرق وهذه هي النقطة التي أريد أن أوصلها

لآخرين وهذا هو الفرق بيني وبين شخص آخر. لان فكرة المشروع تتبع أصلا من صميمي ومن داخلي ومن رغبتني وهو ايتي. فالمشروع يبدأ من فكرة تتولد أثناء نقاش ما والمهم هو كيفية تنميته.

2. المشروع هو في البداية حلم وإرضاء للميول التي لديك ، تقومين بالتخطيط له وبالإرادة والعزيمة ودعم الآخرين من حولك تصلي إلى هدفك. إن حلم كل امرأة أن تكون مستقلة ذاتيا وماديا طبعاً (آه آه) بالرغم من وجود الأب أو الأخ أو زوجها الذين يتولون الصرف عليها ، وهذا ما تريد تحقيقه من إنشاءها للمشروع. بعد ذلك عندما تباشر العمل في المشروع تواجه التحديات وتبدأ معها المتعة.

3. مشروع (ايه ايه) (ام ام) مشروع علشان (آه آه) يكون بديل للوظيفة طبعاً وبديل لجلسة البيت مما يجعلني (ام ام) استفيد وأفيد غيري. مشروع عي الحالي عبارة عن هدايا وكوش وتغليف ، المشروع عبارة عن محل يوجد فيه بضائع للبيع يستفيد منها البائع والمشتري. الذي جذبني مثل ما ذكرت سابقاً حبي للعمل أولاً وثانياً الناحية المادية.

4. إن من الصعب تعريف مصطلح كهذا ولكن ممكن أن نعرفه بكلمة واحدة (جهد ذاتي). الذي جذبني إلى المشروع هو إحساسي بان العائد منه ثمرة من ثمار تعبي وتحقيقاً لذاتي وتطويراً لها في سبيل الوصول إلى النجاح، فانا أحب أن اترك بصمة في حياتي.

5. المشروع ... يعني عملاً كبيراً، أنا حالياً أفقد التركيز، هو طبعاً فكرة يحاول الإنسان أن ينميها ويكبرها. وفتحت هذا المشروع بسبب حبي للفكرة ومشروعي هذا أساساً هواية واعتبره كدخل إضافي أيضاً.

6. مثل ما ذكرت لك سابقاً أن عملي التجاري بدء تدريجياً ، وفكرة المشروع نبعث من ولدي وتحملت للفكرة آنذاك ودرست احتياجات المجتمع ورغباته بخصوص الشوكولاته ، وللعلم فان مجتمعنا السعودي يختلف عن المجتمع الخارجي من ناحية الكمية والنوعية ... المشروع (انننه)..مثل ما ذكرت لك أن المشروع كالأسرة ويجب على صاحبة المشروع أن تديره بالطريقة الصحيحة وتعمل على تطويره بحيث يصل إلى الجودة في الصنع. المشروع هو عبارة عن خدمة فئة بحاجة إلى أعمالك ، بحيث تشعرين بالابتهاج والسرور أثناء تأدية هذه الخدمة ، فهو يعد مكسباً معنوياً أكثر من مادياً عندما تشعرين برضاء الناس من نوعية الشوكولاته التي تقدميها لهم.

7. المشروع هذا عبارة عن .. المشروع يعني شروع أي البدء في عمل خاص بك مع تحمل مسؤليته. الذي جذبني لهذا المشروع هو الطلب ، فالمشاريع التي اعمل بها مطلوبة في مجتمعنا وقد أدركت ذلك وعرفت ما هو المطلوب وحددت هدفي ووصلت والحمد لله ، وقد يأخذ الوصول إلى الهدف وقتاً طويلاً قد يكون شهراً ، سنة ولكن من سار على الدرب وصل. المشروع يتطلب كفاءة وجهد، لكي يشرع الإنسان في عمل مشروع ما يضع عدة نقاط يسير على أساسها ، طبعاً من الناحية المادية ومن الناحية الشخصية والصحية. لقد بدأت مشاريعي وأنا كبيرة في السن (بعد سن الأربعين) فالحمد لله بدأت وأنا اعرف ما أريد ولا احمل احد مسئولية عمل شرعت بعمله. كان لدي أطفال ربيتهم وكبروا وتزوجوا وأصبحت الآن جده فخفت مسؤلياتي وبدأت اصنع لهم الأشياء . ولقد قمت بتقسيم أعمالي على أولادي وبناتي ، (الخدمات العامة ، المشغل، استديو التصوير وأيضاً تجهيز الحفلات) هذه أنشطة نسائية خاصة ببناتي ، أما (مكتب العقار والتجارة العامة في مواد البناء والمقاولات العامة) فهي تخص الأولاد. لقد ربيتهم على أحسن وجه ووفرت لهم المجال الذي يمكنهم من الحصول منه على دخل يعيشهم حياة كريمة.

8. أنا ... المشروع هو تعريف لشخصك، لان المشروع هو الذي يقوم بتعريف الناس عن شخصيتك، عندما تفكري في مشروع وتعملي له دراسات بالشكل الصحيح وتضعي اسمك عليه يدفعك هذا إلى الإنتاج بشكل كبير. الذي جذبني إلى فتح مشروعي

هذا ... رغبتني في إنتاج شيء لبلدي باسم سيده ، فأغلبية الإنتاج يصدر من قبل الرجال ، ولكي اظهر للعالم بان المواطنة السعودية باستطاعتها أن تنتج وتنشئ مشاريع تخدم بلدها.

9. المشروع بالنسبة لي المستقبل . فمثلا عندما فتحت المؤسسة التي املكها حاليا لم يكن مجالها موجودا أساسا في المملكة ، فزرعنا فكرة عمل أعمال تجارية في المقاولات للسيدات وبعد ذلك وضعنا فكرة تصميم المفروشات فأنجزنا ذلك ودرينا جيلا من بعدنا لإكمال المشروع الذي بدأنا فيه. المشروع عبارة عن بذرة نزرعها ونعطيها كل الاحتياجات التي تجعلها تنمو وتترعرع وتثمر إلى ما لانهاية آآآ . استمر مشروعي 15 سنة أنجزنا خلالها الكثير وفي السنتين الأخيرة منها بدأنا خط إنتاج غير موجود أصلا في المملكة مقاولات سيدات وأيضا دخلنا مجال تصميم المفروشات وهذا لم يكن أيضا موجودا، وقد نجد أفكارا جديدة في مجال عملنا مستقبلا.

8. هل مجتمعك يدعم سيدات الأعمال؟ إذا كان الأمر كذلك، كيف يتم الدعم؟

1. نعم، إن المجتمع السعودي يدعم سيدات الأعمال، والدليل على ذلك أن حكومتنا الرشيدة أقبلت حاليا على فتح مراكز نسائية في أغلب الإدارات الحكومية وأصبح الوضع مختلفا عن السابق.
2. نعم مجتمعنا السعودي يدعم سيدات الأعمال سواء كان داخل المنزل أو خارجه ، وقد ذكرت بان الوالد تاجر وجدي أيضا كان تاجرا والحمد لله العائلة ناجحة في التجارة ، بالإضافة إلى الدعم الذي ممكن أن تلقاه سيدات الأعمال وغيرهم من المبتدئات من باب رزق جميل الذي يقدمه الشيخ عبد اللطيف جميل ، ويساعد أيضا عن طريق عمل الإعلانات المهرجانات والحفلات.
3. في الفترة الحالية يوجد دعم. كان هناك دعما فعليا لسيدات الأعمال في السنة الأخيرة عن طريق (آء آء) عمل أسواق نسائية ومحلات ، الدعم المادي والقروض ودعم الدولة من ناحية الموارد البشرية ، فيتم الدعم عن طريق منحنا المبالغ اللازمة كراتب شهري يدعم المشروع ، طبعا (ام ام) هو كراتب أو بديل للراتب.
4. لم يكن الدعم الموجود سابقا بالقدر الذي هو عليه حاليا ، فمثلا عندما كنت في الكلية لم أكن اشعر بان هناك دعما جديا وإنما فقط بعض المتطوعين من رجال الأعمال. كنت اشعر أثناء دراستي في الكلية بعدم وجود من يدعم سيدات الأعمال وإنما فقط بعض المتطوعين من التجار ، وحاليا بعض الشركات تقدم الدعم مثل برنامج الشيخ عبد اللطيف جميل. لم تكن نسمع عن صندوق تنمية الموارد البشرية. يوجد حاليا برامج على القناة السعودية بتمضيف سيدات أعمال سعوديات ، فلم يكن هناك الدعم والإعلان بالقدر الذي وصلنا إليه حاليا. لا يقتصر الدعم على الدعم المادي فقط ولكن المشكلة أن يقتنع المجتمع الذي حولنا بعمل المرأة ، فيوجد لدينا اختلاف حاليا لدى القبائل والمدن بخصوص خروج المرأة للعمل. والى يومنا الحالي مازالت هذه الأفكار موجودة، فانا كسيدة أعمال توجد لدي معارضة شديدة من قبل قبيلتي، فيجب على الجميع أن يتقبلوا فكرة خروج المرأة للعمل.
5. طبعا تغير الدعم عن السابق بصورة كبيرة ، فمنذ حوالي 15 سنة عندما كنا نحضر بازارات كان اشتراك السعوديات 1% بالنسبة للمشتريات الأجنبية، ولكن الآن اختلف الموضوع فأصبحت نسبة السعوديات 10%. أنا دائما ادعم السعوديات (الأرامل والمطلقات وغيرهن من المحتاجات) ، بتشجيعهن على العمل واخذ قرض من برنامج عبد اللطيف جميل لعمل مشروع بجانب الاشتراك في البازارات. نعم يوجد دعم من الأهل، الجميع الآن يرغب في العمل وعبد اللطيف جميل شجع الكثير من النساء على العمل.
6. لأدري ماذا أقول لك... ، لقد عملت إعلانات عدة في مجلة سيدتي وغيرها ولكني لم ألتقى الدعم ، فقط الاحترام. الذي أؤمن به أن المجتمع يقبل على المحل من أجل الجودة والنوعية والأسعار فقط. فلذلك يجب أن يكون لديك (الليل) المنتج الجيد الذي يجذب الزبائن ولكي تحصيلي على ذلك وتعملي على تطوير إنتاجك يجب أن تحصيلي على دعم من البنوك أو مثل هذا القبيل. وهناك نقطة أخرى ، فالنشاط التجاري الصغير تكون تكلفه إجراءاته كبيرة ويجد عجزا في مواجهة الشركات الكبيرة التي تسيطر على السوق وتمتلك سمعة الجودة ولكن بالمثابرة حصلت على اسم قوي في السوق والحمد لله.

7. نعم إن المجتمع السعودي حاليا يقوم بدعم سيدات الأعمال عن طريق إدارة الموارد البشرية، فلدينا جهات تقوم بالدعم وعمل دراسة جدوى للمشاريع. المجتمع أساسا يقوم بمنح مبالغ للجهات التي تقوم بمنح القروض وجزاهم الله خير لم يقصروا، أهم شيء تجهيز دراسة الجدوى قبل بدء المشروع ، بحيث تقتنع هذه الجهات بمشروعك وتمنحك القرض لإكمال المشروع ، ولكنني ضد فكرة القروض والحمد لله لا احصل على أي تمويل أو قرض لأنني لا أتخيل نفسي مديونه. يجب على الإنسان أن يتعود على بناء نفسه بنفسه بدون الاعتماد على الغير حتى ولو الغير مد يده للمساعدة. وبالنسبة لي فانا أتحمل نفسي والحمد لله وكل شيء موجود ومتوفر لدي والحمد لله.

8. نعم يوجد دعم من قبل بعض سيدات الأعمال، واجد أيضا الدعم من قبل أسرتي والذي أعده أكبر دعم لي فهم الذين يدفعوني دائما إلى الأفضل. للأسف المجتمع النسائي يتخلله الكثير من التنافس ، فقد تجددين القليل ممن يرغبن في مساندتك ودعمك، وانا افتخر بهن عندما اسمع بتفوقهن سواء داخل المملكة أم خارجها. لا يوجد الدعم الكافي من قبل المجتمع، ولكنني أتمني أن يدعم الجميع بعضهم البعض.

9. أكيد ، كيف يتم الدعم ... لا اعرف ، ولكنني لاحظت وجود حملات عالية جدا على سيدات الأعمال في المملكة والحمد لله فتحت لنا مجالات عدة ، عملنا هو الذي يثبت جدارتنا وإلى يومنا هذا يوجد العديد ممن لا يعترفوا بتسليم المشروع إلى امرأة ، فيوجد من يشجع عملنا ويدعش عند رؤية المفروشات والبعض الآخر لا يفهم جودتها لكونهم أساسا لا يدركون قدرة المصانع الموجودة في المملكة ونظام العمالة المتبع هنا. لذلك بدأنا نعمل على تثقيف المجتمع ونحضر المعارض وقد شجع سمو الأمير خالد الفيصل المرأة السعودية على العمل من خلال حضوره للمعارض التي تحتوي على منتجات المرأة السعودية. لقد حضر معرضنا في إحدى المرات وشرحت له عملنا فكان يركز على الجودة ، اطلع على المنتجات وشاهد مدى جودتها. الفكرة أصلا مولودة حديثا وغير متوفرة في أي مكان. أما بالنسبة إلى موضوع الحقوق الفكرية لم نحصل عليها مااااا ومازالت تحت الدراسة ولكنها موضوعة تحت الاختراعات الجديدة . والحمد لله فنحن نملك الأفكار الإبداعية المتجددة باستمرار والحماس متوفر ولكن يجب توعية العملاء محدودتي التفكير.

9. صفي لنا سيدة أعمال أخرى في مجتمعتك وما الذي يجذبك إليها كسيدة أعمال ؟

1. لقد تعرفت على إحداهن من خلال الغرفة التجارية ويطلق عليها اسم (شاهيناز باحارث) ، وقد أعجبت بها لكونها تشاركني في نفس موضوعي، فقد انفصلت منذ حوالي ثلاث سنوات ولم يؤثر عليها ذلك بل جعلها تنطلق وفكرت بعمل مشروع تجاري وسافرت هنا وهناك من أجل ذلك. لم تعطني النصائح لكوني اسبقها بالخبرة ولكن أعجبتني إصرارها على المضي بما فكرت فيه ، وأنا بطبيعتي تعجبني المرأة التي تكابر ولا تستسلم للوضع الذي هي عليه وتبدأ حياتها من جديد.

2. أنا اعرف العديد من سيدات الأعمال سواء من داخل المركز أو من خارجه واجعلهم قدوة لي ، طبعا أهم عامل في سيدة الأعمال البشاشة وذلك يجعلك تملكين قلوب الزبائن وإذا كسبت قلوبهم تكسبين عقولهم. من داخل المركز تعجبني أم وليد الغامدي وأم غالي فشخصيتهما جدا حلوة فتعلمت منهما واستفدت كثيرا من أسلوبهما في التعامل مع الناس.

3. شخصية مستقلة بذاتها تمتلك المقدرة على التعامل مع الآخرين، لديها القدرة على إدارة المشروع بنجاح من جميع النواحي (إيه إيه) والإنتاج.

4. ماشاء الله تبارك الله ، لا يحضرني حاليا من خارج المركز ، ولكن من داخل المركز أأأأأأ (خاله فوزية) صاحبة محل الجلابيات ماشاء الله خبرة في التجارة وتجذبني أفكارها جدا. فهي لا تحضر إلا الخامة التي

تستفيد منها في عملها ، وانا استفيد منها كثيرا والجأ إليها كثيرا بعد الله واستفيد من خبرتها بالرغم من تعليمها المتوسط.

5. الذي يعجبني في سيدات الأعمال التفاهم والمعاملة الطيبة ، وأنا أتمنى أن أصبح مثلهن ، أنا اسمع بسيدة الأعمال (رانية خوقير) ، فهي ماشاء الله مصممة على مستوى عالي ... الذي يعجبني في شخصياتهن المرونة وكيفية تعاملهن مع الزبائن ونجاحهن الذي يفوق مستوى نجاحنا هنا والذي في رأي يعود إلى نوعية المجتمع الذي نتعامل معه ، موقع المركز في حي السامر يجعلنا نبيع في حدود معينة على حسب الفئة التي نتعامل معها . فمن الممكن مثلا أن تجدي في مركز (أنا غير) نفس البضاعة ولكن السعر يفوق السعر الذي نبيع فيه. أنا اعذرهم وذلك لغلو أسعار إيجار المحلات ، ولكن الفئة التي ترد على السوق تتناسب معها هذه الأسعار.

6. سيدة الأعمال التي افتخر بها هي أختي الكبيرة، فصالون التجميل الخاص بها على مستوى عال ويعتبر عالمي في النظافة ، في تعامل الموظفين فلقد طورت نفسها وأصبحت ناجحة.

7. كل إنسان له مزاياه وقد يكون قادرا على صنع المستحيل ولكن المردود له ، كما قلت لك طالما أن أموري ذاتيه وأمتلك الخبرة لتنفيذ جميع اموري وتخليصها بنفسى وعدم تكليف أي احد بها ، كما أن جميع مشاريعي مقامة على أملاكي ولا احمل نفسي رواتب أو إيجارات.

8. داليه الشريف من سيدات الأعمال اللاتي افتخر بهن، فعندما قابلتها جذبتني ابتسامتها ، كلماتها الطيبة ، ذكرها لله وقوة شخصيتها ماشاء الله ، وهي تحب بلدها بشكل قوي وتسعى إلى النجاح الفعلي ، أنا يعني انا أشعر بالسعادة وأنا أتحدث عنها فهي شخصية قوية جدا ، سيدة مكافحة لايجد اليأس طريقا إلى قلبها. إنني اعتقد أن هذه الصفات لو وجدت في جميع سيدات الأعمال في بلدنا سنتفوق على سيدات الأعمال في الخارج.

9. لا اذكر من بالضبط ولكن انا التي تلفت نظري د. سامية العمودي انا وأكثرهن من الطبييات ، تعجني أحيانا شخصيات خارج إطار سيدات الأعمال ولكنها شخصيات بارزة في مجتمعنا. لا أذكر سيدات أعمال وذلك يرجع لعدم تعاملتي الكثير معهن ومعرفتهن سطحيا عند التعامل معهن في المجتمعات والحفلات أحيانا. يوجد العديد من سيدات الأعمال وكل منهن بارزة في عملها ولكن الذي يلفت نظري الشخصية ، فانا ادقق في جميع تصرفات سيدات الاعمال وأتابع جميع تحركاتهن ، وأغلبهن طبييات، من ضمنهم د. سامية العمودي ويوجد أيضا انا بعضا من (رجال الأعمال).

الجدوى:

المجموعة التالية من الأسئلة تبحث في أشكال المساعدة والدعم التي تتلقاه سيدات الأعمال بالمملكة العربية السعودية.

10. ماذا تعرفين عن البرامج الحكومية التي تسعى لبدء أعمال نسائية؟

1. بصراحة ، منذ أن صدر الأمر السامي من قبل خادم الحرمين الشريفين أطال الله عمره منذ سنتين أو ثلاثة بتوسيع عمل المرأة تغيير الوضع تماما وأخذت المرأة السعودية مكانها مما سهل الوضع على سيدات الأعمال. تصلنا المعلومات والأخبار التجارية عن طريق الغرفة التجارية، فالغرفة التجارية تزودنا بالمعلومات عن طريق البريد الإلكتروني وأيضا عن طريق انتشار المعلومة بين سيدات الأعمال. بالإضافة إلى ذلك تقدم الغرفة التجارية دورات مجانية على مستوى عالي وبمدرسين أكفاء لتوعية سيدات الأعمال.

2. لا توجد لدي خلفية عن ذلك وليس لي علاقة بهذا المركز ، فالوالد وإخواني يتابعان أوراقي الرسمية (مثل التصريح) فذلك يسهل على الأمر. ايه ايه لاتوجد لدي خلفية عن هذه البرامج.

3. صندوق الموارد البشرية في الغرفة التجارية والبرامج الخاصة التي تقوم أيضا بدعم المشاريع مثل صندوق الشيخ عبد اللطيف جميل. ذهبت إلى إدارة المركز وتعرفت على النشاطات المتواجدة فيه والدعم الخاص بالمشاريع (آء آء) والأسر المنتجة (0) وقد فكرت في التوجه إليهم بعد عدة أيام باعتباري من الأسر المنتجة لكي يقدموا لي الدعم اللازم ويعملوا على اشتراكي في البازارات وعمل الدعاية اللازمة.

4. لدي معرفة آ آ آ أو لا بصندوق التنمية للموارد البشرية للأستاذ خالد الزامل على ما اعتقد ، ولديه عدة برامج في قناة المجد يتحدث فيها عن المشاريع التي يدعمها، وهو يحاول أيضا أن يشرك عدة سيدات أعمال في مشروع واحد (قد يكون لدى إحداهن الفكرة أو المادة ولكنها لا تملك القدرة على التنفيذ) (0) إنني أتابع برامجه وهي جدا ممتعة وقد لجأت إليه بخصوص مشروع (مطعم الدايت) وحصلت على دعم بمبلغ (350.000 ريال) ولكنني لم استطع تنفيذه وذلك لحاجتي إلى مبلغ آخر إضافي (200.000 ريال) ، هذا بالإضافة إلى دعم برنامج باب رزق جميل للشيخ عبد اللطيف جميل.

5. لدي معرفة ببرنامج (الموارد البشرية) الذي يقوم على دعم مثل هذه المشاريع ، يوجد أيضا الجمعيات مثل (الجمعية الحرفية) التي تشجع الفتيات ذوات الحرف اليدوية. ولقد دعوت مرارا من قبلهم للحضور والتأجير لديهم ولكن المكان غير مؤهل لذلك.

6. آمل من البرامج الحكومية أن تحاول بقدر الإمكان العمل على توظيف النساء ، ولكنني أحيذ الدخول إلى مكان يقدم فيه الرجل الخدمة لي ، فهو يفهم بالأمور التجارية أكثر من النساء وذلك لعدم تطوير النساء بالشكل الكافي. أتمنى أن يتعود الرجل على وجود النساء في العمل وأحيذ أن يكون هناك تدريب قوي.

7. برنامج الشيخ عبد اللطيف جميل يمنح السيدات الدعم اللازم لفتح مشاريع ويحصل على نسبة من المبالغ التي يمنحها لهم (هذا بالنسبة للخاص) ولكن بالنسبة للدعم الحكومي يكون عن طريق الموارد البشرية وصندوق التسليف والبنوك، فالحكومة تدعم المرأة بعمل المشاريع وإذا لم تقم هي بتنفيذ أعمالها بنفسها فان جميع القروض لن تغطي عملها، فلماذا احمل نفسي الديون وأنا مشروع ناجح .

8. توجد بعض البرامج التي تخص العقارات والغرفة التجارية وبرامج علمية.

9. لقد كنا نفتح السجل التجاري سابقا عن طريق وكيل شرعي وكان من احد الشروط أن لا يكون موظفا حكوميا مما يجعلنا نبحث عن نثق به من العائلة ويستحق اسم وكيل شرعي، ولكن منذ سنتين تم إلغاء ذلك وصدر قرارا ملكيا بان المرأة السعودية بإمكانها امتلاك سجل تجاري باسمها. وتم فتح قسم للسيدات في جميع المجالات الحكومية في الأمانة (البلدية) وغيرها توجد فيها حاليا موظفات سعوديات ، والتأمينات الاجتماعية أيضا مما يمنحك القدرة على مراجعة جميع معاملاتك بنفسك. كما توجد أيضا دورات تأهيلية للسيدات ، يوجد حاليا تطور هائل في هذه السنوات الأخيرة واصبح الدعم من عدة اتجاهات سواء كان من قبل القطاعات الخاصة أو الدوائر الحكومية.

(للنظر في بدء Khadijja Bint Khuwaylid Businesswomen Center 11. كيف شجعك البرنامج)
عمل تجاري.

1. غير موجود

2. غير موجود

3. لم يحدث وان تعاملت مع هذا البرنامج.

4. اسمع عنه ولكن من فترة قريبة فقط ، مع التدريس والعمل في المحل لا أجد الوقت الكافي، فاكتفي بجهدي في محلي وفي تدريسي.

5. لقد اشتركت في برنامج الأسر المنتجة لدى مركز السيدة خديجة بنت خويلد ، ولكنني لا أحضر الدورات التي تقام به 0 لقد حضرت مرة واحدة فقط وتلقيت من قبله دعوات عدة ولم احضر .

6. المشكلة الكبرى لهذه البرامج تتلخص في عدم الاستعانة بذوات الخبرة من سيدات الأعمال ، فالبلدان الأخرى عودت المجتمع على وجود المرأة في السوق وفي أماكن أخرى وأحب أيضا أن أذكر دور المرأة هنا ، فهي يجب أن تخرج وتعمل ويكون لها دور في الحياة، فالعمل أفضل من جلسة المنزل بالنسبة للفتاة ويعد نعمة كبيرة لها. اجتمعنا مرة مع سمو الأمير عبد المجيد وكل فئة منا تحدثت عن موضوع معين تعاني منه سيدات الأعمال فتحمس جدا وعمل لنا مكانة في الغرفة التجارية وكانت رئيسة اللجنة خاصتنا سمو الأميرة عادلة ومن هنا تم إنشاء وتأسيس هذا البرنامج . وبصراحة انقطع الاتصال فيما بيننا والبرنامج بعد ذلك وقد شعرنا بعدم وجود احترام لرغباتنا ومطالبنا فاستلمته قيادة أخرى لم تحاول التواصل مع سيدات الأعمال وتقديم الدعم لهن. فأنا أقول لك بصراحة ان سمو الأميرة عادلة كانت تشعر بك بأنها على استعداد لمساعدة سيدات الأعمال فهي أيضا لديها محل للشوكولاته وهي التي اقترحت على بتسمية محلي بركن الشوكولاته . توجد محاضرات ولكن لفئة معينة فقط فمثلا في إحدى المرات كانت المحاضرة (التي تلقي المحاضرة) ليست من ضمن سيدات الأعمال وكانت تتحدث عن أشياء مستحيلة وليس لديها الخبرة الكافية لكي تتحدث بمثل هذه المواضيع ، والذي يكدرني أكثر أن بعضا من سيدات الأعمال يتملكنهن الصمت واليأس ولا يرغبين في التحدث عما يواجهنه وبيتعدن عن المشاركة في مثل هذه الأمور مما جعلني انعزل واقتصر على الاهتمام بعلمي وتطويره.

7. يقدم هذا المركز دورات تجميل ، خياطة و يمنح شهادات ، ويقدم أيضا مبالغ مالية لمساعدة الفتيات على البدء في مشاريعهن ، وقد طلبت الإدارة مني بان احصل على موظفات من المركز ولكنني لم اكن بحاجة لذلك.

8. لم يحدث وان تعاملت مع هذا البرنامج.

9. هذا المركز تابع للغرفة التجارية ولقد ساهمت فيه سابقا ، فبعد انتهاء ساعات العمل قد احضر بعض المحاضرات والاحتفالات والمعارض التي تقام في الغرفة التجارية والتي أتلقى دعوات بخصوصها. بالنسبة للتوعية ، أنا لا أعطي محاضرات توعية في الغرفة التجارية وإنما بمجهود شخصي فقد قضيت ست سنوات أدرب الفتيات أو الأمهات السعوديات على العمل في المشروع ، أدربهن على كيفية تصميم المنزل واتخاذ القرارات والجرأة في اختيار الألوان والتغيير. إن منهجي يتوافق مع جميع الفئات ، ولقد عملت هذه الدورات في مناطق عدة من المملكة العربية السعودية ، وأيضا عن طريق الاتفاق مع بعض المعاهد الخاصة لتدريب الفتيات على المنهج المتبع لدينا لكي أطور من ثقافة السيدات من ربات المنازل في مجتمعنا. بالإضافة إلى ذلك فانا اعلم على تدريب الفتيات لدينا في المكتب ، على البرامج والكمبيوتر وعلى الوقوف في الموقع والعمل في الورشة وكيفية التعامل مع العمالة وهذه ميزة مهمة وخاصة بالنسبة لخريجات الجامعة تخصص (تصميم داخلي) لتدريبهن عمليا.

12. ما هي أنواع المساعدة التي تحتاجين إليها من هذا البرنامج في حالة تعاملك مع هذا المركز؟

1. أحاول دائما أن أطور نفسي ، ومن خلال اللقاء الأخير في إدارة الموارد البشرية اتضح لي أن الدعم يصل حتى إلى المشاريع الصغيرة ، وهذا الدعم عبارة عن توفير الرواتب المناسبة للموظفات السعوديات وهذا لم يكن متوفرا في السابق. بالإضافة إلى ذلك التوعية والتوجيه عن طريق دورات الغرفة التجارية التي تهدف إلى تسهيل العمل.

2. ممكن أن أجد المساعدة من هذه البرامج بتسهيل عملية نشر بضائعي في محلات أكبر وتيسر لي أماكن لأوسع من تجارتي والبيع في محلات أخرى خارج المركز.
3. سمعت ببرامج كثيرة ولكن بصراحة لم أتواصل مع أحد منها ، فقد ذهبت للغرفة التجارية ومركز السيدة خديجة مرة واحدة فقط ويرجع ذلك إلى مشكلة المواصلات.
4. أوو احلم بوجود مشرفات أو مسؤولات يقمن بالتوجيه ولو مرة واحدة كل نهاية أسبوع تسألنا عن الإحصائية ، كيفية الحصول على المعلومة وترشدنا عن كيفية صرف رأس المال وجميع ذلك يحتاج إلى إدارة ، وأنا لم أدرس الإدارة فأحيانا يحصل أن أضع جميع العائد من المحل في شراء البضاعة وارفع بعضا من المبلغ.
5. لقد استقدت من برنامج الأسر المنتجة كثيرا، وهو يهدف إلى مساعدة الأسر التي تملك بضاعة مصنوعة يدويا ولكنها لا تملك القدرة على تسويقها، ويأخذ البرنامج أجرا رمزيا من أجل تسويقها لهم، بشرط أن يكون البضاعة مصنعة يدويا.
6. قبل أن أحصل على الوظيفة من المركز واجعلها تتواصل مع الزبائن لابد أن تخضع الى مقابلة شخصية معي لأرى مدى إمكانياتها مع العلم بان هناك حلقة ضائعة هنا.
7. الحصول على موظفات التصوير مستقبلا، مع العلم بان موظفات التصوير معتمدات ويوجد لدى المركز عاملات خياطة أيضا.
8. غير موجود.
9. أنا أتطوع في بعض الأحيان فقط لتدريب الفتيات السعوديات على بعض البرامج التوعوية حسب الاحتياج أو وأتلقى أحيانا من المعاهد دعوات لعمل ذلك، بحيث تكون هذه المعاهد كمحطة لنا للمجال الذي نعمل فيه (تصميم داخلي). التخصص يختلف بالنسبة للبرامج التي تضعها الحكومة والتي قد يحتاجها جميع المجتمع ولكنهم ربما يغيب عنهم نقطة (التصميم الداخلي) ،لايوجد في جميع المعاهد الحكومية قسم التصميم الداخلي فأغلبها تركز على اللغات ، على الشخصية ، حلول المشاكل ، الحالات الاجتماعية ، هذه هي الدورات التي تقدمها الجهات الحكومية. التصميم الداخلي مجالته اكبر في المعاهد الخاصة ولقد قمت بتدريس كيفية التعامل مع العميل ودراسة شخصية العميل الذي أمامي في المعاهد الحكومية لان سيدات الأعمال والعاملات من الفتيات يحتجن ذلك في عملهن لكونهن يتعاملن مع جميع الفئات من الشخصيات. لا توجد دائرة حكومية تضع منهجا دراسيا للتصميم الداخلي فهناك أولويات وتخصصات أخرى أهم منه. توجد معاهد متخصصة كمعهد المستقبل (قطاع خاص) وأغلبية الدورات الموجودة فيه تخص التصميم الداخلي ، بالإضافة إلى ذلك الجامعات التي تم إنشائها مؤخرا وضعت مادة التصميم الداخلي كشيء أساسي ويوجد أيضا تخصص graphic design كدراسة جامعية.
13. هل تعتقدان أن البدء بعمل تجارى كان مفيد لأسرتك؟ ما هو الوقت الذي ترينه مناسباً لبدء عمل تجارى؟ كيف ستعرفان أن الوقت قد حان لبدء العمل بمشروع تجارى؟

1. إن أي مشروع لا يمكن أن يبدأ في لحظة ، فكما ذكرت أنفا انه عبارة عن فكرة ولكن يرجع ذلك إلى الشخص نفسه والى المحيط الذي حوله وتوفر المادة. فمن الممكن أن تكون الفكرة جيدة ولدى الإنسان العزيمة للبدء ولكنه يفتقد الإمكانيات المادية. يجب توفر العوامل جميعها لكي يبدأ الإنسان مشروعه ويجب أن تكون الفكرة جاهزة ومن ثم التخطيط وتوفر الدعم المادي وبعض المهارات التي بدونها قد تدحض الفكرة وينفذها غيره

2. طبعاً ، قد يكون مفيداً لهم في بعض الأوقات ، ويثبت لهم أن ابنتهم التي كانت تجد الدلال في منزل أهلها خرجت إلى المجتمع وأصبحت مستقلة بذاتها وأثبتت نفسها وتحملت مسئولية فتح محل ودفع الإيجار والتعامل مع الزبائن وتحملت مشروعهما بكافة التبعات. عرفت أن الوقت قد حان بعد سنة من بدء المشروع ، يعني أول سنة ، طبعاً من المؤكد وجود دراسة من ناحية المكان ، البضاعة والزبائن ، وقد يجرب الشخص في محيطه هو ، في عائلته (هل تعجبهم البضاعة والأسعار) ثم يبدأ بإنشاء المشروع ويثبت نفسه. لقد أدركت أن الوقت قد حان منذ بدني المشروع وشعرت إن شاء الله جاهزة وتوكلت على الله ، وعندما يتوكل الإنسان على الله يجد التوفيق نصب عينيه بالإضافة إلى الآراء وتشجيع من حولي والحمد لله. لقد تحدثنا في البداية عن ذلك (كيفية اكتساب قلوب الزبائن والقدرة على إقناعهم) وقد تعلمت ذلك خلال عملي في هذا المشروع.

3. (ام ام ام) أولاً بالنسبة للأهل فليدعم استقلال تام. وقد فرحوا لأجلي لمقدرتي على تحسين دخلي ووضعني للأفضل وإزالة للتوتر الذي حدث لي قبل فترة الزواج ، ومن ناحية أخرى (ام ام ام) فانا لا أحب جلسة المنزل لكوني من النوع النشط وحببي للخروج كما يوجد لدي علاقاتي الشخصية ، بعد الزواج كان زوجي من النوع الذي لا يحبذ خروج المرأة وكان لدي مشكلة تأخر الحمل وقد حملت مباشرة بعد بدني للعمل التجاري. الوقت الذي أراه مناسباً للبدء بعمل تجاري عندما انظم جميع أموري المادية ، وبالذات مشروع الكوش وتغليف الهدايا فهو يحتاج إلى توفير مبلغ لفترة المناسبات والمواسم والفترة التي تخلو من المواسم يستحسن استغلالها بعمل الدعاية لجذب الزبائن وعمل عروض. يجب على الإنسان أن يخطط تخطيطاً سليماً قبل ما 11111 يبدأ بعمل أي مشروع تجاري ، بحيث تتوفر الناحية المادية والدعم والتشجيع. عندما ارتب أموري اعرف أن الوقت قد حان ، فأقوم بعمل دراستي واطلع على المحلات والمواقع وابحث عن الدعم.

4. الذي يجعلني أصبر بشدة على الاستمرار هو حاجة أسرتي، كنت أتمنى أن يكون لي يد في مساعدة أسرتي وأنا من طبعي أحب أن أعطي وليس أن أخذ فقط وأحب أن يكون لي أهمية ودور في الحياة. المشروع يحتاج إلى دراسة ، فلا أستطيع أن أقرر وقت البدء فيه إلا بعد معرفة مكانه ، نوعيته ، احتياجاته ومدى الإقبال عليه ، ويختلف ذلك من شخص لآخر. لقد أمضيت سنة تقريباً في المشروع ولكنني أشعر بان كلمة سيدة أعمال كبيرة علي ، فانا أفضل أن تحمل السيدة لقب سيدة أعمال بعد خبرة خمس سنوات على الأقل. بالنسبة إلى مشروع الدايت فهو يحتاج إلى وقت وأنا يعني ... الشيء الذي نحصل عليه بسهولة يذهب بسهولة والشيء الذي نحصل عليه بصعوبة هو الذي يبقى ويستمر.

5. نعم أجد مفيداً لأسرتي 100% ، فانا حتى وقتنا الحالي مازلت أساعد أولادي في وقت الحاجة بالرغم من كونهم موظفين. لا يوجد وقتاً مناسباً لذلك ، ممكن البدء في المشروع في أي وقت يشعر فيه الإنسان أن لديه الخبرة المناسبة او او ... ويوجد البعض ممن لا يملك القدرة على ذلك ولم يجرب أيضاً ، وبالنسبة لي عندما اشتركت في بازار هيئة الإغاثة الإسلامية كنت أقف بجانب الطاولة التي استأجرتها والدمع يرفق عيني لكوني في هذا الوضع، إن مواجهة المجتمع صعبة جداً لدرجة أنني حرمت من النوم ليلتها لأنني كنت أشعر بالحرج والخوف من نظرة المجتمع إلى، لان منهم من ينظر إليك باحتقار ولا يستوعب عمل المرأة في هذا المجال ، ولكن في السنوات الأخيرة حدث انفتاح وتغيرت فكرة المجتمع، لدرجة أن البعض من سيدات المجتمع السعودي يمتلكن الملايين ولكنهن يقبلن على عمل طرشي ومخللات وبيعهما في الأسواق وابتعدن عن الاستكبار. لقد كنت اعمل من خلال المنزل وأبيع للأصدقاء والأقرباء أو أتعامل مع احد المحلات وأبيع له العبايات.

6. نعم الفائدة جدا كبيرة، فمثل ما ذكرت سابقاً أن أولادي يحضرون في المواسم ويشاركونني في العمل ، فبذلك يتمكنوا من تعلم الكثير مثل معنى (الزبون) وفئات المجتمع المختلفة وقيمة المادة وساعدهم ذلك كثيراً في أعمالهم التجارية. لقد افتتح أحد اولادي نوعاً من النشاط التجاري واستفاد كثيراً من خبرتي، وابتني أيضاً أثر فيها ذلك حيث كانت تساعدني في صالون التجميل وتتواصل مع الزبائن وفئات

المجتمع المختلفة مما جعلها تعرف أسلوب تفكيرهم ونوعياتهم ، وكنت أيضا اصطحبها إلى المعارض فاكنتسبت الكثير من المهارات (البضاعة ، الترتيب ، كيفية عمل الطلبية) وهي الآن في مدينة دبي تنظم حفلات ، مناسبات وأفراح وهي ناجحة هناك. لقد اعتمدوا على أنفسهم ووصلوا إلى مبتغاهم في التجارة. بعض الأحيان أعود إلى المنزل مجهدة ويملكني الضغط النفسي، وأنا أحاول بصراحة حاليا أن أتحدث معهم عن أولادهم واستمتع بأولادهم وأعطيتهم وقتا أكبر.

7. طبعاً ، المردود المادي قد يكون مفيداً لي ولأسرتي التي أدركت وجود مجالات واسعة في الحياة يمكن أن يستفاد منها ، فأصبح أولادي يهتموا بالأراضي المعروضة للبيع وتعلموا أمور العقار ، وبالنسبة للبنات فهن يحببن التصوير ، فلقد فتحت لهم نافذة للحياة وفتحت لهم مجالات عدة لكي يعملوا بها ويتخذوا منها حرفة ليحصلوا على الدخل اللازم. الوقت المناسب لبدء المشروع هو أي وقت يكون الإنسان واثقاً من نفسه ومن الممكن ان يبدأ وهو في عمر الخامسة عشر ، فالمشاريع هذه ليس لها وقت أو زمن فطالما الإنسان لديه الهدف سيستمر وطالما الحاجة موجودة فالرغبة بالتالي تكون موجودة، طالما الإنسان لديه الإمكانية والمال بإمكانه أن يبدأ. نعم يوجد لدى البعض المادة ولكن لا توجد لديه القدرة على تطويرها وهذا يعتبر سوء تصرف، فهناك بعض السيدات يخطن الملابس ، بيوت الفرشات والبراريب في المنازل وتبعنها، فهذا أيضا يعتبر عمل تجاري ومشروع والبعض أيضا يحكن ملابس الرجال الداخلية. فلذلك يمكن للإنسان أن يصنع المستحيل من لاشيء فبالحداولة سيصل والحاجة أم الاختراع ويجب على الإنسان أن يكمل طريقه حتى في وجود العثرات.

8. نعم هذا العمل التجاري قد قربني لأولادي. حسب الدراسات ، طالما أن المشروع جاهز من الألف إلى الياء والدراسة كاملة فبإمكان الإنسان أن يبدأ مشروعه.

9. طبعاً مفيد لي ولأسرتي، ولكن من الضروري جداً تنظيم الوقت مع الأسرة ، فلدي ستة من الأولاد أضع لهم جداول وبرنامج للنادي والتحفيظ والثقافة والدراسة ... كما يوجد لديهم برنامج خاص لنهاية الأسبوع وكان هذا الوضع كذلك حتى قبل بدء العمل التجاري منذ أن تزوجت وحتى أيام الدراسة كنت اعمل على تنظيم المواعيد لهم تبعاً للالتزامات المطلوبة. الوقت المناسب لبدء عمل تجاري عندما تتكون الفكرة وتكون الخطة جاهزة ، وبالنسبة لي فقد بدأت من الصفر واتبعت الصلاحيات والأنظمة مثلما ذكرت لكي أنفا وعرفت قوانين العمل بالتدريج فأصبح لدي الخبرة المناسبة والمهارة لتوجيه من يرغب في بدء عمل تجاري وأعمل على توضيح نقاط الخلل في الخطة الموضوعية ، فتأتي الي العديد من المبتدئات في عمل المشاريع ونعمل لهم الدراسة وننبهن الي بعض النقاط التي قد تغيب عنهن.

الميل لاتخاذ قرار:

الأسئلة القليلة التالية تقيس الميول أثناء بدء عمل تجاري جديد تحت ظل الظروف والفرص المناسبة

14. أخبريني عن مهاراتك وقدراتك التي ساعدتك على فتح هذا العمل التجاري، كيف اكتسبت هذه القدرات ؟ هل تستطيعي التحدث بالتفصيل عن مدى الاستفادة من هذه القدرات في تشغيل عملك التجاري.

1. إن مهارة الاتصال وفهم الطرف الآخر مهم جداً سواء في التسويق أو العمل. اكتسبت هذه القدرات عن طريق الاحتكاك بالناس والدراسة التي تمنح الفرد معرفة الصالح منهم.

2. أولاً المقدره المادية والحمد لله التي مكنتني من استيراد هذه البضاعة وفتح المحل ثانيا الميول والرغبة والإصرار منذ البداية. التعامل مع الزبائن فن ، ليس الجميع يملك القدرة على التعامل مع الناس . فأتثناء عملك في السوق تقابلين نوعيات وفئات مختلفة من المجتمع ويجب أن تملكي المهارة في كيفية التعامل مع جميع الفئات والدرجات وكيف تحصلين على احترامهم والذي بحد ذاته فن هذه من

المهارات اللي اكتسبتها وتعلمتها ... وشعرت أنها كانت لدي من البداية وعملي في السوق أبرزها. مهارات العمل التجاري (المحاسبة ، الترتيب ، الإبداع والأفكار) جميعها طبعاً موجودة لدي وتنمت أكثر مع الممارسة... وقد اكتسبت ذلك من الوالد (ماذا عن الوالدة؟) أكيد طبعاً لديها بعض المهارات التي ذكرتها ، ولكن الوالد يمتلك مهارات عدة لكونه تاجر واحتكاكنا به اكسبنا تلك المهارات.

3. تخصصي (تربية فنية)، وحيي للأعمال الفنية كان منذ الصغر ، حيث كنت ازور محلات الورد الطبيعي واشتري منها لمجرد الشعور بالسعادة والأحظ طريقة التغليف وأتأمل فيها فانا أحب هذه الأمور (اممم) . وكان ذلك منذ المرحلة الثانوية مما جعلني اشعر بالراحة النفسية. أفادتني مهاراتي وقدراتي في الإبداع من ناحية التصاميم وإقناع الزبائن ، عندي والحمد لله للمسة والذوق في اختيار الألوان (الللل) التي تجعلني اكسب ثقة الزبائن بالإضافة إلى اختياري للخامات مما أعطاني الثقة لدرجة أن الزبائن لايشعرون بالراحة مع غيري في المحل. إن العمل في المحل يشعرنى بالسعادة .

4. يستوجب مشروع مستحضرات التجميل أن تكون المشرفة عليه أخصائية تجميل أو تمتلك الخبرة في التجميل ، وبالنسبة لي فان تخصصي ودراستي مختلفة تماما ولكني امتلك موهبة التجميل لذلك وافقت على فتح هذا المحل، فانا لدي المهارة لإخبار الزبائن ما الذي يناسبهن .. لما افتحت المحل شعرت أنني امتلك أيضا معرفة التعامل مع الزبائن .. ولدي والحمد لله مهارة الإقناع . في البداية كان لدي بعض المخاوف ولكني شعرت أن مهارة الإقناع والتواصل مع الناس الذين أتعامل معهم هو سبب في مشروعني وقد كونت زبوناتي اللاتي يحببن التعامل معي. التعامل مع السيدات اللاتي يكن ... في مثل سني يجعل أفكارني متقاربة مع أفكارهن، ولكن عندما تتعاملني يعني .. مع جميع الفئات وجميع الأعمار واختلاف التعامل من كبرياء إلى احترام ، فالبعض يتعامل معي كعامله ولكني أتحمّل هذا ويمدني ذلك بالحماس والإصرار بمتابعة عملي. أنا دائما أحاول أن استفيد من تعاملني مع الناس ومع الوقت أصبحت اعرف كيفية التعامل مع فئات المجتمع بأشكالها المختلفة.

5. طبعاً، أنا امتلك هواية التصميم والخياطة ، فقد كنت أصمم الإكسسوارات والى الآن مستمرة في الخياطة ، فأنا أقوم ببرم حواف القماش بدلا من إعطاه للخياط. لدي ماكينة خياطة ونظارة وشغالة والحمد لله .فانا لدي المهارة لعمل أعمال يدوية متعددة ، وهذا ينبع من هوايتي وشجاعتني وإقدامني. كنت أعمل على حياكة فساتين أفراح في ذلك الوقت بمبلغ 80 ريال واقضي ثلاثة أيام لعمل الواحد والفستان العادي ب 15 ريال. وبعد وفاة زوجي رحمه الله تركت الخياطة وفتحت مشغل وحصلت على عدد (2) فيزا لخياطين ولكن لم أتوفق فيه وأقفلته ، وبعد ذلك أحضرت خياطة في المنزل وماكينة خياطة وكنت اشتري القماش بالطاقات وصرت أنا وهي نخيط عبايات وطرح ونبيع. أرشدتني إحدى صديقاتني إلى الاشتراك بالبازارات ، فشاركنت في بازار هيئة الإغاثة الإسلامية، وتبلغ المدة التي قضيتها في بازات الهيئة 15 سنة، وقد كان البازار كل يوم سبت فكونت العديد من الزبائن وبعد ذلك دخلت في مشروع عبد اللطيف جميل.

6. الذي ساعدني على فتح هذا العمل التجاري الطموح فإذا كان الطموح غير موجود لن يصل الإنسان إلى النجاح في عملة ، فانا دائما أقول لنفسي لدي مهارات تسويق ولكن لأتحمّل عمل الحسابات وقبل أن انزل منتج جديد من الشوكولاته اجعل أولادي والمقربين لدي يتذوقونه لإعطائي رأيهم قبل طرحه للزبائن. وأيضاً فرصة سفري إلى الخارج وتعلمني أثر في أيضاً. لقد استفدت جدا من هذه المهارات ، لقد كنت متعلقة جدا بأولادي ومررت على ظروف صعبة وكان أولادي في سن المراهقة وكنت اتبع المثل القائل (الشكوى لغير الله مذلة)، فواصلت في عملي وركزت على ثلاثة أشياء في حياتي

(عملي وتربية أولادي ورياضتي) ولم أحاول أن أهتم بشيء آخر وعملي قد أنساني مشكلتي. لقد تعلمت أن أبتعد عن اليأس وأن استمر في طريقي بالرغم من أن زوجي كان يعتقد أنني لن أستطيع الاستمرار ولن انجح وأنه قد كان سبب نجاحي، ولكني والحمد لله نجحت بواسطة طموحي ومثابرتي وحسن نيتي وأولادي قد شعروا بهذا الشيء.

7. الحمد لله ، يوجد لدي اكتفاء ذاتي من الناحية المادية و يوجد لدي القدرات والخلفيات والمنزل. الوالدة رحمها الله والأسرة جميعها معطاءة ، فقد كانت الوالدة تعمل من داخل المنزل وكانت سيدة مدبرة ، خياطة وطباخة وهي تجيد حتى الأعمال اليدوية فالشيء المكسور تعمل على إصلاحه لذلك أصبحنا ضد فكرة التجديد لأنه يتسبب بالخسارة، فالشيء الذي يحتاج إلى إصلاح نعمل على إصلاحه ونتعاش مع. اكتسبت هذه القدرات من الحياة العامة ، من بيتنا ومن الأهل ، فنحن نصنع في المنزل المخللات والمعجنات والأكلات بجميع أشكالها ، فقد كانت الوالدة يرحمها الله ضليعة في أكلات المطبخ الهندي والمطبخ البخاري فهي بنت مكة وتعرف بكل أمور الحياة. الحمد لله تعلمت معرفة الشيء من الصفر وان اعد وخطط للأمور قبل المضي بها ، ولقد منحتني هذه الخبرة الثقة بالنفس وعدم الاحتياج إلى الآخرين. فنحن في منزلنا نقوم بإصلاح الكهرباء ، نغير السنانير ونغير موديلها ، نغير الفرش ونعدل في القديم ونجده ، فذلك علمنا أن الاقتصاد أساس الحياة فانا لا اخذ من خبرة الغير ولكن قناعتني هي التي أسير عليها وأتحمل نتيجة الشيء الذي أعمله وقد زرعت ذلك في أولادي أيضا.

8. طبعا عندما شعرت باستطاعتي على قيادة وإدارة المشروع بنفسني والسبب أي ... ولقد اكتسبت موهبة القيادة من عملي، ومن إحدى سماتي انني عندما اتخذ قرارا استمر فيه بدون تراجع حتى لو استمعت إلى آراء الآخرين، فلا مانع لدي من الاستماع ولكن في النهاية أنفذ قرارتي. استفدت من هذه القدرات بتكوين علاقات عامة جيدة وكانت الدافع لي بان اتخذ قراراتتي بنفسني ، فانا لا أترجع إلا في حالة واحدة (إذا شعرت أن قرارتي خاطئ) فأقوم بتعديل الخطأ واستمر في طريقي. من استشار ماخاب ، ولكنني لم استشر أحدا، فانا أحب أن اتخذ قراراتتي بنفسني ،حتى أهلي والأكبر مني سنا (سواء من الرجال أو النساء) يلجئون إلي أيضا رغبة في الاستشارة.

9. حصلت على هذه القدرات والمهارات بالخبرة والتجربة والخوض في مجال العمل ، أولا اكتشاف الرغبة ومن ثم تحديد الهدف وإدراك المهارات ، فمثلا عملت تصميم لقطعة كرسي وأنا لم أدرس هندسة و قمت بتنفيذه مع احد المهندسين وأنا مازلت طالبة ادرس تخصص إدارة أعمال ، فمن خلال هذه التجربة أنجزت عملي وبنجاح وأصبح لدي أفكار جديدة وقد أجريت عليها دراسة ولكن يوجد عليها بعض الملاحظات ، تم تعديل الملاحظات التي عليها ونجحت الفكرة ولاقت إعجاب العديد لأنها فكرة غريبة. عندما افتتحت الشركة كان هدفي ليس للربح البحث ولكن أن اعمل بصمة لي على الكرة الأرضية وان تستمر من جيل لآخر.

15. ما هي أنواع العوائق التي منعتك من بدء مشروعك؟ وهل مازالت تعيقك؟

1. لم يكن لدي أية عوائق ، فقد انفصلت وأنا صغيرة في السن وكما تعلمين أن المرأة عندما تتزوج تملك بعض الذهب الذي قد يساعدها في بناء حياتها في حالة انفصالها عن زوجها.
2. لقد التحقت بدورات كمبيوتر ودورات أخرى مهمة ، وقد كان لدي أمل في إيجاد وظيفة حكومية ولكن وجدت أن ذلك صعبا مما دفعني إلى فتح المشروع.

3. العوائق التي منعتني من بدء مشروع هي الموقع وأأ المادة ومازالت تعيقني بسبب الظروف السابقة التي حصلت لي (ظروف في الصحية وظروف الإيجار).
4. أول عائق منعني من بدء مشروع الدعم المادي .. وعندما حصلت على هذا الدعم ام ام ام استعنت بسيدات الأعمال اللاتي لديهن الخبرة والحمد لله توفقت في مشروع. لا توجد أي عوائق أخرى غير العائق المادي. لا أعتبر معارضة الأقراب عائقا مادام والدي لا يمانعان عملي في هذا المجال ويشجعاني على الاستمرار ، بالرغم من استمرار بعض المحاولات التي تستهدف تركي للمشروع، ولن اترك عملي في هذا المجال حتى لو اضطررت أن احضر عاملات.
5. كما قلت لكي أنفا بان الحياكة من إحدى مواهبي ، لذلك أتمنى امتلاك معمل ملابس جاهزة وكل شيء والحمد لله موجود في مدينة جدة والخامات رخيصة جدا في سوق الهنداوية ولكن لا توجد أفكار لدى البعض. أقوم حاليا بتعليم أحفادي من البنات الحياكة ولقد طرحت في إحدى المرات فكرة عمل بازار في مركز تحفيظ القرآن التي تتردد عليه حفيداتي فقام المركز بعملة مرة واحدة ولم يكرره.
6. يوجد العديد من العوائق، لقد كنت أرغب في فتح محل تجميل لتدريب السيدات فلكي أحصل على الموافقة عليه لا بد من تقييم اللجنة التي تتكون من موظفات ذوات عقلية بدائية وتعليم بسيط ولا يمتلكن الشهادات المناسبة التي تؤهلن لعمل ذلك. والشيء الآخر أن سيدات الأعمال دائما يتملكهن الرعب من حملات التفتيش، ولكننا والحمد لله نعمل على الإنتاج بشكل متميز وجودة عالمية تحيز على إعجاب الجميع ، وقد يحضر في بعض الأحيان ضيوف من أمريكا ويبدون إعجابهم الشديد بنوعية وجودة عملنا ، لذلك نحن نبحث عن التقدير ، وتبني سيدات الأعمال والعمل على تطويرهن وهذا غير موجود لدينا. وأيضا عند المراجعات الحكومية، كمرجعة البلدية وتجديد الاقامات تجدين العديد من المشاكل وتعرفلك المصاريف أيضا ، ومن جهة أخرى نحن لانحصل على الإمكانات التي يحصل عليها رجال الأعمال الكبار من البنوك. إذا أردنا أن نتطور في بلدنا يجب أن يكون هناك معاهد عالمية بحيث يكون أسلوب الخريجات عالمي في التعامل مع العملاء ، احترام أوقات العمل والمثابرة وليس في الملبس فقط مثل البنوك مثلا. نحتاج فعلا إلى معاهد قوية لتخريج دفعات ذات كفاءة عالمية، فمثلا عندما كنت ارغب في فتح هذا المعهد ذهبت إلى دولة ماليزيا حيث وجدت فيها الروح الدينية والعالمية وكانت الشهادات ستعتمد من لوريال ولكني عزفت عن فتحة.
7. طبعا ، كانت لدي مسئوليات، أولادي والحمد لله اشتد عودهم وكبروا الآن. لقد فتحت لهم المجال فأصبحوا يعرفون عملي وسيكملوا مسيرتي مستقبلا، وهم مدركين تماما أنني اعمل من اجلهم ومن اجل مصلحتهم فلقد وضعت لهم الأسس والقواعد وعليهم إكمال المسيرة.
8. إن أهم العوائق التي تصادفني (المادة) عندما أحب أن أطور في عملي وان شاء الله تيسر الأمور وأكمل مسيرتي.
9. لا توجد لدي أية عوائق ، فقط نظرة المجتمع للمرأة العاملة وعدم ثقافة بعض الفئات منه وهذا يحبطني ، أما الآن فقد اختلفت النظرة. لقد جاءنا رجل أعمال متعلم ثقافته جدا عاليه يعمل في مجال السجاد ويعيش أغلب وقته في ايطاليا وعندما أخبرته عن مجالنا في صنع السجاد فنصحنا بالإطلاع على إمكانيات المصانع والجودة الموجودة في أوروبا فقلت له بأننا نعمل نفس الشيء وبإمكاننا أن نستخدم المكائن التي يستوردها التجار السعوديين بالإضافة إلى الخبرات الموجودة ، ولقد أحبطني بحديثه ولكنني وجدت أن حماسي للوصول الى النجاح قد ازداد بشكل كبير.

16. صفى أنواع ردود الأفعال التي تلقيتها من الأسرة والأصدقاء بخصوص بدء العمل التجاري قد لا أجد التشجيع من جهة الأسرة وذلك يرجع لخوفهم على صحتي مع إنني أجد ان انشغالي بمشروعي يساعدي صحيا (عملي يجعلني احتك بالناس ، اغير الجو واشغل أفكاري) فكنت أجد بعض الإحباط ولكني أتغلب عليه واستمر في عملي فلدي الإصرار والعزيمة.

1. بالعكس لقد وجدت التشجيع من قبل 99% من الاسرة ويمكن 1% كانت تمتلكهم الغيرة وطلبوا مني أن أتوقف عن السير في المشروع ، ولكني لم أخذ برأيهم بل أخذت برأي المشجعين الذين دفعوني إلى التقدم في مشواري.

2. الغالبية العظمى تشجعني أأ ، يوجد تشجيع معنوي ومادي من قبل إخوتي وأخواتي وأحيانا يدفعوا عني الإيجار لرغبتهم بان أصل إلى الأفضل والوالد وزوجي أيضا يدعماني ماديا ويدفعا عني القرض بس الأأأ أحيانا عندما يشاهدوني متعبة جسديا ونفسيا يطلبوا مني التوقف عن الاستمرار. أما بالنسبة إلى الأقارب والصدقات فهم يحضرون إلى المحل ويشتررون من عندي وتعجبهم أعمالي.

3. الحمد لله لا توجد ردود أفعال من ناحية أخوالي وإخواني ، فالجميع كان مؤيدا بالذات خالي عبد الرحمن والذي يعد من أكثر المؤيدين لي ماديا ومعنويا وهو أول شخص دعمني ووقف بجانبني وأخي أيضا أه أه قد تكون ردود الفعل السلبية من جهة أهل الوالد أكثر ، فعندما نما إلى مسمعهم فتحي لهذا المشروع كانت ردة فعلهم سيئة جدا بشكل لا يمكن وصفه (كيف البنيت تشتغل وكمان تبيع) فليس لديهم القدرة على استيعاب ذلك .. الحمد لله يمكن أأأأ إحدى خالاتي كانت متخوفة بعض الشيء، ولكنها عندما حضرت إلى المحل ورأت الوضع بعينها شجعتني على الاستمرار.

4. طبعا أواجه في بعض الأحيان بعضا من ردود الأفعال ، ولكن بالنسبة إلى ابني الكبير فهو يشجعني على الخروج والعمل تجنبنا لارتفاع الضغط لدي ولكن من داخل نفسه فهو ليس راضيا عن ذلك لكبر سني وتجنبنا لكلام الناس. والحمد لله لدي أربعة أولاد وجميعهم موظفون وقد عملوا على توفير كل شيء لي حتى العاملة المنزلية.

5. أولا ، سنتذمر الاسرة من انشغالك الدائم. ثانيا الطموح ، فقد سبق وان ذكرت لك بان الأساس الطموح فهو الذي يحرك الإنسان وليس بأراء الآخرين ، فيجب أن يكون لديك الدافع لكي تتطوري. أنا دائما أتحدث مع أولادي عن أهمية الطموح وبأن الإنسان لا يستطيع التعلم وهو فاقده.

6. والله (أأأأ) ليست المسألة ردود أفعال وإنما هي فضول لكونهم يريدون معرفة مالذي أفعله ، وأنا أساسا مثل ما ذكرت لك مكتفية ذاتيا ولا احتاج إلى أي مجاملات منهم فانا التي تتحمل المكسب والخسارة وكل إنسان يرى نصيبه في هذه الحياة ، وأنا لا أعمل إلا مع الإنسان المخلص والخائن لا مكان له عندي.

7. لقد صادفتني بعض ردود الأفعال من قبل إخوتي وليس زوجي ، فزوجي وأولادي يدعمونني ولكن إخوتي يرفضون فكرة الاختلاط الزائد مع الرجال ، أأأ سفرياتني بمفردي. فهذه الأشياء التي واجهت فيها صعوبة معهم ، ولكن بعد فترة استطعت إقناعهم بان المرأة خارج البيت كالرجل واستطعت أن أوصل لهم هذه المعلومة واستتبت الأمور بعد ذلك.

8. ردود الفعل ايجابية دائما ، فقد كان الأهل يدعموني ويحفزونني بان استمر ، ومن إحدى صفاتي أنني إذا بدأت شيئا يجب أن أكمله ، فبالدعاء والتوكل على الله يصل الإنسان إلى مبتغاه وأنا أسير على هذا المبدأ (تخيلي ، احلمي ، فكري حديدي الهدف وتوكل على الله وربنا سيعينك).

Table E1. Categorization of Businesswomen's "Telling Phrases"

<i>Interest in Owning Business</i>	<i>Self Efficacy</i>	<i>Desirability</i>	<i>Feasibility</i>	<i>Propensity to Act</i>
<p>■ communication skills and understanding others important in marketing ■ contact with people enhanced capabilities ■ business gave me good knowledge of individuals ■ financial support an important factor ■ had inclination and determination from the beginning ■ dealing with customers an art ■ must have market skills ■ business skills (accounting, arranging, creativity, and ideas) ■ developed during my work ■ skills and abilities enabled me to design creatively and win customers ■ work has changed my personality ■ made me rely on myself financially ■ a strong personality because I entered this field ■ working in bazaars ■ opportunity to travel abroad and my learning there helped me in my work ■ succeeded because of my ambition, hard work, and good intentions ■ gained capabilities from life, from our environment, and from family ■ gained self-confidence ■ financial self-sufficiency ■ gained leadership ability from my work ■ when I make a decision to continue, I don't turn back ■ make my own decision ■ gain skills by experience and by going deeply into the field ■ looked for help</p>	<p>■ used to relying on myself ■ worked independently ■ we need to work together ■ search for information by asking experienced people and using Web ■ give girls advice, encouragement, ideas, and exposure ■ important to get the best deal ■ ability to deal with ministry of interior regulation ■ women need more freedom ■ criticism gave me determination ■ had determination and resolve to get to my ultimate goal ■ do not like to be dependent on anyone ■ failure gave me a strange strength; it motivated me to stand and resist ■ human beings do not always succeed the first time ■ need organization in my work ■ I try to develop myself ■ watch television programs related to my work ■ learn from customers ■ learn about latest business news ■ understand potential-customer needs ■ need to define the goal and take specific steps</p>	<p>■ entrepreneurship: an idea that you develop ■ it's my internal desire and my hobby ■ a dream that satisfies your wishes ■ find myself through my business ■ proceed to do something, and we start planning, making statistics, and collecting data ■ put all of our energy into it ■ plan for it ■ with determination and support of others you will reach goal ■ at first, challenges; then she starts to enjoy it ■ my passion, and the financial support ■ it is <i>self-effort</i> ■ to feel successful and to develop myself ■ gives me joy and pleasure ■ seeing people satisfied with my product ■ gain more spiritual than financial ■ set my goal and tried to reach it ■ business for me is the future ■ generation after us to carry on the business ■ business was like a seed that we planted and nurtured until it bore fruit ■ community supports the Saudi businesswomen ■ do a study to prove the viability of your business concept ■ depend on myself ■ determination to achieve her goal ■ <i>independent person</i> ■ ability to deal with others and to manage</p>	<p>■ receive information and business news through the Chamber of Commerce by e-mail ■ Chamber of Commerce offers free courses at a high level ■ has employed qualified instructors to educate businesswomen ■ Human Resources Development Fund in the Chamber ■ General Craft, which encourages girls to do handicrafts ■ Sheikh Abdul Latif Jameel's program gives women the necessary support ■ support coming from several directions ■ should go out and work and participate in the world ■ training gives them an important advantage ■ practical experience ■ must have in place all the elements: idea, plan, financial support, and skills ■ any business cannot begin in a moment ■ useful to my family ■ proves herself through the community ■ able to improve my income and improve my position ■ active person ■ I like to go out and have my own relationships</p>	<p>■ wanted to work on my own projects ■ my desire to produce ■ interested in starting a business ■ dreamed about starting a business ■ family gave encouragement ■ experience gave me confidence ■ previous experience learned from my mother ■ family gave support ■ husband encouraged me ■ wanted to be self-reliant financially ■ wanted to mingle in society ■ wanted to manage own affairs ■ wanted freedom to make decisions ■ wanted to understand society ■ wanted to educate community ■ wanted to help Saudi women become better workers ■ needed to employ serious workers ■ wanted to become own boss ■ wanted to give more women employment options ■ wanted to prove age not an obstacle ■ determined to succeed ■ passion for the work</p>

<p>from experienced businesswomen ■ maybe they felt jealous ■ have ambition, which pushes me to move myself and not be moved by others' opinions ■ basically self-sufficient and do not need any favors ■ always follow this principle (imagine, dream, think, identify goal, then put your trust in God and he will help you).</p>	<p>and not rely on others ■ get experience from striving ■ must be confident in herself ■ learn from experienced people ■ continued in spite of my failure the first time ■ experience of dealing with people ■ observe their work on the work site ■ familiar with their business system and their way of speech ■ she can reach the forefront by her own will ■ women can find freedom in dealing with women more than they can with men ■ attend conferences</p>	<p>■ [role model] experienced in trade, and her ideas attracted me so much ■ I like the flexibility in their characters and their way of dealing with customers ■ she developed herself and became successful on her own ■ her own advantages and the potential to achieve the impossible ■ her strength of character attracted me ■ loves her country strongly and seeks for success ■ a very powerful person ■ a prominent figure in our society ■ what draws my attention is character</p>	<p>■ business needs to be studied first ■ things received easily will be taken away easily; things received with difficulty will remain for a long time ■ children very interested ■ learned about customers, various classes of people, and value of money ■ experience helped them so much in their business ■ right time to start a business is when you feel ready and confident and you have enough experience ■ opened a source of income for my family ■ as long as the person has a goal she will continue the business ■ as long as there is a need there will be a desire ■ as long as the person has the ability and the right amount of money she will be able to begin ■ business has made me closer to my children ■ usually explain to beginners the deficiencies of their plans and studies</p>	
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Appendix F: Script for Interview Appointment With Students

(Scheduled appointments via e-mail or telephone with university student)

Letter to students in two different western region universities in Saudi Arabia

Hi. My name is Amal Basaffar. I am a graduate student from the Department of Family and Consumer Sciences Education at Iowa State University in the United States. I am preparing my dissertation: *An Exploratory Study of Female Saudi Arabian Family and Consumer Sciences Students' Entrepreneurial Potential*. First, I would like to thank you for your interest to participate in this study. Second, I would like to schedule the interview session with you on _____ at. During this time, I will be on my summer break. This is the most convenient time for me to meet and arrange the appointment with you. However, if you have other preferred dates, I don't mind arranging a visit that will meet your needs. The interview session will last approximately 30 minute. I am looking forward to meeting you.

Would you please confirm the date for the interview via email, or feel free to call me at 0556677171.

Thank you.

Amal Basaffar
 Doctoral Candidate
 Family and Consumer Sciences Education and Studies Department
 amal@iastate.edu

سيناريو لموعد مقابلة عبر البريد الالكتروني رسالة / الهاتف
 (تحديد موعد مع الطالب الجامعي)

إلى طالبات الجامعات بالقطاع الغربي بالمملكة العربية السعودية

أهلاً وسهلاً أنا أمال باصفار أحدى الدارسات في الولايات المتحدة الأمريكية بمرحلة الدكتوراه في جامعة أيوا - ولاية أيوا. وأقوم بأعداد رسالة الدكتوراه والتي عنوانها
 "دراسة استطلاعية في رغبة طالبات الاقتصاد المنزلي في المملكة العربية السعودية في تنظيم المشاريع الصغيرة"
 بدايةً أود أن أشكرك على رغبتك في المشاركة في هذه الدراسة. لذا أرغب في ترتيب موعد معك للمقابلة الشخصية في يوم..... -
 في هذا الوقت سيكون موعد اجازتي الصيفية وهو مناسب لي في تحديد موعد معك في هذا الوقت. ولكن اذا كان لديك موعد آخر
 مفضل لك فليس لدي مانع في ترتيب الزيارة وفقاً لظروفك. فترة المقابلة ستمتد لحوالي 30 دقيقة. أنا اتطلع للقاءك.
 هل بالمكان تأكيد موعد المقابلة من قبلك سواءً بواسطة الايميل أو بالاتصال بي على الرقم 0556677171
 مع شكري وتقديري.

آمال عبد القادر باصفار
amal@iastate.edu
 طالبات علوم الأسرة والمستهلك (الاقتصاد المنزلي)

Appendix G: Informed Consent Document for Students

Title of Study: An Exploratory Study of Female Saudi Arabian Family and Consumer Sciences Students' Entrepreneurial Potential.

Investigators: Amal Basaffar
Graduate Student
Family and Consumer Sciences Education and Studies

This is a research study. Please take your time in deciding if you would like to participate. Please feel free to ask questions at any time.

INTRODUCTION

The purpose of this qualitative study is to explore the growing body of knowledge within the Family and Consumer Science (FCS) profession and a vision for the future of this profession in Saudi Arabia. FCS, also known as Home Economics, has grown in popularity in Saudi Arabia and is beginning to merge with various fields. Traditionally, Saudi Arabian women have not been considered a part of Saudi workforce. In an effort to strengthen the economy and families in Saudi Arabia, the government faces a paradigm shift in creating new opportunities for Saudi women to earn a living. Entrepreneurship is now becoming an attractive option for Saudi families and the implications for an increase of female business owners are clearer in this changing society.

You are being invited to participate in this study because you are a female currently enrolled in the Home Economics programs at one of two major universities in Saudi Arabia – King Abdul-Aziz University or Umm Al-Qura University. I am interested in knowing your views about entrepreneurship in possible interest in small business ownership after graduation. Participation in this study will involve two steps: completion of a short survey on your career interests and background information, and a personal interview regarding your thoughts about entrepreneurship and small business ownership.

DESCRIPTION OF PROCEDURES

If you agree to participate in this study, you will be asked to provide personal demographic information in the form of a short survey. The survey will be distributed to participants by the researcher when you agree to participate in the study. Also a 30 minute one-on-one individual interview will be arranged by the researcher. For the individual interview, you will be asked questions related to your educational interests and your career interest after graduation, particularly in the area of entrepreneurship. I am especially interested in knowing your desires and interest in small business ownership as a career path. You are free to decline to answer any question that makes you uncomfortable or you may choose to discontinue participation at any time.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential. Numeric codes will be assigned to your interview and personal data sheet so that you remain anonymous. Only the transcriber, who will be unaware of your identity, and I will hear the recordings. During the months following the interview, I may contact you to clarify information from the interview and to ask if you have any additional comments regarding the topic.

RISKS

There are minimal to no risks anticipated in participating in this study. Participants might feel shy about answering personal questions in the company of others. So the demographic information will be separated from the written survey. Interviews will be completed in a more private setting (one-on-one) like a conference room on campus.

BENEFITS

If you decide to participate in this study there may not be direct benefit to you. However, the information gained from this study will help the researcher understand the level of entrepreneurial potential in Home Economic students in Saudi Arabia and further the advancement of the Family and Consumer Science field. It is hoped that the information gained in this study will directly benefit the Home Economic programs at the two universities.

ALTERNATIVES TO PARTICIPATION

Participation is voluntary and the participants may choose to leave or not answer any question that they do not feel comfortable answering.

COSTS AND COMPENSATION

It will not cost you to participate in this study. However, you will receive a small gift for volunteering to participate in this study.

PARTICIPANT RIGHTS

Your participation in this study is completely voluntary. You may refuse to participate or leave the study at any time. If you decide not to participate in the study or if you leave the study early, there will be no penalty or loss of benefits to which you are otherwise entitled.

CONFIDENTIALITY

Records identifying participants will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. However, federal government regulatory agencies, auditing departments of Iowa State University, and the Institutional Review Board (a committee that reviews and approves human subject research studies) may inspect and/or copy your records for quality assurance and data analysis. These records may contain private information.

To ensure confidentiality to the extent permitted by law, the following measures will be taken. You will be assigned a pseudonym that will be used on all data. Only the researchers will have access to this data. If the results are reported publicly or are published, your identity will remain confidential. If the results are published, your identity will remain confidential.

QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study.

- For further information about the study contact the supervising faculty members:
 Dr. Leah Keino, phone: 515- 294-9371 email: keino@iastate.edu
 Dr. Linda Niehm, phone: 515-231-6157email: niehmlin@iastate.edu
 The Researcher: Amal Basaffar. Phone: 515- 451-7810; email: amal@iastate.edu.
- If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator, (515) 294-4566, IRB@iastate.edu, or Director, (515) 294-3115, Office for Responsible Research, Iowa State University, Ames, Iowa 50011.

PARTICIPANT SIGNATURE

Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you, that you have been given the time to read the document, and that your questions about the study have been satisfactorily answered. If you would like, a copy of this form can be provided for your reference.

Approval to audio-tape interview? Yes ____ No ____ (please initial)

Participant's Name (printed) _____

(Participant's Signature)

(Date)

Investigator Statement

I certify that the participant has been given adequate time to read and learn about the study and all of her questions have been answered. It is my opinion that the participant understands the purpose, risks, benefits and the procedures of this study and has voluntarily agreed to participate.

(Researcher's Signature)

(Date)

Appendix H: Script for Interview Appointment With Businesswomen

(Scheduled appointments via e-mail message or telephone with businesswomen)

Letter to women business owners or women members of the Khadijah Bint Khuwaylid Business Women Center in Jeddah in Saudi Arabia

Hi. My name is Amal Basaffar. I am a graduate student from the Department of Apparel, Educational Studies and Hospitality Management in the Family and Consumer Sciences Education program at Iowa State University in the United States. I am conducting my dissertation research related to the interests of Saudi Arabian women in entrepreneurship and business ownership. Since you have some prior involvement in entrepreneurship and business ownership and/or management, I would like to invite you to participate in this study. The goal of my research is to better understand the motivations, challenges, and facilitating conditions associated with entrepreneurship for Saudi Arabian women. This information will be very helpful in the development of academic courses and programming for Saudi women and to inform directors of business assistance programs.

I hope you will consider sharing your views about entrepreneurship for this important study. If you are willing to participate in the study, I would like to schedule an interview session with you on _____ at _____. However, if you have other preferred dates, I will certainly try to arrange the interview visit according to your needs. The interview session will last approximately 30 minutes. I am looking forward to meeting you and talking with you about your experience as an entrepreneur.

Would you please confirm the date for the interview via email as soon as possible, or you can call me at 0556677171 to confirm or to arrange for an alternate interview time.

Thank so much you.

Best regards,

Amal Basaffar
Doctoral Candidate
Family and Consumer Sciences
Education and Studies Program
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سيناريو لموعد مقابلة عبر البريد الإلكتروني رسالة / الهاتف

مرحباً أنا/ أمال باصفار، طالبة جامعية من قسم الملابس والدراسات التربوية وإدارة حسن الضيافة في برنامج الأسرة وعلوم المستهلك في جامعة ولاية أيوا. أقوم بإجراء هذه البحث كأطروحة مرتبطة باهتمامات المرأة السعودية بروح المبادرة وامتلاك الأعمال التجارية. أود أن أدعوكن للمشاركة في هذه الدراسة لإسهاماتكن المقدرّة السابقة بروح المبادرة وامتلاك وإدارة الأعمال التجارية. الهدف من هذه الدراسة هو الفهم الأفضل للدوافع والتحديات وتسهيل الظروف المرتبطة بروح المبادرة عند سيدات الأعمال السعوديات. تعتبر هذه المعلومات مفيدة جداً في تنمية الدورات والبرامج الأكاديمية للمرأة السعودية وتفيد مديري البرامج التجارية المساعدة.

أتمنى منكن أن نتشارك وجهات النظر عن روح المبادرة في هذه الدراسة الهامة. إذا رغبتن المشاركة في هذه الدراسة، أود إعداد جدول مقابلة معكن بتاريخ في وإن كنتن تفضلن تاريخ آخر، فإنني من المؤكد سأحاول الإعداد لزيارة المقابلة حسب حاجتكن. مدة المقابلة ستكون 30 دقيقة تقريباً. أتطلع لمقابلتكن والتحدث معكن عن خبراتكن كمبادرات. أرجوا منكن الإسراع في تأكيد موعد المقابلة من خلال البريد الإلكتروني ما أمكن ذلك أو الاتصال بي خلال الجوال: 0556677171

شكراً جزيلاً،،

آمال عبد القادر باصفار
طالبات علوم الأسرة والمستهلك (الاقتصاد المنزلي)
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Appendix I: Informed Consent Document for Businesswomen

Title of Study: An Exploratory Study of Female Saudi Arabian Family and Consumer Sciences Students' Entrepreneurial Potential.

Investigators: Amal Basaffar
Graduate Student
Family and Consumer Sciences Education and Studies

This is a research study. Please take your time in deciding if you would like to participate. Please feel free to ask questions at any time.

INTRODUCTION

The purpose of this qualitative study is to explore the growing body of knowledge within the Family and Consumer Science (FCS) profession and a vision for the future of this profession in Saudi Arabia. Businesswomen starting businesses has grown in popularity in Saudi Arabia. Traditionally, Saudi Arabian women have not been considered a part of Saudi workforce. In an effort to strengthen the economy and families in Saudi Arabia, the government faces a paradigm shift in creating new opportunities for Saudi women to earn a living. Entrepreneurship is now becoming an attractive option for Saudi families and the implications for an increase of female business owners are clearer in this changing society. The purpose of this study is to understand the motivations, challenges, and facilitating conditions associated with entrepreneurship for Saudi Arabian women. This information will be very helpful in the development of academic courses and programming for Saudi women and to inform directors of business assistance programs.

You are being invited to participate in this study because you are a female business owner at the western region of Saudi Arabia. I am interested in knowing your views about entrepreneurship in possible interest in small business ownership after graduation. Participation in this study will involve two steps: completion of a short survey on your career interests and background information, and a personal interview regarding your thoughts about entrepreneurship and small business ownership.

DESCRIPTION OF PROCEDURES

If you agree to participate in this study, you will be asked to provide personal demographic information in the form of a short survey. The survey will be distributed to participants by the researcher when you agree to participate in the study. Also a 30 minute one-on-one individual interview will be arranged by the researcher. For the individual interview, you will be asked questions related to your educational interests and your career interest after graduation, particularly in the area of entrepreneurship. I am especially interested in knowing your desires and interest in small business ownership as a career path. You are free to decline to answer any question that makes you uncomfortable or you may choose to discontinue participation at any time.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential. Numeric codes will be assigned to your interview and personal data sheet so that you remain anonymous. Only the transcriber, who will be unaware of your identity, and I will hear the recordings. During the months following the interview, I may contact you to clarify information from the interview and to ask if you have any additional comments regarding the topic.

RISKS

There are minimal to no risks anticipated in participating in this study. Participants might feel shy about answering personal questions in the company of others. So the demographic information will be separated from the written survey. Interviews will be completed in a more private setting (one-on-one) like a conference room on businesswomen center.

BENEFITS

If you decide to participate in this study there may not be direct benefit to you. However, the information gained from this study will help the researcher understand the level of entrepreneurial potential in Home Economic students in Saudi Arabia and further the advancement of the Family and Consumer Science field. It is hoped that the information gained in this study will directly benefit the Home Economic programs at the two universities.

ALTERNATIVES TO PARTICIPATION

Participation is voluntary and the participants may choose to leave or not answer any question that you do not feel comfortable answering.

COSTS AND COMPENSATION

It will not cost you to participate in this study. However, you will receive a small gift for volunteering to participate in this study.

PARTICIPANT RIGHTS

Your participation in this study is completely voluntary. You may refuse to participate or leave the study at any time. If you decide not to participate in the study or if you leave the study early, there will be no penalty or loss of benefits to which you are otherwise entitled.

CONFIDENTIALITY

Records identifying participants will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. However, federal government regulatory agencies, auditing departments of Iowa State University, and the Institutional Review Board (a committee that reviews and approves human subject research studies) may inspect and/or copy your records for quality assurance and data analysis. These records may contain private information.

To ensure confidentiality to the extent permitted by law, the following measures will be taken. You will be assigned a pseudonym that will be used on all data. Only the researchers will have access to this data. If the results are reported publicly or are published, your identity will remain confidential. If the results are published, your identity will remain confidential.

QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study. For further information about the study contact the supervising faculty members: Dr. Leah Keino, phone: 515- 294-9371 email: keino@iastate.edu Dr. Linda Niehm, phone: 515-231-6157email: niehmlin@iastate.edu The Researcher, Amal Basaffar, phone: 515- 451-7810email: amal@iastate.edu. If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator, (515) 294-4566, IRB@iastate.edu, or Director, (515) 294-3115, Office for Responsible Research, Iowa State University, Ames, Iowa 50011.

PARTICIPANT SIGNATURE

Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you, that you have been given the time to read the document, and that your questions about the study have been satisfactorily answered. If you would like, a copy of this form can be provided for your reference.

Approval to audio-tape interview? Yes ___ No___ (please initial)

Participant’s Name (printed) _____

(Participant’s Signature)

(Date)

Investigator Statement

I certify that the participant has been given adequate time to read and learn about the study and all of her questions have been answered. It is my opinion that the participant understands the purpose, risks, benefits and the procedures of this study and has voluntarily agreed to participate.

Researcher’s Signature

Date