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

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

by

Amal Basaffar

A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Major: Family and Consumer Sciences Education

Program of Study Committee:
Robert Bosselman, Co-Major Professor
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Ames, Iowa

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TABLE OF CONTENTS

LIST OF TABLES ................................................................................................. v
LIST OF FIGURES ............................................................................................... vi
ACKNOWLEDGEMENTS ....................................................................................... vii
ABSTRACT ........................................................................................................ viii

CHAPTER 1. INTRODUCTION .............................................................................. 1
  Significance of the Study .................................................................................... 1
  Problem Definition ............................................................................................ 1
  A Brief History of Saudi Arabia ....................................................................... 2
  Push toward Modernization and Movement of Saudi Women into the Workforce ..... 3
  Context of the Study ....................................................................................... 5
  Theoretical Framework ..................................................................................... 8
  Purpose ........................................................................................................... 9

CHAPTER 2. LITERATURE REVIEW ................................................................. 15
  Introduction .................................................................................................... 15
  Saudi Arabia as a Developing Nation ............................................................. 16
  Impact of Social Norms on Women ................................................................. 17
  Factors That Influence Modernization and Societal Wealth ......................... 20
  Women as Entrepreneurs .............................................................................. 21
  Women’s Education ....................................................................................... 24
  Home Economics at a Saudi Arabian University ............................................ 24
  Theoretical Background ................................................................................. 27
  Studies of Entrepreneurial Potential ............................................................... 27
  Krueger and Brazeal’s Model of Entrepreneurial Potential (MEP) ................. 30
  Modification of the MEP for the Current Study ............................................. 35

CHAPTER 3. METHODOLOGY .......................................................................... 39
  A Phenomenological Approach ..................................................................... 39
Thematizing .................................................................................................................. 40
Designing the Research ............................................................................................... 41
Instrument Development .............................................................................................. 41
  Sampling .................................................................................................................... 43
  Interviewing ............................................................................................................... 45
  The Interview Process ............................................................................................... 46
The Researcher’s Interviewing Experience ................................................................. 49
Transcribing .................................................................................................................. 50
Translating .................................................................................................................... 51

CHAPTER 4. RESULTS AND DISCUSSION.................................................................. 52
  Demographic Profile of Participants ........................................................................ 52
  Student Profiles ......................................................................................................... 52
  Businesswomen Profile .............................................................................................. 54
  Data Analysis Process ............................................................................................... 57
  Analyzing ................................................................................................................... 57
  Verifying .................................................................................................................... 59
  Reporting .................................................................................................................... 59
Comparison of Students and Businesswomen Groups’ Interview Results .................. 60
Students’ Interview Results .......................................................................................... 65
Businesswomen’s Interview Results .......................................................................... 71
Analysis of Students’ Results ...................................................................................... 77
Analysis of Businesswomen’s Results ......................................................................... 79
Conceptual Models ...................................................................................................... 83
  Students’ Personal Factors ....................................................................................... 85
  Students’ Environmental Factors ............................................................................ 85
  Businesswomen’s Environmental Factors ............................................................... 89

CHAPTER 5. SUMMARY AND CONCLUSIONS............................................................ 91
  Introduction ............................................................................................................... 91
  Summary of the Study ............................................................................................... 91
  Summary of the Findings ......................................................................................... 92
  Implications and Recommendations ......................................................................... 95
Researcher’s Reflection .................................................................................................................. 97
Role of Government and Business Assistance Programs ......................................................... 98
Conclusion ..................................................................................................................................... 100
Limitations ..................................................................................................................................... 101
Future Research ........................................................................................................................... 102
Report of Findings ......................................................................................................................... 103
REFERENCES ............................................................................................................................ 104
APPENDICES ............................................................................................................................. 120
Appendix A: Institutional Review Board and Permission Documents................................. 120
Appendix B: Student Survey Instrument ................................................................................ 129
Appendix C: Student Interview Questionnaire and Responses ............................................. 131
Appendix D: Businesswomen Survey Instrument .................................................................. 209
Appendix E: Businesswomen Interview Questionnaire and Responses ............................ 211
Appendix F: Script for Interview Appointment With Students .............................................. 255
Appendix G: Informed Consent Document for Students ........................................................... 256
Appendix H: Script for Interview Appointment With Businesswomen ............................... 259
Appendix I: Informed Consent Document for Businesswomen .............................................. 261
LIST OF TABLES

Table 4.1. Demographic Survey Results, Undergraduate Students.................................................54
Table 4.2. Demographic Survey Results, Businesswomen..............................................................56
Table 4.3. Results of the Interviews..................................................................................................60
Table 4.4. Analysis of Interview Data...............................................................................................76
Table C1. Categorization of Students’ “Telling Phrases” and Sources of Influence.................202
Table E1. Categorization of Businesswomen’s “Telling Phrases”...............................................253
LIST OF FIGURES

Figure 2.1. Krueger and Brazeal’s Model for Entrepreneurial Potential (MEP)………………32

Figure 2.2. Modified Model for Entrepreneurial Potential of Female Family and Consumer Science Students………………………………………………………………………………37

Figure 4.3. Model of Influences and Entrepreneurial Potential of Saudi Arabian FCS College Students……………………………………………………………………………………………………84

Figure 4.4. Model Showing Influences on Businesswomen’s Perceived Entrepreneurial Potential………………………………………………………………………………………………………………………88
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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,
It is noteworthy that Khadijah 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

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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 Khadijannah 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 Khadijjah 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 Azjen, 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 (Azjen, 1991), in which individuals report their beliefs and intentions, and this information is then related to their conclusions relative to starting a new business.
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 Khadijjah 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)

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

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, Businesswomen\(^\dagger\) \((N=9)\)

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

<table>
<thead>
<tr>
<th>Influence on Interests</th>
<th>STs</th>
<th>BW</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When realized</td>
<td>During school, doing tasks at home, at college; using Internet.</td>
<td>While getting work experiences (mostly outside of college) and exposure to outside influences; when learning certain skills.</td>
</tr>
<tr>
<td>• Who or what influenced</td>
<td>Parents, relatives, teachers, culture; interest in field; lack of other options.</td>
<td>Self-motivation, family support, desire for freedom.</td>
</tr>
<tr>
<td>• Future plans</td>
<td>Pursue higher education; get more experience; start business, if financial support available.</td>
<td>Watch the business grow and make it big; help community.</td>
</tr>
</tbody>
</table>

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.

- 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.

- 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.

<table>
<thead>
<tr>
<th>Perceived Feasibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aware of government programs</td>
</tr>
<tr>
<td>Only knew about private ones, which are advertised in media. Knew about them but most didn’t use.</td>
</tr>
<tr>
<td>• Business helpful to your family</td>
</tr>
<tr>
<td>Would help financially. Yes. Income needed; parents proud; not all husbands happy.</td>
</tr>
<tr>
<td>• Aware of types of assistance</td>
</tr>
<tr>
<td>Happy about programs after they found out about them. Assistance will help motivate women and help BW find good employees.</td>
</tr>
<tr>
<td>• When is best or right time to start</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Propensity to Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has abilities and skills</td>
</tr>
<tr>
<td>N/A Can communicate and understand others; have creative and business skills; have ambition, determination, and resourcefulness.</td>
</tr>
<tr>
<td>• Aware of hindrances and/or deterrents</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>• What feedback received</td>
</tr>
<tr>
<td>Community, especially men, not encouraging. Most encouraged by family. Relatives with misgivings eventually became more supportive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional thoughts and concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Other concerns</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
**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 Khadijah 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 Khadijjah 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**

*Interpretation of Findings: Comparison of Students (STs) to Businesswomen (BW)*

*Based on a Modification of Krueger and Brazeal’s MEP*

<table>
<thead>
<tr>
<th>Influence on Interests</th>
<th>STs</th>
<th>BW</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When realized</td>
<td>Students most influenced by home and school experiences.</td>
<td>BW more often influenced by experiences after, or outside of, home and school.</td>
</tr>
<tr>
<td>• Who or what influenced</td>
<td>Family relationships and traditions influenced interests.</td>
<td>Influenced by personal circumstances (e.g., divorce); determination to overcome obstacles; ambition.</td>
</tr>
<tr>
<td>• What will influence future plans</td>
<td>Immediate environment of family and school; cultural norms.</td>
<td>Practical needs; opportunities; the will to succeed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceived Self-Efficacy</th>
<th>STs</th>
<th>BW</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facing and overcoming challenges</td>
<td>Students lacked confidence and depended on family and others for guidance; listened to elders (part of religion).</td>
<td>BW self-confident, took risks, had good judgment; not affected as much by cultural norms.</td>
</tr>
<tr>
<td>• Taking initiative</td>
<td>Family and cultural norms lowered the students’ perceived self-efficacy.</td>
<td>Self-confident about taking initiative; resilient; better at seeking and recognizing opportunities.</td>
</tr>
<tr>
<td>• Seeking out new information</td>
<td>Students consulted family and relatives then seek other sources.</td>
<td>Careful to use credible sources and creative in finding them.</td>
</tr>
</tbody>
</table>
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

**Family**
- Religious values
- Immediate
- Extended
- Unity
- Resources

**Culture**
- Religious values
- Society
- Tradition
- Norms
- Resources

**Economy**
- Equity
- Wealth
- Balance
- Support
- Resources

**Education**
- Religious values
- Opportunities in higher education
- Equity
- Resources

**Influence on interests**

**Effects on perceived self-efficacy**

**Perceived desirability**

**Perceived feasibility**

**Propensity to act**

**Intention**

**Creditability**

**Potential**

**Solid lines = strong**
**Dotted lines = gaps**

Islamic values
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 Khuwaylìd 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 Khadijah 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 Khadijjah 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 & Uzkurt, 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 Khadijjah 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.
REFERENCES


APPENDICES

Appendix A: Institutional Review Board and Permission Documents

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Date: 6/14/2010
To: Amal Abdurqader Bassafer
31 MacKay Hall

From: Office for Responsible Research

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

IRB Num: 10-237
Submission Type: New
Exemption Date: 6/13/2010

Institutional Review Board
Office for Responsible Research
Vice President for Research
1138 Pearson Hall
Ames, Iowa 50011-2207
515-294-4566
FAX 515-294-2467

The project referenced above has undergone review by the Institutional Review Board (IRB) and has been declared exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101(b). The IRB determination of exemption means that:

- You do not need to submit an application for annual continuing review.
- You must carry out the research as proposed in the IRB application, including obtaining and documenting informed consent if you have stated in your application that you will do so or if required by the IRB.
- Any modification of this research should be submitted to the IRB on a Continuing Review and/or Modification form, prior to making any changes, to determine if the project still meets the federal criteria for exemption. If it is determined that exemption is no longer warranted, then an IRB proposal will need to be submitted and approved before proceeding with data collection.

Please be sure to use only the approved study materials in your research, including the recruitment materials and informed consent documents that have the IRB approval stamp.

Please note that you must submit all research involving human participants for review by the IRB. Only the IRB may make the determination of exemption, even if you conduct a study in the future that is exactly like this study.
FUNDING INFORMATION

☐ Internally funded, please provide account number: N/A
☐ Externally funded, please provide funding source and account number: N/A
☐ Funding is pending, please provide OSPA Record ID on GoldSheet: N/A
☐ Title on GoldSheet if different from above: N/A
☒ 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)

EHS Website

Office for Responsible Research/IRB 05/05/09
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

[Signature]

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.
Date: 8/17/2010  
To: Amal Abdulqader Basaffar  
31 MacKay Hall  
CC: Dr. Leah C Keino  
302 MacKay Hall  
Dr. Linda S Niehm  
1066 LeBaron Hall  
From: Office for Responsible Research  
Title: An Exploratory Study of Female Saudi Arabian Family and Consumer Sciences Students' Entrepreneurial Potential  
IRB Num: 10-237  
Submission Type: Modification  
Exemption Date: 8/18/2010  

The project referenced above has undergone review by the Institutional Review Board (IRB) and has been declared exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101(b). The IRB determination of exemption means that:

- You do not need to submit an application for annual continuing review.

- You must carry out the research as proposed in the IRB application, including obtaining and documenting informed consent if you have stated in your application that you will do so or if required by the IRB.

- Any modification of this research should be submitted to the IRB on a Continuing Review and/or Modification form, prior to making any changes, to determine if the project still meets the federal criteria for exemption. If it is determined that exemption is no longer warranted, then an IRB proposal will need to be submitted and approved before proceeding with data collection.

Please be sure to use only the approved study materials in your research, including the recruitment materials and informed consent documents that have the IRB approval stamp.

Please note that you must submit all research involving human participants for review by the IRB. Only the IRB may make the determination of exemption, even if you conduct a study in the future that is exactly like this study.
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  Phone: 515-294-9371; 515-294-9266
Dr. Leah C. Keino  Email Address: Niehmlin@mail.iastate.edu; Keino@iastate.edu
Correspondence Address: Department of Apparel Educational Studies & Hospitality Management

IF STUDENT PROJECT

Name of Major Professor: Dr. Linda S. Niehm  Phone: 515-294-9371; 515-294-9266  E-mail Address: Niehmlin@mail.iastate.edu; Keino@iastate.edu
Dr. Leah C. Keino  Campus Address: 31 Mackay, AESHM, Iowa State University
Department: Apparel Educational Studies & Hospitality Management

FUNDING INFORMATION:

☐ External Grant/Contract  ☐ 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
☐ Part of Training, Center, Program Project Grant – Director: N/A  Overall IRB ID No: N/A
☒ 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 assure 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: [Redacted]  Date: [Redacted]

Office for Responsible Research 3/12/2010
Student Projects: Faculty signature indicates that this application has been reviewed and is recommended for IRB review.

<table>
<thead>
<tr>
<th>Signature of Supervising Faculty</th>
<th>Date</th>
<th>IRB Approval Signature</th>
<th>Date</th>
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<tbody>
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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.

<table>
<thead>
<tr>
<th>NAME &amp; DEGREE(S)</th>
<th>POSITION AT ISU &amp; ROLE ON PROJECT</th>
<th>TRAINING &amp; DATE OF TRAINING</th>
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<tr>
<td>Basaffar A. Amal, Ph.D candidate</td>
<td>P.I.</td>
<td>9-12-2006</td>
</tr>
<tr>
<td>Linda S. Niehm, Ph.D</td>
<td>Co-Major professor</td>
<td>6-5-2006</td>
</tr>
<tr>
<td>Leah C. Keino, Ph.D</td>
<td>Co-Major professor</td>
<td>11-18-2002</td>
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**SECTION II: CONTINUING REVIEW**

Part A: Enrollment Status

1. ☑ Yes ☐ No Is the research permanently closed to the enrollment of new participants?
2. ☑ Yes ☐ No Have all participants completed all research-related interventions?
3. ☑ Yes ☐ No Does research remain active only for long-term follow-up of participants?
4. ☑ Yes ☐ No Are the remaining research activities limited to data analysis? OR
5. ☐ 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.

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<thead>
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<td>Number of Screen Failures (participants who were screened and deemed ineligible) to date: 0</td>
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<th>Check below if this project involves:</th>
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</thead>
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<td>☐ Age Range of Minors:</td>
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<tr>
<td>☐ Pregnant Women/Fetuses</td>
<td>☐ Cognitively Impaired</td>
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<tr>
<td>☐ Secondary Analysis</td>
<td>☐ Pathology/Diagnostic Specimens</td>
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<td>☐ Cognitively Impaired</td>
<td>☐ Existing Data/Records</td>
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<td>☐ Pathology/Diagnostic Specimens</td>
<td>☐ Prisoners</td>
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List Below the Estimated Percent of the Total Enrolled That Are Minorities

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<td>Black (Not of Hispanic Origin): unknown</td>
<td>Hispanic: unknown</td>
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</table>

Office for Responsible Research 3/12/2010
سلامها الله

سعادة الباحثة/أمال بنت عبدالقادر باصفار

السلام عليكم ورحمة الله وبركاته... وبعد:

إشارة إلى خطابكم رقم (بدون) بتاريخ 1431/3/15 هـ، والمتضمن طلب الموافقة على تطبيق
استباقكم الخاصة بدراسة المطولا للجامعة العلمية للجامعة التي بعنوان:
"دراسة استماعية في رغبة طالبات الاقتصاد الدولي في المملكة العربية السعودية في
تنظيم المشاريع الصغيرة والطرق الحدبية لجهة تنفيذ الوظيفة الحكومية"

تنفيذ حكم بجان المجلة لا تتم على ذلك ونأمل التحكم بالتنسيق مع سعادة
dكتورة/خليفة بنت سعيد مسفر نادر - عميدة جامعية الفنون والتصميم والهندسة.

وبفضل في تحياتي...

وكيل الجامعة
للدراسات العليا والبحث العلمي

أ.د. غازي بن يحيى زكرياء د.د.و

رقم: 14/3/1343
التاريخ: 14/3/1343
المشورة: 14/3/1343
المجلس: 2000
المؤلف: 0573337778
الملكة العربية السعودية - مكة المكرمة - المزية - ب 710

سعادة / مشرفة قسم .....

السلام عليكم ورحمة الله وبركاته ..

بالإشارة إلى خطاب مشرفة قسم الملابس والنسيج رقم (17/208/ق.م) بتاريخ (17/3/1431هـ) والمتبقي رغبة المبتعثة Áمك بنت عبد القادر باصفار القيام بدراسة لإعداد رسالة الدكتوراه وبناءً على موافقة مشرفة القسم نفيد سعادتكم بأنه لا طاقة لدينا من تسهيل الإجراءات للمبتعثة.

ونرجو منكم التعاون معها لعمل اللازم.

وتفضلوا بقبول وافر التحية والتقدير ..

وكيلة الاقتصاد المنزلي

د. نهلا بنت محمود فهوجي
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. \textit{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. \textit{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. \textit{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. \textit{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. \textit{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. \textit{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. \textit{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. \textit{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. \textit{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 “Schleshl” 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.
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.*
يمكنية تنظيم المشاريع النسائية الصغيرة لطالبات علوم الأسرة والمستهلك (الاقتصاد المنزلي)

أثر الاهتمامات التعليمية:

1. أدركت اهتماماتي في هذا التخصص بعد أن كنت أدرس في المرحلة الثانوية، حيث كنت أدرس قسم الاقتصاد المنزلي، وكان القسم يركز على موضوعات من الحياة الاقتصادية، مثل الإدارة المالية، والتغليف، والتسويق.

2. إن التخصص كان البداية للاهتمام بنموذج العمل الذي يتميز بالنمو المستمر، حيث يتم إعادة التدوير المستمر لمواد القماش والسيارات، كما يتم استخدامā قابل للتحلل في القمامة.

3. أدركت اهتماماتي في هذا التخصص خلال رحلة التعلم في مركز Alémno، حيث تم استخدام تقنيات التدوير المستمر لمواد القماش والسيارات، مما أدى إلى تحسين كفاءة استخدام المواد وتحفيزها في الحياة اليومية.

4. أدرك اهتمامي في هذا التخصص بعد أن كنت أدرس في المرحلة المتوسطة، حيث كنت أدرس القسم الاجتماعي، وقد تم تدريبي في القدرة على التعامل مع مصاعب الحياة اليومية، مما أدى إلى تحسين كفاءة استخدام المواد وتحفيزها في الحياة اليومية.

5. أدرك اهتمامي في هذا التخصص بعد أن كنت أدرس في المرحلة الثانوية، حيث كنت أدرس القسم الاجتماعي، وقد تم تدريبي في القدرة على التعامل مع مصاعب الحياة اليومية، مما أدى إلى تحسين كفاءة استخدام المواد وتحفيزها في الحياة اليومية.

6. أدرك اهتمامي في هذا التخصص بعد أن كنت أدرس في المرحلة الثانوية، حيث كنت أدرس القسم الاجتماعي، وقد تم تدريبي في القدرة على التعامل مع مصاعب الحياة اليومية، مما أدى إلى تحسين كفاءة استخدام المواد وتحفيزها في الحياة اليومية.

7. أدرك اهتمامي في هذا التخصص بعد أن كنت أدرس في المرحلة الثانوية، حيث كنت أدرس القسم الاجتماعي، وقد تم تدريبي في القدرة على التعامل مع مصاعب الحياة اليومية، مما أدى إلى تحسين كفاءة استخدام المواد وتحفيزها في الحياة اليومية.

8. نعم، أدرك اهتمامي في هذا التخصص بعد أن كنت أدرس في المرحلة الثانوية، حيث كنت أدرس القسم الاجتماعي، وقد تم تدريبي في القدرة على التعامل مع مصاعب الحياة اليومية، مما أدى إلى تحسين كفاءة استخدام المواد وتحفيزها في الحياة اليومية.

9. أدرك اهتمامي في هذا التخصص بعد أن كنت أدرس في المرحلة الثانوية، حيث كنت أدرس القسم الاجتماعي، وقد تم تدريبي في القدرة على التعامل مع مصاعب الحياة اليومية، مما أدى إلى تحسين كفاءة استخدام المواد وتحفيزها في الحياة اليومية.

10. أدرك اهتمامي في هذا التخصص بعد أن كنت أدرس في المرحلة الثانوية، حيث كنت أدرس القسم الاجتماعي، وقد تم تدريبي في القدرة على التعامل مع مصاعب الحياة اليومية، مما أدى إلى تحسين كفاءة استخدام المواد وتحفيزها في الحياة اليومية.

11. أدركت اهتماماتي في هذا التخصص بعد أن كنت أدرس في المرحلة الثانوية، حيث كنت أدرس القسم الاجتماعي، وقد تم تدريبي في القدرة على التعامل مع مصاعب الحياة اليومية، مما أدى إلى تحسين كفاءة استخدام المواد وتحفيزها في الحياة اليومية.
المشروع التجاري الذي أذكره أكي، لن يكون في مجال تخصصي، فإنه أكثر من مجرد مصطلح خاص لا هوائي الطبي، وغريب في تحسين المفاهيم، من المواد التي ندرسها في هذا التخصص مادة (مشروعات خاصة) وهذه المادة ساعدتنا كثيراً في التفكير في المشاريع، وخدمتنا من ناحية شخصية، حيث نمت في روح التشاركية في تنظيم البارات أيضاً.

لقد فكرت في عمل مشروع تجريبي منذ الستين الأول، وشاركت في معرض صناعي في مدينة ينبع، الذي تنظمه الجامعة عدة مرات. وكانت هذه النقطة الإبتكارية، في نشرات أطع دراسي وموضوعي وفي عمل مشروعات أخرى، فازت على اللقب الماس والماس.

وعلى الجليل.

لقد وجهت اهتمامي كله إلى البداية نحو الدراسة فقط، ولم أكن أستغرب ماهية القوانين، وقد أستعنى كثيراً قبل قم في هذا المجال، وهويته الفنية، كانت الوالدة تدمني كثيراً، وكانت دائماً ماتزال لوحاتها إبراز الطالبة والمدرسة.

من المدرسة الثانوية، حيث كنت أخطط لدخول قسم الاقتصاد المزارعي لأحش الأعمال البديعة. المواد المدرسية التي كنت ندرسها في المراحل الأخيرة لم تكن نقدر من الكتابة، ولكن قلنا أحبش هذا القسم لأنه يمكنني أن نحن الخصائص الأقرب إلى رغبي، وهويته الفنية.

من المدرسة الثانوية، أدرك أني أحب المواد العملية أكثر، فالنفسي أحب أن أصم.

لكن أدرك ذلك منذ المدرسة الثانوية، فانا أحب الدرس والمدرسة في ذلك الوقت كانت تساسا وجعلنا نحب المواد وكانت تعني.

اهتماماً شديداً للطالبة وتعل بالأوقات الهواية والرغبة، وناست معنوي درس، وناست الفنون، وناست المدرسة.

من المدرسة الثانوية، فقد كنت أحب أرسم بالإضافة إلى ذلك أختي كانت تقوم بالرسم.

من المدرسة الثانوية، حيث كانت المدرسة تنهزم بمبادئ الاقتصاد المزارعي وكانت الوالدة تشغيلي، وتعلوني مني عمل الحلويات مثل البطبولة بإضافة إلى ذلك فالوالدة على علم أنني لا أطيح بخا داً عن فرادة الأطعمة.

ونظرنا لعدم وجود هذا التخصص في كلية ينبع التي تدرس تربية فقط حضرت إلى مدينة جدة لحفله هذا التخصص.

سبق أن ذكرت أن كفيلتي الحفظ في التخصيص، وقد كانت رغبتي أن أكتب هذا التخصص، وقد كانت رغبتي أن أكتب هذا التخصص، وقد كانت رغبتي أن أكتب هذا التخصص.

والحمد لله توفقت في دراستها، المعلم، من ما ذكرت أنا، ولقد كانت رغبتي دراسة اللغة العربية.

أثناء الدراسة أحسنت أن ميولي متوجه إلى نفس تخصصي وخاصة مع التطورات الدورية لبرامج التصميم، وحاليا أنا أدرك أن أطرف نسي من هذه التحديات، وانظم برامج أخرى في الوقت الحالي أقوم برامج برنامجي من برامج التصميم، وفي بيتي أنا أتوسع في دراستهما مع محاولة تعلم برامج جديدة، وإن شاء الله كافح، كافح للدراسة، هذا التخصص.

كان رغبتي في البداية الدخول في مجال استفادة منه كعملية التخصص، ولكن قدرت أن تحقق بقسم الاقتصاد المزارعي ومن خلال

الدراسة أحبست هذا التخصص، وواصلت دراستها بالمزيد من العناية، يوما أخرى من أهمية هذا التخصص.

كانت أرغب في الدخول في مجال التصميم الداخلي منذ المدرسة الثانوية، ولكن هذا التخصص لم يكن موجوداً سوى في منطقة جدة، فنظرنا لإفتراضي في منطقة مرتبة مكة بمكتبة التخصص بدارة، والذي بدوره، أفرض التخصص إلى التصميم الداخلي.

من البداية، نظراً لانطلاق هذا التخصص، وبين أفراد العائلة، كما يوجد لدي ميولي الخاصة نحو الأوطان والفنون في عمليا,

لاحظت هذا الاهتمام من المرحلة الابتدائية لتفعيل الأنشطة البديلة، فاتحقت بهذا القسم وانتقلت بهذه المجال.

من المدرسة الثانوية، ما دفعني إلى دخول معهد مدني، فأنا أحب هذا التخصص، وأود مشروع مرتبط به.

عندما التحقت بالمعهد المهني الثانوي، كانت لديني مادة (تكشف واستناء) فاستناء منها، وشجعتنا الاستاذة على عمل أمي، استناء منها، وشجعتنا الاستاذة على عمل أمي.

نظراً لدراسة الوالدة لتفعيل التصميم الفني، تمنى لديها منذ الطفولة حب هذه المادة، بالإضافة إلى ذلك الاستفادة من خالق الذي

يداً على الإخراج والإبداع.
منذ المرحلة الثانوية، كان هناك تشجيع كبيرا من ناحية الأسرة. لم أكن أشعر في البداية بوحدة الدافع أو توفير الناحية الفنية ولكن تشجيع والدي منحتي الحافز للانطلاق بهذا التخصص. ومن خلال الدراسة اكتشفت أن لدي هواية وفون وقدرة على الاستمرار في هذا المجال.

عندما التحقت بهذا التخصص، فقد كان لدي هوية (الأعمال اليدوية) من الصغر وحصلت على الشغف عندما التحقت به.

أدركت هذه الاهتمامات منذ المرحلة المتوسطة، فقد أحببت هذا المجال بسبي مولي الذي تطور وأصبح موهبة بالإضافة إلى ذلك أمي وعمرتها اللاتين امتن الخبطة.

أدركت اهتمامي بهذا التخصص منذ السنة الثانية في الكلية، تعلم قدراتي في مشروع مرتبط بالاقتصاد في مجال الفنون، الذي التحقت به قسم تصميم أزياء وفنون شكلية، ولكن ليس لأجل الخبطة، بل حتى لي آمل أن أقبل إلى الخبطة فنحن فهمت أنه أفتح مشاريع صغيرة عن تصميم الأزياء.

أدركت ذلك منذ المرحلة الثانوية، المناهج لم تكن بذلك القدر من الجو، ومن خلال طرفي(constantly) على الإنترنت بالإضافة إلى ذلك رغبتي الشديدة بالانطلاق بهذا التخصص.

ما هو المعلم المؤثر الذي دفعتك إلى دراسة تخصص علوم الأسرة والمستهلك؟ (مهارات اليدوية، فرص عمل أكثر أو حاجة المجتمع لتمل هذا التخصص؟)

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

2. الرغبة والمهام، أنا أحب المواد العملية ( שאلتيا، كلاصص) أكثر من النظرية، وتعزيزات رغبة شديدة

3. كعمل معرفي مثالي.

4. الاهتمام الحقيقي بدأ من الكلية مع أن الدراسة في الكلية يعني أن هناك ذلك القدر من الجو، فكننت اضطر إلى الاطلاع على الشبكة الحكومية والمندوبات لكي أتعلم فأحسنت أن هذا هو مولي.

5. لقد التحقت بقسم الاقتصاد المتزلي لكونه القدر الوحيد المتاح في ذلك الوقت بالنسبة لتي لم أكن أميل إليه، ولكنني أحببت جدًا أثناء الدراسة، خاصي الحماس والنجاح، وصارت منه كل شيء.

6. بعد دخولي الكلية، كنت نزلة الفكرة السائدة في المجتمع أن تخصص الاقتصاد المتزلي يشير على الطبيعة الخبطة فقط، ولكن أثناء الدراسة أدركت أن التخصص من طريقة أفضل. عرفت أهمية هذا القدر أثناء تطبيق المهام التي أدرستها عن طريق التدريب المهني. أنا أشعر بأنه يجب أن أبدأ عمل مشاريع يفيد جميع الفئات في المجتمع، وصارت الجودة أمي في مجالها ووجهتني للدخول إلى هذا القدر عن طريق جودة الخبطة في البداية، بالرغم من عدم وجود الخبطة لدي في البداية.

7. بصورة ما، بعدما تخرجت من المرحلة اليدوية كنت أشعر أنني نزلة في صحي أو مركز تعلمي ولكنني تزودت وأتممت دراستي من الممكن أن أعمل دورات في نفس التخصص في حمص المراكز (تدريب للمعلمة مثلا).

8. لقد كنت الوالدة تشعر في بشكل كبير، وكانت هناك استجابة في القبول والتسجيل شجعتي أيضًا على الدخول في هذا التخصص، عندما كنت لي شجعي في هذا المجال.

9. هذا التخصص جدًا مفيد، ولكنه غير مروف من قبل المجتمع، فكلة الصفة أنها مقتصر على مهارات الخبطة فقط. يوجد لديها طاقات كثيرة، قد قمت أنا وطلابات كلية بتنظيم برامج كبير وعملنا دورًا (حيلة بلا ترتيب) بالإضافة إلى ذلك، فلا تكتمل عادة بضمانات.

10. كنت أريد أن تكون تخصص الاقتصاد المتزلي لشعرتي بأنها أفضل، بالإضافة إلى تشجيع الوالدة وأصدقاءي في المدرسة.
بعد المرحلة الثانوية، كنت أريد أن التحق بقسم الاقتصاد المالي لشعوري بأنه الأفضل، بالإضافة إلى تشجيع الوالدة وأصدقائي في المرحلة الثانوية كن يدرسون مادة الاقتصاد المالي، فقد حببني بهذا القسم ومن ثم نشرت مسار دراستي إلى إداره مكتبة ومواد.

11. أحببت قسم الاقتصاد المالي منذ المرحلة الإعدادية، ونظرت لي بكونه في مجال الفنون. لقد التحقت في الدبلجة قبل أن تقدم التعليم في الجامعة الأكاديمية، ودراست أو اقتصاد مالي فذلها لأني أحب الأعمال اليدوية.

12. والهندسة والاقتصاد المالي يحتوي على مواد عملية أكثر من غيره.

13. أدرك ذلك عند معرفة أن الكثير من المناهج في المجالات التي تقوم بالإشراف على هذه الدبلجة ما يكون من واحد من الأشياء. كنت أريد أن أكون في التخصص.

14. وأخيراً نلتزم بمجال الفنون، ودراست أو اقتصاد مالي فذلها لأني أحب الأعمال اليدوية.

15. صعب بديء (الذي أتمنى أن يكون في الجامعة).

16. ومن أهم العوامل المؤثر في الدبلجة إلى دراسة هذا التخصص تشجيع ودعم الأهل عندما نمساو مهني ويداعي وبرغوا في تطوير ذلك تدريجي.

17. التكة والغة الشديدة. أنت وأختي ندرس في نفس التخصص. لقد التحقت بهذا التخصص نظراً للفنون ودرجة الشدة.

18. لن أستطيع أن أستسلم لمجال الفنون أو اقتصاد مالي. لا يمكنني أن أشعر بالضيق في هذا المجال.

19. من أهم العوامل المؤثر في الدبلجة لأني أحب الأعمال اليدوية، ولكن الفنون.

20. أكثر عامل دفعني إلى دراسة هذا التخصص الرغبة، حيث كانت رغبة وطماني أن أصبح أصحاب خلاصة تذكارية، إنه توفرني بناء على تفاصيل هذا القسم.

21. من المعلوم تكذب من أنه كان له، ولكن يوجد اثنين من الرغبة هذه الدبلجة.

22. كما أرى أن يشترط في اقتصاد مالي فذلها لأني أحب الأعمال اليدوية، وأنا أحب عمله.

23. تطبيق ل🔧الاقتصاد إلى رغبة الشخصية، وكان الأهل مماثلين جميعاً.

24. بدأ بالدبلجة بعد أن نشأ في دبلجة جيوشي وتلاقي قدرية، ودراست أو اقتصاد مالي، فشعرت أثناء الدراسة

25. وسادة الأهل لي... وكانت جميع الإمكانيات متوفرة سواء كانت مادياً أو معنوية.

26. لقد أحببت هذا التخصص منذ المرحلة الثانوية وعملت على ترجمي في آساتي التي كانت تدرسني وعمتي أيضاً التي.

كانت تدرس التخصص في ذلك الوقت.
كان لهذه المشاريع (التي قمنا بعملها داخل الكلية) الفضل في رفع المستوى المادي لي ولأسرتي، بالإضافة إلى منحى فرصة الاعتماد على نفسي بخصوصي على دخل بيئتي.

28. تتمي حسب هذا التخصص فيما من الصغر مثل ما ذكرت سابقا وهذا ما تشيّعي للالتحاق به.

29. العالم الأساسي هو المجتمع طبعا، وفترة الوظائف في وقتنا الراهن. فانا أشعر انه من الأفضل الحصول على مهنة تسامحني على العيش في هذا الزمان.

30. كانت رغبيا دخل خصصني إحياء، ونظرًا لشعورني بان هذا التخصص سيعتبر من الاهتمام بسيرة التحقيق بخصوص.

31. علم الأزمة والمستقبل، دفنتي في الطبيعة وحنبي للابتكار وعمل الأشكال البدنية للالتحاق بهذا التخصص، ثم امتهنت عمل بعض الأعمال الفنية التي أشعل وقت فراغي.

32. قبل الالتحاق بهذا التخصص كنت أبحث عن قسم يدعم الرسم والأشكال البدنية، ففي الجامعة وجدت فقط فني ولكن عندما التحقت بهذا التخصص دركت انه يوافق مع رغبي حيث يدانا نفسية، ونستطيع على القلم، لم تكن الرغبة التي دفعتني إلى الالتحاق بهذا التخصص، فقلت التحقت فيه قبل كما لكيماي شعرت بأنني مجنمي. عندما ملت من بعض الأعمال الفنية التي شاركت بها في معرض الفنانين الخاصين بالتوهجة إلى هذا المجال.

33. لقد أحببت عندما التحقت به خصوصا خصصني تخصصي وعلم أطعمة، فمن خلال الدراسة عرفت فوائد الغذاء وطرق الاهتمام بالرشاقة ومكن أن استفيد مني في حياتي.

يس. ما هي خططك بعد التخرج؟

1- أكمال دراستي العليا بجانب قصد مركز تعلم الكروشيه وتصميم الأزياء والإشكال الفنية مثلما ذكرت سابقا.

2- لم أجد بعد التخرج ساقط في الالتحاق بمجالات عدة (إعادة الدراة في تخصص آخر في الكلية، التدقيق للمؤسسة). ولقد طلبت مني مشرفة وزارة التربية والتعليم برنامج (صنع بيدي) المشاركة بإعطاء دورات تدريبية للطلاب في إحدى المراكز الصغيرة عن تصميم الأزياء عن طريق برنامج الفيوتيوب وعمل الإكسسوارات فيكن الكروشيه (فانا أشعر بأنني امتلك القدرة على التدريب وشارك في بعض الأنشطة في عدة قطاعات) أحاول أن أكمال دراستي العليا.

3- لدينا الخطة، ولكن حاليًا أفقت من شجعني في إكمال دراستي. فرغمي برفض ذلك ولكن مازلت أجاهد لأكمال الدراسة، ومواقف دواليب العليا، ليس بالضرورة أن أعمل أن أطغائي يكونون عنايم علي دون ذلك، ولكن في ظل مني أن الأم يجب أن تكون متبقية وواجدية.

4- لم أحدد إلى الآن، ولكن أفضل أن يكون موضوع خصصني في مرحلة الماجستير في مجال التصنيع، ولكن الذي يعنى عدم وجود دراسة دكتوراه لهذا التخصص مع أن بلانا حاجة به، ومع ذلك إذا صفاها للدراسة لأن المصالح العربية لا تلبى احتياجاتنا في حالة عدم أكمل دوري دراسي في جامعة أ.م. القري.

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6- كانت أعمل في البداية في مركز صيفي تعليمي دورات تدريبية، وفي نابين أنا أدبه إلى هذه المركز لأرى ما تقدمه من خدمات، وواصل الساعدي على دراسة احتتاجات ومتطلبات المجتمع قبل البدء بعمل المشروع.

7- لقد تقدمت حاليا للحصول على وظيفة معيد، فقد كتبت الأولى على دفعتي. إذا لم يتيسر لي أن أصبح عضو هيئة تدريس ساينسب.

8- سأقرن دراستي للحصول على الدكتوراه، وإن أعمل مشروعي الخاص إما في مجال التغذية أو الملايين وأفضل أن يكون في مجال التغذية.
إن شاء الله أتوفق في الحصول على بعثة وأقوم بدراسة الماجستير، وارغب في التخصص في إدارة السكن أو الطهي، ولكن المشكلة تكمن في عدم وجود بعثات على حساب الدولة إمامجسي الطبي. أفكر أيضاً بأن أقوم بفتح مشروع خاص يعتمد دراسي للماجستير، وفي حالة عدم تسرع ذلك سأركز على دراسي للماجستير.

- إكمال الماجستير والدكتوراة وافتتاح مشروع بعد ذلك.

- إن شاء الله أن أحصل على وظيفة وأقدم دراسات علياً. أفضل أن يكون عندي رأس مال قليل بدء في المشروع.

- أفكر في إكمال دراسي للماجستير للحصول على الاحترافية. خطتي بعد التخرج فتح مطعمين رافيا مميزاً، لذلك يجب أن أكون مهماً بالكامل وأن أحصل على دورات تزيد من مهاراتي في هذا المجال بالاتصال بمركز تدريبيةشم اوتراتيب وديكور البيت.

- ولكن أشعرها عالية وبعد ذلك افتح مشروع.

- أرغب في إكمال دراسي و修士 في دراسة القانون وأطموح مدرسته بترغب في إعداد مشروع الذي سافرناه بعد الدراسة وأطوره. بالإضافة إلى المهارات التي امتلكتها قبل الدراسة أخذت معرفة جيدة عن الإدارة والتسويق وكيفية تنويج العمل.

- السلم فائق في ذلك كثيراً.

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 المنا.capitalize() - من ضمن خططي فتم مقل ديكور إن ااء الله وإعادب تصورع للمواد التالف  وااستفادب موها

إن ااء الله أكمل دراستي ال لرا

ميل ما  ك   آنفا سأمدأ مدراسص (إدارب أع مصل فROLLING LINE)

إ ا كصان لصدي الإمكانرصا  سأسصاف  إلص  الخصارج لكصي اكتاصب الخبص ب مصن حرصث

ا يوجد لدي خط

أتموص  أن اع

نوي أن ادرس اانرلرقي  وأكمل دراستي لكي أصبم أخصائر  تلذي  فصي الماتشصف  ممكصن أن أمصدا

لل رام م مل مش وا صلر يفال م د التخ ج من الرام ه وم صد البقصث عصن عمصل انصي مقاجصه الصي وظر

في المرحلة الثانوية كنت أثير الإذاعة المدرسية وأجهز وقعت نازغة إنتصرت فيها المبادرة يمن في الصفي ...

1. أحب دائما أن اعمل عملا ممرقا وأن أاارك في ورش ال مل التصي ت صام مالكلرص  ، سصواء م ص ث الأفكصار أو مال مصل ، كمصا أن

2. أحب أن أمادر وأاارك مال أي مط   الأفكار خاص  عود إبام  ورش عمل مالكلر

3. فصصي الم حلصص  اليانويصص  كوصصت أديصص  الإ اعصص  المدرسصصر  وأجهجهصصا وبصصد نالصصت إعرصصاب الرمرصصع ولكصصن فصصي الرام صص  مصصص اح  وجصصد  الصص و

4. إن من طب ي إ ا كان لدي القماس ل مل ايء م رن أبوم مه ،

5. إن من طب ي إ ا دني القماس ل مل ايء أحب أن أمادر م مله ، فل د أحببت مادب ملامس ت لردي  جصدا واح صت عصدم وجصود

6. كوت أبوم في الم حلص  المتوسصط  واليانويص  فصي حصص  الوشصاط ماخترصار المواضصرع وإعطصاء الطالبصا  دورا  تدريبرص   عصن

7. عاننا أحب المشارك  في وراا  ال مل مالرام   اكتااب خب ا  اكب

8. إن من طب ي إ ا كان لدي القماس ل مل ايء م رن أبوم مه ، فل د أحببت مادب ملامس ت لردي  جصدا واح صت عصدم وجصود

كانت أقوم في المرحلة المستوية والثانوية في حرص الشتات باختصار المواضيع وتحضير المهام صلى وهو يمن في المهر...
أنا دائما أحب المبادرب، سواء كان العمل فدي أو جماعي.

لقد كنت أحب المبادرب (بالشارك مع مجموعة من الطالبات) بتنظيم احتفالات في الأفكار. وحرصت على تقديم الفوائد، وذلك بطرق الأفكار التدريبي يناسب كل حالة.

لا تخطر على بالي حاليا أي حالة، ولكن كاتبنا اشتكى من الأفكار في الرسالة الأخيرة. أمضى كاتبنا عدة أسابيع، ولكن الأفكار لم ت_PKG.

أنا دائما متمسك بعمل جماعي، ولكن الأهل وخاصاً الوالد. أحب أن يكون عمل جماعي، ولكن إذا كان العمل فدي، يجب أن يكون حكماًً، حتى لا يشعرن بالظلم.

لا يخطر في بالي أي موقف حاليا، طباعاً أباد باتخاذ قراري الشخصي ولكن لا يوجد منه المشورة، ولكن بابروي براري بالاختيار إذا ما كان عمل جماعي.

أباد بابروي بعمل جمدي، ولكن الأهل وخاصاً الولد، يجب أن يكون عمل جماعي. لذا أحتاج إلى مشورة ودعم.

لا يخطر في بالي أي موقف حاليا، طباعاً أباد باتخاذ قراري الشخصي، ولكن لا يوجد منه المشورة، ولكن بابروي براري بالاختيار إذا ما كان عمل جماعي.
لقد بدأت بداية بالاشتراك بمشروع صغير لإحداث التعاون، مكون من خمسة طالبات، ثم تطور وكثير من ثقتي في الصحف المحلية والتعليمية، ثم أخذ قراريات بنفسي من المراهنات المتبقيات.

منذ المرحلة الثانوية حتى الوقت الحالي قمت بمبادرة الاشتراك في معارض عديدة.

لقد قمت بالاشتراك في مرة في بعض المعارض والمشاريع التي تم التعرف عليها بصورة عكسية، فأن أحب أن أعمل شيءً مميزًا يستفيد من المجتمع.

لا أحب المبادرة وأسابع أصدقاءي في العمل جماعي، ولكن طبقة المجموعة التي تحدد لي المبادرة بالتعاون معهم.

من ناحيتين، فأنا أحب العمل الجماعي مع فريق مكون من المقربين من أصدقاءي كما أحب أن يكون توفير الأعمال واضحاً قبل بداية أي عمل لكي لا أشعر بالظلم.

أحب أن أشارك في المشاريع التي تقام بكتوة في الكلية، كما أحب أن أقدم المساعدة إلى غير.

أنا أحصل على مقصدي في المجموعة التي أعمل معها، بالإضافة إلى طرح الأفكار. ونظراً لضيق الوقت لدينا.

أحب أن أشارك دائماً، وقد شاركت في كتابة مقال عادي في مجلة الكلية.

بالمثل، كانتأتتفق في اجتماع الفنانين والطلاب، ويعملوا في تطوير الفنون، التي تمت المبادرة بها، للكي يصل إلى مهنة الإتقان في أعمالهم.

أحب أن أشارك دائماً، ودائم أن أعمل في المشاريع التي تم التعرف عليها من المراهنات المتبقيات.

أحب أن أشارك دائماً، ولدي أن أردت في كل مرة في المجالي، ولكن دائماً، وأحب أن أشترك، واحصل على الأفكار، وأحب أن أطلق، وأحب أن أعمل ما أراه.

5. اختياري عن التحديات التي واجهتها في إحدى المواقف وما هي القرارات التي اتخذتها بدون أي توجيهات؟ كإصرار على عمل

شيء مقتضبة فيه؟

التحالي في هذا القسم كان عبارة عن مغالاة بالنسبة لنا، وقائمة ببعض النقاط من قليل الأهل والكمي والحميد الله.

عتمد هذا القسم معهداً على رأي الشخصي.

أخذ قراريات بنفسي في بعض الأمور التي استندت قبل القدرة في التعامل معها، ولكن بعض الأمور تحتاج إلى الاستشارة وأخذ الرأي من الآخرين.

غالباً أنا أكتب الاستشارة، ولا أقرر بنفس فاستشير زوجي وزمولتي للأخذ الأراء.

إن من أكبر التحديات التي واجهتها إلى الآن معرض الأهل لحاسبي (فتح مشروع تجاري) وفضلهم فكرة التدريس.

بالمثل، كانت تتوقع في كليتي، والصانع، والإمكانات، هناك صناعة الفنون، ولكن دائماً، أحب أن أعمل ما أراه، لكي يصل إلى مهنة الإتقان في أعمالهم.

إن من أكبر التحديات التي واجهتها إلى الآن هي فتح (مشروع تجاري)، ولكن الأهل عرضوا الفكرة واننا لا أحب فكرة التدريس.

قبل التدريس لم رحلة الماجستير كنت أرغب في عمل مشروع فاستشرت الأهل ورحبوا بالفكرة ولكنهم نصحوني بالتفكير في رأس المال، المكان، الإعدادات، الإمكانيات، فإذن قررت، أرى أنه من الأفضل أن أبدأ بالعمل ضمن فريق. قد سمعت عن مشروع باب رزق جميل، ولكن كلما إلى مسار يبدأ يدعم فقط خريجات الثانوية. وباختصار، إذا كانت الفكرة إذا احتاجت إلى مساعدة من أي جهة عند البدء في المشروع، فهذه المهنة مساعدة ماتها فقط ولكن نحن نحتاجها أي توجهات.

6. في الأمور، يمكن أن استمر من أصحاب الخبرة وأحبصل منهم على الأفكار. وتمكن أبداً وأستشير ومن ثم أعمل ما أراه.

الدراسات العليا، كانت أكبر تحدي في طريقي وأهلي كان له دور كبير في إكمالي لدراسةي، ولقد كانت لي الحريرة في اتخاذ قراراتي منذ أن كنت في عمر الطفولة.

لذا، أما بعد أن أجمع المعلومات،

7. لم أفهم السؤال، يمكن أن استمر من أصحاب الخبرة وأحبصل منهم على الأفكار. وتمكن أبداً وأستشير ومن ثم أعمل ما أراه.

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كان عمليه تنظيم البازار الذي أخبرتك عنه البازار في حياتي، لأننا قمنا بتنظيمه في وقت قصير، والمكان لم يكن مناسب، ونحن فيه بالغم من الخوف الذي اعترانا وثقنا.

لقد تعاملنا مع أحد المراكز كمجموعة بدون خبرة سابقة في هذا المجال، وبعد ذلك نوعا من التحدي.

لا يستطيع الإجابة على هذا السؤال.

أنا عادة عمل من غير توجيه وأبني طيات الأهل، فإني أدير المحراث جاهز أخذني من المسر، وأدرأ أن نجهز لهما عشاء، فأعطي الواده مبلغ من المال لاسترخاء الحاجيات وطلبت مني (أنا وأختي) تجهيزه في المنزل والمحمد الله قمنا بإعداده بشكل جيد.

إشعار بالذات في فصل الفنون بعدم وجود توجيه مباشر لإنهاء عمل معين مما يجعلني بحاجة إلى نفس وأعمال وأبحاث وبعد ذلك أسلم العمل كاملاً.

أكبر تحدي لي هو عدم تقديم المشاريع في الاختبارات العملية والتي تكون تقييما في كل فعل دراسي، وكوني من النوع الوافر العطاء يجعل الضغط شديداً على. بالإضافة إلى ذلك مع ممام من الاضطرابات الأسرية التي حلتني في أثناء المرحلة الثانوية والوبر من ذلك حصلت على الشهادة الثانوية.

قد اضطررت أن أحرص في مشروعي الصغير العديد من الخصاصات لعدم وجود الخبرة الكافية في مجال التسويق، بالإضافة إلى محدودية الوالدين والمراه، ولكن بالتوافق من الله العلي النقدير كتب لنا التاج.

نعم يوجد تحديات في اغلب الأحيان، قد لا تلاح يعامل الذي نحنها الأمر انسحاب الجميع، وبهذا فئة من المجتمع تسعينا دائماً إلى نتائج من عزيزة الأركان ولكننا لا نتضح فاعل على هذا الأثر التي تعبئنا فقط. المعايير والبطاقات عند موافقوت أي مشكلة تكون أكثر من خيبة، وبعض الأمور تقوم بحلها من فقست نفسي.

بداية كان الكثير يتفقدني ويعمرون التحافي بهذا التخصص، إضافة إلى عدم رغبة الأهل في دخول هذا الفن ولكني تحديتهم والتغلب لهذا الفن لأن هذه رغبتي ونجحت والخليد في سماعنا هذا.

أول تحدي واجته مع أسرتي، فقد كانوا راضيين فكرة الفنون ولكنني التحق بهذا التخصص واستطعت أن أقنعهم وحصلت على شهادة البكالوريوس بدرجة ممتاز.

إذا كون معتننا السعودي محاطاً))- نعا ما جعل مجنمي إلى جده من أكبر التحديات وكان أقوى موقف في حياتي.

قد واجهت صعابات عديدة من اقتصاد الولدين خلال فترة دراسي خصصنا في المراحل المتوسط (أخرى ترم في السنة الثالثة، ولكن الخيدة غياب عليها ونكان لديهم الكمال دراسي) أنا من طبعي حب القيادة والتصميم على عمل الشيء الذي أرغب فيه. أرغب بعد التخرج بالاعتماد على نفسي ودراستي العليا لكن لن تكون في مجال التخصص التقني.

قد لا أظهر ذلك (التحدي بنكون أكن الفضل) لأصدقائي وأناه لله في منابذ المناضفة الشرقة والتوافق من الله. الأثنائية تكون مسلك سلوكات غير شرعية كillery حركة منافسة (بسلوك مسلك الدفاع النادر شريف) وفي هذه الحالة عدة ذلك نوعا من الأثاعية) وعندما يحدث حالات ألغاء أو في حالة عدم تحقيق ما لا أريد أهتف لفترة من الزمن ثم أستلم واتصل العمل بمشروعي.

لا يستطيع الإجابة عن هذا السؤال.

قد واجهت الصعابة بداية من جهة الوالدين ولم يردنني أحد من الأهل، ولكنني أفلتم على الاتفاق بهذا الفن لأنه بدون أي توجيه.

أنا لم أجد التحدي عن شخصي، ولكني مازلت حديثة نسبياً، أعد نفسي بدءة إلى الاستماع إلى آراء الآخرين والتعلم من خبراتهم. لقد واجهت التحديات في مواقع عديدة ولكنها لا تحضري خيالاً.

لا يستطيع الإجابة عن هذا السؤال.
لا يوجد معلومات مفقودة.

لا يوجد في مختبرتي أي منها حالياً، ولكن بالنسبة لي أحب أن أتعلم وأقرأ وأبحث عن الأشياء الجديدة والتكنولوجيا. فالغالباً

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الجرائد التي تحتوي على الاعلانات الصغيرة، والبحث في الشبكة العنكبوتية التي تعتبر أكبر مرجع للحصول على المعلومات، والإطلاع على وقائع نشر الأخرين.

7. يمكن استفسر عن المعلومات من الناس مثلاً، فحثكية مهنة التوظيف الخاصة بي، يمكن أن أسأل عن سيرتهم من المترشحين، وأسأل عن الوظائف أيضاً من الأستاذ ين، ومن طبيعه أن أسأل بكره حرضاً مثلي للحصول على المعلومة الصحيحة.

8. أحب عادة أن أطلع في مشاكل المجتمع، فدائماً ما أجلس مع الوالد وحائلي الكبير نبتاح في أمور المجتمع، واتباع في أغلب الأوقات مع المعلومات بخصوص المشاكل التي تحدث للطلاب وصيغة توصيلها إلى المسؤولين في الكلية لمنعها.

أتقدم إحدى الصيادين أن تطلب لأبيها، فطلبت مني أن أذهب وأسأل إحدى الطلبة بعض الأسئلة، فذهبنا إليها وأخذت

9. كانت أسئلة الأسئلة عن كيفية البدء في عمل مشروع، وسأفسر من الناس، وقد أفادتنا كثيراً.

10. للحصول على المعلومات أقوم بالاستفسار من الآخرين، لا يوجد في ذلك أي موقف حالي، ولكن على حسب نوع المعلومات يمكن أسأل الوالدين مثلاً، استفسر في الشبكة العنكبوتية أو استفسر من الأستاذ.

11. إن من طبيعة الاستفسار الدائم، واستفسر من الأستاذ عن أي مشكلة في المواد الدراصية.

12. قد عمل أي بحث معين أحب أن أستفسر من أستاذي في نفس المجال. عندما ذهبت في رحلة أثناء المرحلة الثانوية إلى جامع الملك عبد العزيز وسافرت المعارض المفتوحة أغنيتي جداً. بعد أن تحدثت بالمكتبة اشتقت هذه المعارض، فكنت أسأل عن رغبات الناس قبل المشاركات، وقد رسمت على الفئات على الأحجار في أول معرض اشتقت فيه كانت المبروك.

13. عندما أرغب في الحصول على معلومة معينة بخصوص المواد استفسر من الأستاذ، فهي مهراج جمعية البر الذي حضرته في إحدى المرات فتح بالاستفسار عن كيفية المعينية بالنسبة لإعادية الجمعية من الأيتام وغيرها.

14. عندما أرغب في عمل مشروع معين استفسر من أستاذات الكلية عن نوعهنا واهتمامات الأمارة وغير ذلك.

15. لا أتذكر حالياً، ولكن إذا كنت أريد عمل مشروع وكان هناك نقطة غامضة على أن أستفسر عنها بل أقوم بالبحث في الكتب والاستفسارات من المد حديثة.

16. أثناء دراسة مادة تاريخ الحضارات وجدها صعبة في إيجاد المعلومات لعمل البحث الخاص بهذه المادة ولكن الأسئلة ساعدنا، فكانت تدمنا على المراجع، وأصبحنا بحثا في الشبكة العنكبوتية ومنصة المكتبة المركزية.

17. أحب أن أجمع معلومات عن الأكسسوارات، وأرغب في أكمل دراستي في تخصص مجوهرات فاستفسر دائما من الأستاذ.

18. وابحث عن طريق الشبكة العنكبوتية.

19. كوني أسفين في سكن الجامعة جنباً جنباً في مجالات وأعمال القرحة لكي أجرين من بعض ونتناقل بخصوص الدراسة.

20. ونارب ونأخذ معلومات من بعض 4 أما بخصوص الاستفسارات عن المحاضرات نحاول إلى الأستاذ.

لم يتح ذي مجموعة معلومات لشيء معين. قبل الانتقال بهذا التخصص بحث عن معلومات عن هذا التخصص في الشبكة العنكبوتية. واستفسرت عن صحة ملية التي تعمل إحصاءشهرية.

21. لا يوجد لدي خطة، ولكنني تعنت من خلال دراسة تطبيعية لظاهرة عمل دراسة قصيرة الصفراء وجوب عمل دراسة إستقصائية عن حاجة المجتمع، وأجمع المعلومات من وقائع أخرى ولد 연결 واحتكاك بالمجتمع، وحولت مع أفكار من خلال الدراسات العلمية (وكانا لمساهمة صغيرة) وأخذت رأيهم في هذه الخطة. وقائمنا من الأساتذة أن التنازل في المشاريع الصغرى يجعل إلى وقت مع الحال، أتلقى نقص في الفهم، وأن القليل يكون أول خطوة للنجاح. في حالة عمل مشروع صغير، أضع نفسي الاتصالات والسبيلات مثل (ماية المشروع، الموافقة، طريقة الوصول إلى العملاء، كيفية تعريف المجتمع على مشروع وقيمة إثبات نفسي في هذا المجتمع قبل الأخذ بمشاركتها الأهل).
أحصص علصص الم لومصصا المطلومصص مصصان أبصصد الأمصصاكن (اللابصص) كالأسصصواب الواصصائر وم نانصمصم جرصمصم جمرصمصم، وأطلع وأتوسع في القصول عل  الم لوما أياا من الكلرا والرام ا والترم ا الواائر، فبهذته الطي ص أت ص ف علص مدل احتراج المرتمع.

أحب أن استفسر دائما عن مواد التخص و ل لكوني خ ير ثانوي عام ولرات من الم هد المهوي.

كان لديوا مادب عن (فن الك واره) ولأني لق ادرسه في الم احل الدراسصر الاصام ممصا اضصط ني أن اطلب من أخي عودما ساف إل  الخارج إحاار م ا الكتب عوصه وجلاصت فتص ب ثلاثص يبصا أت لمصه وأت لصق أاصكال هرديدب إل  يوموا هذا مازلت أحاول أن أت لق المقيد عوه.

قياس الرغبة عند البدء بعمل:

الأسئلة التالية ستمكننا من معرفة شعورك نحو المشرور الصغير واأ كاأ هناك ووى أم لا من تحقيقه

س 7: كلمات من التعبير تعبر عن مراحل تطور مشروعي الصغير؟ هل يتحكي الأسئلة البدء بعمل مشروع صغير؟

1. يجب قبل البدء بالمشروع الصغير أن تكون الفكرة واضحة أو لا وحايزة، كما يجب عمل دراسة جدوى لمعرفة التكاليف والمخاطر اللازمة، ودوى تقبل المجل لهذا الفكرة مع توجيه للعديد سنه وبعد محاولات التمايز في المشروع، لا توجد لدي رغبة في فتح مشروع في الوقت الحالي، ودوى أو لا معروفة مدى تقبل المجتمع لهذه الفكرة.

2. يجب أن تكون الفكرة واضحة أو لا وحايزة، كما يجب عمل دراسة جدوى لمعرفة التكاليف والمخاطر اللازمة، ودوى تقبل المجل لهذا الفكرة مع توجيه للعديد سنه وبعد محاولات التمايز في المشروع، لا توجد لدي رغبة في فتح مشروع، ودوى أو لا معروفة مدى تقبل المجتمع لهذه الفكرة.

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188

تنظم المشروع عبارة عن دراسة للمشروع من جميع النواحي مع التطبيق والمناقشة. وانا أرغب بشدة في عمل مشروع خاص بي.

4.

تنظم المشروع عبارة عن عمل دراسة من جميع النواحي والمثارة. نحن أجا راغبة في فتح مشروع.

5.

اعتقد أن تنظيم المشروع هو عبارة عن وضع الخطة التي تتضمن التجهيزات، التوقعات الاحتياجات، إعدادات المشروع.

6.

يمكن أن نبدأ بالفكرة ثم تحديد الهدف ومن ثم مرحلة التنفيذ. إن شاء الله ردي بوقعية بفتح مشروع.

7.

التدريب، وضع الخطة، تحديد الأهداف والتمارين. إذا كانت المدة لعمل ذلك (0% غرفة) تقدر بنسبة 30%.

8.

هذا في الحال والأساس أن أكون عضو هيئة تدريس.

9.

تنظم المشروع هو عبارة عن وجود الفكب وتفقد هدف المراقبة والهدف من الاستفادة من نواحي الخبرة ووضع الأسس

10.

ورداة الفواصل، ومن ثم البعد بالمشروع خطأ ارقب في فتح مشروع تاجي بنشبة عمرة من عصرة ومن ممسكي

11.

وينص وبسيك إن شاء الله بعد تخرجنا من مرحلة الماجستير، وأجب أن أشير هنا أن الطالبة من بحثها

12.

ووفقها كمساعدتك لنا من الناحية المانية ومن ناحية التوجيه والإرشاد والعناية في الأمانة هي أهم شيء.

13.

بالنسبة لي ليس ذكر في مشروع جديد تحديا كبيرا. تنظيم المشروع هو عبارة عن خوض تجربة لمبتدا. نعم أنا أرغب

14.

في ذلك، ودرجة الرغبة حاليا تقدر بـ 50% لأنها مازلت على رأس الدراسة. واقدد الإمكانية المانية وأواج صعوبة

15.

في الحصول على المعلوم

16.

تنظم المشروع عبارة عن (أفكار وموارد مادية وبشرية). نعم رغبتي في عمل مشروع عالي فانا يوميا أحدثت مع الوالدة

17.

وعن، ونسبة رغبتي تقارب 95%.

18.

هو عبارة عن كيفية إنشاء المشروع وبنويته، فتنظيم المشروع عبارة عن رغبة في العمل مصحوبة بميول. نعم أنا راغبة

19.

بفتح مشروع بنسبة 95%، حديث استعداد ناسي وحضرت عدة دورات عن المشاريع الصغيرة، ولكن كل حاجة إلى الموارد

20.

المادية وزيادة مهاراتي.

21.

تنظم المشروع عبارة عن فكرة تنميتها وتحتويها وتعطيا كبير من الجهود للاكتشاف والإبраж، ومن ثم ستحصل على

22.

مرودة بعد مستمر. نعم رغبتي في فتح مشروع خاص ونسبة الرغبة كبيرة لدراست أكثرمن 100%، وأن شاء الله سيكون

23.

مشروع، وحلا من فرضية اكتشاف تي شريكأت تي شرعي عدد نسبه مبنية.

24.

تنظم المشروع عبارة عن فكرة تحديت هده نموذج، تجمع المعلومات تتضمن رأس المال الذي نحتاجه لشراء

25.

الخامات الجيدة ومن ثم البحث عن المكان. أرغب بعمل مشروع صغير بنسبة 80%، ومما يثبت من رغبي هو وجود

26.

مكان أو مشروع يثبت لدعم مادي. نظرا لمحدودية المجموعات التي تقبل بعمل بانارات، أمتيا توفير مجمع دام

27.

عمل البانارات حيث يكون محروفاً من قبل الناس. لم أرغب بعمل مشروع كبير ولكن من الممكن عمل ذلك، فقد تقدمت

28.

لتجميع بعض الأعمال الفنية في بعض المراكز التنفيذية.

29.

تنظم المشروع طبيا يحتاجنا إلى وقت وفمدة وإعدادات، التجهيزات التي اوريتها بها كانت مفيدة جدا لنا، فلم يكن لدينا تنظيم

30.

لوقت في البداية ولكن مع التكرار الاصطخبا طرق تنظيم الوقت. هو عبارة عن إدارة موارد مادية، إدارة وقت أشخاص

31.

وعلاقات. إن شاء الله أرغب بعمل مشروع (رائع منعوط) نسبة 50%.

32.

تنظم المشروع بداية عبارة عن فكرة ودعم ذاتي وحث الذاتي (يتعلق رغبة، مبادرة، عزيمة، اجتهاد وتفوق في العمل

33.

) نعم أرغب في عمل مشروع بنسبة 90% والروية البارزة أيضا أنها انطفاء.

34.

تنظم المشروع هو عبارة عن البدء من الصغر، فهو عبارة عن بداية اطلاق لشخص يسعى من خلاله اكتشاف ذاته

35.

وتحقيق همه وأنا ألمع عمل المشاركين المشاركين وتحقيق مهارات عامة. فإن سعيد بنسبة 75%. نحن بحاجة

36.

إلى الاهتمام من جانب المجتمع والحصول على التشجيع لفتح مثل هذه المشاريع.
189

18. تنظيم المشروع هو عبارة عن بناء عمل شخصي أو جماعي، بداية فكرة ثم وضع الأهداف. طبعاً ارغب في ذلك بنسبة 100% لأن هذا طموح أن أعمل مشروعي الخاص والأحلام من داخل.

19. أنا ميل إلى تطبيق الهدف، والدكتور. تنظيمي المشروع عبارة عن اختيار نوع المشروع، وضع الميزانية، وضع الخطة على حسب المبلغ، وبحث عن الدعم، ومعرفة مدى تقبل المجتمع والفكر التي تناسب معه.

20. تنظيمي المشروع بالنسبة لي عبارة عن تجميع معلومات، اخذ أراء، تنظيمي وأختيار المكان، كما يجب أن ي볍 أن يفكر كثيراً قبل البدء فيه.

من وجهة نظري أن التو قر هو تقدير للأولويات والخطط وترتيب الإمكانيات الموجودة من موارد بشريه، ماديه، ومبلغ ونتجت خاصة للمشروع. إن من ضمن الخطط التي أفكر بها (عمل مشروع صغير) وبالنظر إلى الواقع يتضح لنا أن الفكره المقدمة التي تعلم على تفكير النساء عمل مشترية بعلاقة مطبوعة الامرأة مثل (الطعام أو فتح صيانة تجارية).

21. فمجال فتح المشاريع للمرأة محدد ونطاقة لدعم تقليل المجتمع، مثلاً في حالة فتح مل ميكرو أو تصميم داخلي) أي من إعداد رجل ويوجد أمر رفض وتخطيط على الفكره كما أنني أيضاً استخدمت من أراء الوالد استناداً لفكرة عمل المرأة.

22. رغبي الأساسي هو الإنتباه إلى الخارج وإكمال دراستي، ولكن في حالة عدم حصول ذلك أفضل العمل ضمن فريق، كمشاركة الأصدقاء في عمل مشروع.

23. إدارة الوارد التي يتطلبها إبام المشروق بشكل جيد يمكن من الوصول إلى الأهداف التي انشأها من أجل المشروع لا ليس لدى الرغبة بإدارة مشروع، ولكن قد يكون لمجره الهوية.

24. بسيرة تعليم الحلزون مع مشروع وحالياً هذا هو مشروعي الصغير (مشرووك الصغير) داخل الدائرة - أجرت حقيقة في كبيديا. تطور في مختبر أثار عدة (عمل تربية محل الدائرة) مثل عمل برنامج هيئة الصبح للأستاذة الكليه، ولكننا بحاجة إلى المساعدات الدعم المشروع الصغير يختار إلى دعم الدفاعية لم يكن أن أحصل على التشجيع ولكن الدعم المادي صعب الحصول عليه. فكان لدي الإمكانيات ممكن أحصل على ذلك.

25. بالنسبة لي أهم شيء الرغبة والمولي، فان لدي الرغبة ب℉ المشروع صغير ومن ثم توسع فيه حتى يصبح كبيراً. أنا لا أسعى إلى الحصول على المادة بقدر سعي إلى التميز. وأحب أن أشير هنا بأن طالبات الكلية لديهن العديد من الأفكار الخلاقة التي بحاجة إلى من بيعها.

26. احتكاني الإنجازات على المشروع بحيث أصل إلى هدفي في عمود ارب قدر في عملي مشروعاً.

27. بداية نبض أو مشترأ أعيش حياني فيه بعود على الفائدة، نعم أرغب في عمل مشروع صغير.

28. يعتبر فن إبداعي الفكره تأتي فجأة وقد يحصل الإنسان على التفوق حتى لو لم يمتلك الرغبة، وقد تأتي الرغبة بعد النجاح ونمو أكثر. إن شاء الله أنر به عمل ذلك.

29. هو عبارة عن الوصول إلى الهدف، ليس في تفكيري البحث عن الولادة بعد التخرج ويبناء مركز ارب في إنشاء مشروع و المشاهدة للساحق هدفي.

30. إعداد المشروع من ناحية الخطوات، الفضائل، ودرجات اللازمة، نعم أرغب في ذلك بنسبة عالية.

31. أعجب أن عندما مشروع صغير حيث ستكون من خبرتي في تقني جزيئي إن يكون لدي هدف مروس آسيه تحتاج بمجل هو الولادة التي واللي نقل القبول من المجتمع. نعم أنا راغب في في فتح مشروع بنسبة 100%.

32. تنظيمي المشروع هو تحديد الهدف، الخطة، وتوفر الدعم، نعم أرغب بقوة عمل مشروع صغير.

33. تنظيمي المشروع عبارة عن تنظيمي مشروع صغير حيث يتوافق مع المجتمع ودرجة حالة الأشخاص العاملين فيه في سبيل تهديته لعمل، أنا صراحة أفضل أن أصبح أخفضية تذكية وإن عمل أمهل الجملة الأكبر.

8. صفي سيدة الأعمال في مجتمعنا، ما هي الأشياء التي تتبعها أكثر جاذبية فيها؟ وأعطيي صلاً لذلك؟ هل المجتمع يدعم المشاريع الصغيرة؟
1. سيدة الأعمال في مجتمعنا هي امرأة تمثل روح القيادة وقيادة على إدارة مشروعها من جميع النواحي فهي تنظيم، تخطيط وتخطيط مع الأهم البارلة وتوجيه القائمين على تنفيذ العمل. يعبر المجتمع الأزياء الخاص بالمهنة زاهية يعود عن نهجها في مجتمع مصمم Mujahid في التشكيلين ومعنويات وقدرة المجاراتية في ذلك عدم تكبير الإمكانات المادية لضمان مكتبية في الآونة المفتوحة.

2. مثلا سيدة الأعمال نادرات في هذا المجتمع، والتي يعنى في هذا المجال طموحها، فقد سعت واجتهدت وراء هدف معين.

3. وفقاً للحواري من مديرة المراكز التي كانت عمل في هذا المجال بعض ندرة في مجتمع، انها إنسان، تراتبها، تزامنها، مصداقتها مع الآخرين. يذكرنا القضاء بتخصيص الصوب، وأثرها من نفسيها وثقة العمل.

4. وراء النجاح متى الإيرادات التي تتم معها مثل استغلال الظروف في العمل إكسبوارات الفائدة مثلاً، والبتة أيضاً أن تقوم بدعم طاقات كان، مثلاً في عمل إكسبوارات من صعب آمن.

5. إن النشاط النبت، النتائج على الإعداد والإجارء، وقد جفت في مجالات لم تكون متاحة سابقاً.

6. عبرها، تبدو رونتها، وطريقها تعميلاً مع الآخرين. قدرتها على النهج البارلة والإرشادات التي استغلالها في مجالات مهنية، ومفهومها بالعمل من الجانب الإنساني، هنا يعتبر مهارة وفيرة، يوجد حالياً سيدات أعمال ناجحة، وانه ترتفع نسبة الدماء المشارك في المجال.

7. توجد مارتينه، تساعد المجتمع كذكاء ومكاحلة، صريحةً بصفة لا تعرف أيامه منها، ولكن أقرب من مشاركته.

8. في المؤتمرات الاقتصادية عن طريق الجرائد. اتكررت أنواع من أول امرأة سعودية فتحت معرض بيعات.

9. سيدة الأعمال هي امرأة تمثل نشأتها، تنسب شخصيتها القوية، تعتمد على نفسها ولديها القدرة، الشجاعة، حسن الإدارة والقدرة على تحضير مشروع عمل في مجتمع الرجاء. يعنى لها أحياء ومصر وتنمية القدوة في مجال الأعمال.

10. توجد نسبة كبيرة من سيدات الأعمال في مجتمعنا السعودي، ولكن مع مرور الأيام سيدات عدهن. سيدة الأعمال هي منتقدة لباس المماثل والمحبوبة لأعمالها، يعنى لها طموحها والتحديات التي واجهتها، ظهر في مجتمعنا السعودي ليس هناك القدر، والناسة للقائمين على توفير الدعم على فيند بروكتو فوند كورة. يعتمد الدعم على نوعية المنتجات المعروضة، ومن يمكن أن تراعي أكثر في الشراء من النساء.
11. سيدة الأعمال في مجتمعنا سيئة نجاحها، مشتركة، استطاعت أن تصل إلى ميزاها بالرغم من فترات سلبيات. بل وجدت في مخاطر سيدة أعمال مبتكرة، ولكنها كانت ترتقي بانتهاء عملها عن طريق مشاريع صغيرة (نجاح اقتصادي). وعلى الرغم من أنها في النهاية في أدنى فترات، إلا أنها استمرت في التسويق وانتشرت في أحيان الخفيفة. تعلم الدعم موجود حالياً 0 وقيمة التغطية للأعمال في مجتمعنا لها قدرة على الإبهام والإبداع.

12. سيدة الأعمال في امرأة لديها مشروعها الخاص وتحترم، في أمراً أقتصادياً، هناك روح المبادرة، لديها الإيدية والثقة في نفسها وفي الأطراف. ينبع فيها قلقها في نفسها وحيدها، فتقوم بإعدادها نفسها بنفسها وتحرص على رفع الثقة بالنفس لغة الكلية. وتقدرونها. لا يُعلم أن المجتمع السعودي يدعم المشارك الصغير، ولكن حالياً نسبة الدعم

آخر النسبي.

13. امرأة مثالية تسعى جاهدة، وتخبر في الوصول إلى هدفها، واتباع نفسها بطريقة ذكية، بالحقيقة لم تُنع عن قلوبها صعوبات لا يعرف عن طويل. ولذا، فضلاً عن إعادة إعتباره من أجل المستقبلات التي تقع على عوامات تجار أهلها، وفي الوقت الراهن يشعر بأن المجتمع قد بدأ دعم مثل هذه المشاريع التي أظهرت مكانة المرأة السعودية، ولكن مايزال بعض المعرفات موجبة، وفي ما يزال إقبال الناس على المشروع إذا كان غير محقق للعائدات والتقدير.

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15. قد برز في المجتمع السعودي الكثير من سيدات الأعمال الناجحة في منطقة النجاح. ينبع

لهم (النجاح الذي حصل عليه بعد مشوار طويل من العناية.) الدعم موجود تقريباً منذ سنوات، ولكن مازالت بعض المعرفات موجبة، وفي ما يزال إقبال الناس على المشروع إذا كان غير محقق للعائدات والتقدير.

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21. من وجهة نظرني أن التنظيم هو تحديد الأولويات والخطط وترتيب الامكانيات الموجودة في مؤشر بشرية، مادية وسلع ومتطلبات خاصة بالمشروع. إن ضم الخطط التي أفكر بها (عمل مشروع صغير) والنظر إلى الواقع يضحك لنا أن
الفكرة السائدة التي تغلب على تفكك النساء عمل مشروع لها علاقة بطبيعة المرأة مثل (الطعام أو فتح صالون تجميل). مصطلح تجني المرأة المحدود للنور لم يعد تقبل المجتمع، كما في حالة حمل (ملح ديكوبن) أو تشييعي، لا بد من وجود رجل وجود امرأة تشرد وتحظى على الفكرة كما أنى أيضًا أيتك من أراء الولد، تتعقب لهذة عمل المرأة. قد يكون استثناء لمهام الوالد، ومن ذلك أيضًا لإنشاء الأجنحة. الأغلب أن يكون البديل للبيئة، ولكن يمكن أن يكون البديل للبيئة، ولكن يمكن أن يكون

الأساس في حالة تنازل المجتمع، التشييع، وجود الشرك، وجود التمثيل، وقسم مارسة البعض كبيرة.

بمعنى، يجب أن تكون سيدات الأعمال شخصياتها القوية، قد تمثلها على إدارة فريق العمل، وقودتها على هذا المستوى. ليس لدي خلفية عن سياق الأعمال، ولكنني أقرأ عن طريق الصحف والراديو، بالطبع موجود، ولكن ليس كثيرًا مثل (الجامعة والمدرسة التجارية). ولكن من ناحية المجتمع والأهل قد يبتغوا من حقيقة، طبعًا لا، وهو فتح هذا المجال سيكون الإقبال أكثر على تلك المشاريع.

بالنسبة لسيدات الأعمال فسكتنها محروفة في المجتمع ولكن دخلت غير ثابت. نظرت لها عادة، ونقطة إذا كانت إنسانية متميزة. يوجد دعم للمشاريع النسائية ولكن يوجد فيها صعوبة.

أنا انظر إلى الهيلك النبى الذي ينعت أكثر، أيضاً أرسلها وسيلة، طريقة، حديثها، أسباب نجاحها. ولا يعجب من الذي ينعته العالم والتقدم، الذين هم في الغالب، نسبة الدعم حوالي 50% أو 45%.

قدرت هي الذكورة في مكان، وهي موجودة في الكلية. مابعد الله عليها أتمي أن أحزن حزوى. نعم، بنسبة 75%.

بالمجتمع فعلا يحتاج إلى توجه.

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193

س. 9. تأثرت بعض البرامج التي قامت الحكومة بتوفيرها للنساء وعن قرارات خصم الحريمين الشرقيين الملك عزيز الله الذي أصدرها بخصوص ذلك، بل يوجد لديه خلافية عن هذه البرامج والقرارات التي وفرها وخدمت توفيرها للمرأة مثل (منح القروض وإصدار التصاريح)

باسمك (بتكية) مرحبا وهاب نهجك، وفي حالة وجود ذلك ما هو القرار الحكومي الذي تم تفتيصه؟

1. لقد سمعت عن برنامج الشيخ عبد الطيف جميل (باب الرزق جميل) الذي يدعم المشاريع الصغرى. وقد عرفنا عن هذه البرامج من مهارج صنع بادي. أنا أتابع ذلك كثيرا، ولكني أرى أنها في الصحف المحلية في بعض الأحيان والمروف.

2. الآن برنامج الشيخ عبد الطيف جميل.

3. كنت على علم بها منذ المرة الثانية واعلم أن هذه البرامج مشقة. لقد سمعت أيضا عن صندوق التنمية الذي يقوم بدعم المشاريع الصغرى عن طريق عمل دراسة جذور تقديم الاستشارة وتقدم الدعم المادي. وأن شاهد أت 그래 عليه قبل فتح مشروع. ولكن المشكلة تكمن في عدم القدرة على سداد الفقر في حالة فلش المشروع وانهذا إذا لم يكن موقفا خاصا من عدم الخسارة سرورا من مستوى الأزقة ويسجني عفت فتح المشروع.

4. بعد ذلك، وعندما كان أنا أتابع برنامج في قلعة الجود لم أذكر اسمه، ولكن يوجد في المشاريع الصغرى، بيساق تدشين الاستشارة وأخذ بقرة طولة مثيرة وقد استفد منه.

5. لقد سمعت عن صندوق المنوبة وصندوق الأمير سلطان وصندوق عبد الطيف جميل. تعتمد على هذا المركز، وهذا القوة الإيجابية للحياة التي يكون للنساء حرية التصرف دون الاحتلالات (المجر، الكفيف) والاستماع عليها.

6. أخبرتني أيضا عن باب رزق جميل وصودوب الأمر سلطان وصودوب عبد اللطيف جميل. نعم سمعت عن هذا المركز، وهذه فكرة إيجابية للحياة التي يكون للنساء حرية التصرف دون الاحتلالات (المجر، الكفيف) والاستماع عليها.

7. لا يوجد لدي علق مهادي، ولكن ليس قد قدر الاحتياج والهمانات والنكوش المتوفرة لدى أفراد المجتمع. لقد سمعت عن صندوق المنوبة وصندوق الأمير سلطان وصندوق عبد الطيف جميل. تعتمد على هذا المركز، والذي قرأت من أن الموارد الملكية ولكن تم شيء مهم، والبيانات واضحة وكيفية التقدير.

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لا أسمع عن ذلك، ربما يكون الخطأ مني لأنني لا أبحث ولا أقرأ أحياناً، فمن الممكن أن تكون موجودة فعلاً وليس لدي.

13. لا أسمع عن ذلك.

14. سمعت عن مركز الشيخ عبد اللطيف جميل، ولكني لم أسمع عن أي مركز حكومي.

15. لقد حضرت مؤتمراً عن مركز السيدة خدجية بنت خويلد، حيث تم ذكر سيدة الأعمال التي تم دعمها عن طريقه، وهذا جعلتني نغمس في الحماس وأعلنتنا الهدف للكفائر في عمل المشاريع. وجود مثل هذا المركز وبرنامج الشيخ عبد اللطيف جميل بعد آراء مشجعة، وأحب أن أشجع الفتيات اللاتي في عمل مشاريع صغيرة ونشري منه.

16. يوجد حالياً برنامج تقوم بتغذية مثل هذه المشاريع، ولكن من صعب الوصول لها في بعض الأحيان مثل اللجنة الثقافية، ولا يوجد للاعلام دور في نشرها. لا نسمع عن هذا المركز، ربما نعد وجود الوقت بسبب ظروف دراستي للبحث عن ذلك البرنامج، ولكنني سمعت عن الحكومة الملكية عن طريق الإعلام 0، إن شاء الله بعد التخرج سأقوم بالبحث عن مثل هذه الفرص.

17. لا أسمع عن الحكومة الملكية ولا عن هذا المركز. يوجد جماعة حرفي سمعت عنها من إحدى الصديقات تسمى (لبني الخيرية)، تواصل معها خلال البحث في مجالات عدة ولدنا فقد الاهتمام.

18. لا أسمع عنها.

19. لا أسمع عن برنامج الجمعية الحكومية حتى في الإنترنت، ولكنني سمعت عن برنامج الشيخ عبد اللطيف جميل وشأ أن ينضج إياه بعد التخرج إن شاء الله. من الجدير أن يكون هناك مركز كم كه مثل مركز السيدة خدجية بنت خويلد التي ذكرته.

20. لا يوجد لدي فكرة عن ذلك، ولا أسمع عن المكملة الملكية ولا عن هذا المركز. إن فكرة عمل مشروع تجاري لم تطأني في اقتراحها الفعل.

21. لقد نما إلى مسمى معلومات عن برنامجاً يدعى (حاضنات الأعمال)، حيث يتم من قبل توفر (المكان، المال، الديعة)، ومساعدات صغيرة المشاريع حتى تصل إلى درجة الاستعداد بالإضافة إلى ذلك مساعدة القدرة التجارية، وبناءً على هذه المشاريع، أما بالنسبة للقرارات الحكومية التي تم إصدارها بهذا الخصوص فلا يوجد لدي خلقية عنها، أتمنى أن يترك المجال للسيناد في هندسة الديكور ولكن يوجد نوع من المحافظة على مراسلة هذا المجال داخل المملكة.

22. سمعت عن حاضنات الأعمال، أعرف فقط عن التوظيف (السعودية) فهم يقوم بتوظيف امرأة مقابل رجلين. لا أسمع عن هذه البرامج ولا عن هذا المركز. أتمنى أن أтипح مدخل في مجال الهندسة أو الديكور بمشاركة إحدى الأصدقاء، وإن أحصل على دورات تزودني خبرتي.

23. البرامج التي سمعت عنها برنامج (باب رزق جميل)، وغيرها التجارية، أما بالنسبة للمكملة الملكية المذكورة ل أن أتمنى أن تطبيق على المشاريع الكبيرة. أتمنى أن يتم إصلاح اللحاسات.

24. لقد سمعت عن هذه البرامج قريباً، كبرامج الوفاء التجارية التي تقدم دورات لمحصورين من الطلبة، وطالبات تدور حول المشاريع الصغرى، قد قامت للاعلان بها، ولكن لا أتذكر أين رأيت إلى الآن. ساعدني إلى التعريف على هذه البرامج بعد التخرج إن شاء الله، فقد يوجد لدي خلقية عن ذلك سرارة 0 بالنسبة لي لا أحب (إقامة دورات وراحات نظرية ملمة ولا يتم تطبيقها عملياً) تكون أحب الشيء الحركي والعملي. أتمنى أن أقدم مشروعاً إلى الإفتاء التجاري فعلاً لأنني أحتاج إلى دعم مادي أكثر. يوجد لدي أفكار كثيرة والمحمد نتائج التحقيق بهذا القسم.

25. لا أسمع عنها.

26. لقد تم فتح المجال في الوقت الحالي أكثر من السينين الماضية، وقد عرفت عن بعض البرامج عن طريق إحدى الصديقات.

27. لا أسمع عن ذلك وإن شاء الله تتوفر مثل هذه الفرص.
195

س.10. هل هذه في البدء يحظى مشروع تجاري هو توفير دخل مادي لأسرتك؟ وهل تقرر من سيدات الأعمال المشاهر للاستفادة من خبراتهم والتحفيز؟ وهل أنت مهيئة فعل البدء في عمل مشروع؟

1. من الممكن أن تستفيد أسرتي من ذلك ماديًا. الوقت المناسب لبدء مشروع سيكون بعد حصولي على الخبرة اللازمة عن طريق العمل مع أصحاب المشاريع الصغيرة في البداية. مشاركتنا في مهرجان صناع بديع علمنا كيفية عمل مشروعنا بسلاسة وطرق عمل الأعمال اللازمة له، بما يجيب دراسة الموضوع أولاً. إن من الممكن أن يكون مهيئة للبدء في عمل مشروع عند توفير المكان وجودة الفكر وتوفير الإعداد، ولكننا نشعر بالحاجة إلى مساعدة تحقق ذلك، ونشعر أن من الممكن الاستفادة من مشروعنا بالمثابة في عملية توفير المكان وتزويدنا بالمعلومات اللازمة.

2. من المウィك أن ذلك سيساعدي ويساهم أسرتي. ولكن هذه الأساند هو رفيق وميدي في طريق إنتاج العديد من الأشياء التي تصنع في السعودية. وأنا أسعى دائماً في تطوير نفسي ونفوذ شعب أنا اللحية لتحقيق النمو في (الرسم وتصميم مجهورات الأسلحة والمعدن والكرسيتال) وظل لجيدة في العديد من الأسباب من الأسباب اضطرابًا في الرسوم على الحقائق في دراسة جزيئي البدئ ولكن لا يتم تطبيق ذلك.

3. لا أتوقع أن تستفيد أسرتي من ذلك ماديًا. الوقت المناسب لبدء مشروع قد يكون بعد سنة من التخرج ولكن أتمنى أن أكمل دراستي. وإن ارتفع نفسي ولا يشعر بالأستفادة.

4. نعم سيعمل أهلنا وخاصة بالوالدين، وسيساعدي أيضاً في مجال 염ني كما تعبعت في مهنة أثرت أنه من الأفضل أن لا أبدأ مشروعًا في هذا الوقت الآن، ولكنك لن أبدأ أفضل أن أكمل دراستي في مجال التخصص وربما أبدأ مشروع بعوضة إذا سمح الآله بذلك.

5. كلمة تفتقد في الدراسة أحمد الله أنني لم أبدأ مشروعًا، لأنني أكتسبت خبرة أكبر من الدراسة. أشعر أنه قد حان الوقت.

6. نعم سوف يساعد الأهل ماديًا ومعنويًا، كما سيعمل على تعزيل وتزييع قدرة العادات السائدة في مهنة هندسي وتقديم المشروع لحفل مالي. آمل أن تحصل على تقديم الفائدة للدكتوراه وإن شاء الله.

7. نعم قد يساعد ذلك ماديًا ومعنويًا بتفريخ الأفراد، ولكنني لا أبدا في أي وقت بدلاً من الدراسة. ممكن أن أوفق إن شاء الله في الحصول على وظيفة إذا لم أوفق في ذلك سأتابع دراستي للاستماع، وفي حالة عدم ممكن من ذلك سأتابع لعمل مشروع.
إن أس تي هي التي تساعني ماديا ومعنويًا. بالنسبة للوقت الإساسي لعمل المشروع هو بعد النجاح من الماجستير أو أثناء، وسوف أعمل على تطبيق وظيفتي كي أوفق بين دراستي وبين العمل في المشروع.

أكي سيماد ابوبا ومعنويًا وعلى الأقل سأعتمد على نفسي ماديا حاليًا. أحاول أن أساعد في توفير بعض الاحتياجات في المنزل، في سبيل الرغبة فقط. أعتقد أن الوقت المناسب للبدء بمشروعك مع الحدث الأول للدورة، ومعوقتك بهذا الموقف سيشبه على الأمر. لا أعلم متى أجري هذا وقت فاني دائمًا ما أجد صعوبة في تحديد نقطة النهاية، ولكن سألتقيك في جدول التغريمة.

طبيعة سيساعد أس تي ماديا وعندما أحتاج، الوقت المناسب بعد سنة إن شاء الله، بحث أكون قد انتهيت من دراستي. توجد أن شاء الله قدرة ماهلالي من الدراسة.

سيفديك شخصيا وسكون مروده جيدًا على العمال. لا يمكنني أن أخبرك أن هذا الوقت المناسب لهذا المشروع، ربما بعد 5 سنوات. أنا حاليا أفكر بالمشروع وعندما أخرج وحيد وفطرة، سيكون لدي الوقت لعمل ذلك.

بالطبع، سيستغل المشروع على معنويات العائلة ويخفف على عبء متصرف عيدكم سويًا ودائمًا. سأكون مريحة إذا بدأ المشروع، إذا كانت هناك احتمالية أن يكون وقت الكبير. ليس لدي عمل متى سأبدأ، ولكن يجب أن يكون مستعد ومشغول بمعلومات عند البدء على عمل شيء. لن أكون خوف من القليل. نعم أشعر بأنني جاهز إلى الحجز للمحصول على التوجيه.

طبعا سيساعد ذلك معنويًا قبل مدي علي يشعروا بواجي. يفهم يعمل تطوير المحتوى والوقت لي ويقومون لي المساعدة من جميع النواحي، عندما يمر هذا المشروع الجيد ساعل على مساعدتي ماديًا. عندما أجد أهد السنت.

وتتعلق بالوصول إلى الخريج، وعندما أخرج وحيد والم وقت، يمكن أن أصومه في الفعاليات، يستفيد نفسي من خيرات التحسينات، يؤمن بإمكانية أن أتولى فشل هذه المشروع.

أنا لا أود العمل بجدية لذلك أنه يحتاج إلى نشر. لا أعلم متى أجري الوقت. من المتوقع أن يساعد هذا المشروع أس تي ويزيد من ترابيته، بحيث يسودها حب المشاركة في المشروع، مما سيدي علي عانا كبيرًا.

المشروع التجاري سيفدني من الناحية المادية ويساعد أس تي معنويًا لاتهم عملوا جاهدين لكي أصبح سيدة أعمال. نعم أقرأ عنهم في وقت الفراغ والإجازات. ولكن أتمنى أن تكون لدي الوقت كثير. قبل البدء يمكن مشروع أفضل أن أدعم نفسي برامج وتورتر. نسأل بأنه فور إحساسي أس تي جاهز.

نعم مهنيا سأكن نوايا وما أفضل أن تكون المبادرة سريعة فور التخرج، حيث العمل على توظيف خبرتي وما تعلمت منه.

هذا المشروع استطاع من وقفي المجتمع.

نعم سيساعد أس تي وداني معنويًا ماديا. سأكون مريحة فعلًا عندما أستقبله ماديًا وماديًا، ولكن أتمنى أن يكون لدي ذلك ماديًا.

فتج مشروع تجاري قد يساعد أس تي يوجد شيء يشعرون ونريني ولكن ماديًا. لا الوقت المناسب بعد التخرج، إذا لم يكن مباشرا سيكون عملاً كبيرًا في فن هذا المشروع. أمل حاليًا الوقت المناسب كوني تخرجت، ولقد قمت بالخطط المسبق.

لا أعتقد أن المشروع يكون بدلا عن الوظيفة، ولكن ذلك الذي يعتمد على نفسي ماديا. أحتاج لأوفر للوادتي متطلباتي ومعنويًا لتشعوري بنحن المستوي المعنوي مرتين، بالنسبة لي سكون مهنيًا بعد التخرج وعندما أتومرف Jedi الإمكانات والوصول على موافقة الواد ودعم الوالد إلى معنويًا.

نعم، فأرتي تحتاج إلى مورد مالي. أما بالنسبة للوقت المناسب للبدء بالمشروع فإني أرى أن يكون بعد التخرج مباشرة أو الاستقرار لمدة سنة. يجب أن أتخذ القرار أولا ومن ثم أستشير الأهل لأنني مازلت تحت رعاية والدي ويتوجع على إقائهم.

لا تحتاج أس تي لذلك والحمد. فهذا هو أن أجعل وقت فراغي واتوجه إلى التمثيل بمثابة دراستي التي تمكنني من الوصول إلى الدرجات العلمية الكبرى مثل الدكتوراه. لا، ولكن قرأت ذات مرة عن ثبط حمل المصممة والمعينة. إذا
لا تأكد أنك فقد في凫ر كهذا وهم في رأيك باأ تنظيم مشروعا يكوأ بويم للوظيفة ؟

1. قبل ذلك، يتعين لك تعبيرك وتشجيع من الآخرين، والمتعاونين من الآخرين، والعملاء، والعمليات، والفنانين، والآخرين.

2. بالنسبة لينا، فإنه أفضل أن تقوم بمشاركة المهن والمهنيات التي تعلمتها وتطويرك نسبيًا من خلالها، وأفضل الاستمارة في ذلك لكي تاحصل عليه متحمسًا. أحب أن تعلم عنها وقت قليلًا، بحيث تتمكن من النصائح والنصائح على أصحاب سعيك ويعمل على نجاحك.

3. على نجاح منك، فلن تتأخر في بذل جهدك في كل مشاريعك.

4. أما من الممكن أن يكون هواك بتعا وحمله، وان يهانة الأهالي، فلن تجلب على نجاحك، ولن تصل إلى النجاح حتى لا يمكن الاستمرار.

المثل العام:

س 11: ما هي العوامل التي تدفعة لفتح مشروع كهذا وهل في رأيك أن تنظيم مشروعًا يكون بديلًا للوظيفة؟

1. تغلب المجتمع للفكرة وتشجيع من الآخرين، والمتعاونين من الآخرين، والعملاء، والفنانين، والآخرين.

2. بالنسبة لينا، فإنه أفضل أن تقوم بمشاركة المهن والمهنيات التي تعلمتها وتطويرك نسبيًا من خلالها، وأفضل الاستمارة في ذلك لكي تاحصل عليه متحمسًا. أحب أن تعلم عنها وقت قليلًا، بحيث تتمكن من النصائح والنصائح على أصحاب سعيك ويعمل على نجاحك.

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المثل العام:
5. توعية المجتمع بجميع شرائحه بعدم الممانعة لعمل المرأة في مجالات عدة وعدم اقتراح ذلك على فئة معينة.

6. سوف تأتي من مستوى الرغبة لدى ويعمل أكثر عاطزة وجود الدعم والتعاون والتواصل بين الجهات المختلفة في هذا المجتمع.

7. التوجه لكم والحصول على الدعم المادي وطلب الاستشارة منكم بعرض الأفكار التي لسدن (كعمل مركز تغذية). كنا

8. التوقيتات تحتوي عمل الأمانت. ولكن يتقاضون لي ضرره. هناك من دعم وتعوان معكم إلى حد ما تزيد المشاركة في بعض

9. الأعمال لعامات. عندما تكون المرأة تبدأ أعمالها التجارية، فانه تبدأ في احتراق ومقد. ورفع مستوى اعمالهم مهنة لقد

10. كان مشروع تجاري ضرئ (غرفة تبيع الأكسسوارات). اطلاعات المهرة عندما كنت في حاجة للذهاب لشراء جميع

11. الأشياء اللازمة. لاحظت الدعم من عائلتي.

12. العائلة المادية. ما يمكن أن نقل من نقل الخيرات اللازمة لدينا.

13. التحصين، وتوفير الموارد المالية. أما بالنسبة لنفس الفرصة فغالبًا يتطلب الحصول عليها ضمانات كبيرة ويصعب توفيره. وما

14. إن دخلنا قليلا فلن لا تستطيع بدفع مرونا دون دعم مادي أو معنوي، بالإضافة إلى ذلك حاجتي إلى الاستشارة والتصح

15. لعدم توفر الخبرة اللازمة لدينا.

16. الموارد المالية قد يصل إلى 70% أو 80% 0 فكرة المشروع جادة وقد عملت له دراسة جدوى.

17. بالنسبة لي، أنا لا أحب أن يكون مقيدا بعمل معين، لكي أرى كيف أكون الأروتين، وفي حالة فتحي مشروع يمكن أن يكون

18. إشاة الله. وربما إذا كان المشروع كبيرا فلا بد من إيجاد المال المناسب وعمل إعداد لكي يعرف الناس عن

19. وظيفة المتقدمات التي تقدمها من خلالها.

20. كما فعل كل سماوية الأحياء المادية. ممكن أن تعمل على مساندتنا لتوفير دورات تعرفنا بأساليب السوق

21. وكيفية عمل دراسة جدوى، لأن الأفضل أن يكون لدينا المعلومات الكافية قبل دخل السوق.

22. تتوفر التوجيه الذي يمكنه من ادارة مشروع وتوفر المال الذي من خلاله أتمنى من تسويق منتجاتي، بالإضافة إلى

23. ذلك مرة الأعماش ورشاق المجتمع التي تستطيع شراء المنتجات التي أقوم بها.

24. أتمنى أن يكون هناك توعية للمجتمع بجميع شرائحه، وإن يفتح الآخرين بضرورة عمل الفتيات في مجال غير التدريس,

25. فكفت محل خاص بالتصميم الداخلي ثلا وعدد اقتراح ذلك على فئة معينة من المجتمع.

26. يوجد حاليا دعما ماديا من قبل بعض الشركات ولكن لم ينصبوا المال. وبسبب أن شاء الله إذا توفر لنا المال. كما أتمنى أشعر

27. بعد ووجد ثقة من المستهلك بعمل المنتجات الوطنية.

28. وجود الدعم في المجتمع، يكون صحيحة أو مؤسسة تعمل على تنمية المواهب.

29. التشريع يكون من جانب الأصدقاء والصحاب.

30. عوامل اجتماعي، لا أشعر أن المجتمع يجب أن يدعم ما يدفعنا لأزيد من إنتاجي.

31. رغبي في الحصول على الماجستير تقدير بنسبة 10% و10% من الاحساسات التي ستحدث مستقبلًا. وفي حالة تيسر

32. موضوع الفرص من مؤسسة الطب عند الطيف جمل ساهم على فتح مشروع وقد تم اختيار المكان والأعمال على علم

33. بذلك أن إشعال قلب فاقد، ورغب في الاستقلالية التي هي شيء ضروري في هذا الزمن.

34. أكيد أن ازغ في فتح مشروع، رغبي في قدر بنسبة 70% ومستوى إلى نسبة 100% في حالة ضمان الدعم وإيجاد المكان

35. المناسب. ولكن الأفضل أن تصل نسبة 100% حتى لا تتم نشأة في حالة الفشل. والذي سيفيغير أكثر وجود

36. مؤسسة تدعمني ماديًا وتمدني بالفكر وكيفية بد المشروع وتحني الفرصة للحصول على دورة.

37. قد يكون استمارة لمهارات ومميزة وقضاء وقت فراغي ويشبه كلامي. الأغلب أن يكون نذل للوظيفة وممكن أن

38. يكون الأساس في حالة أناسب المجال، التشريع، وجود شركة ووجود اليد، وقد يمارس البعض كهواية. من خلال

39. المشروع الصغير قد أشيع حاجتي مولي ورغبتي والمرونة العائدة منه قد يؤمن لي لأسري دخل مفتاح.
199

22. إذا وجدت أن المشروع الذي أفكر فيه عليه طلب وأقبال من المجتمع سيكون ذلك دافعًا لي أن أبدأ فيه وأتمم ويسدح

للمشروع سمعة جيدة وأن يلاء الله تكون نسبة النجاح فيه كبيرة.

23. الدعم المالي. في حالة الحصول على قرض من البنك لا استطيع ضمان الدفع. أنا لا احب المخاطرة.

ولكن من الجيد أنني التحقت بالجامعة. وفي حالة تعنيق في الجامعة لن أشارك هذه المخاوف طالبًا من

أجل تجنب عدم تشجيعهم أو تشجيعهم ليهم بدلا من ذلك سوف أبحث وآليك لديهم الطموح والرغبة

في بدأ النشاط التجاري. فشل، والي كرك عمل يجعلني فقرا وحائنا لبدء النشاط التجاري.

24. بالطبع سيكون هناك معوقات، مثل الحصول على موافقة عائلتي، قبول المجتمع الفكرة أو رفضها ،

ولكن أشكر الله إن لدي القوة على اقتناع الآخرين.

25. العثور على مكان مناسب، ولا يوجد أي مشكلة من ناحية عائلتي.

26. عندما انتظر إلى إنجازاتي (الأعمال والالتزامات التي قمت بهما)؛ الوقت الذي أنتظره فيها. فمن طبيعي أن أوجه كل

وقت إلى دراستي، فقوم بتلميع الكروشية أثناء الصيف وعمل بعض القطع لي أعطي عني نقص عندما تبدأ الدراسة.

27. أنا أفضل السرية العامة والتي تعمل جاهدة لتطوير نفسها.

28. أكبر عامل دفعي للفكر في فتح مشروع تشجيع الولادة وإن فكرها تجاري. ولكن الموضوع يحتاج إلى نفاذ

29. أفضل العمل الحر لوجود التجديد وكونه أكثر قابلية لطرح أفكاري للمجتمع. ولا أحب أن أبحث عن وظيفة واتباع بالالتزامات

محددة. وآرى أن (الدعم المادي والمعنوي) من العوامل التي تساعده على رفع مستوى الرغبة لدي.

30. توفر الوقت المناسب لهذه المشروع وانا والحمد لله متوفر لدينا كل الإمكانات ولنكي أواجه صعوبة في الموالات.

31. كان من أكبر الصعوبات التي واجهتها في المشاريع الصغرى الدعم المادي وترويج المصنوعات والمنتجات، فو توفرت

هذا العوامل ستكون دافعا قويا في لفتح مشروع.

32. صراحة تخول الراحة المادية وهذا ما يعطي أفكار في إكمال دراستي.

33. تحدث عن المعوقات، والتي قد تنعك من بدء المشروع لماي رود الفعل الذي قد تصدم من أسرتي وتكتشف عند البدء في

المشروع؟

1. في البداية قد أواجه بعض المقاومة من قبل الآخرين لبدء مشروع صغير، وذلك لصغر سنى، ومع ذلك أشعر بأن أسرتي
تدعمني، إخوتي، إخواتي وسرفي يشجعونني ويحثوني على الفكرة أن المشروع لم يكن صعبًا. لقد حصلت
على بعض الهرج من مهربات (صنع بدني) لفتح مشروع صغير، بدون جهد. إن من طبيعي إذا كنت مقتنيع
بما أرغب عمله كفكي يريدي الشخصي.

2. لا أجد أي عائق بالنسبة للأهل بل ألقى منهم دافعًا إلى المشروع. ولا يوجد شيء يعطفني سوى الدعم المادي. فهوبائي وموهوبني
تعلم الدفع لفتجر مشروع ولكني لا أملك الفكرة على ذلك . إذا أفكر في فتح مشروع صغير جدا كناثك في إحدى المراكز
التجارية المعرفة أو المشاركة في البازارات وقد لاحظت رعد الفعل من قبل المجتمع، ووجودها مكملة
وتعاف من المعوقات.

3. الأخرى، فزوجي مازال يعارض دراستي. ليس لديه مانع في عمل مشروع على أن يكون حزينة فيه وغير ملزمة من
نسبة الوقت والوقت والمالي مثل كعمل مشروع في بيتي فهو يشجعني على ذلك مع رغبتي في عدم تأثير ذلك على واجباتي تجاه
أسرتي.
نلاحظ أن النية الأولى من غلبنا الإجراءات ووبروعنا الإجراءات، ولكن من خلال بهذا أن تكون سهلة، وأيضًا
 نلاحظ أن النية الأولى من غلبنا الإجراءات، ولكن من خلال بهذا أن تكون سهلة، وأيضًا

4. تخوف الأهل من ناحية الدواء الغير ثابث والاختلاط ونظرية المجتمع، ولكن بالنسبة لمعارفي الذين في نفس سن

5. أو لا نظرية المجتمع ثم صعوبة الإجراءات، ولكن من خلال هذا المشروع تشعر بأنها ستكون سهلة، وأيضًا

6. الأجاجة إلى وراضي تخوف الأهل من ناحية الدواء الغير ثابث والاختلاط، ولكن بالنسبة لمعارفي الذين في نفس سن

7. باستمرار الرأي عن طريق الشبكة العنكبوتية غالبًا ما تعني أن الأراء تتعلق على اعتبار الجانب المادي

8. ومع ذلك، نحن نلاحظ أن بعض القضايا المحورية.

9. تكمن في البداية أن تُصبح على الدرك وبخصوص عناصر النجاح، ولكن من خلال هذا المشروع، فإن

10. أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

11. أو لا تؤثر على النجاح في المشروع.

12. وبنسبة مئوية، أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

13. أو لا تؤثر على النجاح في المشروع.

14. أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

15. أو لا تؤثر على النجاح في المشروع.

16. وبنسبة مئوية، أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

17. أو لا تؤثر على النجاح في المشروع.

18. أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

19. أو لا تؤثر على النجاح في المشروع.

20. أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

21. أو لا تؤثر على النجاح في المشروع.

22. أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

23. أو لا تؤثر على النجاح في المشروع.

24. أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

25. أو لا تؤثر على النجاح في المشروع.

26. أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

27. أو لا تؤثر على النجاح في المشروع.

28. أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

29. أو لا تؤثر على النجاح في المشروع.

30. أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

31. أو لا تؤثر على النجاح في المشروع.

32. أن نجح في دراسة الماجستير ستكون المشروع حتى النهوض. نحن نحقق هذا تتقدمه في سبيل تحقيق

33. أو لا تؤثر على النجاح في المشروع.
من الأهل والأصدقاء. السلبية تكون من قبل المجتمع الذي لا يقبل الأفكار الجيدة وتعاميل الجريدة مما يثير من
عزمتمنا.

16. من العوائق التي قد تمتعني من النداء في المشروع رغم تتوفر الخصائص بالقدر الكافي ورفع تكاليفها، المكان، الاختيارات.

وقد نقل على الأهل. من أنواع الردود الإيجابية التشجيع من قبل الأهل والمجتمع، أما السلبية فهو الإلقاء من قبل المجتمع
وجلبا يكون من غير المقربين من الأهل، وقد أرجع أخبار النادي من باب المиграة وificacion لطيف من عزيمة والغالب
بكون من جانب الرجل أن فرشم تكون المرأة أفضل من مكانة في المجتمع.

17. أولا، الدعوة المادي، أما مساعدة لصوصة الحصول على واثقه وثانياً تشجيع من قبل المجتمع، من الردود السلبية عدم تقبل
الفكرة من البداية من قبل المجتمع، ولكن سيكون هناك تشجيع ودعم من قبل الأصدقاء الثلاثي درس معي.

18. الدعوة المادي هو أكثر عناية، أما بالنسبة لأسرتي فهي يعلمون دائماً على دعم وتشجيعي. لا يوجد ردود سلبية
وإما إيجابية من ناحية أسرتي وأصدقائي، وقد أوجع الأنى في بعض الأحيان من الأصدقاء لاختياري شروعاً كبيراً ولستي
أنقل النقد.

19. التسبب يمكن أن يعمل على تأثيري ولكنه لي معيون. لا توجد أي معوقات. ومن ردودفعل الإيجابية التحمس من جه
الпор، فإن الإيجابية بيت وليا رغبة في نقل وقت فارغها. وهي تيدي عمل بعض الأشياء لتي، كما ساعدت السودان من
جهة أخرى، أيضًا قد أدت استخداماً لإجازة الخصائص الأثر كليًا من حيث الجد. وقد أعطاني ذلك الدفع للبدء في
عمل مشروع يتبع من الأهل والأصدقاء، فيما نشأني في مشروع مع الثائرين الأصدقاء، إضافة إلى تخصصي في
والجميع متحمس جدًا للغاية. لم أبدأ مشروع لي تسليتي في موقفه السلبي، ولكن سيكون هناك مشركة تنظيم الوقت
لماكسي سامعي انتظام من بعض الجنسيات الاجتماعية مثل اليزابير.

20. معاصرة الوالد، أما من جهة الوالدة، فسأجدالاحترام من الأهل والأصدقاء ستكون ندارتها لي بانيي قد خرجت عن
العادات والتقاليدي.

21. يمكن طرف الأسرة، طبعا يوجد بعض التخوف ويرجع ذلك إلى نوعية المشروع التي سأدخله، كما يجب تنامي مع
طبعة المرأة، إنستمها الفرصة لقيام الأدوار التي تقع على عاتقها تجاه أسرتها، احتمال وجود رفض وهرؤي في
البداية، ومن ثم حالة قبول الموضوع، رغم شيء في بداية يكون صعباً، ولكن المجتمع سيتألف من الموضوع ويتقبل مثل
هذه المشاريع ويجدها ضورة من الضروريات مستقبلاً.

22. أما من وجود ظروف الأسرة، طبعا يوجد بعض التخوف ويرجع ذلك إلى نوعية المشروع التي سأدخله، كما يجب أن تنامي
مع طبيعة المرأة، إنستمها الفرصة لقيام الأدوار التي تقع على عاتقها تجاه أسرتها، يناما الظروف للأسرة، طبعا
يوجد بعض التخوف ويرجع ذلك إلى نوعية المشروع التي سأدخله، كما يجب أن تنامي مع طبيعة المرأة، إنستمها الفرصة لقيام الأدوار التي تقع على عاتقها تجاه أسرتها.

23. كما أشعر بما عن موضوعي (المقصد). فأنصا افسسته، إذا أشعر أن المشروع متفرد في القبول، فخوره، ولكن في
حال يتم تعويض الجيل في الكلية لأن أثر هذه الأفكار في أهالي الطابور، إلى أن ينتج عن نشأتها الطموح والرغبة. وحينها أن النشرة في أعقب الأحلام تكون ناجحة. وظل مما قال الرجل، فهذه المناخ يترفعه في إما أثر.

24. أما من وجود رأس المال، في حالة الحصول على فرص من البنوك لا أحبض تمس برقة فمه. أنا أنهج رأس المال، ولكن في
حال تم تعويضه عملي، في الكلية لأن أثر هذه الأفكار في أهالي الطابور، إلى أن ينتج عن نشأتها الطموح والرغبة. وحينها أن النشرة في أعقب الأحلام تكون ناجحة. وظل مما قال الرجل، فهذه المناخ يترفعه في إما أثر.

25. يمكن أن يكون عدد من هذا المشروع معنوي أكثر من صعب. هدفي مشروعي التحدي أكثر من الهواية، لكي أثب
المجتمع المصري مدى الإمكانات التي تمثلها المرأة السعودية. نظرية المجتمع، وعدم تقبلهم للي العديد من الأشياء مثل ظهور
المرأة في الجرائد.

26. كما أثرت ساقيا على موضوع (المحتوى)، فأنه لا أستطيع الذهاب إلى جولة للحصول على بعض المواد بدون محرم.

27. وأيضاً كما أثر بالإبتعاد تتوجه هذه النقطة أرجع.

28. تظافر الناس قد يكون سبباً في إجابة، تظافر التحصين ومنع الدعابة والخلوية على مستوى الأحياء التي تقوم
بجعلها. كذلك نغطياً بداية ونأتي بعد ذلك. تلقيت أن نقل المجتمع على تطبيق الملاحظات، عندما حضر الناس
إلى المعرض أدى البعض منهم الاستحثار، والبعض الآخر الغيرة، حبل استطاعه والفقد. ومثبتة الله سبحانه وتعالى
توافت في أعمالي.
Table C1. Categorization of Students’ “Telling Phrases” and Sources of Influence

<table>
<thead>
<tr>
<th>Propensity to Act</th>
<th>Feasibility</th>
<th>Desirability</th>
<th>Self-Efficacy</th>
<th>Influence on Educational Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Q11] opposition from parents might deter me; 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 father’s refusal to transport me may deter me family supports me father’s opposition may deter me 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; if 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 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 I have support of family’s parents</td>
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<tr>
<td>[Q9] good news that new program will 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 financially</td>
<td>[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] I 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 muharram (need for a man’s consent); father does not have time to accompany me to work</td>
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</tr>
<tr>
<td>[Q4] some opposition from parents, but went with my choice I like teamwork, whether with my sister or with a group I 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 carefully I am 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 resorted to my parents when I confronted 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</td>
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<td></td>
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</tr>
<tr>
<td>[Q1] influenced by sister’s 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 I mother encouraged cooking and farming; 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 my parents 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</td>
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</tr>
</tbody>
</table>
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 ■ financially ■ when I depend on myself, my parents won’t have to help me ■ about the old days by talking to grandmother ■ I ask my brother to get books for me abroad ■ 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 ■

<table>
<thead>
<tr>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>[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</td>
</tr>
<tr>
<td>[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 to learn about businesses ■ community accepts the entrepreneur is strong ■ Saudi society supports 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</td>
</tr>
<tr>
<td>[Q7] after a year one must determine whether the community accepts this 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 ■ community 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</td>
</tr>
<tr>
<td>[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 ■</td>
</tr>
<tr>
<td>[Q11] first obstacle is society’s view ■ I’m 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 mahram (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 ■ 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</td>
</tr>
<tr>
<td>[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</td>
</tr>
</tbody>
</table>
encouragement from society, especially the men. The 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.

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 mahram 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.

Education

- [Q11] made presentations during “made by my own hands” program. Like idea of center where we can get counseling. Need for mahram affects my opportunity to get scholarship.
- [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.
- [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.
- [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.
- [Q1] studied home economics because sisters didn’t do well studying English literature. Mother influenced me more than school. Learned by helping school.
I learned in school to study; I want to apply what I learned in school to starting business. I need more experience and training before I start business. I want to be prepared with lots of knowledge before starting business. I will apply what I learned in school to business.

Professor Jameel opened markets to support women's businesses. Mrs. Manal Keen on raising confidence of college girls. She said, "There are groups who have talent and ability to learn; they should be encouraged." A model businesswoman supports gifted girls in community. She said, "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. I hope that women's colleges will be reformed. The center will make it easier for me to start business. I must have advice and encouragement in business.

I was admitted to hospital. My interest in field deepened after graduating; what I was learning made me want to know more. I gained knowledge and developed skills in school. I tried out one specialty in school, then tried another, which was closer to my desire. I realized my interest in that department. I studied tailoring and housekeeping, which will be useful to me. I chose Home Economics because of liked jobs in other fields. I chose Home Economics because I like crafts. I transferred to Home Economics because I like art. I will enter Home Economics because I have crafts in high school. I realized that I like practical subjects in primary school. I realized I like drawing. I joined food science specialization (in part) because government creating new jobs for dietitians. I came to like specialization after enrolling in it. All my interests point to PCS. Now I want to expand more. I studied a field similar to preference, which was not available. I chose field because I have a passion for making food. I joined this department because of my passion for handicraft. I took it useful; teachers encouraged me to make things to sell at school. I through my study, I discovered my talent in art. I 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. I realized my interest in second year of...
| [Q1] only obstacle financial support | [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. I would seek financial advice before starting business. I need financial help to start business. 80% willing to start business, but fear financial failure. I am difficult to obtain workers for business. Need more financial resources. Need to know how to price products and whom to market them to. Business women need support of associations and institutions. Business plan based on amount of... |
|________________________|________________________|
| [Q2] sisters (English literature graduates) had hard time finding jobs. Joined Home Economics because jobs limited 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.

**Economy**

- England

<table>
<thead>
<tr>
<th>Constraints:</th>
<th>Possible Solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial support may deter me.</td>
<td>Society’s lack of acceptance and difficulty of transportation (because of mahram).</td>
</tr>
<tr>
<td>No problem with cash.</td>
<td>Most important.</td>
</tr>
<tr>
<td>Father’s refusal to transport me.</td>
<td>Lack of raw materials, suppliers’ rising costs, mixing with men are constraints.</td>
</tr>
<tr>
<td>May get loan, but fear I can’t guarantee repayment.</td>
<td>Difficulty of finding support. Brother will bring raw materials for me.</td>
</tr>
</tbody>
</table>

- [Q1] I can’t guarantee repayment. | [Q2] sisters (English literature graduates) had hard time finding jobs. Joined Home Economics because jobs limited 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. |
against risks

prices

accuse me of high

another risk

will be afraid to take

not encouraging

succeed

in family don’t want me to

don’t need money

discourages me; says I

me

will buy from

and friends encouraging:

difficulties •

resources prevents

from getting scholarship

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 ■

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 ■

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

need 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 ■
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

*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. \textit{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.

\textbf{Desirability:}

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

1. \textit{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. \textit{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. \textit{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. \textit{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 bus-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)
ما الذي دفعك لبدء هذا العمل التجاري؟ كم عدد العملاء لديك؟ هل تودين إخباري بأي شيء آخر عن عملك؟

عملت في مشاريع الخياطة حوالي 18 سنة، نعم كان لدي ميول، حصلت على من الصغر من الوالدة التي كانت تنجب خياطة الملابس، فكنت وأنا صغيرة اجتمع الأصول الصغيرة والعيد واصنع منها عرسات والبسها ملابس ومواد لينت.

2. كنت أعمل أثناء دراستي في الكلية أن أنشأ مشروع خاص بي وكان المشروع في الجامعة، التحقت بالجامعة بالرغم من صعوبة ذلك (بالنسبة للوالد)، كوننا أسرة محافظة لا تقبل التحاق فتياتها بالجامعة، وذلك لسمعة الحدود التي كانت معروفة آنذاك عن الجامعة والدوام المتفوق) ومثل ذلك التحقت بالجامعة.

ادركت اهتمامي لامتلاك مشروع تجاري بعد الزواج، قبل الزواج كنت مترددة، وقد وافق زوجي على المشروع وشجعت ولكن الوالد كان مترددًا ومخاوفًا على المشروعاً.

3. حثت ذلك منذ أن أبتذلت في المشروع، شعرت أنه مستحيل أن تكون المال الذي بدأت فيه قرض ويبقى على تسديدوثي وكنت أفكر فيه على الدوام والحمد لله وفقتي.

4. أدركت اهتمامي لمشروع خاص بي منذ فترة زمنية طويلة، وكانت المشكلة توفير المادة، ففكرت وحاولت وأنا مازلت أخرط حتى الآن، كنت أخبث فساتين عرسات بثمانين ريال.

5. أدركت كذلك غفوة قائد العمل التجارية مثل إدارات المنزل والمطالبة، كافد مع كل من عائلتنا وأنا عمل ذلك جميع ذلك وليس من داخل الإنسان ويجب أن يكون مطلعاً على أخبار السوق والعالم. أنا أمي لورد أنني أثرت إقامتي في أمريكا على وعلى عائلتي لدرجة أنني أرغب في تعليمهم (اللغات وأنواع الرياضة) بشكل كبير، وهو يقدم أفكارهم مساعدتهم لي في عملتي التجارية فيكونوا معًا أثناء المواسيم.

6. الذي جاء ذلك عفواً، فإدارة العمل التجارية مثل إدارات المنزل والمطالبة في كافد مع كل من عائلتنا وأنا عمل ذلك جميع ذلك وليس من داخل الإنسان ويجب أن يكون مطلعاً على أخبار السوق والعالم. أنا أمي لورد أنني أثرت إقامتي في أمريكا على وعلى عائلتي لدرجة أنني أرغب في تعليمهم (اللغات وأنواع الرياضة) بشكل كبير، وهو يقدم أفكارهم مساعدتهم لي في عملتي التجارية فيكونوا معًا أثناء المواسيم.

7. أدركت ذلك تقريبًا منذ ستة أو سبع سنوات، كبداية أقوم بالتخطيط وفرقة، إدارنت الكاليفوب وبعد ذلك يتم التنفيذ. لقد كنت في السابق أسود من منزلنا في البداية بالإضافة إلى الخياطة وعمل الدكتور وأغذية السرور والمقاعد في منزلنا وهذا شيء تربينا عليه منذ الصغر، فالوالد كان خير مرتبة وكانت خيطة وطبيعة جيدة.

هناك عوامل عديدة، منها الدعم الذي كان بضعة أكبر عائلتي، فعامتنا ارحب في تصدير مشروع ولا أجد الدعم اللازم، ولكن الأهم الدعم من قبل زوجي والاهل، وهناك عوامل أخرى وهو المناقة التي لا ت تكون شفية أبداً.

8. منذ أول مشروع حصلت عليه أثناء الدراسة وأنا مابين 21 و22 سنة، وقد كان تصميم الداخلي غير موجودًا في جامعة الملك عبد العزيز، وقد أخذ مني تنفيذ هذه ستة شهـمـسـور (مشروع فيلا كاملة) عملت أفكارًا وتصميمات غريبة.

9. ما هي العوامل التي أثرت في قراراتك لمواصلة مشروعك؟

1. من ضمن العوامل التي أثرت في قاري لمواصلة مشروعك الانفصال طبعاً وحبك للدراسة. وإن هذه الدراسة، أنا كنت استفدت في الجامعة بنظام الدوامات، درست لفترة وتوافقت مع التدريس، حتى سنتين وحصلت أنني تثبيت مجموعة من الفعاليات اللاتي درسنج ورغم من الأبعاد، فعندما تقدمت...
للعمل كان عامل السن العائد الوحيد أمامي قتلتني في ذلك الوقت وصممت أن أثبت لهم أن عامل السن لا يعتبر عائقاً.

2. (آه آه) الإصرار والإرادة تصدر هذه العوامل، فبالرغم من مواجهة المصاعب وبعض الخسائر، وعدم تقبل البعض عملي ووجودي في هذا المكان. وقد يفسر البعض وجودي هنا في هذا الوضع بافتقاري إلى المادحة وقد تظهر إلى نظرة استحكار كوني جامعي واعمل بهذا المكان، ولكن هذا لن يطلبني أعترافاً ببعض الزيادة من إصراري وإرادي لكي أتوج، فانت أحب النجاح والربح واجد نفسي في هذا النوع من العمل. اختاري لهذا النوع من العمل أعمل العالي العامي الذي يبحثي نحو الاستمرار والنجاح وفكت الخبرة والمقدرة على التعرف على توقيعات الناس وكيفية التعامل معهم حتى عند مضاعفتهم لي مما أكسبني رضاهم. الأمانة في العمل والخوف من الله أيضاً من العوامل التي أثرت في مواصلتي لمشروع عملي وجعلتني أقدم.

3. لفقي من الأهل التشجيع الكبير وذالك لغول إيجار المصالح وحصولي على الفرص والمسنودة التي تتبع ذلك (أم ما) وقد كان يشجعني مسبقاً عندما كنت أعمل من خلال المنزل. العوامل التي أثرت في قراري لمواصلة مشروع دعم أهل وزوجي وحلي لهذه الأعمال.

4. طموح الوظيفة والتدريب مازال في بالي، فكان لدي رغبة شديدة في أن أحصل على وظيفة ولكن عندما لم أجد مأتمثة وحيد المتمثلي الى المشروع وحتى ذلك على الإصرار بالاستمرار.

5. العوامل التي أثرت في قراري ومواصلة مشروع هي وفاة زوجي والظروف التي حدثت لي.

6. أولى، عمل المرأة والذي يجعلها تشارك في المجتمع، ثانياً مادياً، حيث تشيع المرأة أنها معتمدة على نفسها مادياً وتدير أمورها بمفردتها، وتكون لها حرية القرار. فانشغالاتها بأشياء أساسية يحولها إلى إنسانية عملية جداً تقدر تطور المجتمع وتشير أولادها هي قيمة المادلة.

7. المجتمع الذي لا يقدر خطوة التصوير لدى الأسئلة وحقوق المرأة. تجديد الإمكانات والتفويض لا أعطي إلا للمعنية المضمونة وعلى حسب الموقف والطلب. يوجد لدى البعض الإمكانات ولكنهم لا يمتلكون المقدرة على تطويرها بالرغم من أن الحاجة أم الاختيار.

8. هناك عوامل عدة منها الدعم الذي كان يثري آيك عاقللي، فحنانا أرغب في تطوير مشروع ولا أحد الدعم اللام. ولكننا أجد الدعم من قبل زوجي والأهل. وهناك عاماً آخر وهو المنافسة التي لأسلوب لا تكون شريرة أبداً، فلو سلمت نفسي لهذه الضغوط لن أتقدم ولن استطاع الاستمرار.

9. عندما أرى الحماس من جميع من تغلبت معه أندفع إلی الاستمرار في عملي على الرغم من استفاذ الطاقات في هذه المشاريع ومن ضغط العمل وضياع الوقت ومواعيد التسليم مما يجعلني أصر أحياناً في بني مع أحد ألوائي أتفرك بإعطاء نفسك فترة من الراحة ومن ثم البدء مشروع جديد، بالإضافة إلى الإحباط الذي أشعر به من جهة العملة المستمرة ملاحة وعدم التزام المعني بإلادعاء المتقن عليها، ومع ذلك أكمل مسيرتي لأن مجال غريب وغير متوفر في المملكة والنظام الذي وضعته يجعلني استمر في طريقي مع تعاون الفريق الذي يعمل معي.

3. ما هي الخطط المستقبلية للتنمية مشروعك أو أعمالك على مدى السنوات القليلة القادمة؟
إن الإنسان إذا أحب مشروعه يعتبره مثل طفله الصغير، يحبه ويغزمه. إلى أن يكبر ويصبح أفضل وأحسن مشروع.

1. إن المشروع أهم الرغبة في التوسع أكثر، وبالإضافة إلى الوالد البكر، فهو يحنني الدعم ونحن الآن نعمل في partagerنا في رفع شؤون خارج جدة، ويعتبر هذا المشروع فرع نسائي من أعمال الوالد.

2. ينبغي أن نبني نحن دائما على الصبر، وإليك ذلك عن المطلق.

3. ينبغي أن نبني نحن دائما على الصبر، وإليك ذلك عن المطلق.

4. لقد كنت أرغب بأن يكون لي شركة أساسية ولها فروع، أحلامي كبيرة وأمنى أن أتوسع في هذا العمل.

5. أمنى أن يكون لي مشروع ولو صغير بثلاثة أو أربع خيابات أو خيابين. إحدى ذاتنا كانت داعية درست في معهد بحثي في مكة المكرمة وكانت مسلمة، وiphery الرؤية.

6. أمنى أفتتاح فروع عدة لمشروع الشوكولاتة. كما أمنى أن نعمل على توعية المجتمع من خلال وسائل الإعلان المختلفة بمواد تصنيع المواد داخل المملكة العربية السعودية، ونفتخر بوجود صنف المواد الذي ننتجها إضافة إلى تغليف العلامات السعودية. أمنى أيضاً أن ننجح في إعداد حصة كبيرة في الجوهر في (لليل)، وما شاء الله الحكمة السعودية حاليا تقوم بدعم المرأة بشكل كبير، وقد كشفت تقارير عن السباق، وخليطت نظرية الرجل السعودي للمرأة العامة مما يجعلها تتلاشى في العمل.

7. أن أضم مشاريع كلها التمكين، مشغل العرسان والتصوير والعمل على توزيعها وتطويرها.

8. إن شاء الله سستحق الخطط التي في ذهني وأنا متوكل على الله في الدعم بدلاً من البشر، أمنى أن أتشكل من جهد عمل طلبات take away مصنعاً كبيراً في جهد عمل للمملكة.

9. الخطة الجديدة أن شاء الله أنت سوف تعمل على تأسيس هذه الماركة التي تختص بالمفروشات بالإضافة إلى المكتب الهندسي لأنها وضعت في خطى خط المشاريع وخط تصميم مفروشات ماركة، وسوف تعمل على أن يكون لنا بالنسبة للماركة فروع في جميع أنحاء العالم.

الكفاءة الذاتية:
الأسئلة التالية ستمكننا من معرفة كيف تعاملك مع التحديات المتعلقة بامتلاك مشروعك الخاص.

4. أخبرنا عن الحالة التي تحتاج فيها لمساعدة من الآخرين في أعمالك؟

1. لقد اعتقد أن اعتمدت على نفسي منذ أن كنت متزوجة، في نفس الوقت كنت أؤتي أعمالي بنفسى في إدارة الجوانزات وفي مكتب العمل وأباشر العمل بنفسى وأشرف على عمل العمل، مما جعلني أعرفي على نوعية العمل وسوق وحصلت على الخبرة والمعرفة.

2. بالطبع إذا الإنسان لا يستطيع الاستغناء عن الآخر أبدا، وحسن التعامل مع الآخرين واجب، فنحن كمجتمع نحتاج إلى أن نتكافف وخاصة أننا نقضي فترة من الزمن يوميا، مع بعض في هذا المركزي متابعته، فحسن الاعتدال والمساعدة تدر على أبط الآشخاص التي احتاجها، الشكل الثاني الذي يواجع أننا، الرابعة الأريكة، مثل عندما يكون الدخل أقل من الإيجار ثم يحتاج إلى الرز، وأنا والله أن هذا الدعم من قبل الوالدين.

النقطة الأولى الموردة المالي، مما يجعلني أفلات إلى الاقتراب والسداد في بعض الأحيان، النقطة الثانية العمل اليدوي فأناحتاج أن أتفحص بعض الأفكارات والخطط في إجراء الورش مثل الشموخ والفلون، فأقوم بعمل التصميم وتنفيذها الفنون في المصنع.

3. لم أفهم السؤال، أبحث عن المعلومات عن طريق البدء بالاستفسار للحصول على المعلومات من ذوي الخبرة بحيث أكون متأكدًا من قادة المعلومات. أنا أشعر أن التنظيم يأتي مع الوقت، فمن الممكن أن استدعي امرأة غير معتمدة ولكن لديها الخبرة، بانتظار في المملكة العربية السعودية أغلى سيدات الأعمال غير جامعات ولكنها تستفيد من خبراتها أكثر.

بالطبع أنا أساعد الفتيات السعودية بدعمهن بالأفكار والتشجيع والصيح، وأنا أيضا متأكد أن استمتع منهن. ومن رأي أن من الأفضل أن نعتد على المشاريع الأخرى خارج شروط باب رقق جبل، فيلمعنا على البانز التي تعمل في فندق الهايلتون مثال. حيث في حدي الحمرات أن بلغت قيمة المبيعات بالمحل ألف ريال، مما يعني أنها تأتي من خلال البيع، وآتي إلى صالون الأوبراطورة.

4. أتمت أن دعيت البنك المحلي بعض التسهيلات لسدادات الأعمال وأنا نجت تسهيلات من حكومتنا الشريحة في الحصول على فيز (تأشيرات العمل). المانحة، لقد أصبح الحصول على فيز (تأشيرات العمل) المانحة في وقتنا الحالي من الصعب، ونأمل أن تقوم الحكومة بدراسة التاريخ التجاري لسدادات الأعمال لمعرفة مدى منهجها، فالبنك ينبغي لنفسه الأعمال وتساعدنا على تطوير نشاطها التجاري كإسهام لديها استعداد وتعقيد التعقدات الأخرى. تمثل إعطاء الحريات لسدادات الأعمال والبعض على التعقدات في إجراءات إصدار الأوراق الرسمية للمحل (كاحتام الاستر للعمال التجاري مثلا) ليجعلها ذلك تنفع إلى العامل بشكل متكرر والاتصال به.

5. إنه أن نحن البنك المحلي بعض التسهيلات بدعم من حكومتنا الشريحة في الحصول على فيز (تأشيرات العمل)، المانحة، لقد أصبح الحصول على فيز (تأشيرات العمل) المانحة في وقتنا الحالي من الصعب، ونأمل أن تقوم الحكومة بدراسة التاريخ التجاري لسدادات الأعمال لمعرفة مدى منهجها، فالبنك ينبغي لنفسه الأعمال وتساعدنا على تطوير نشاطها التجاري كإسهام لديها استعداد وتعقيد التعقدات الأخرى. تمثل إعطاء الحريات لسدادات الأعمال والبعض على التعقدات في إجراءات إصدار الأوراق الرسمية للمحل (كاحتام الاستر للعمال التجاري مثلا) ليجعلها ذلك تنفع إلى العامل بشكل متكرر والاتصال به.

6. لذي مخالف تجميل وذلك أنا بحاجة إلى عمليات لأداء العمل، فتعمل معهن بالنسبة أفضل لي، البالتي من ناحية يجدن المكان والفرصة للعمل بدلا من الجوام، ومن ناحية أخرى يعودون العمل.

7. تحتاج إلى الدعم النفسي، لكي نستطيع تطوير مشروعنا، ولكننا أقدر الحصول على قرض ما يمكنا جذب كثير من التسهيلات.

8. عندما ابحث عن معلومات في مجال التسويق أبحث عن الشخص الذي من خلال نظام المعلومات في الكمبيوتر، وبحج عن الشركة المتخصصة واقوم ببحث عن عدد الشركات التي تعمل في نفس المجال (الموجودة في المملكة) وختام الشركة التي يمكن التعامل معها مسهويل التسويق لي من خلال موقعهم لك تطلع على الدول الأجنبية، هذا هو النظام الذي اتبعه. فانا ابحث عن الإنسان المتخصص صاحب الخبرة في عمله لاتجاز عمل.

9. لقد أعطت نموذج تعليمي من خلال نظام المعلومات في الكمبيوتر، وبحج عن الشركة المتخصصة واقوم ببحث عن عدد الشركات التي تعمل في نفس المجال (الموجودة في المملكة) وختام الشركة التي يمكن التعامل معها مسهويل التسويق لي من خلال موقعهم لك تطلع على الدول الأجنبية، هذا هو النظام الذي اتبعه. فانا ابحث عن الإنسان المتخصص صاحب الخبرة في عمله لاتجاز عمل.
5. شاركنا بالأوقات التي واجهت فيها التحديات لمعرفة بعض الأمور أو عن مدى تعاملك مع تحديات الحياة بدون توجه في معظم الأحيان وعالجنا لها؟

1. قبلت تحديات كثيرة، ومشكلتي في شخصيتي أنا لا أحب التحدي وعندني يزداد في حالة التحدي مما يزيد من تقدمي. وفي حالة التقدم الأعلى أو الأصغر، أعملني ذلك أسر في أصراري على إكمال مسيرتي واتباعي ذاتي. نصف تحديات كثيرة في العمل، قد نجد صعوبات كثيرة وممثلة تفع أموراً (من العملية، مكتب العمل، إدارة الجوانب، والبنية) لدرجة أنه يعاني بالله قد يجد الإنسان نفسه عاجزة عن التصرف، ولكننا لا أحب أن أجع للناس مكتا في قلبي.

2. العمل كانت بعض الزيادات في الاعمال، حيث يتطلعون إلى الوصول على الاستراتيجية الموضع. والشيء الآخر هو البعض للاستنفار ومحاولة معرفة الرجح كم، مع أن يكون بعض من أسرار العمل بالإضافة إلى ذلك وجود الغيرة، الحسد والتافي وهذه جميعها تفت تعدد التحديات والعطش على التغليب.

3. واجهت بعض التحديات التي تمثل في ارتفاع إيجار المجل، حيث طلبت من الإدارة مساعدتي أثناء الظروف التي حدثت لي ولكن لم أجد أي تحاونا منهم. وذلك (أوافق) أحتذتي ولكنه انعطافي العزم على الاستماع في أوقات كثيرة ولدائم أثناء التهم الأخر من حملما اضطرتني وعاني رأني صحيا إلى درجة الإغماء، فأثر علي ذلك معيونلي لأنني لم أملك القدرة على انجاز ما أريد. فانا أحب عملني واستمتع عندما أجر.

4. الحمد لله أنني امتلأ الإصرار والعزمي لاصلا إلى مبناي، كان من الممكن أن يجد اليأس مكانا إلى قلبي حيث كان الجميع يتشري بكملي، ولكنني تخجلت وكان طموحي يختلف عن مرالي دراستي فرست في طريق التجارة، كان بالإمكان أن أعمل على توزيع مشروع وتحقيق حلمي الذي كنت أحلم فيه وأنا بالمرحلة الثانوية.

5. طلب مني ابنى فور إكمال المرحلة الابتدائية التوقف عن العمل، ولكنني رفضت ذلك لأنني لا أحب أن أصبح حالة على أحد نماست أستماع عمل. لقد حبى أن تكون من العمل لفترة من الزمان. ثم سيطر على مراري الشيخ عبد الطيف جمال. فتم تتفوق عن العمل وأخرج الامل، فكان من ضمن المعاناة التي اعتناني بها دعاء أوائله فالمتتة إيجار محل 1200 ريال في الشهر. عمت أربع شهور سيدي جم ثابدي إيجار محل بعد أن أقرعت محل وجلس في المنزل فترة من الزمن. ربطت وقتا آخر وأصبحت أكثر واحدا تأخذ أفرنج من برامج الشيخ عبد الطيف جميل وأصبحت أسعد أفرنج بدون تأخر والقرض الأنس أنني لنبي وليس ببسي.

6. مثل ماذا؟ بالنسبة لتوظيف إقامة المراحل الابتدائية التوقف عن العمل، ولكنني رفضت ذلك لأنني لا أحب أن أصبح حالا على أحد نماست أستماع عمل. لقد حبى أن تكون من العمل لفترة من الزمان. ثم سيطر على مراري الشيخ عبد الطيف جمال. فتم تتفوق عن العمل وأخرج الامل، فكان من ضمن المعاناة التي اعتناني بها دعاء أوائله فالمتتة إيجار محل 1200 ريال في الشهر. عمت أربع شهور سيدي جم ثابدي إيجار محل بعد أن أقرعت محل وجلس في المنزل فترة من الزمن. ربطت وقتا آخر وأصبحت أكثر واحدًا تأخذ أفرنج من برامج الشيخ عبد الطيف جميل وأصبحت أسعد أفرنج بدون تأخر والقرض الأنس أنني لنبي وليس ببسي.

7. أواجه تحديات وضغوطات في بعض الأحيان من قبل المجتمع الذي حوله وقد تكون من أرق المثل فهم قد يستغفرون بعملي مثل: فانا أدير أعياني والباقي على الله. أما بالنسبة لعملني في العمل قد يختلله الموطن للقرض وحمرة الرزق، ولكنني لا أعتبر ذلك خسارة لي بل مكاسب لأنهم كشفو أوراقهم أصلي.

8. لقد حصلت لي قصة غريبة جدا وكانت في بداية عملي التجاري الخاص بي، فكانت (أي أي) بعد أن تعرفت بعامة الملك عبد العزيز بفتح مشروع إنتاجي الخاص وقايتي أصبحت من سيدات الأعمال طالبوا من تنظيم مؤتمرا كبيرا، فقد أثارت بعض صواني الطعام وأغلقت في آخر اللحظات ولا
يوجد وقت تعيين ذلك بالإضافة إلى ذلك فقد أعطيت صاحب التواريخ الطريق وتأكد من الوصول ولم تستطع تعريض كمية الطعام التي فقدت فكان موقفا لا يسمح عليها. هذا الموقف أدى إلى غضب وافرة وكان داعيا إلى أن أقف وأقوم أحمد الله أصحاب الوهاب بعد هذا الموقف والتأكيد فانا أشكر جامعة الملك عبد العزيز على قد ماما غضبنا متع جمهم منهم بساعاتي على تخلي هذه المشكلة ومن المعلوم أن الإنسان لا ينجح من المرحلة الأولى.

9. أواجه أحيانا مشكلة تضارب الوقت بين مواعيد الأول والدارس ومواعيد العمل.

العملة في العمل إلى الساعة 11 ليلًا مما يضطرني إلى مباشرة المشاريع بعد الɒون والهذا صعب

بالإضافة إلى ذلك مواعيد تسليم المشاريع والذي يركبني فعلًا إذا لم يكن هناك تنظيم في عملي. تسرب

العملة المفاجئ بعد تدريبهم على العمل (عدم الاستقرار) أيضا من أكبر التحديات التي نواجهها، لذلك أنا أشنع عمل مواطني البلد من الشباب والشاب.

العلاقات العامة (أمانة الملكة) وطلبت بمدينة ناسية صناعية لأننا نجد أن العديد من الفتيات

المصريات مكتوب الحساس العالي في إدارة في العمل ولكنهم لا يجدون مكان الملازمت. لقد

تواصلت ببعض الجمعيات مثل جمعية الأمير ماجد وجمعية باب رقح جمل التي تعمل على تدريب

النساء السعوديات على الخياطة، التطريز وال الكمبيوتر وتنمية فرص العمل في المصانع، بعد ذلك

نحن نحن عومنا في ورش فحص هذه المهنة وحصة، مهنة بعو، بويا، ودهانات. أنا أطالب بمدينة

صناعية ناسية بحيث تعمل فيها الفتيات بحرية هذه الخطبة تحت الدراسة.

6. أخبرينا عن الأوقات التي سعت فيها عن قد لبحصولك على معلومات من آخرين لأعمالك، وعن ماذا كانت

3. أن أخذت في ال주وم مصا سُر نباد عليه، ومصا سُر ثُب الأعمس الموجب فمصادع الغالبس، ومصا سُر يصودهن إلصاها الخاصات، فاستمها بغيلا صابها، عوينات من تقارير، وإحصار الأعماس، وعوينات من الصناعات الأخرى.

4. بعد الانتظار مع حضور تخصصات الاستماع وبعد الانتظار من العم الدراسة اللازمة كان أن أول من توجه له بعد الله سبحة، وعلائي مي ماما العمل السابقات والموظفات اللاتي سابق أقع عنهم فين مثقل الخبرة الأميك، حصلت على

المعلومات مهنة بالذات، القناة التي تتعامل معها في هذا المركز هي من المستوى المتوسط، نذكر لنا محتوى القناة ذات المستوى

المادي العالي. قد يحدث عن احتياجاتهم، وعندما بدات العمل لم يصل إلى أي أن لا بعد شرور من استمر، وللمصلحة تخص بعض سيادات الأعمال الموجودة في المركز يصاعد لائية الذين مما يفوتهن إلى الخسارة، فاستمرت منهم ومن

الإدارة أيضا من هذه نقطة لتجلب ذلك وإحصار الضياعة المماس.
لا أعرف أن من النوع الذي يحب لغيره مثل ما يحب نفسه، فقد توجد في المركز لدينا بعض المفاهيم الجديدة... والتكامل.

على الله مطلق، فمن الممكن أن تكون لدي نفس البيضاعة الموجودة في محل آخر، ويمكن السعر أقل من الذي نقد، ولكن التوفيق من الله سبحانه وتعالى.

لقد حصلت على أكثر المعلومات استفادة من مدينة بيروت، فلقيهم المعايير التي تحقق ما يحقق من مجتمعاً خليجياً، والتحديات المجتمع السياسي، فتأتي أكثر دولة سافرت إليها وحصلت على المعلومات منها. أما بالنسبة إلى المصادر التي تعمل في هذا المجال في المملكة فقد يمكن أن تكون متزامنة جدًا، ولم أجد منهم أي تعابير، حيث ذهب إلى المنطقة الصناعية (مصانع الشوكولاتة).

لكنهم رفضوا حتى دخلي إلى المصنع.

لا يمكن أن تكون لصديق فصين الباصين، الموجوص، فصي مقصود آخص ويكصون بالمصانع الصديق في عودة ونجيشة، ولكن على أن نحدد هدفنا ونسبي على خط محددة وعدم انتشار الدعم من غيره.

إن الإنسان إذا لم يتجه في الحصول على مبتعده فلن يحصل على الخبرة من الآخرين، (أنا من النوع الذي يعطي ولكن لا ينتظر الرد من الآخرين) وينبغي أن يكون مقنعاً وواضحًا من نفسه والحياة تعلم الكثير. إذا حصلت على أي معاملة أقوم بدراستها والاستفسار عن مكان تخلصها بالمعلم بعدم وجود من ملك بالمعلومات اللازمة، فيجب علينا أن نبحث برفقة وإن لا تعتمد على الغير في تخليص معلاماتنا كما يجب علينا أن نحدد هدفنا ونسبي على خط محددة وعدم انتشار الدعم من غيره.

لقد سعى للحصول على معلومات في إحدى المرات ولكنها لم تكن عن مشروعات وإنما كانت رغبة، في زيادة معلومات حصلت عليها من أصحاب الخبرة. فلما شهدنا نحب أن نتقلد أكثر من سياسات الأعمال اللاتي نسمع عنها، فكرت استخدام أساليب سياسية للحصول على المعلومات في أن تأتي إحساسهم بالثقة، ولكن أود أن أذكر أن بعضها من أن يقترب في 컴퓨ت في انتظاري. نعم يوجد لدى الإسرار وهذا فضل من الله للدرجة أن أغلبية عمليات يقين ولي باني عنيدة والدليل أن ذلك أصبح من الشائع في الفترة الأولى.

كانت أخبار مع مهندسين خبرة واحترام الاجتماعات معهم والاحتفال عليهم بالطبعية في موقع العمل، واكتسب منهم الخبرة في التعامل واجلس مع كبار الشخصيات واتبع على نظامهم في تجارتهم وطريقة كلامهم. كنت أشاهد أيضًا كيف ناس الأمير خالد الفصل في مؤتمرات واجتماعاته يشجع المرأة في العمل، فكانت تأتي كيفية نظام الحوار معه، وهو دائماً يوجهنا باستخدام الصلاحيات التي نمتلكها. فكرت استخدام الصلاحيات المتاحة فقط ولا أعتبر عدم وجود أو توفر بعض الأنظمة عائقاً إلزامياً واستخدام المتاح، وكان دائماً يقول أنه بالإضافة إلى استخدام الإشراف أن يصل إلى الصدارة. لقد أتيت بجواب التصميم الداخلي الذي من خلاله استطاع التحسن في مشاريع خاصة، كما أن هذا المجال أقبل كونه السيدة تجد خرائط في التعامل مع الصعابات أكثر من الرجال، كما يوجد حالياً تطوير في صلاحيات المرأة لدينا، والتطور يحدث تبعاً لاحتياج وقد أصبح لدينا مؤتمرات تحضرها وتنافش فيها، ونعتبر عن رغبتنا وتلك كل ذلك غير موجود سابقاً.

الرغبة:

الأسئلة التالية ستساعد على قياس الرغبة لمتابعة المشروع كمسار وظيفي.

1. أنا أجد نفسي في مشروع الذي أعمل (أعتبره جيد، كلاهما) ، ونوعه نظرً نظري أن المشروع تخطيط المشروع والمشروع تخطيط وهذا المصطلح يأتي من فعل (مشروع) باللغة العربية، فإذا نشرع بعمل ما، نبدأ بالتخطيط وعمل الإحصائيات ونجمع البيانات، ونمكن أن يكون عبرة عن عمل ورقي في البداية وعند التنفيذ يقدم عيانا له وتب تجربة وتعود وهذه هي النقطة التي أريد أن أصلها.
للآخرين وهذا هو الفرق بيني وبين شخص آخر. لأن فكرة المشروع تتبع أصلاً من صميمي ومن داخلي ومن عيني وهويتي. فالمشروع بدأ من فكرة تكونت أثناء نافش ما وآملهم ودهيتمها.

المشروع هو في البداية حلم وإرضاء للمملكة التي لدينا، تقومون بالتخطيط له بالإدارة والعزلة ودعم الآخرين من حولك تتصلي إلى هنف. إن حلم كل إمرأة أن تكون مستقلة ذاتية ومادية طبعاً (أه أه) بالرغم من وجود الأب أو الأخ أو زوجها الذين يتهلون الصرف عليها، وهذا ما تuart حقهم من إنشاءها للمشروع. بعد ذلك عندما تباشر العمل في المشروع تواجه التحديات وتعيد معها المتعة.

مشروع (أبي أيه) ... (أم أيه) مشروع عشان (أه أيه) يكون بديل للضيافة طبعاً وبديل للكبير في البيت مما يعنينا (أه أيه) استفيد وأفيد غيري. مشروعي الحالي عبارة عن نهائية وكوش وتفعيل، المشروع عبارة عن محض يوجد فيه بضائع للبيع يستفيد منها البائع والمشتري. الذي جذبني مثل ما ذكرت سابقاً حبي للعمل أول وأثرا الناحية المادية.

إن من الصعب تعريف مصطلح كهذا ولكن يمكن أن نعرفها بكلمة واحدة (جهد ذاتي). الذي جذبني إلى المشروع هو إحساسي بأن العائد منه ثمرة من ثمار تعب وتحقيقاً لذاتي وتطويراً لها في سبيل الوصول إلى النجاح، فإنا أحب أن أترك بصمة في حياتي.

المشروع يعني عملاً كبيراً، أنا حالياً أفقد التركيز، هو طبيعة فكرة يحاول الإنسان أن يمبيها ويكرها، وتحت هذا المشروع بجيب للثقة والمشروع هذا أساساً هوايا واعتب كدخل إضافي أيضاً.

مثل ماذكرت لك سابقاً أن عملي التجاري بدء تدريجياً، فكرة المشروع تتبع من نادي وتمحست للفكرة أدرك ودربت احتياجات المجتمع ورغبته بخصوص الشكوكاتهم، ولعلما فإن مجتمعنا السعودي يختلف عن المجتمع الخارجي من ناحية الكمية والتنوعية ... المشروع (انتهى). مثل ماذكرت لك أن المشروع كالأسرة يجب على صاحبه المشروع أن يديره بالطريقة الصحيحة وتعلع عن تقديره بحيث يصل إلى الجودة في الصنع. المشروع هو عبارة عن خدمة فن نبطاها إلى أساليك، بحيث تشيعن بالاتحاد والسرور أثناء تأديتها هذه الخدمة، فهو يعد مكسباً معاونياً أكثر من مادي عندما تشيعن برضاء الناس من نوعية الشكوكاتهم التي تقدمنا للهم.

المشروع هذا عبارة عن .. المشروع يعني شروط أي البدء في عمل خاص بك مع تحمل مسئولية الذي جذبني لهذا المشروع هو الطبول، فالمشروع التي أعمل بها طلوبنا في مجتمعنا وأدركت ذلك وعرفت ما هو المطلوب وجدت هذيفي ووصلت والحمد لله، وقد أخذ الوصول إلى الهدف وقنا طويلاً قد يكون شهر، سنة ... ولكن من سار على الطريق وصل. المشروع يتطلب كفاءة وجهد، لكل شرع الإنسان في عمل مشروع ما يضع عدة نقاط سيبر على أساسها، طبعاً من الناحية المادية ومن الناحية الشخصية والصحية، لقد بدأت مشروعي وأنا كبيرة في السن (بعد سن الأربعين) فقد بدأ تغيير في نمذجتي وأنا أعترف ما أريد ولا أعمل واحد مسئولي عمل شرعته بعده. كان لدي أطفال ربيتهم وكيروا وتنزولاً وأصبحت الآن جدة فطخت مسئوليتي وبدأت أصعנחלهم الأشياء. وقد قمت بتقسيم أعمال على أولادي وبناتي (الخدمات العامة، المشغل، استديو التصوير وأيضاً تجهيز الحفلات) هذه أنشطة نسائية خاصة ببناتي، أما (مكتب العقارات والتجارة العامة في مواد البيع والعقود العامة) فهي تخضع للأولاد. لقد ربيتهم على أحسن وجه ووفرت لهم المجال الذي يمكنهم من الحصول منه على دخل يعيشهم حياة كريمة.

أنا ... المشروع هو تعريف لشخصك، لأن المشروع هو الذي يقوم بتعرف الناس عن شخصيتكي، عندما تعطيك في مشروع وتعلمي له دراسات بالشكل الصحيح وضعي اسمك عليه يغفوك هذا إلى الإنتاج بشكل كبير الذي جذبني إلى فتح مشروع
هذا... رغبتني في إنتاج شيء ليلدي باسم سيدة، فأعطيتها الإنتاج يصدر من قبل الرجال، ولكن نظرة العالم بناي المواطنة السعودية باستغاثتها أن تنتج وتشي شارع تخدم بلدها.

المشروع بالنسبة لي المستقبلي. فعلاً عندما قمت بانتهاك المؤسسة التي إلبتها حالياً في البداية، فزرتني فكرة عمل أعمال تجارية في المفاوضات للسياح، وبعد ذلك وضعنا فكرة تصميم المخطوطات فأحمرنا ذلك ودرينا جيلاً من بعضا لإنتاج مشروع الذي بدأنا فيه. المشروع عبارة عن بذرة نزرها وتعمل عليها الابتكارات التي تجعلها تنمو وتزدهر وتتم أو ما لإبادة آآآ... استمر مشروع عن 15 سنة أنجزنا خلالها الكثير ونسن النتائج الأخيرة منها بدأنا خط إنتاج غير موجود في المملكة مقاتلة سيادات، وأيضاً دخلنا مجال تصميم المخطوطات وهذا لم يكن أيضاً موجوداً، وقد نجد أفكاراً جديدة في مجال عملنا مستقبلاً.

هلم مجتمع يدعم سيادات الأعمال؟ إذا كان الأمر كذلك، كيف يتم الدعم؟

1. نعم، إن المجتمع السعودي يدعم سيادات الأعمال، ودائم على ذلك أن حكومتنا الشيشية أقبح حاليًا على فتح مراكز تنافسية في أغلب الإدارات الحكومية وتصبح الوضع مختلف عن السابق.

2. نعم، ممتعنا السعودية يدعم سيادات الأعمال سواء كان داخل المنزل أو خارجها، وقد ذكرت بأن الولدان تاجر ودعي أيضاً كان تاجراً وحمد الله العائلة ناجحة في التجارة، بالإضافة إلى الدعم الذي ممكن أن تتلقى سيادات الأعمال، وغيرهم من المتبرنين من باب رزق جميل الذي يعتقد الشيخ عبد الله جميل، ويساعد أيضاً عن طريق العمل الإстранادات المهرجانات والاحتفالات.

3. في الفترة الحالية يوجد دعم. كان هناك دعمًا فعليًا للسيادات في السنة الأخيرة عن طريق (أ إم)، عمل أسواق نسبية ومحلات، الدعم المادي والضرائب ودعم الدولة من ناحية الامارات البشري، فيتم الدعم عن طريق مظافحة المبادرات كرائب شهيرة ومشروع طعباً (أم إم) هو كرائب أو دليل للرائد.

4. لم يكن الدعم الموجود سابقاً بالقدر الذي هو عليه حالياً، فمثل عندما كنت في الكلية لم أكن أشعر بأن هناك دعم جيد وماهم فقط بعض المتبرنين من رجال الأعمال. كنت أشعر أثناء دراستي في الكلية بعدم وجود من دعم سيادات الأعمال، وأيضاً فقط بعض التنوع من التجار، واكمل بعض الشركات تقدم الدعم مثل برنامج الشيخ عبد اللطيف جميل. لم نكن نشعر أن صندوق تمويل الوقت من المواد البشري، يوجد حاليًا برامج على القنوات السعودية عباً لتصفي سيادات الأعمال، إلا أن هناك الدعم والإعلان بالدورة اللى أرسلنا إليه حالياً لا يقصر الدعم على الدعم المادي فقط ولكننا قادر أن نكون الدعم الذي يكون لدينا، حيث أننا قادر أن نستفيد من الموارد البشري.

5. توجد لدى معارضة شديدة من قبل قليلين، فمثلاً على الجمعيات أن يقفوا كرزة، عبادة في المجتمع أن يكون كما أفكار رحلاته.

6. لا أدرى ما إذا أقوال ذلك كله... لقد قمت بإعلانات عدة في مجلة سيدة وغيرها ولكننا لم ألتقي الدعم، فقط الاحترام الذي أؤمل به أن المجتمع يقف على المصلحة من أجل الدعوة الأعلى والأمان، فكلما يجيب أن يكون لديك (الطيار) المنتج الجيد الذي يجدب الزبائن ولكننا فهمنا على ذلك وتعملنا على ابتكار إنتاج، فيجب أن نحصلي، على دعم من البنوك أو مثل هذا القليل. هناك نقطة أخرى فقط، قبل رحلاته الصغير، تكون تفاصيل إجراءاته كبيرة ويجب عزراً في مواجهة الشركات الكبيرة التي تسيطر على السوق وتمتلك سمعة الجودة ولكن بالطريقة التي حصلت على اسم قوي في السوق والحمد لله.
نعم إن المجتمع السعودي حالياً يقوم بدعم سيدات الأعمال عن طريق إدارة الموارد البشرية، فلدينا جهات تقوم بالدعم وعمل دراسة جذوى للمشاريع. المجتمع أساسي يقوم بنجاح مجالي للجهات التي تقوم بمثل المشروع.

وجزاه الله خير لم يقتصروا، أهم شيء تجهيز دراسة الجذوى قبل بدء المشروع، بحيث تتبع هذه الجهات مشروعاً وتمكينه لإنجاز المشروع، ولكن تفكير القرض لله لا يحصل على أي تمويل أو قرض لأن لتأتي نفس مديونه. يجب على الإنسان أن يتبع على بناء نفسه بنفسه بدون الاعتماد على الغير حتى ولو الغير معد للمساعدة. وبالتالي لئا فا تأهيل نفسى والحمد لله وكل شيء موجود وتوفر لدى الله.

نعم ... يوجد دعم من قبل بعض سيدات الأعمال، واجد أيضاً الدعم من قبل أسرتي والذي أعد دعم لي فيهم الذين يدفعوني دائماً إلى الأفضل. لأسف المجتمع النسائي يتخذه الكثير من التنافس، فقد تحق أغلبهم من يرغبين في مساعدة ودعمك، وأنا أتفرص في هذه الأثناء للاستفادة من ثروة داخل المملكة أم خارجها. لا يوجد الدعم الكافي من قبل المجتمع، ولكن أتمنى أن يدعم الجميع بعضهم البعض.

أكيد، كيف يتم الدعم ... لا يعرف، ولكنني أrients وجود حملات عالية جداً على سيدات الأعمال في المملكة والمملكة والناس يرغبون دائماً في الدعم، وما الذي يجذبك إليها سيدة أعمال؟

1. لقد عرفت على إحداث من خلال الغرفة التجارية وطلب عليها اسم (شاهينز بانثر) ، وقد أعجبت بها لكونها شاركتي في نفس موضوعي، فقد أتلالجت من خلال ست سنوات ولم ت يؤثر عليها ذلك بل جعلها تطلق وفكرت بعمل مشروع تجاري وسافرت هنا وهناك من أجل ذلك. لم تتعلقي النصاب كمكسي شاقة في الخبرة ولكن أعجبني إصرارها على النقية بما أفكرت فيها ، في الواقع تطورت في البناء والأعمال.

2. أنا أعرف العديد من سيدات الأعمال سواء من داخل المركز أو من خارجه وجعلهم قدوة لي ، طبعاً أهم عامل في سيدة الأعمال الشابة وذلك يجعلهم تمتلكن قلوب الزبائن وإذا كسبت قلبهم تكسبهم عقولهم. من داخل المركز تعجني أم وأيضاً العملي ومثل شخصيتهم جداً حلوة فتعلمت منهما واستخدمت كثيراً من أساليبهم في التعامل مع الناس.

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

4. مشاء الله تبارك الله ، لاحضريني حالياً من خارج المركز ، ولكن من داخل المركز عليك أذكرها جداً. فهي لا تحضر إلا الخامسة التي صاحبة محل الجليانات مشاركة الله خير حتى في التجارة وتجذيبني أفكارها جداً. فهي لا تحضر إلا الخامسة التي
لا يمكن قراءة النص بشكل طبيعي من الصورة المرفقة.
النور في بدء

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عمل تجاري

1. غير موجود

2. غير موجود

3. لم يحدث وان تعاملت مع هذا البرنامج.

4. أنظر عنه ولكن من فترة قرية فقط، مع التدريس والعمل في المحل لا أجد الوقت الكافي، فاقتني بجهد في محلي وفي

تدريسي.

3. صندوق الموارد البشرية في الغرفة التجارية والبرامج الخاصة التي تقوم أيضاً بدعم المشاريع مثل صندوق الشيخ عبد الطيف جميل. ذهبت إلى إدارة المركز وعرفت على النشاطات المتواجدة فيه والإدعى الخاص بالمشاريع (آطأ) والأسرة المنتجة. أدركت في التوجه إليه بعد عدة أيام باعتباري من الأسر المنتجة لكي يقوموا في الدعم الزائد ويعملوا على أشترائي في البازارات وعمل الدعاية اللازمة.

4. لدي معرفة آآآآ ولا صندوق التنمية للموارد البشرية للأستا خالد القامل عن مصا اعت صد، ولديه ماح في بواب المرد يتقدو فرها عن المشاريع التي يدعمها، وهو يقول أياا أن يش ك عصدب سصردا أعمال في مش وا واحد (قد يكون لدى إمكاني القدرة أو المادة ولكنها لتملك القدرة على التنفيذ) إني أتابع برامجه وهي جدا ممتعة وقد لجأت إليه بخصوص مشروعي (مطعم الدايت) وحصلت على دعم بمبلغ (350,000 ريال) ولكنني لم استطعت تنفيذه وذلك لحاجتي إلى مبلغ آخر أضافي (200,000 ريال)، هذا بالإضافة إلى دعم برنامج باب رزق جملي الشيخ عبد الطيف جميل.

5. لدي معرفة ببرنامج (الموارد البشرية) الذي يقوم على دعم مثل هذه المشاريع، يوجد أيضاً الجمعيات مثل (الجمعية الخيرية) التي تشجع الفتيات ذوات الخدمة البدوية. ولد دعوت مراراً من قبلهم للحضار والتجارب لديهم ولكن المكان غير مؤهل لذلك.

أمل من البرنامج الحكومي أن تحاول بقدر الامكان العمل على توطين النساء، ولكن أبي أحيد المدخل إلى مكان يقده فيه الرجل الخدمة لي، فهو يرى بالأمور التجارية أكثر من النساء. لذلك لعدم تطوير النساء بالشكل الكافي. أتمنى أن يعود الرجل على وجود النساء في العمل وأي أأن يكون هناك تدريب قوي.

6. برنامج الشيخ عبد الطيف جميل يمنح السيدات الدعم الزائد لتفتح مشارع ويحصل على نسبة من المبالغ التي يمنحها لهم (هذا بالنسبة للمخصصات) ولكن بالنسبة للدعم الحكومي يكون عن طريق الموارد البشرية وصندوق التليف والبنوك، فصحة دعم المرأة مشتركة وإذا لم نقم هي تنفيذ أعمالها باختصار للرأسمال rừngي، فطما أعمل نفس الديون وانا مشروعي ناجح.

7. توجد بعض البرامج التي تخص المغار ومن النظرة التجارية وبرنامج علمية.

8. لقد كنت نفتح السجل التجاري سابقاً عن طريق وكيل شعبي وكان من هدف الشروط أن لا يكون موظفاً حكومياً مما يجعلنا

بحث عن نقله من العائلة. وستحقيق اسم وكيل شعبي، ولكن من بعد سنوات تم إلغاء ذلك وصدر قراراً ملكياً بأن المرأة السعودية بإمكانها استكطلق سجل تجاري باسمها. وتم تحق قسم السيدات في جميع المجالات الحكومية في الأمانة (البلدية) وعبرها توجد حالياً موظفات سعوديات، والتحديداً الاستثنائياً أيضاً مما يمكنا القدرة على مراجعة جميع ممارسات تلك القضايا، كما تم توجه أيضاً دعوات تأهيلة للسيدات. ووجدنا دائماً متطرفاً تطورات تختلف في هذه السنوات الأخيرة وأصبح الدعم

من عدة اتجاهات سواء كان من قبل القطاعات الخاصة أو الدوائر الحكومية.

النظر في بدء

Khadijjah Bint Khuwaylid Businesswomen Center

عمل تجاري.

1. غير موجود

2. غير موجود

3. لم يحدث وان تعاملت مع هذا البرنامج.

4. اسعي عنه ولكن من فترة قرية فقط، مع التدريس والعمل في المحل لا أجد الوقت الكافي، فاقتني بجهد في محلي وفي

تدريسي.
لقد اشتركت في برنامج الأسر المنتجة لدى مركز السيدة خدمة بنت خويلد، ولكنني لا أحضر الدورات التي تقوم بها.

المشكلة الكبيرة لهذه البرامج تتمثل في عدم الاستغناء بذوات الخبرة من سيدات الأعمال، فالبلدان الأخرى عودت المجتمع على وجود المرأة في السوق وفي أمك آخر وأحدها أيضا أن أذكر دور المرأة هنا، فهي يجب أن تخرج وتحمل وكون لها دور في الحياة، فالعمل على تأسيس صناعات بالنساء في مجال الأعمال بالنسبة للقناة، وعند نعمه كبيرة لها. اجتمعنا مرة مع سمو الأمير عبد المجيد وكل فئة من جمعت عزاء تحدث عن موضوع معين تتعلق به، من سيدات الأعمال فتخصهم جميعا وعمل للماكينة في إدارة الأعمال، وكانت عندما كانت تتحدث عن موضوع مازالyet من أمناء النساء، ولقد شعرنا بعدم وجود احتراز لمغازتنا ومطالبةنا قيادة أخرى لم توفر التواصل مع سيدات الأعمال وتقدم الدعم لهم. فالإجابة أن تاسا أن سمو الأميرة عادلة كانت تشكو بأنها على استعداد لمساعدة سيدات الأعمال، وهي أيضا لديها مسجلات حولي يركز الشوكلاتها. توجد محاضرات ولكن لفتة مبتعثة فقط فمثلا في إحدى المنح كانت المصارفة (التي تلقى المصارف) ليست من ضمن سيدات الأعمال وكانت تتحدث عن أشياء مستحيلة وليس لديها الخبرة الكافية لكي تتحدث مثل هذه المواضيع، والذي يذكرني أكثر أن بعضنا من سيدات الأعمال يحكمن المستvariants ولا يبحث في الاهتمام مما يواجههم وتغير عن المشاركة في مثل هذه الأمور مما يجعلني انعزل واقتصر على الاهتمام بمثلي وتطوير.

يقدم هذا المركز دورات تدريبية وخبرات شبكات، ويقدم أيضا مبادئ مالية لمساعدة الفتيات على البدء في مشاريعهن، وقد طلبت الإدارة مني أن أحصل على موظفات من المركز ولنكن بحاجة لذلك.

لم يحدث تعاون مع هذا البرنامج.

هذا المركز تابع لغرفة التجارة ولقد ساهمت فيه سابقا، بعد انتهاء ساعات العمل قد أحضر بعض المحاضرات والاستماع لبعض المعارض التي تقام في الغرفة التجارية، والتي أتيت دعوات بالتصوير، بالنسبة النزاعية، أننا لا أعطي محاضرات توعية في الغرفة التجارية وإنما بجهود شخصية فقد قضيت ست سنوات أدراب الفتيات في الأمهات السعوديات على العمل في المشروع، أدرهن على كيفية تصميم المنزل واحترام القرارات والمرأة في اختيار الأثاث والتهم. إن منهجي يتفاوت مع جميع الفتيات، ولقد عملت هذه دورات في مناطق عدة من المملكة العربية السعودية، وأيضا عن طريق الاتصال مع بعض المعاهد الخاصة لتدريب الفتيات على المنهج المتميز لدينا لكي أطور من ثقافة السيدات من ربتي المنازل في مجتمعنا، بالإضافة إلى ذلك قام الفتيات بدأ في المكتبة، على البرامج والمدرسات، وعلى الوقف في الموقع والعمل في الدورة وكيفية التعامل مع العملة وهذه ميزة مهمة وخاصة بالنسبة لخرجيات الجامعة تخصص (تصميم داخلي) لتدريب عملها.

ما هي أنواع المساعدة التي تحتاج إليها من هذا البرنامج في حالة تعاون مع هذا المركز؟

أتمنى أن أظهر نفسى، ومن خلال اللقاء الأخير في إدارة فرص البيع، وشكرا على التعاون الصغير، وهذا الدعم عبرة عن توفير الاتصال المناسبة للموظفات السعوديات، وهذا ما يمكن أن تكون متوفرنا في السياق، بالإضافة إلى ذلك التوعية والتوجه عن طريق دورات الغرفة التجارية التي تهدف إلى تسهيل العمل.
ممكن أن أجد المساعدة من هذه البرامج بسهولة عملية نشر بضايعي في محلات أكبر وتيسر لي أماكن لواضع من تجاري في محلات أخرى خارج المركز.

3.

سمعت برامج كثيرة ولكن بصراحة لم أتوصل مع أحد منها، فقد ذهبت للمرافعة التجارية ومركز السيدة خديجة مرة واحدة فقط ويرجع ذلك إلى المشكلات المولعات.

4.

أولو احمل يوجد مشارف أو مسئولات يمن بالتوحيد ولو مرة واحدة كان نهاية أسبوع تسألنا عن الإحصائية، كيفية الحصول على المعلومات وترشدينا عن كيفية صرف أسهل المال وجميع ذلك يحتاج إلى إدارة، وإذا لم أدرس الإدارة فأخلاصًا يحصل أن أضع جميع الواعد من المحل في شراء البيضاعة وارتفع بعضًا من المبلغ.

5.

فلا استقدم من برامج الأسر المنتجة كثيرًا، وهو يهدف إلى مساعدة الأسر التي تملك بضاعة مصنفة بيدوي ولكنها لا تمكّن القدرة على تسويقها، ويأخذ البرنامج أجراً رمزياً من أجل تسويقها لهم.

6.

شريط أن يكون البيضاعة مصنفة بيدوي.

7.

قبل أن أحصل على المنطقة من المركز وأجعلها تواصل مع الزياتن لابد أن تتضمن إلى مقدرة شخصية يعنى لأربة مدى إمكاناتها... مع العلم بأن هناك حاجة ضعيفة.

8.

الحصول على موظفات التصوير مستقبلاً مع العلم بأن موظفات التصوير معتمدة، ويوجد لدى المركز عمالات خسارة أخرى.

9.

أما أطلع في بعض الأحيان فقط للتدريب الفني للسعوديات على بعض البرامج التوعوية حسب الاحتياج أو ألقى أحياناً من المعاهد دعوات لعمل ذلك، بحيث تكون هذه المعاهد محطة لنا للمجال الذي نعمل فيه (تصميم داخلي). التخصص يختلف بالنسبة للبرامج التي تضعها الحكومة والتي قد يحتاجها مجتمع ولكنه ربما يرغب عنهم نقطة (التصميم الداخلي)، لأنها في جميع المعاهد الحكومية قد تقوم تحضير المتناول في ثلاثة تخصصات من التخصصات، وتحت يمنحها للكتاب.

10.

فمما الممكن أن تكمن الفكضب جمودب ولصدل الإناسان القيمة للبصدء ولكوصه يفت صد الإمكانية المادية.

11.

يرصب تصوف الوامصل جمره لكلوي يبصدأ الإناسان مش وعه ويرب أن تكون الفكضب جاهرب ومن ثق التخطرط وتصوف الصدعق المصادي ومصا المهصارا التصر.

12.

وضعت مادة التصميم الداخلي كشيء أساسي ويوجد أيضاً تخصص دراسة "graphic design" جامعية.

13.

هل تعتقد أنه البدء يعمل تجارى كان مفيد لأسرتك؟ ما هو الوقت الذي ترتيبه مناسبا لبدء عمل تجارى؟ كيف ستعرف أن البدء بدأ؟
طعاً، قد يكون مفيداً لهم في بعض الأوقات، وثبت لهم أن ابنتهم التي كانت تجد الدلال في منزل أهلها خرجت إلى المجتمع وأصبحت مستقلة بذاتها وأثبتت نفسها وتمتعت بنفوذ فتح محل وطعم الإيجار والتعامل مع الزبائن وتحمل مشروعًا بكافحة التبغ. عرفت أن الوقت قد حان بعد سنة من بدء المشروع، يعني أول سنة، تطعماً من المكادر وجود دراسة من ناحية المكان، البيضاء والزبائن، وقد جرب الشخص في جديته في عائلته (هل تجمعية البيضاء) ثم بدأ بإنشاء المشروع وثبت نفسه. لقد ادركت أن الوقت قد حان منذ بيع المشروع وشركت إلى إنشاء الله جاعزة وتوكلت على الله. وعندما تولك الإنسان على الله يجد التفوق يصعب عينيه بالإضافة إلى الآراء والتشجيع من حولي وحيد الله. لقد تحدثنا في البداية عن ذلك (كيفية اكتساب قلب الزبائن والقدرة على اقناعهم) وقد تعلمت ذلك خلال عمله في هذا المشروع.

وسعيي للأفضل وازالة للتوتر الذي يحدث في قبل فترة الزواج، ومن ناحية أخرى، فانا لا أحكم بازلز المزلز كوني من النوع الشبيه وجي للخروج، علماً يعد لدي عقلتي الشخصية، بعد الزواج كان زوجي من النوع الذي لا يحب خروج المرأة وكان لدي مشكلة تأخير الحمل وقد جمعت مباشرة بعد بدني للعمل التحجري. الوقت الذي أراد منسوبه للبدء في العمل تحجري عندما تلمع جميع أمور المعارف، ولا ذات مشروع الكوش وتفعيل البداية فهو يحتاج لمثل تلك تفريخ تقدم الممارسات والمواضيع التي نحت في برنامجوكا لم لا نستطيع استغلالها بمعان الداعية لاجبة الزبائن وعمل عرض. يجب على الإنسان أن يحترمه فيما يريد نصيحة، يجب التوفيق الناحية المادية والدعم والتشجيع. عندما ارتب أموري أعرف أن الوقت قد حان، فأقوم بعمل دراسي واطلاع على المقابلات والمواقع وأبحث عن الدعم.

الذي يجتمع في أمر يشده على الاستمرار هو حاجة أسري، كنت أتمنى أن يكون لي بيد في مساعدة أسري وانا نحن من طبعي أحب أن أعلني وليس أن أخذ فقط وأحب أن يكون لي أهمية ودور في الحياة. المشروع يحتاج إلى دراسة، فلا استطاع أن أقرر وقت البدء فيه إلا بعد معرفة مكانة، نوعيته، احتياجاته ومدى الإقبال عليه، ويفترض ذلك من شخص آخر. لقد أمضيت سنين تقرباً في المشروع ولتوني لكي أن تحل السيدة لقب سيدة أعمال بعد خبرة خمس سنوات على الأقل. بالنسبة إلى مشروع الداية فهو يحتاج إلى وقت وانا يعني... الشيء الذي نحصل عليه بهدوة يد هندسي والشيء الذي يقيد عليه ببعضه هو الذي يعني ويسمر.

نقم أجهد مبدأ أسري 100%، فانا حتى وقتنا الحالي مازلت أساعد أولادي في وقت الحاجة بالرغم من كونهم موظفين. لا يوجد وقت مناسب لذا لذلك، يمكن بيناء المشروع في أي وقت يشعر فيه الإنسان أن لديه الخبرة المناسبة. وعندما يجد البعض من الإمكانية المفرة على ذلك ولم يجد أيضاً، فالسيرة للنحو عندما اشتركت في بارزة يدراسة الحالات الإجتماعية كانت أفتقد للطوارئة التي استجابتها والدعم يرافق عيناً لكوني في هذا الضوء. إن موقف المجتمع صعب جداً للدرجة أنني حرصت من الزمن ليبن أثني كنت أشعر بالفرح، والخوف من نظرية المجتمع إلى أن منهم من ينظر إليك باحتقار ولا يستمع عمل المرأة في هذا المجال، ولكن في السنوات الأخيرة حدث افتتاح وتغير فكرة المجتمع، ودرجة أن البعض من سيادات المجتمع السباعي يمثلل الملايين ولكنهم يقبلون على عمل غروي وخليقات وبيبيا في الأسواق وأبدعون عن الاستبار، لقد كانت اعمل من خلال المنزل وأصبح لأصدقاء الأقرباء أو أتعمل مع أحد المحلات وأتبع له العناصر.

نقم الفائدة جداً كبيرة، فمثل ماذا كنت سابقاً أن أولادي يحضرون في المواقف ويشاركوني في العمل، فذلك يمكن أن تقوم الكثير من معي، من الأمي، وفيات المجتمع المقلقة قيمة المدة ساعدوه ذلك كثيراً في أعمالهم التجارية. لقد افتتح أحد أولادي نوعاً من النشاط التجاري وتفاصيل كثيراً من خبرتي، وأصبحوا أيضاً أكثر فيها ذلك حيث كانت تستاءينا في صناعات التجميل وتواصل مع الزبائن وفتنت.
المرتمع المختلف مما جلها تفث أسلوب تفكيره ونوعياتهم، وكنت أيضا اصطحبها إلى المعراض فاكتسب الكثير من المهارات (البضاعة، الترتيب، كيفية عمل الطبيعة) وهي الآن في مدينة دبي تنظم حلقات، مناسبات وأفراح وهي ناجحة هناك. لقد اعتمدوا على أنفسهم ووصلوا إلى مبتكارتهم في التجارة. بعض الأحلام أعيد إلى المنزل مجدد ويتكلم الضغط النفسي، وأنا أحاول بصراحة حلاً.

أن أتحدث معهم عن أولادهم واستمتع بأولادهم وأطعمهم وقناً أكبر.

طبعاً، المردود المادي قد يكون مفيداً لي ولأسرتي التي أدري وجود مجالات واسعة في الحياة يمكن أن يستفيد منها، فأصبح أولادي يهتموا بالأراضي المعروضة للبيع وتعلمون أمر العقار، وبالنسبة للبنات فهي يجيتن التصوير، لقد قامت لهم نافذة للحياة وفتحت لهم مجالات عدة لكي يعملوا بها ويتخذوا منها حرفية ليحصلوا على الدخل اللازم. الوقت المناسب لبدء المشروع هو أي وقت يكون الإنسان واثقاً من نفسه ومن الممكن أن يبدأ وهو في عمر الخامسة عشر، فالمشاريع هذه ليس لها وقت أو زمن فطاما الإنسان لديه الهدف سيمبر وطاما الحاجة موجودة فالراغبة بالتالي تكون موجودة، طاما الإنسان لديه الإمكانية والمال بإمكانه أن يبدأز. نعم يوجد لدى البعض المال ولكن لا يوجد لديه القدرة على تطويرها وهذا يعتبر سوء صرف، فهناك بعض المسائل، بيوت الفقراء والبارزين في المنازل وتبغها، هذا أيضاً يعتبر عمل اجازي ومشروعي البعض أيضاً يمكن ملافس.

الامكانيات الداخلية. فلذك يمكن للإنسان أن يصنع المستحيل من لاص في الحافية سيصل الحاجة أم الاحتراس ويبق على الإنسان أن يفعل طريقه حتى في وجود العجزات.

نعم هذا العمل التجاري قد قريني لأولادي. حسب الدراسات، طالما أن المشروع جاهز من الألف إلى

البياء، والدراسة كاملة فينكان الإنسان أن يبدأ مشروعه.

طبعاً مفيد لي ولأسرتي، ولكن من الضروري جدا أن تنظيم الوقت مع الأسرة، فليست سنة من الأماكن أضع لهم جداول وبرامج للنادي والتحفيز والثقافة والدارسة... كما يوجد لديهم برنامج خاص للنهاية الأسبوع كما هو الوضع كذلك حتى قبل بدء العمل التجاري من أن تزوجت، ويأتي أيام الدراسة كنت أعمل على تنظيم المواعيد لهم تبعا للالتزامات المطلوبة. الوقت المناسب لبدء عمل اجازي عندما تتكون الفكرة وتكون الخطة جاهزة، وبالنسبة لي فقد بدأت من الصفر واتبعت الخطط والأفكار، مما دفع أن تكن صاحبة العمل بالدراسة التي تقع هذه الأيام من أبسلط في بدء عمل تجاري وأعمل على وضع نقاط الخلل في الخطوة الموضوعة، فتأتي إلى العديد من المبادئ في عمل المشاريع وعملهم للدراسة وتشكل إلى بعض النقاط التي قد تغيب عنهم.

العمل لاختيار قرار:

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

14. أخبرني عن مهاراتك وقوارتك التي ساعدك على فتح هذا المشروع؟ هل تستطيعي التحدث بالتفصيل عن مدى الاستفادة من هذه القدرات؟

1. إن مهارة الاتصال وفهم الطرف الآخر مهم جداً سواء في التسويق أو العمل. اكتسبت هذه القدرات عن طريق الاحتكار بالاندماج والدراسة التي تمنح القدرة على التفكير صاحبهم.

2. أولاً المقدرة المالية والحمد الله التي مكتني من استراد هذه البداية، فمثلاً المقدار المناسب للبدء، التعامل مع الزبائن فن، ليس الجميع يستطيع أن يبدأز مع الناس.

فانضمام عملك في السوق يتطلب نوايا ومقترحات من المجتمع ويعيد أن تماكب المهارة في كيفية التعامل مع جميع الفئات والدورات وكيف تحصلين على احترامهم، وأنا أحاول بصراحة حلاً.

الجمع المتخففة مما جلها تعرف أسلوب تفكيرهم ونوعياتهم، وكنت أيضاً اصطحبها إلى المعراض فاكتسب الكثير من المهارات (البضاعة، الترتيب، كيفية عمل الطبيعة) وهي الآن في مدينة دبي تنظم حلقات، مناسبات وأفراح وهي ناجحة هناك. لقد اعتمدوا على أنفسهم ووصلوا إلى مبتكارتهم في التجارة. بعض الأحلام أعيد إلى المنزل مجدد ويتكلم الضغط النفسي، وأنا أحاول بصراحة حلاً.

أن أتحدث معهم عن أولادهم واستمتع بأولادهم وأطعمهم وقناً أكبر.
المهارات التي اكتسبتها وتعلمتها... وشعرت أنها كانت لذي من البداية وعملية في السوق أبرزها...

3. تخصصي (تربوية فنية)، وحبي للأعمال الفنية كان منذ الصغر، حيث كنت أزور محلات الورد الطبيعية، واستبرى منها لمجرد الشعور بالسعادة والأحاسيس التي تلتها، ثم أقوم بتجريب مهاراتي HashSet وفروضك فيما إذا أحب هذه الأمور (أمم). وكان ذلك منذ المرحلة الثانوية، مما جعلني أشعر بالراحة النفسية.

فأدت مهاراتي وقراراتي في الإبداع من ناحية التصميم وإقامة الز双赢، عندى والمحمد الله الولمة والذوق في اختيار الألوان (اللليلة) التي تجعلني أكسب ثقة الز双赢 بالإضافة إلى اختياري للخامات مما أعطاني الثقة لدرجة أن الز双赢 لا يشعرون بالراحة مع غيري في المحل.

4. يستوجب مشوا ماتقا الترمرل أن تكون المش فعاله وأخصائي، لذا ترمرصل أو تمتل الصب بفصي الترمرل، ومالواب لي فان تخصصي ودراستي مختلف تماما ولكني امتل موهب الترمرل لذ واف تعل  فتم هذا المقل، فانا لدي المهارب لإخبراز القمصائن مصا الصذي يواسصبهن...

5. طبعاً، أنا امتلك هواية التصميم والخياطة، فقد كنت أصمم الإكسسوروات والالي المستمرة في الخياطة، فأنا أقوم ببرم جواخ الفعمال بدلاً من إعطاء الخياطة. لدي ماكينة خياطة وفضا، ولدي ماكينة خياطة مجهزة، وشركتي في العمل من صمحي وهوايتي وجعائي. لقد أمتلك على حياكة فستارتين أفراغ في ذلك الوقت، كم أمتلك ثلاثة أفراغ لعمل الواحد والخماد والعادي بـ 15 ريال. وبعد وفاة زوجي، رحمة الله تغفر له، تزوجت الخياطة وفتحت مشغل وحصنت على عدد (2) فيزا لخياطين، ولكن لم تتوفر في وافلاته، وبعد ذلك أمتلك خيطة مجهزة ومكينة خياطة. امتلكي بشرى الفعمال بالطيات وصررت أنا وهي نخيطة عبايات وطرح ونبيع. أرشدتني إحدى صديقاتي إلى الشراكة بالبازارات، فشاركت في بارز هيئة الإغاثة الإسلامية، وتبلغ المدة التي قضيتها في بارز الهيئة 15 سنة، وقد كان البارز كل يوم سبت كم عدد من الز双赢 وبعد ذلك دخلت في مشروع إعلان جمل.

6. الذي ساعدني على تحقيق هذا العمل التجاري الطموح إذا كان الطموح غير موجود لن يصل الإنسان إلى النجاح في عمله، فانا دائما أقول أن أنظلف لدى مهاراتي ليس بسهم ولكن لأنظف عمل محسوبا، وقبل أن انزل من منحة من الشروكان لاحق أولادي والعديد من الذين يتواقون لأخيرن، اتبرأهم قبل طرحهم للز双赢، وأيضاً قررت سفري إلى الخارج لتعلم أثر في أيضاً لقد استندت جدا من هذه المهارات، لقد كنت معلقة جدا بأنولادي وبوج ينضف مهاراتهم، وكنا أولادي في سن المراهقة، وكتبت اتبع المثل القائل (الشكرا لخير الله وذللاً)، فواصلت في عملى وركبت على ثلاثة أشياء في حياتي.
(عملي وتربية أولادي ورياضتي) ولم أحاول أن أهتم بشيء آخر، وعملي قد أنساني مشكلتي. لقد تعلمت أن أبتعد عن الأساليب والإسهامات الإبداعية، بل أن أركز على طريقي الطريقي بتعبر عن أن روجي كان يتعهد أنني لن أستطيع الاستمرار ولن أنسى وأنه قد كان سبب ناجح، ولكن الحمد لله نجحت بواسطة طموح وشجاعتي وحسن نيتتي وأولادي قد شرعوا بهذا الشيء.

الحمد لله، يوجد لدي اكتفاء ذاتي من الراحة المادية ولا يوجد لدي القدر والخبرات والمنازل. والوالة رحمها الله وأسر بجر هامة، فإنها كانت الوالة لعمل من داخل المنزل وكانت سيدة مشرفة، خイヤة وطباقة وهي تجيب حتى الأعمال البندوية فالشيء المعكرس تعمل على إصلاحها لذلك أصيبنا ضد فكرة التجديد لأنه يسبب بالخطرة، فالشيء الذي يحتاج إلى إصلاح نعمل على إصلاحه وتتاعيش معه. اكتسبت هذه القدرات من الحياة العامة، من بينيتي ومن الأهل، فنحن نصنع في المنزل المخلقات والمجمعات والأكلات بجميع أشكالها، فقد كانت الوالة برجمتها الله ضعيلة في أكلات المطبخ الهندسي والمطبخ البخاري فهي بنت مكة وتعبر بكل أمور الحياة. الحمد لله تعلمت معرفة الشيء من الصفر، وأنا أتعلم خطط للأمور قبل المصري بها، ولقد كنتني هذا الخبرة الثقة بالنفس وعدم الاحتفال إلى الأشياء. فنحن في منزلنا نقوم بهندسة الكهرباء، نغي السير، نغي موديلها، نغي الفرشه ونعدل في القديم ونجهد، ذلك علمنا أن الاقتصاد أساس الحياة فلا أخذ من خبره الغير ولكن قلعتي في التي أسر عليها وأتخل نتائج الشيء الذي أعمله وقد زرعه في أولادي أيضا.

طُبعا عندما شعرت باستنبطاظ على قيادة وإداراة المشروع بنفسي والسبب أني ... ولقد اكتسبت موهبة القيادة من عملي ومن إحدى سماتي أنني عندما أتخذه قرارا استمر فيه بدون تراجع حتى لو استمعت إلى آراء الآخرين، فلما سامع لدي من الاستماع ولكن في النهاية القيادة القادر استمدت من هذه القدرات بتكون علاقات عامة جيدة وكانت الدافع لي بأن اتخذه قراراتي بنفسي، فهنا لا أتراجع إلا في حالة واحدة (إذا شعرت أن قراري خاطئي) فأقوم بتعديل الخطأ وأستمر في طريقي من استشر مخاب ، ولكن لم استشر أحدا، فهنا أحب أن اتخذه قراراتي بنفسي حتى أهلي والأكبر مني سنًا (سواء من الرجال أو النساء) ليتجنون إلى أيضا رغبة في الاستشارة.

حصلت على هذه القدرات والمهارات بالخبرة والتجربة والخوض في مجال العمل، أولا اكتسب في الراحة، ثانيا من خلال تحديد الهدف وإدراك المهارات، ثالثا عملت تصميم لطيف كرسي، وآنا لم أدرس هندياً وقتما بتفاديه مع أحد المهندسين وأنا مازلت طالبة إدرس تصميم إدارة أعمال، فمن خلال هذه التجربة أتعرف على ونعيش وأصبح لدي أفكار جيدة وقد أجريت عليها دراسة ولكن يوجد عليها بعض الملاحظات، ثم تعديل الملاحظات التي عليها ونجلج الفكره ولا تناقش الفروع لدى أنها فكرة غريبة. عندما افتتحت الشركة كان هدي لي للربيع الباحث ولكن أن العمل بصرة لي على الكثرة الأرضية لأنها تستمر من جيل لآخر.

15. ما هي أنواع العوارض التي منعتك من بدء مشروعك؟ وهل مازلت تعтик؟

1. لم يكن لدي أي عوائق، فقد احتفظت وأنا صغيرة في السن وكما تعلمناه أن المرأة عندما تتزوج تملك بعض الأشياء التي قد يساعدها في بناء حياتها في حالة افلاسها عن زوجها.

2. فقد تحفت بدورات كمبيوتر ودورات أخرى مهمة، وقد كان لدي أمل في إيجاد وظيفة حكومية ولكن وجدت أن ذلك صعباً مما دفعني إلى فتح المشروع.
العواقب التي معتني من بدء مشروع هي الموقع والأيام ومزايا تعيين بسبب الظروف السابقة التي حصلت لي (ظروف الصحية وظروف الإيجار).

1. أولا عاقة منع من بدء مشروع العديد المادي .. وعندما حصلت على هذا الدعم أتام استعنت بسادات الأعمال الأخرى لديهم الخبرة والحلم الله توقفت في مشروع. لا يوجد أي عاقلة أخرى غير العاقلة المادي. لا أعتبر معارضة الأقرار عاقلة ماديا والذي لا يمكننا عمل في هذا المجال ويشجعنا على الاستثمار، بالرغم من استمرار بعض المحاولات التي تهدف تركي للمشروع، ولكن اترك عملي في هذا المجال حتى لو اضطررت أن أحضر عائدات.

كما قالت لي كني أبا فأن الحياكة من إحدى مواهبي، لذلك أتمتني إمتلك معمل ملاين جاهزة وكلي شيء، والمجمد موجود في مدينة جدة والماسم رخصة جذا في سوق الهولندي ولكن لا يوجد أفكار لدى البعض. أقوم حاليا بتعليم أحفادي من البنات الحياكة ولقد طرحت في جزء من المرات فكرة عمل بقرار في مركز تحفيز القرار التي تترد عليه حفيذيات قام المركز بعمل قائمة وحدة لم يكره.

2. يوجد العديد من العوائق، لقد كنت أرغب في فتح محل تجريب لتدريب السيدات فلكي أحصل على الموافقة على لاابد من تقييم اللجنة التي تتكون من موظفات ذوات عقلية بديانية وتتعلم بسيط ولا يمكن الشهادات المناسبة التي تؤهل لعمل ذلك. والشيء الآخر أن سيدات الأعمال دايمًا يتمكنن الرعب من حالات الثقة، ولكن الله نعلم على الإنتاج بشكل متزمن ووجود عميلة تحتوي على إخصص المجمع، وقد يحضر في بعض الأحيان ضيوف من أمريكا ويبدون إنجابهم الشديد بنوعية وجودة عملنا، لذلك نحن نبحث عن التقدم، ونتبني سيدات الأعمال والعمل على التطوير وهذا موجود لدينا، وأيضا عند المراجعات الحكومية، كمراجعة البلدية وتницы الأقسام تجديد المشاكل وتعزل المؤسسات أيضًا، من بين جهات أخرى نحن محصل 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 العمال، احترام أوقات العمل والموافقة وليس في الملبس فقط مثل البنوك مثلا. نحتاج فعلا إلى معاهد قوية لتخريج ذوات كفاءة عالمية، فتما عندما كنت أرغب في فتح هذا المعهد دهبت إلى دولة ماليزيا حيث وجدت فيها الروح الدينية والعالمية وكانت الشهادات تستعمل من لوريال ولكني عزفت عن فتحة.

3. طبعا، كانت لدي مسؤوليات، لأولادي والمجمد الله أشد عدهم وكيروا الآن. لقد قتلت لهم المجال فأصبحوا يعرضون عملي وسيكونوا مسيري مستقبلًا، وهو مدركين تماما أنني عمل من الله في مسيرتهم، فقد وضعن لهم الأسس والقواعد وعلى أكمل المسيرة.

إنهم العوائق التي تضاففي (المادة) عندما أحب أن أطور في عملي وأنا شاء الله تشيير الأمور وأكمل مسيرتي.

4. لا توجد لدي أي عاقلة، فقط نظرية المجتمع للمرأة العامة وعدم ثقة بعض الفتيات من وذا يحثني، أما الآن فقد اختفت النظرية. لقد جاءنا رجل أعمال معجب تقعته جذا عاليه يعمل في مجال السجاد ويشيع أغلب قاته في إيطاليا، وعندما أخبرته عن مجالنا في صنف السجاد قسمنا بالإطلاع على إمكانات المصانع، ورغم الجودة الموجودة في أوروبا فقدت له أنا نعلم نفس الشيء، ولكننا أن نستخدم الكتب التي يستوردها التجار السعوديين بالإضافة إلى الخبرات الموجودة، ولقد أريطني بحديثي ولكن وجدت أن حماسي للوصول إلى النجاح قد ازداد بشكل كبير.
الح敌 أسف أنوار ردود الأفعال التي تلقتها من الأسرة والأصدقاء بخصوص بذة العمل التجاري. لا أجد التشجيع من جهة الأسرة وذلك يجعلني أتخيل أنني أجد أن انشغالني بمشروع يساعدني صناعيا علي بيعني احتك بالانس، اغري الجو، ويشعل أفكارني (كن الذين اجد بعض الإحساس، ولكنني أغلق عليه واتسمر في عملي فعلي الإصرار والمزيفة.

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2. الغالبية العظمى تعني أنها، يوجد تشجيع علني ومادي من قبل أخوتي وأخواتي وأهالي، يدفعون على الإيجار لزيادة الوضع هذا الأفراد الذين يجدون أنفسهم وحيدا، يجدون أنفسهم يجدون أنفسهم يجدون أنفسهم يجدون أنفسهم.

3. الحمد لله لا يوجد ريد أفعال من ناحية أخويا وإخويا، فالجميع كان مؤتزبا بالذات خاليا عبد الرحمن، الذي يغطي من أكثر المؤدين من مديوني ومديني، وهو أول شخص دعنني وقف جبلي وأحي ما أ 피해 هم من هذه القوة، ولكنني أجد أن الجمهور ما أن يجدون من هذه القوة، ولكنني أجد أن الجمهور ما أن يجدون من هذه القوة، ولكنني أجد أن الجمهور ما أن يجدون من هذه القوة.

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5. والله، ألا ليست المسالة ريد أفعال وإنما هي فضل لكونهم يريدون معرفة مالذي أنزلته، وأننا أسسنا مثل ما ذكرت ذلك كمكافة ذاتي لا احتاج إلى أي مجالات لمن فاننا التي نتحمل المكاسب والعواصف وكل إنسان يرى نصبه في هذه الحياة، أنا لا أعمل إلا مع الإنسان المخلص والخائن لا مكان له عندي.

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7. ريد الفعل ايجابية دائما، فقد كان الأول يدعوني ويطردوني بان ابتعاد، ومن إحدى صفاتي أنني إذا بدأت شيئا يجب أن أكمله، فبدلاً من الوضوء على الله يصل الإنسان إلى مبناه، وأنا أسير على هذا المبدأ (تغليبي، إجلسي، فكري، حديدي، الهدف وتوكلي على الله وربنا سيعكيك).

8. 252

16. صفي أنوار ردود الأفعال التي تلقيتها من الأسرة والأصدقاء بخصوص بذة العمل التجاري. لا أجد التشجيع من جهة الأسرة وذلك يجعلني أتخيل أنني أجد أن انشغالني بمشروع يساعدني صناعيا علي بيعني احتك بالانس، اغري الجو، ويشعل أفكارني (كن الذين اجد بعض الإحساس، ولكنني أغلق عليه واتسمر في عملي فعلي الإصرار والمزيفة.

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8. 252
Table E1. Categorization of Businesswomen’s “Telling Phrases”

<table>
<thead>
<tr>
<th>Interest in Owning Business</th>
<th>Self Efficacy</th>
<th>Desirability</th>
<th>Feasibility</th>
<th>Propensity to Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ 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</td>
<td>■ 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</td>
<td>■ 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’s my passion, and the financial support ■ it is self-effort ■ 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 ■ independent person ■ ability to deal with others and to manage</td>
<td>■ 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</td>
<td>■ 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</td>
</tr>
</tbody>
</table>
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).

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.

[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. She loves her country strongly and seeks for success. A very powerful person. A prominent figure in our society. What draws my attention is character.

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.
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

Seanario لموعد مقابلة عبر البريد الإلكتروني رسالة / الهاتف
(تحديد موعد مع الطالب الجامعي)

أهلا وسهلاً أنا أمال باصبار أحدى الدارسات في الولايات المتحدة الأمريكية بمرحلة الدكتوراه في جامعة أيوا – ولاية أيوا. وأقوم بأعداد رسالة الدكتوراه والتي عانيتها “ دراسة استخدام رخصية توظيف في المملكة العربية السعودية في تنظيم المشاريع الصغيرة “ بداية أود أن أشكرك على رحبك في المشاركة في هذه الدراسة. إذا أرغب في ترتيب موعد معك للمقابلة الشخصية في يوم
...
في هذا الوقت سيكون موعد الزيارة وفقاً لظروفك. فترة المقابلة ستستغرق حوالي 30 دقيقة. أنا أطلع على ملكي
هل بالمكان تأكد موعد المقابلة من قبل سواء بواسطة الإيميل أو بالاتصال بي على الرقم 0556677171.

مع شكري وتقديري.

أمال عبد الابن الباصر
amal@iastate.edu
طلاب في علم الأسرة والاقتصاد المنزلي (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: 515-231-6157 email: 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.

_________________________________________ (Date)

(Researcher’s Signature)
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 Khadijjah 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
Iowa State University
amal@iastate.edu

Linda S. Niehm, PhD,
Associate Professor
Textiles and Clothing Program
niehmlin@mail.iastate.edu
مرحباً أنا أمال بن عبد الاعز ماصفار طالب جامعة أياس للاقتصاد المالي وأعمال.

أود اقتراح إقامة دراسة تتعلق بال Możnaت الإداري في مجالي الأعمال التجارية والإدارة. تهدف هذه الدراسة إلى تحليل أهمية المبادرة في الأعمال التجارية، وتحليل النتائج المترتبة على ذلك.

أود أن أدعوكم للمشاركة في هذه الدراسة لإسهامكم في تطور هذه المبادرة وإهدافاتها. لذا أرجو منكم الإجابة على الجدول المباشري المحدد أدناه، حيث يمكنني إعدادك لبياناتك.

الدورة: 30 دقيقة موقع: المكتبة وحفرة المبادرة.

أرجو منكم الإجابة في تأكيد موعد المقابلة من خلال البريد الإلكتروني ما يمكن ذلك او الاتصال بي خلال الجوال: 0556677171

شكرًا جزيلاً،
أمـال عبد الاعز ماصفار
طالبة علوم الأعمال والاقتصاد المالي
amal@iastate.edu
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.

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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: 515-231-6157 email: 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.

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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