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Using Mentoring Enactment Theory To Explore How Saudis Receive Mentorship In Public Sector Organizations With Vision 2030

Mhammed Mosleh A Alzahrani

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USING MENTORING ENACTMENT THEORY TO EXPLORE HOW SAUDIS RECEIVE
MENTORSHIP IN PUBLIC SECTOR ORGANIZATIONS WITH VISION 2030

by

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Bachelor of Arts, King Abdulaziz University, 2009

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A Doctoral Dissertation

Submitted to the Graduate Faculty

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for the degree of

Doctor of Philosophy

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To my mom and my dad,
The world's best parents!
To my wife, my children,
my family, friends,
and readers!

ABSTRACT

This study explored mentoring relationships inside Saudi's public sector organizations by applying Mentoring Enactment Theory (MET), developed by Kalbfleisch (2002), which explored the relationships between mentors and proteges in an informal professional way. Relationships based on this theory are considered unique, and mentors and proteges have close relationships (Kalbfleisch, 2007). This study focused on Saudi employees on public sector organizations ($N = 505$) and what their perception about informal mentoring relationships in their workplace environment. Informal mentoring relationships in public sector organizations of Saudi Arabia was what this study was developed to explore using MET focusing on the informal mentorship between employees. Initiation and maintenance (trust, support, conflict) were specially considered to explore the mentoring relationships in public sector organizations. A quantitative method (survey) has been used to gain Saudi perceptions and thoughts about informal mentoring relationships.

Key words: Mentoring Enactment Theory, mentoring relationship, organizational communications, informal mentorships, public sectors

CHAPTER 1

INTRODUCTION

Mentors and Protégés Relationships

In Saudi Arabia, it was rumored private sectors were more successful than the public sectors and that employees who work in the private sector were more efficient and more worthy of a job than employees who work in public sectors (Alhussainy, 2019, June 12). These views might influence perceptions about public sector organizations in Saudi Arabia. This study aimed to explore what kind of mentoring relationship the employees had in public sectors, and the Mentoring Enactment Theory (MET) was applied to discover what elements of this theory were salient during mentoring relationships inside organizations.

People by natural motivation were engaging in relationships that made their desires and needs shared through mentoring. Relationships were essentially dependent on how people could share their knowledge and experiences through the length of time that the relationship existed and that skills became strongly linked to their understanding of such relationships (Rusbult & Van Lange, 2003). The level of dependence in mutual relationships were different as one partner might rely more on the other partner (e.g., mentors and protégés relationships) so that partners who get involved became diverse in their motivation of establishing such relationships (Rusbult & Van Lange, 2003).

There were different concepts that scholars who in studying personal relationships might include in their research, these concepts are attraction, trust, attachment, jealousy and conflict. Also, concepts that illustrate interactions in mentoring relationships such relational development, maintenance and repair were considered in love relationships, friendships and family

relationships. These relationships were considered to be unique to the members and not replicable (Kalbfleisch, 2007).

Mentoring Relationship and Cultures

People naturally involved in relationships get benefitable outcomes from each other that will enhance their life satisfactions. It is necessary to be aware of the link between mutual motivation and well-being that could influence interpersonal relationships to be successful or not as both partners caring for each other (Crocker, Canevello, & Brown, 2017). However, there were various aspects that could affect the relations between individuals who intend to initiate such relationships. For example, cultural differences had a significant role in creating and shaping people's relationships, whatever those relationships were, including interpersonal relationships. Cultural differences occurred between those with diverse ethnicity, race, religion, and sexual preference (Lie, 2014).

People represent their cultures in how they talk and what they wear. Interactions in mentoring might influence expression of values and ideologies through language and expressions, just as they may while expressing feeling in any relationships such as interpersonal relationships.

A study by Schmitt (2003) reported findings collected from the International Sexuality Description Project (ISDP) including more than 100 scholars from 62 cultural regions who were interested in social behavioral studies. These findings showed how romantic relationships were affected by cultures. The cultural differences in Saudi public sector could influence the dynamics and process of mentoring relationships. However, emotions in interpersonal relationships between different cultures had reliable, common components. For instance, individuals from

different cultures could understand the emotional feelings in foreign movies. (Elfenbein & Ambady, 2003).

Albeit, the Elfenbein and Ambady (2003) study has claimed emotional messages can be understood from different cultures but still have deeper meaning that built on experiences. What is a schema? Furthermore, how is that related to mentoring relationships? Those questions might arise for such a term that seemed more likely to be a scientific term. This term had been chosen in this study to explore how relationships are based on experiences that affect the communication process. The concept of schemas referred to a stock of knowledge that an individual had faced in familiar conditions (Nishida, 1999).

Behaviors

Schematic knowledge is built on appropriate behaviors that influence a person to act during any situation the same as they previously experienced (Nishida, 1999). These situations could be explored more in-depth by examining how someone has built their knowledge on dealing with people's messages and behaviors, especially in mentoring relationships. Schema are a generalized collection of knowledge that are deeply influenced by factors and experiences. These experiences can be organized into similar knowledge groups, influencing behavior. Scholars have found evidence that indicated how memories were actively creating people's behaviors (Hudson, 1990). Moreover, as Nishida (1999) stated that "when we interact with the members of the same culture in certain situations for a number of times or talk about certain information with them for a number of times, schemas are generated and stored in our brain" (p.757).

These experiences also could lead people to have schemas that could be predicted from other partners in relationships so that they could reduce the influence of undesired messages that

might be shared during mentoring relationships. Further, the concept of schema could explore relational uncertainty and interference by a partner during mentoring relationships.

Khalil (2012) described the relation between mind and practical habits that transformed into languages and cultures. However, linking them together was critical, and finding the tie between them was and still is hard because the harmony and interaction is very strong. People from previously until now tried to observe the real functions of the mind. Furthermore, how they could be influenced to enhance its functions and developed even better. And how we would build cultures from inside our minds until we could practice them every day.

In a study of how perceptions were made, the author, Voloacă (2014), describes the influence of reality in people's minds and how each person had their perception and what they had experienced in life. Perspective affects our judgment of things because we need to communicate things with others like what exactly is on our minds and what already we have experienced.

Mentoring as Schemas

Several types of schemas describe relationships among societies and how these types play roles on people's interactions. The first type of schemas talked about personal schemas that covered knowledge about different types of people and their unique traits. Second, self-schemas that included what people understand about themselves. Another type was role schemas, which linked to knowledge about social roles. The fourth type of schemas was about how appropriate sequence knowledge related to situations. The final type contained information about processing rules, which called content-free schemas (Nishida, 1999).

These types of schemas might strengthen the knowledge gained about mentoring relationships and enhance Kalbfleisch's (2002) Mentoring Enactment Theory (MET), explaining

how relationships are affected by people's experiences that create their knowledge. This dissertation found relationship schemas helpful for understanding how mentoring relationships might be influenced by experiences that people have used to build their awareness of the mentoring process.

Mindfulness can be described as an “open or receptive attention to and awareness of what is taking place, both internally and externally, in the present” (Barnes et al., 2007, p. 482). Mindfulness may enhance the quality of close interpersonal relationships (Kabat-Zinn, 1993), so it brought out the importance of exploring a concept that discovered what individuals might do to improve their awareness about a mentoring relationship inside organizations. For successful communication, people need to understand and be mindful of what others might feel when they are humiliated. That could reduce hurt and stress on their relationships in general and close relationships in specific. Scholars in interpersonal communication have conducted studies that examine the efficacy of an intervention that enhanced mindfulness skills (Barnes et al., 2007).

There are a large number of studies that have explored the role of mindfulness in keeping happiness relationships and psychological well-being (Brown & Ryan, 2003). These studies showed how important it is to consider mindfulness in close interpersonal relationships. In mentoring relationships, partners might have some misunderstanding communicating with each other, so having a concept that might prevent such situations from happening. Knowing how each person might feel or behave could reduce misunderstanding between mentors and protégés who involve in mentoring relationships.

Mentoring Enactment Theory (MET)

Mentoring Enactment Theory (MET), developed by Kalbfleisch (2002), explored the relationship between mentors and proteges in an informal professional way. Relationships based

on this theory were considered unique, and mentors and proteges have close relationships (Kalbfleisch, 2007). Mentoring relationships are grounded in interpersonal communication studies and the involvement of such relationships has been examined in communication and other disciplines (Barrowclough & White, 2011). This dissertation describes and illustrates the uses of the Mentoring Enactment Theory (MET) to guide people seeking to develop and support mentoring relationships (Kalbfleisch, 2007). This theory was supportive in exploring informal mentoring relationships between employees inside the public sectors organizations in Saudi Arabia.

MET explored elements such as initiation, task, support, maintenance, and trust. These elements were inspired by personal filters such as perception, personality, experience, and culture. Maintenance and trust elements have the most salience for mentors and proteges because they maintained and developed the relationships between them. In this study, initiation, maintenance, trust, support and conflict were elements most exposed due to their importance in developing the relationship between mentors and protégés.

Definitions

Mentoring was a relationship considered to be between one person who sought professional development with another one considered to be a more experienced person in the relationship (Buzzanell, 2009). Moreover, for mentoring relationships to be effective, mentors support their protégés by investing time and energy and sharing their knowledge with them (Wang, Noe, Wang, & Greenberger, 2009). Mentors have important roles in developing and supporting their protégés' learning. Furthermore, effective mentors who support protégés and spend considerable time with them feel happy as they developed their relationship (Ortiz-Walters & Gilson, 2005).

Mentors, especially in an academic context, usually provide protégés with three kinds of support. These kinds of support were, first, psychological support that developed feelings of respect. Second, instrumental support that made them successful in career-related skills. And finally, networking support that connected protégés to others who share the same interests (Ortiz-Walters & Gilson, 2005). The benefits that mentors receive usually is less than what protégés receive from the relationship (Wang et al., 2009).

Relationships Between the Mentors and Protégés

However, Mentoring Enactment Theory (Kalbfleisch, 2002) contributed successfully to exploring the relationships between the mentors and protégé in different aspects, either theoretically or practically. In the past, mentor-protégé relationships had not been seen as a theme in social science research (Auster, 1984). Even though that study of Auster was in the past, it still informed us on how important it was to find a theoretical approach that illustrated and explained the relationships between mentors and proteges.

Yet, for both parties, mentoring relationships were valuable (Kalbfleisch & Davies, 1993). Researchers have been exploring the integration between individuals in general and how those relationships have to thrive to become more professional and have their effectiveness within such relationships (Ensher & Murphy 2011).

Moreover, Mentoring Enactment Theory has shown how close personal relationships were similar to mentoring relationships. Individuals in such relationships were close to each other (Kalbfleisch, 2007). This theory could be seen in other areas related to the study of the relationship between the mentor and the protégé, such as organizational communication and business (Ensher & Murphy 2011).

Scholars have explored mentoring relationships through different contexts (Mansson & Myers, 2012). These contexts were through different disciplines, so this showed how important it was to explore such relationships through different areas of study. Scholars have applied this kind of relationship in multiple contexts in academic studies (Jones, 2008; Kalbfleisch, 2007; Mortenson, 2006), healthcare (Kalbfleisch & Bach, 1998; Teherani & Shekarchian, 2008), business (Mullen & Noe, 1999; Qian et al., 2014).

There are many scholars who examine the relationships between mentors and protégés considering their satisfaction through their relationships. Also, they focused on the initiation of the relationships and the emerging of both informal and formal mentoring relationships. However, mentoring researchers have abandoned using theoretical approaches that could guide and explain the communicative attitudes and actions that arose from mentors and proteges, but one exception is Mentoring Enactment Theory by Kalbfleisch (2002) that explained such relationships in a theoretical approach (Mansson, 2012).

Studying the effect of the Mentoring Enactment Theory through practical observation enhanced a better understanding of such relationships as this theory has illustrated. Exploring this theory in practice can lead the researchers to be more understanding about how mentors and protégés interact.

In their study, Kalbfleisch and Keyton (1995) focused on measuring reactions of the mentoring pairs and explored how mentor and protégé responded regarding each other, so this provides more explanation on the relationship between them (Kalbfleisch, 2007). Moreover, a qualitative study had been done by Kram (1983), which was an exploratory study that had applied to a theoretical model of mentoring relationships. The researcher provided four stages

that are inspiring the relationships between mentors and protégés, and those stages were “initiation, cultivation, separation and redefinition” (Mansson, 2011, p. 6)

These contributing studies of such topics showed the importance of studying and exploring the relationships between individuals in general and specifically in mentoring relationships. As showed from these studies, the exploring of such theory has been developed from conceptual knowledge to practical, so this determines the importance of MET theory. The effects of mentoring on protégé outcomes have been explored largely from the researchers, but the benefits that are received by mentors were paid a little attention from the researchers (Ragins & Kram, 2008).

The mentoring relationship is based on how strong the relationship between mentors and protégés. People in their essential characteristics had the desire to maintain, improve, and initiate interpersonal relations (Grill, 2011). It is essential for individuals to seek relationships that improve their knowledge. The challenge was how to maintain this relationship, and that was considered one of the salient elements that are very important to develop in the relationship between mentors and proteges.

Mentoring Relationships and Trust

The trust element could be one of the most important ones among all elements that are salient in mentoring relationships. Some studies have explicitly considered the role of using a maintenance strategy in the mentor-protégé dyad. These studies tended to identify maintenance as a strategy used by protégés to maintain relationships with mentors (Grill, 2011).

The relationship between professors and their students must be at its best, so the educational process is interactive and complementary. This relationship takes many forms, as they were affected by the way that different societies deal with each other and drive societies to

be well-characterized with dialogue and flexibility to positively affect the students. Otherwise the relationship might be weak making the professor a distant entity. This puts a barrier between themselves and their students and negatively affecting the student's academic life. (Mansson, 2013). However, mentoring has been required in different areas that focused on the relationship between knowledgeable people with their followers, such as organizational work and academic environments (Berki, 2005). The relationships between mentors and protégés in academic organizations or in public sector organizations as professional relationships have similarities on initiating and maintaining the relationships between both parties.

Students in high schools recognize mentorship, which help them to develop self-esteem, competence, and career ability. This may well be the most important quality of education (Carpenter, Makhadmeh, & Thornton, 2015). Professional need was what drove many protégés to maintain their relationships with mentors who were generally knowledgeable, older, and wiser. This enhanced the relationship even more to gain knowledge and become successful in their lives.

Mentoring was considered a practical approach that helps employees develop their skills and knowledge, especially for women and minorities (Tharenou, 2017). Furthermore, mentoring was known to be helpful for both men and women as they aim to develop themselves in their careers. It is especially helpful and needed for women because there were more barriers to their advancement than men (Tharenou, 2017).

Tharenou (2017) in his study explored the differences between men and women in the mentoring characteristics that influence the sex of protégés as they need such relationships. Many studies of sex differences in mentoring and the uses of communication strategy were done,

but scholars had not yet considered strategy selection and the sex of the mentor and protégé for relational effects (Kalbfleisch, 2007).

MET has different elements that arise when mentors and protégés establish their professional relationship. The trust element should be considered one of the most important ones because the success of other elements during the relation need trust. In mentoring relationships, mentors and protégés usually exchange private information, so this requires trust from both of them, and that makes their relationships even deeper. Proteges maintained a relationship with mentors by resolving personal problems that were not related to their mentors' responsibilities. They build a close relation they let each other share personal information that is built upon trust (Dreher & Ash, 1990).

For supporting the relationships, the success depends mainly on protégés' ability to maintain relationships with their mentors by using relational maintenance including work commitment, relation satisfaction, and trust (Mansson, 2011). As this study argued, the importance of trust to maintain the relationship between mentors and proteges and made it even stronger and more profound. Communication scholars who focus on interpersonal relationships should include some concepts such as trust, conflict, maintenance, and repair that make the relationships unique and strong (Kalbfleisch, 2007).

Trust is a significant theme that could arise in mentors-protégés relationships as Stanulis and Russell (2000) reported in their study of mentors-students, that "the teachers and student teachers both identified themes of trust and communication in mentoring as the most significant theme that was discussed within the transcripts" (p. 69). This showed how the trust theme was important in maintaining mentoring relationships between all parties. Trust was a fundamental

element that kept all parties supporting, gave, and developed their relationships (Stanulis & Russell, 2000).

MET discovered the relationship between mentors and proteges professionally. Relationships based on this theory were considered unique, and mentors and proteges have close relationships. While mentoring relationships are based on interpersonal communication, studies on the effect of such interactions have been conducted from other scopes outside the communication field. This dissertation expresses and illustrates the uses of MET to guide people who seek to develop and support mentoring relationships

MET studied elements such as initiation, task, support, maintenance, and trust. These elements are influenced by personal filters such as perception, personality, experience, and culture. Maintenance and trust elements are the most salience elements for mentors and proteges as they maintain and develop the relationships between mentors and proteges. In this dissertation, maintenance and trust were the elements explored because of their importance in developing the relationship between mentors and protégés.

CHAPTER 2

LITERATURE REVIEW

Mentoring Relationships and Organizations

Organizational success was the important goal and an objective that organizations aim to achieve. Burgess (1995) mentioned that past literature was rich in examples of celebrities and famous leaders attributing their success to their mentors. More than 80 percent of leaders in different organizations credit their accomplishments to a previous mentoring relationship. A survey done by Catalyst Census showed 81 percent of successful female executives credit their success to a prior mentoring relationship. An effective mentoring relationship was recognized as enhancing confidence, satisfaction, and higher self-esteem of employees (Khan, 2010).

Mentoring relationships were an important part in any organization that pursues successful outcomes as it helps to improve employees to become positively effective with their tasks. The desired outcomes from employees are often what organizations want to achieve in their goals. Alleman and Clark (2000) indicate that mentoring relationships not only increase employees. Also helping employees to become creative, have a better performance which could lead to developing future leaders inside their organizations by engaging in such relationship. Inside organizations, mentors are considered to be a higher-ranking employee who has advanced skills, organizational experiences, and who were willing to provide assistance and support to protégés for their career development (Khan, 2010; Kram, 1985). While traditional mentoring relationships were simple relationships between mentors and their protégés, changing organizational roles and marketplace dynamics has shifted mentoring relationships beyond traditional mentoring relationships (Baugh & Scandura, 1999; Higgins, 2000; Higgins & Kram, 2001).

Mentors and protégés gained positive outcomes from mentoring relationships but the big winner of such relationships were their organizations. The main benefits for organizations were developing employees to reach optimistic outcomes. That improvement could lead to reduce retention rates organizations try to solve and provide skills and support for their employees. Mentoring relationships inside organizations assist in preparing optimistic employees who become future mentors who can lead others for the success of their organizations (Wilson & Elman, 1990).

In a study that examined mentoring relationships between men and women in public sector organizations of Saudi Arabia. The finding showed the lack of mentoring relationships due to different factors such as gender roles and cultural perspectives (Abalkhail & Allan, 2015). This dissertation further explores how Saudi employees receive mentoring inside public sector organizations.

Initiation of Mentoring Relationships

Initiation

The mentoring relationship initiation was natural and could happen if there were reasons for continuance and development. Mentoring relationships were an extension of personal relationships (Kalbfleisch, 2007) and therefore establishing these relationships was not difficult and not easy as well, like personal relationships. These relationships might be successful or unsuccessful as other relationships. Consequently, it was necessary to pay attention to the factors that contribute to the success and maintenance of mentoring relationships, such as positive relationships and friendship. There were some studies that examined mentorship initiation by conducting empirical analyses (Scandura & Williams, 2001; Turban & Dougherty, 1994). These studies explored the influence after establishing the relationships on enhancing mentorship

initiation. However, these studies didn't investigate factors that encourage or hinder successful mentorships. In organizations that lack formal mentoring relationships, the initiation of informal directive relationships must be strengthened, especially focusing on the factors that affect the mutual attraction between individuals, such as demographic similarity and individual characteristics that, by nature, constitute an important entry point for knowledge of tendencies, instincts, and desires, which would influence positively in forming a positive mentoring relationship (Hu, Thomas, & Lance, 2008).

Some studies showed either a positive or a negative impression in terms of demographic similarities or differences. As (Byrne, 1971) stated that demographic similarity in age, sex, or race could create a positive impression that could lead to effective interactions between people in personal relationships. In contrast, differences in demographics such as sex and age could lead to negative impressions that could affect personal relationships (Reskin, McBrier, & Kmec, 1999).

Having an agreement in views and interests would make mentoring a reciprocal process directing the mentor's choice of the protégé and the protégé's choice of the mentor (Ragins, 1997). The harmony in thoughts and opinions would more likely initiate the mentoring relationship and maintain it for both parties' benefit. One of the most important factors that inspire consensus in interest was seeing both sides of the other as a reflection, either in a past period as a protege or in a future period as a mentor (Ragins, 1997).

McCloughen, O'Brien & Jackson (2009) stated that participants in their study considered mentoring relationships to be specialized and professional when likely embedded in informal relationships rather than formal relationships. They reported a positive relationship was an essential element to establish a mentoring relationship. Positive attitudes from both parties such as mutual respect, integrity and trustworthiness would provide them to freely discuss complex

issues that might result in strengthening the mentoring relationships (McCloughen, O'Brien & Jackson, 2009). In the first 6 to 12 months, the initiation of mentoring relationship would likely occur as both parties begin to recognize and know each other's expectations and working style (Scandura & Williams, 2001). Yet, mentors could instill values and beliefs in their protégés as considered one of the psychological benefits of the mentoring process. Mentors in these relationships had desires to create themselves in their protégés and share with them their values and beliefs (Allen & Eby, 2003).

Maintaining of Mentoring Relationships

Trust

Several studies in the field of management have focused on studying trust, especially in leadership, performance, and team management inside organizations (Mayer, Davis & Schoorman, 1995). The role of trust in the mentoring process has gone through stages to be studied and explored. This indicated the sensitive role of trust in interpersonal relationships in general and mentoring relationships in particular. Therefore, the mentoring relationships between women and men were critical due to the necessity of trust between the two parties with the presence of habits affecting this aspect (Elliott et al., 2006).

Trust has been defined as a multi-faceted relationship that was made up of harmony, honesty, and interest (Tzafirir & Dolan, 2004). From this definition, it was clear that trust needed certain time to be built through interaction between parties who involved in such relationships. Scholars have been discovered trust in mentoring relationships in the situation of face to face relationships (Eller, Lev, & Feurer, 2013; Erdem & Aytumur, 2008; Harding-DeKam, Hamilton, & Loyd, 2012).

Sharing personal matters and interests and talking about them during the mentoring relationship increases the level of trust between mentors and proteges in any organizations, especially academic organizations (Rademaker, 2016). Talking about mutual personal concerns between mentors and protégés would positively affect the relationships among them and raise the level of trust. The main idea of creating the personal relationship between both parties in mentoring relationships was to know each other beyond the work environments. That would help them, especially the protégés, to be successful in their work (Leners & Sitzman, 2006).

Support

The process of guidance in the organizations was subject to factors that help support the people involved in this process, which was why the protégé gets two types of benefits in this relationship. The first benefit was job-related support that contributes to a person's functional and skillful development. The other benefit provides the protégé with psychological and social support that provides a sense of worthiness and belonging. Friendship was included as a factor in strengthening the mentoring process under psychosocial support (Baranik et al.,2010).

Friendship was a supportive factor that created positive social engagement in organizations and made the relation confident between mentors and their mentees, which in return would affect the protégés' perceptions positively about their work tasks (Baranik et al.,2010). Protégés perceived friendship is important element to improve themselves and their job-related missions in their organizations.

Conflict

The conflict usually happened between both parties in the mentoring relationships when mentors disagree with their protégés as they upset them or made hard requests for their mentees'

help. However, protégés were more likely to maintain the relationship than mentors because they had more to lose if the mentoring relationships were terminated (Kalbfleisch, 2002). This hypothesis was confirmed by Kalbfleisch and Eckley (2003), who found that protégés were more likely than mentors to maintain their relationships effectively. Dealing with conflicts between persons involved in the mentoring process must be managed in a polite and respectful manner to preserve the specific interest from establishing these relationships, and therefore it was necessary to avoid the ways to conflicts (Canary & Stafford, 1992).

Vision 2030

With Vision 2030, public sector organizations are required to improve their functioning and to keep up with the Vision of Saudi Arabia. The Vision of Saudi Arabia (Vision 2030), designed and marketed by Crown Prince Mohammed bin Salman, is the most comprehensive economic reform package in the history of Saudi Arabia. Vision 2030 revealed in April 2016 is a new program to privatize entire sectors, increase non-oil revenues, reduce government subsidies, attract investors at home and abroad, rationalize government services, and offer National Oil Company (Aramco) shares with hundreds of other initiatives (Hodges & Hughes, 2017). The organization was one of the leading companies supporting the Vision 2030 by helping to diversify the local economy, adding more local value, assisting in manufacturing in Saudi Arabia, encouraging job creation, helping build national capacities and supporting entrepreneurship. Aramco is proud to be a strategic partner in the future investment initiative. it seeks to be an active participant in influencing the economic future and standing of Saudi Arabia, not only locally but also worldwide. (Saudi Aramco, 2018). The Saudi plan was designed in part due to low oil prices. Saudi Arabia's economy is tied to oil and consequently has been subject to

the volatile movement of foreign markets and the value of oil products. Vision 2030 sought to reduce this dependency and help stabilize the economy.

Vision 2030 is a mainly economic program. If successful, and there is a big question mark on that subject, there will be winners and losers (Hodges & Hughes, 2017). The critical issues that Vision 2030 sought to address were youth unemployment, bolstering the economy, and increasing awareness. The official unemployment rate is less than 12 percent, but the figure is likely to rise if there is no intervention to address the situation. Saudi Arabia is facing a massive youth boom (about 70 percent of the population is under the age of 30). The oil-dependent public sector was expected to contract in the coming years, and private sector performance was subdued due to excessive bureaucracy and lack of investment (Khashan, 2017). Vision 2030 aimed to help the strong activities that make the economy more stable and steadier, especially those employing Saudi nationals, through direct and external investments.

The government in Saudi has made a special fund that makes the public aware of the investment plan (Khan, 2016). The fund would lead this effort. The proposed transfer of shares from Aramco to the Public Investment Fund would make it the most significant independent investment in the world. That showed how Vision 2030 aimed to change organizations to be more independent and to make them help in achieving such goals. The main key of any organizations was to rely on its employees and provide better environment for them. Informal mentoring relationships in public sector organizations of Saudi Arabia were what this dissertation explores by using MET focusing on the informal mentorship between employees. Initiation and maintenance (trust, support, conflict) were examined to explore mentoring relationships in public sector organizations. For exploring that, the following hypotheses were posited:

H1: Positive relationships between employees will lead to initiating effective informal mentoring relationships.

H2: Members who notice development will build trust in mentoring relationships.

Q1: What elements could impact the initiation of mentoring relationships?

Q2: What elements could impact the trust between mentors and protégés in mentoring relationships?

Q3: What elements could maintain the relationship between mentors and protégés in mentoring relationships?

CHAPTER 3

METHOD

Design

The research design of this study was an online survey through Qualtrics website that aimed to explore public sectors employees' opinions about mentoring relationships. It is undoubtedly the best method that has been used to collect original data for analyzing a large population (Ward & Hansen, 1997). The sample of this design is a purposive sampling of employees working in Saudi public sector. The number of participants was 505 employees who were 18 or older. To obtain this survey, the researcher used a social network platform called WhatsApp as it was a most used social platform in Saudi Arabia. The users represent seventy-nine aspects of the population (Camp, Dev, Das & Rashidi, 2019). However, there are many possible threats that could influence the internal and external of study design. For instance, the survey design enables the researcher to manage the threats to internal and external validity that may arise through conducting the study.

To test the two hypotheses and answer the three research questions, the survey was conducted in four main points that aimed to explore employees' opinions about mentoring relationships. First point, the questions asked the participants about some demographic questions that aimed to explore the differences among the study's respondents. Second, the questions were about initiating the relationships between mentors and protégés in organizations. This point includes questions about initiation's factors that affect the beginning of mentoring relationships. These factors contain, similar sex, positive relationships, same expectations, having the same values and principles. The third point explored trust between mentors and protégées. This section focused on factors that influence the trust between mentors and protégées. For instance, same

sex, sharing personal information, noticing a career development, noticing personal development are associated with mentoring process and age. Finally, the fourth point asked about support and conflict that affect the maintenance of mentoring relationships. For instance, friendship as a supportive element, informal mentoring relationship, sharing optimistic language, sex and age (See appendix B for survey in both Arabic and English).

Participants

To explore the research questions and test the hypotheses, this survey conducted by using Qualtrics website, and a snowball (i.e., WhatsApp platform) sampling used to collect the data from the participants. This sampling method has become increasingly common to recruit participants. Snowball is usually used to let a qualified participant distribute an invitation with others who are considered to be similar and represented the targeted population (Dusek, Yurova & Ruppel, 2015).

The questionnaire established through Qualtrics. The questions were provided in Arabic as this study was focused to Saudis who work on Saudi public sector organizations. The questions in Arabic language because it is the first language for Saudis and also it has English version as well. By using WhatsApp platform, the qualified participants were reached randomly, and the questioners answered through groups and individuals as well. This diversity of answers provided different opinions and thoughts as the participants differ in age, sex, education level, years of employment and backgrounds. An invitation through WhatsApp platform messages was sent asking them to provide their answers and share it with other who worked on public sector organizations. These messages used the snowball method to reach as many participants as this study required. Moreover, in the invitation, details about the research and the researcher were provided.

This study aimed to have both male and female participants who worked on Saudi public sector organizations. Having both sexes included provided information on how each sex perceived mentoring relationships in their work environments. Also, as some questions asked if the trust in a mentoring relationship would occur when a mentor and a protégé have the same sex or different sex could lead to more conflict than same sex in mentoring relationship between mentors and protégés. Participants were asked about how long they have worked as it is an important factor that explored if the years of working could influence the mentoring relationship between the employees. Participants with different education levels were sought to examine if this factor had affected on perceiving mentoring relationships.

Survey respondents were employees who work in Saudi public sector organizations as the target sample was chosen based on studies that explored the mentoring relationships inside organizations (e.g., Mansson, 2011; Ragins & Kram, 2008). Participants of this survey were ($N = 785$) people; yet, ($N = 280$) response were excluded due to different reasons. Therefore, the effective participants were ($N = 505$). Responses were excluded if the respondent was not working in a Saudi public sector organization or under 18 years old.

Demographic Information

Demographic questions were asked to discovered people from different groups. These questions asked about their sexes, ages, education levels, employment status, years of work and regions of work as shown in Table 1.

Table 1*Describing the Demographic Variables*

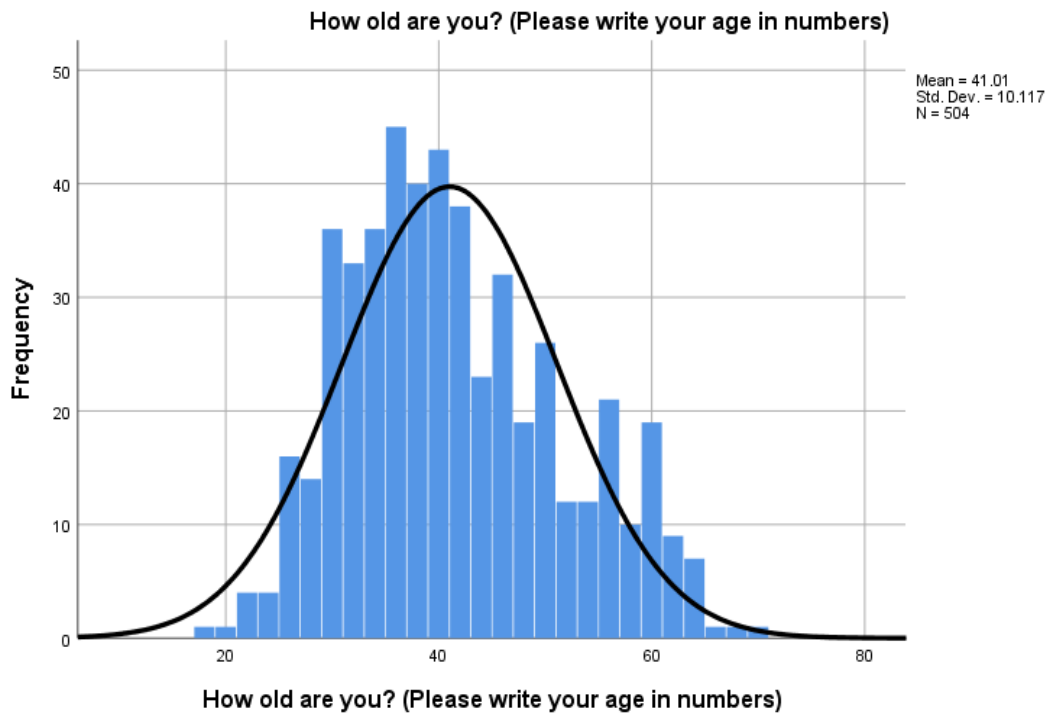
<i>Variables</i>	<i>n</i>	<i>%</i>
Age		
18-28	40	7.9
29-39	205	40.6
40-50	166	32.9
51-61	78	15.4
above 62	15	3.0
No answer	1	.2
Sex		
Male	384	76.0
Female	114	22.6
Educational Level		
Less than a high school diploma	18	3.6
High school degree or equivalent (e.g. GED)	116	23.0
Some college, no degree	12	2.4
Associate degree (e.g. AA, AS)	11	2.2
Bachelor's degree (e.g. BA, BS)	229	45.3
Master's degree (e.g. MA, MS, MEd)	69	13.7
Professional degree (e.g. MD, DDS, DVM)	19	3.8
Doctorate (e.g. PhD, EdD)	29	5.7
Employment Status		

Employed full time (40 or more hours per week)	344	68.1
Employed part-time (up to 39 hours per week)	44	8.7
Unemployed and currently looking for work	16	3.2
Unemployed and not currently looking for work	2	.4
Student	15	3.0
Retired	50	9.9
Homemaker	22	4.4
Self-employed	11	2.2
Region		
North Region	5	1.0
Middle Region	63	12.5
East Region	17	3.4
West Region	370	73.3
South Region	27	5.3
Outside Saudi Arabia	2	.4
Ministry		
Ministry of education	183	36.2
Ministry of Civil Service	54	10.7
Ministry of Justice	13	2.6
Ministry of Health	19	3.8
Ministry of Communications and Information Technology	10	2.0
Others, mention it	179	35.4

Participants were male ($N = 384$) and female ($N = 114$) in addition to unspecified sex ($N = 7$). This revealed that the majority were male participants who worked in Saudi public sector organizations. So, these number didn't show a sufficient diversity of sexes as 76.0% were male and 22.6% were female. Ages of the participants was collected as this gives information about how age could inspire the relationships between mentors and protégés. The ages in this study were various and the mean age of the research participants was 41 years as shown in Figure 1 ($M = 41.01$, $SD = 10.12$, Minimum = 18, maximum = 69).

Figure 1

Ages of Participants

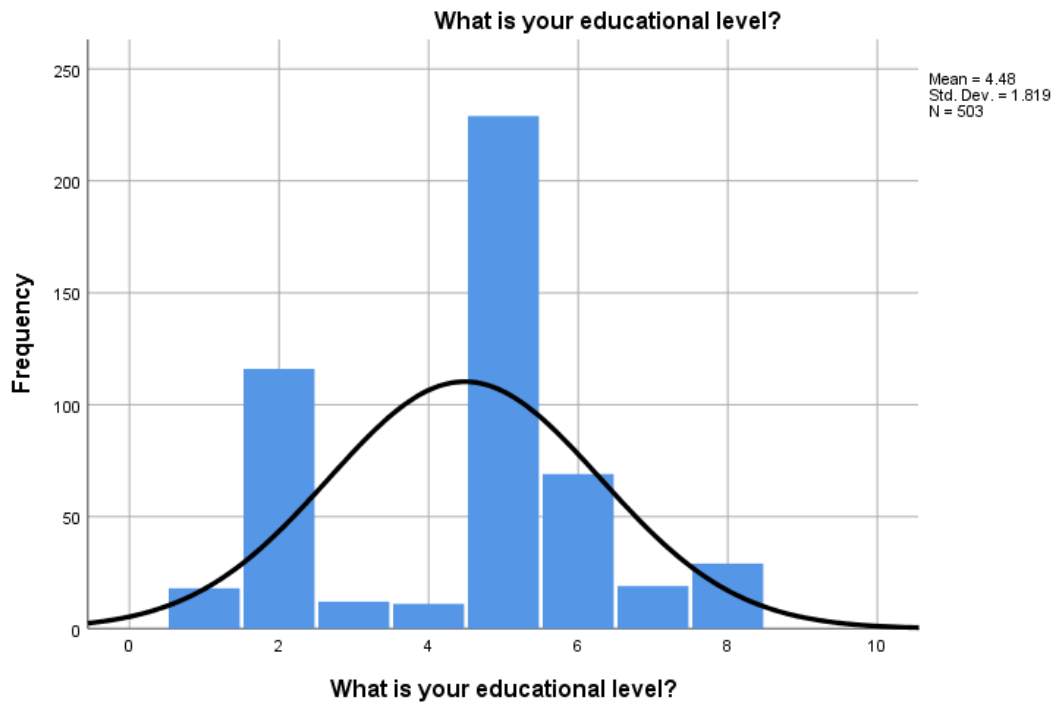


However, participants worked in different public sector organizations such as Ministry of Education ($N = 183$), Ministry of Civil Service ($N = 54$), Ministry of Health ($N = 19$), Ministry of Justice ($N = 13$), Ministry of Communications and information Technology ($N = 10$) and other organizations ($N = 179$), in addition to some participants who didn't answered this question ($N =$

47). The education levels question revealed that the majority of participants held bachelor's degree or higher as shown in Figure 2. Bachelor ($N = 229$), master ($N = 69$), professional degree ($N = 19$), PhD ($N = 29$).

Figure 2

Education Level of Participants



Though, participants who had less than a bachelor's degree were ($N = 146$). Employment status question showed that the majority were working full time ($N = 344$), part time ($N = 44$), retired ($N = 50$) and others ($N = 67$). These numbers were supporting the purpose of the study as the majority were working full times or so. In addition to explore participants' experiences of work, they were asked about how long have they worked and the answered revealed that the mean of the work years was 16 as shown in Figure 3. From one year to five ($N = 43$), six to ten years ($N =$

95), eleven to fifteen years ($N = 72$), sixteen to twenty years ($N = 71$), more than twenty one years ($N = 127$) and no answered ($N = 97$).

Figure 3

Years of Working Experience



The regions of the participants were conducted to explore how mentoring relationships were perceived in each region. The answered revealed that ($N = 5$) of the participants from the North region, ($N = 27$) from the South region, ($N = 17$) from the East region, ($N = 370$) from the West region, ($N = 63$) from the Central region, ($N = 2$) from outside Saudi Arabia, ($N = 21$) not answered this question. the majority 73.3% were from the West side as the researcher of this study.

Finally, the demographic questions were conducted to assure and met what this study anticipated, and they had applied more assurance to it. They reveal different descriptions of the

study sample which helped the researcher to comprehend the outcome of the study. However, this study aimed to explore Saudis who work in public sector organizations, so the outcomes could not be generalized.

Measurement

In this study, the researcher designed a Likert 5-scale to measure how Saudis who work in public sector organizations perceived mentoring relationships inside their work environments. These items were distributed into two main points (initiation and maintenance) and the initiation point had one group that asked about initiation divided into eight items and the maintenance point had three groups that asked about trust eight items, support five items and conflict five items. The first group asked about initiation and they designed to ask about factors that participants could consider when they started mentoring relationships inside their organizations. These items explored what could be essential for initiation such relationships and also discover how same sex could influence such thing. Items about positive relationships were asked to explore how that might initiate mentoring relationships.

The second point had three groups that explored the maintenance (trust, support, conflict) of mentoring relationships. First group explored trust as an essential factor for maintaining mentoring relationships between mentors and protégés. These items aimed to ask if similar sex could enhance the mentoring relationships. Sharing personal information could build the trust between mentors and protégés. The second group asked about supportive element that occurred between mentors and protégés so that led to maintain the mentoring relationships. Third groups discovered how conflict could influence negatively the mentoring relationships between mentors and protégés. Discovering age and sex as important factors of reducing conflict in paired mentoring relationships.

The 5-Likert scale were conducted to explore the level of agreements based on these items. These items were collected based on the sufficiency that they provided to the study. Each answer of these items included 5-point scales that reveal opinions and thoughts. Each one of them marked, where 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree.

Reliability Tests

Reliability was important to be done because it related to the consistency of scores. The lower the degree of consistency within a given measurement, the lower beneficial the data will be for the test (Ritter, 2010). Cronbach's alpha α score was one of the most frequently used to measure the consistency as it gave reliable result (Ritter, 2010). To test the reliability, four tests were established. The first reliability test was conducted to measure all 26 items inquired about of mentoring relationships. The reliability test, 26 items, was (Cronbach's $\alpha = .88$). the three tests conducted on scales measuring initiation issues, 8 items, was (Cronbach's $\alpha = .75$), trust issues, 8 items, was (Cronbach's $\alpha = .73$), support and conflict, 10 items, was (Cronbach's $\alpha = .74$).

CHAPTER 4

ANALYSIS

The purpose of this research was to explore how mentoring relationships were perceived from the Saudi employees who work in the public sector organizations. Different mentoring elements such as initiation, trust, support and conflict were discovered to understand how those elements were perceived in public sectors' environments. In this section, there were two hypotheses and three research question that were designed to explore the perspective of Saudi employees in the aspect of mentoring relationships that they may get in their work through daily contacts. For answering the two hypotheses of this study, one sample t-test was conducting to answer them. For the three questions, a descriptive analysis was produced to explore the outcomes.

Hypothesis one

H1: Positive relationships between employees will lead to initiating effective informal mentoring relationships.

Some questions were asked to observe the effects of some elements on initiating mentoring relationships between Saudis employees in public sector organizations. These items were considered and designed to explore how elements such positive relationships could initiate mentoring relationships. The hypothesis included high performance and similar potential, similar sex and same values and principles as they create positive relationships between mentors and protégés. H1 assumed that positive relationships and elements related to initiating between employees will lead to initiating mentoring relationships. A composite variable was created for all items in relation to initiating mentoring relationships as shown in table 2.

Table 2

One sample t test results of Initiation elements

Mentoring Relationships Elements	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Initiation elements	503	2.19	.591	30.94	.001

To test the hypothesis, a one-sample t Test was conducted. Participants reported $t(503) = -30.94$ $p < .001$, 95% CI: [-.87, -.76]. The results rejected the null hypothesis. Thus, H1 was significantly supported.

Hypothesis two

H2: Members who notice development will build trust in mentoring relationships.

Some questions were provided to discover how development that mentors and proteges noticed could affect building trust between them. These questions were intended to measure the variances in responds based on issues that related to development, which involved personal development and career development and job-related behaviors as well. H2 anticipated that employees who work in Saudi public sector organization who notice development will build trust in mentoring relationships. A composite variable was created for all items in relation to trust in mentoring relationships as shown in table 3.

Table 3

One sample t test results of trust elements

Mentoring Relationships Elements	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Trust elements	501	1.92	.627	38.654	.001

To test the hypothesis, a one-sample t Test was employed. Participants reported $t(501) = -38.65$ $p < .001$, 95% CI: [-1.136, -1.026]. The results excluded the null hypothesis. Consequently, H1 was significantly supported.

Initiating Mentoring Relationships and Relations between Elements

Q1: What elements could impact the initiation of mentoring relationships?

This dissertation proposed two hypotheses and three research questions to discover how Saudis perceived mentoring relationships inside public sector organizations. These questions and hypotheses were designed to investigate the viewpoint of Saudi employees in the aspect of mentoring relationships that they may receive in their work environment through daily contact. RQ1 explored what elements could affect the initiation of mentoring relationships between employees who work in the Saudi public sector organizations. These elements were sought in eight items that asked about initiation such relationships. First item asked about harmony in thought and interests is important for initiation such relationships. To conduct the required statistical tests in this study a Statistical Package for social (SPSS) was used. For answering RQ1, a descriptive analysis was conducted as shown in Table 2. It had eight items that explored the opinions and thought of the participants about initiating mentoring relationships.

Table 4*Participants' answers questions about initiating mentoring relationships*

Initiating Mentoring Relationships	<i>n</i>	<i>M</i>	<i>SD</i>
Harmony in thought and interests is essential for the initiation of a mentoring relationship	503	1.60	.740
Initiation of a mentoring relationship would occur when a mentor and a protégé have the same sex	504	2.45	1.132
Initiation of a mentoring relationship would occur when a mentor and a protégé have positive relationship	503	2.31	1.090
Positive relationship is essential element for initiate effective mentoring relationship	503	1.68	.815
Negative relationship is essential element for initiation of a productive mentoring relationship	502	3.60	1.221
Initiation of a mentoring relationship would occur when a mentor and a protégé have same expectations and working style	501	2.00	.902
Initiation of a mentoring relationship would occur when a mentor and a protégé have the same values and principles	502	2.00	.960
Initiation of a mentoring relationship would occur when a mentor and a protégé have similar potential for high performance	502	1.85	.841

Participants stated in first item below average of the 5-Likert scale which 1 = strongly agree to 5 = strongly disagree. The majority 90.7% reported ($M = 1.60$, $SD = .740$) that they agreed with

the importance of harmony in thoughts and interests to initiate mentoring relationships. Second item asked if the similar sex factor would likely help to initiate mentoring relationships and the participants reported ($M = 2.45$, $SD = 1.132$) for this item. The third item inquired the initiation of mentoring relationships if mentors and protégés have positive relationships and the participants reported ($M = 2.31$, $SD = 1.090$) which showed agreeable responds with this question. the fourth item investigated that if positive relationship is important element for initiating effective mentoring relationship and the participants stated that ($M = 1.68$, $SD = .815$) which indicated the majority have agreed for this element to be effective in initiating mentoring relationship. Fifth item asked if the negative relationship is essential for initiating beneficial mentoring relationship and the participants reported ($M = 3.60$, $SD = 1.221$) so that should the majority disagree with that element as essential for creating such relationship. Sixth item asked if the same expectations and working style enhancing the possibility of creating mentoring relationship between mentors and protégés and the participants stated ($M = 2.00$, $SD = .902$) which showed the majority have agreed with these elements as affective for initiating mentoring relationships. Seventh item questioned that initiation of a mentoring relationship would happen when a mentor and a protégé had the same values and principles and the participants had reported that ($M = 2.00$, $SD = .960$) which indicated that the majority have agreed with these elements as helped to create such relationship. Eighth item inquired that initiation of a mentoring relationship would occur when a mentor and a protégé had similar potential for high performance and the participants had stated that ($M = 1.85$, $SD = .841$) which showed the majority have agreed with them.

Trust between Mentors and Protégés in Mentoring Relationships

Q2: What elements could impact the trust between mentors and protégés in mentoring relationships?

The second research question RQ2 investigated about what elements could affect and build the trust between people who were involved in mentoring relationships. For answering RQ2, a descriptive analysis was conducted as shown in Table 3. To discover the attitudes and views about trust as an element of maintaining the mentoring relationships eight items were examined.

Table 5*Participants' answers questions about trust in the mentoring relationships*

Trust in the Mentoring Relationships	<i>n</i>	<i>M</i>	<i>SD</i>
Trust in a mentoring relationship would occur when a mentor and a protégé have similar sex	499	2.49	1.104
Trust in a mentoring relationship would occur when a mentor and a protégé share personal information	502	2.64	1.126
Trust in a mentoring relationship would occur when a mentor and a protégé noticing a career development	499	1.84	.807
Trust in a mentoring relationship would occur when a mentor and a protégé noticing a personal development	502	1.93	.883
Trust in a mentoring relationship would occur when a mentor and a protégé admit errors while mentoring process	500	1.73	.740
In a mentoring relationship, mentors and protégés would consider age (people who are older) as an important element for building trust between members	501	2.25	1.018
Trust in a mentoring relationship would occur more likely when the mentoring relationships are informal	498	2.29	.988
Job related behaviors could positively or negatively impact the trust between mentors and protégés	500	1.98	.773

Participants have reported by using the 5-Likert scale, which 1 = strongly agree to 5 = strongly disagree. They reported ($M = 2.49$, $SD = 1.104$) that trust in a mentoring relationship

would happen when a mentor and protégé had similar sex. Second item discovered if the trust in a mentoring relationship would arise if a mentor and protégé share personal information and the responds showed ($M = 2.64, SD = 1.126$) as the majority had agreed with it. Third item explored if the trust in a mentoring relationship would occur when a mentor and protégé had noticed a career development and the participants had stated that ($M = 1.84, SD = .807$) which showed the majority have agreed with such element that affect the trust between them. Fourth item asked if the trust would happen when people in mentoring relationship noticed personal development and replied revealed that ($M = 1.93, SD = .883$) which showed the majority have agreed with this element as affective way of influencing the trust between mentors and protégés.

Fifth item enquired if the trust as an inspiring element would arise when a mentor and a protégé admitted mistakes while mentoring process and the participants reported that ($M = 1.73, SD = .740$) which showed the majority have agreed with it. Sixth item explored if the mentors and protégés would consider age (people who were older) as an important element for building trust between members who involved in such relationships and they reported that ($M = 2.25, SD = 1.018$) which revealed the agreeing on such element. Seventh item discovered if the trust in a mentoring relationship would arise more likely when the mentoring relationships were informal and responds indicated that ($M = 2.29, SD = .988$) as the majority had agreed with such element that could affect the maintenance of mentoring relationship between employees. Eighth item discovered if job related behaviors could either positively or negatively influence the trust between mentors and proteges and the participants stated that ($M = 1.98, SD = .773$) which displayed the majority had agreed with job related behaviors as important element.

Maintaining the Relationship between Mentors and Protégés in Mentoring Relationships

Q3: What elements could maintain the relationship between mentors and protégés in mentoring relationships?

The third research question RQ3 explored what elements could maintain and build the trust between people who were involved in mentoring relationships. For answering RQ3, a descriptive analysis was conducted as shown in Table 4. To discover the thoughts and opinions about support and conflict as elements of maintaining the mentoring relationships ($N = 10$) items were designed.

Table 6*Participants' answers questions about supportive and conflict in mentoring relationships*

Supportive and Conflict in Mentoring Relationships	<i>n</i>	<i>M</i>	<i>SD</i>
Friendship as a supportive element was more likely to occur in informal rather than formal mentoring relationship	495	1.96	.911
Friendship as a supportive element is more likely to strengthen the mentoring relationship between mentors and proteges	498	1.94	.897
Informal mentoring relationship helped mentors and protégés to overcome difficult times	495	1.91	.789
Sharing optimistic language led to strengthen supportive mentoring relationship	497	1.58	.688
Informal mentoring relationships support mentors and protégés to avoid negative complaints inside their organizations	496	2.09	.894
Conflict is more likely to occur in mentoring relationships between mentors and protégés	492	2.22	.832
Conflict is more likely to end the mentoring relationships between mentors and protégés	496	2.24	.944
Conflict is a healthy sign of effective informal mentoring relationship	493	2.83	1.066
Different sex could lead to more conflict than same sex in mentoring relationship between mentors and protégés	494	2.76	1.069
Age has great impact on reducing a chance of conflict between mentors and proteges	496	2.29	.975

Through using the 5-Likert scale, which 1 = strongly agree to 5 = strongly disagree, in first item Participants have reported ($M = 1.96$, $SD = .911$) that friendship as a supportive element was more likely to raise in informal rather than formal mentoring relationship. Second item reported if friendship as a supportive element was more likely to strengthen the mentoring relationship between mentors and protégés and the responds stated that ($M = 1.94$, $SD = .897$) which displayed the majority agreed. Moreover, participants in third item stated that informal mentoring relationship helped mentors and proteges to overcome difficult times as the majority responded ($M = 1.91$, $SD = .789$). Sharing optimistic languages in fourth item, led to strengthen supportive mentoring relationship and the responds showed ($M = 1.58$, $SD = .688$) the majority agreed. Fifth item asked if the informal mentoring relationships support mentors and protégés to avoid negative complaints inside their organizations and the Saudi employees reported ($M = 2.09$, $SD = .894$) that they agreed. On the other hand, the employees were asked about conflict as it was more likely to arise in the mentoring prosses ($M = 2.22$, $SD = .832$) or could end the mentoring relationships between mentors and protégés ($M = 2.24$, $SD = .944$). However, eighth item asked if conflicts were healthy sign of effective informal mentoring relationships and the respond showed majority agreement ($M = 2.83$, $SD = 1.066$). they also asked if different sex could lead to more conflict than same sex and their answers showed ($M = 2.76$, $SD = 1.069$) as the majority agreed. Last item that aimed to discovered what elements could maintain the relationship between mentors and protégés was asked if age had great effect on reducing a chance of conflict between mentors and protégés in Saudi public sector organizations and they answered ($M = 2.29$, $SD = .975$) which showed the majority had also agreed with such important factor.

The outcomes of the two hypotheses and the three research questions showed how Saudis who worked in public sector organizations perceived informal mentoring relationships. The first hypothesis explored the initiating of mentoring relationships and what elements inspire such relationships. The results showed positive relationships and elements related to initiating between employees led to initiating mentoring relationships. The second hypothesis discovered how personal or job development led to building trust between mentors and proteges. Furthermore, the first question discovered what elements could influence the initiation of mentoring relationships and the result explained the perspective that Saudis showed in their answers to this question. The second and third questions explored the maintaining of the mentoring relationships and through the answers, the participants reported positive opinions about maintaining such relationships.

CHAPTER 5

DISCUSSION

This dissertation used MET (Kalbfleisch, 2007) to explore how Saudi employees who work in public sector organizations received mentoring relationships inside their organizations. The mentoring relationship was essential to develop and improve public sector organizations in Saudi Arabia. That improvement nowadays becomes important as the whole country was changing to keep up with the Vision 2030. Exploring what kind of mentoring relationship Saudis employees see as an effective approach helps them achieve their goals. The study findings could suggest different approaches of conducting informal mentoring as its effect on employees' performance. To address these points, this chapter discussed the outcomes of the research questions and hypotheses, followed by the limitation of the study, contributions and areas for future research that this dissertation would add to the mentoring relationships arena. By observing the participants' responses, different interesting outcomes were perceived.

Initiating Mentoring Relationships

RQ1 was conducted to explore what elements can affect the initiation of mentoring relationships. These elements play a major role in establishing such relationships between employees within government institutions. Establishing mentoring relationships between employees included elements that contributed to the formation of these relationships, which in turn this research has investigated and analyzed to find out the extent of the influence that these elements had. Still, Individuals usually engage naturally in relationships that fulfill their aspirations, which are often mentoring relationships. Therefore, these relationships depend mainly on the sharing of knowledge and experiences through the strength of their understanding of the relationships they share. (Rusbult & Van Lange, 2003). This question contained eight

items that aimed to discover the initiation of mentoring relationships between Saudis in public sector organizations.

In the first item, the participants agreed on the importance of harmonizing ideas and interests in initiating mentoring relationships. The result leads to an understanding of the elements inherent in the directive relationships' success through consensus in views, opinions, and interests. This also led to an understanding of the nature of the expectations that both sides in the mentoring relationships envision by sharing in the knowledge of the matters that they may direct during the mentoring process as some studies explored (Kalbfleisch, 2007). In addition, the participants in the second item agreed that the same sex is likely to help in initiating mentoring relationships between Saudi workers, explaining the power of cultural heritage on building relationships as a whole and mentoring relationships in particular. This element shows the importance of the social and cultural values in conservative societies such as Saudi society, where sex plays an important role in initiating many relationships, especially mentoring relationships as some studies explored (e.g., Kalbfleisch, 2007). Further, similar sex may have an important role in the success of mentoring relationships in Saudi Arabia, given that it contained direct contact in the current culture. However, there were contributions to diversifying the sexes within many governmental and private institutions, which may lead to a different perspective of such an idea (Hodges, 2017). Besides, relationships in different forms get affected by cultural differences and cultural believes (Schmitt, 2003).

The third item examined whether the mentors and trainees had positive relationships that could lead to the initiation of mentoring relationships. Most of the respondents showed that positive relationships were essential and influential in establishing such a relationship. Positive relationships were the result of communication processes formed through the experiences of both

parties, which made it like a schema for both parties to understand each other (Nishida, 1999). Therefore, to have a suitable environment, attention must be paid to developing and educating employees on the importance of maintaining the right image that focuses on their fellow employees' minds (Hu, Thomas, & Lance, 2008). This interest will develop the employee professionally if the relationship develops into a guiding and directing relationship. Furthermore, the fourth item investigated if a positive relationship was an essential element for initiating a significant mentoring relationship. The responses reported a majority agreement, which showed how Saudis employees could perceive establishing a mentoring relationship based on positive relationships between employees inside the public sector organizations. To clarify, the third and fourth items have an important indicator of the importance of personal relationships where individuals who had good personal relations were highly qualified to initiate successful mentoring relationships more than others around them (Hu, Thomas, & Lance, 2008). However, the positive relationships between the Saudi employees, as reported, could be considered as the success key of initiating long effective mentoring processes.

However, the fifth item asked if the negative relationship is essential for initiating a beneficial mentoring relationship and the majority disagreed with such this item. This disagreement confirms what was previously reached regarding awareness of the importance of positive relationships that may be reflected in an effective way to build a stable directive relationship between the parties involved in the relationship. In addition, it would be logical when the majority of the participants expressed their disagreement with this item because the negative personal relationships between employees might not lead to a complete match between mentors and protégés in any mentoring relationship (Byrne, 1971). The sixth item asked if the same expectations and working style enhancing the possibility of creating mentoring

relationships between mentors and protégés, and the majority of the participants have agreed with these elements as effective for initiating mentoring relationships. Therefore, in order to ensure the establishment of a development work environment, it was necessary to observe and enhance the common styles of work between employees of the public sector and to find commonalities in thoughts and desires (Ragins, 1997).

The seventh item studied that the mentoring relationship's initiation will occur when the mentor and the proteges have the same values and principles, and the majority of the participants agreed with these elements that helped establish such relationships. Values and principles (Ragins, 1997). might be a fundamental factor for the success of directive relationships, especially if their meanings were derived from the common concepts within the Saudi culture that was inherent in their establishment. This result demonstrates the importance of collectivity in personal relationships to build faster mentoring relationships between Saudi employees who share the same values and principles, especially when we know that individuals in Saudi society tend to engage in collective actions through small or large groups. Additionally, as Khalil (2012) explained that languages and cultures were the results of the relation between mind and practical habits so that could explain how employees build their values and principles. The eighth item inquired that initiation of a mentoring relationship would occur when a mentor and a protégé had a similar potential for high performance, and the majority of the participants have agreed with them. This result showed the extent of the Saudi employees' desires to initiate a mentoring relationship that affects positively and tangibly on their job outcomes. The desire of initiating such relationships could emerge from what already the employees have experienced (Voloacă, 2014).

The data revealed a positive impression of the effects of some elements on initiating mentoring relationships between Saudis employees in public sector organizations. As H1 inquired if the positive relationships between employees would lead to initiating successful informal mentoring relationships. Some questions were conducted to observe the effects of some elements on initiating mentoring relationships between Saudis employees in public sector organizations. The items were considered and intended to discover in what way elements such positive relationships could initiate mentoring relationships. The issues included high performance and similar potential, similar sex, and the same values and principles as they create positive relationships between mentors and protégés (Byrne, 1971).

Furthermore, H1 assumed that positive relationships and elements related to initiating between employees will lead to initiating mentoring relationships. This hypothesis was supported, and it revealed that the positive relations between the employees within the institution need attention and development to create an appropriate environment for the development of mentoring relationships. These results also indicate that employees were highly receptive to the idea of directive relationships and that whenever there were relationships that contribute to the success of this idea, they would do it.

Trust in Mentoring Relationships

This study focused on initiating and maintaining the mentoring relationships between employees in Saudi sector organizations. The first part of this discussion explained the power of some elements on initiating mentoring processes. This part described the effect of some elements on trust between mentors and protégés in mentoring relationships (Mayer, Davis & Schoorman, 1995). RQ2 considered features that could influence and build trust between employees inside the Saudi public sector organizations. Most of the employees participating in this study showed a

high level of awareness and agreement on the importance of trust in building and maintaining mentoring processes within their work institutions. These results were obvious through their answers to the factors that dealt with this issue. Building trust in mentoring relationships between employees, which included elements that gave to the development of these relationships, which in turn, this research has investigated and examined to find out the extent of the power that these elements had (Mayer, Davis & Schoorman, 1995). This question, contain eight items, aimed to identify Saudis' trust in public sector organizations involved in mentoring relationships.

In the first item, Participants reported that trust in a mentoring relationship would occur when the mentors and the proteges had similar sex. Building trust-based on several essential elements, including the cultural tradition, which in turn affected the understanding and explanation of relations in general and formal relations in particular (Elliott et al.,2006).

So, it was important to be alerted to the customs and traditions that affect building communication between employees in an entity or sector. The second item explored whether trust in the mentoring relationship would arise if the mentor and the protege shared personal information, and through the responses of the participants it can be said that sharing personal information such as desires, hobbies, hopes affect the strengthening of the trust factor among employees in the government sector positively. Therefore, it was essential to take care of establishing facilities in which the workload was avoided to talk about matters more related to the employees' personalities.

The third item explored whether trust in the mentoring relationship would be achieved when the mentor and the protege observed a career development. Most of the participants showed agreement on the importance of a noticeable and tangible reflection of the mentoring relationships on their career development, and this matter, of course, was something that anyone

who engages in a directive relationship aspires to. So, among the incentives for the spread of the mentoring process within the Saudi government sector institutions was noticing career development and good employees' outcomes. The fourth item inquired whether the trust would occur when people in mentoring relationships were noticing personal development. Most of the answers agreed on the importance of personal development in strengthening the trust factor in mentoring relationships and that this factor would contribute to the endurance and continuation of the relationship between mentors and protégés and that have been studied in some researcher (Wright & Wright, 1987).

The fifth item analyzed whether trust as an influencing factor would arise when the mentor and the protege acknowledged the mentoring process's mistakes. And by observing the participants' answers in this study, it was found that the majority were agreed about admitting a mistake leads to confidence on both sides. That also indicated the employees' awareness of the possibility of mistakes during the mentoring process. Item 6 considered whether mentors and proteges consider age (older people) a significant component of building trust among members who engage in such relationships. The study results showed almost agreement regarding the importance of age and that it was essential in maintaining trust, which would keep the continuity of the guiding relationships. The employees recognized the factor of the experience gained from the length of stay in functional work performance as an important factor for gaining confidence during the mentoring relationships (Leners & Sitzman, 2006).

The seventh part determined whether trust in the mentoring relationship would most likely arise when mentoring relationships were informal. Respondents indicated that the majority had agreed with such an aspect that could influence the maintenance of mentoring relationships among employees. Employees in the Saudi public sector had demonstrated the importance of

focusing on informal mentoring relationships within the job environment, which may be due to their being free from formal guidance's complexities and strictness. The eighth element identified whether job-related behaviors could positively or negatively affect the trust between mentors and protectors, and the majority of participants agreed on job-related behaviors as a susceptible element. This result gave an essential indication of the importance of job-related behaviors in reassuring the employees within the Saudi public sector in building confidence and trust, which maintaining the mentoring process for as much time as possible until its positive results appear to all parties involved in these relationships.

Likewise, the response to H2 showed a positive effect of building trust in mentoring relationships when the employees were noticing development. This hypothesis was tested by some items provided to discover how development mentors and proteges saw could affect building trust between them. These questions were intended to measure the differences in responses based on improvement, including personal development and career development, and job-related behaviors. H2 predicted that employees who work in the Saudi public sector organization who notice development would build trust in mentoring relationships. The majority of the employees agreed on the inspiration of such elements to build trust and presented their beliefs and ideas. On the other hand, it can be said that if the employees didn't notice a development in personality or career, that might affect the mentoring relationship as it violated the trust factor, which was an important one for maintaining such relationships.

Maintaining the Relationship between Mentors and Protégés

Maintaining effective mentoring relationships between the employees in Saudi's public sector organizations were analyzed to discover what elements could maintain such relationships. The third question RQ3 explored if supportive elements such as friendship, sharing optimistic

languages, avoid negative complaints or conflict-related issues could enhance the relationship between employees in public sector organizations (Mansson, 2011). In the first item, participants agreed that friendship as a supportive element was more likely to arise in informal mentoring relationships than formal relationships. So, from the respondents' answers to this question, it is clear that the majority agree on the effect of informal directive relationships in creating an environment of friendship and thus will affect the continuity of mentoring relationships as a whole. The second item reported if friendship as a supportive element was likely to reinforce the mentoring relationship between mentors and trainees, and the response stated that the majority agreed to it. Friendship is an influential element in making employees maintaining effective communication between the people involved in the mentoring process, and this strengthens the idea of creating a less stringent atmosphere in the work environment and focusing on building significant friendships between employees (Baranik et al.,2010).

Furthermore, participants in the third item stated that informal mentoring relationships helped mentors and proteges overcome difficult times as the majority responded, showing how Saudis were willing to participate in informal mentoring rather than formal mentoring. However, this result confirmed the increasing importance of informal relationships in organizations when participants resort to informal considerations in regulating their mentoring relationships, especially when they encounter problems within the workplace. Sharing optimistic languages in the fourth item led to strengthening a supportive mentoring relationship. The majority have agreed, which represents the importance of focusing on what kind of languages the employees used in daily work times to positively or negatively influence the maintaining of mentoring relationships. To clarify, the optimistic language gives individuals, especially employees a great

opportunity to always expect the best around them, and this positively affects the mentoring relationships between employees and their organizations.

The fifth item asked if the informal mentoring relationships support mentors and protégés to avoid negative complaints inside their organizations, and the Saudi employees have agreed. Informal relationships lead employees to express themselves spontaneously, which naturally affects positively in maintaining any significant relationship because they were free from the restrictions of formal intransigence that may become boring or difficult to continue. On the other hand, in the sixth and seventh items, the employees were asked about conflict as it was more likely to arise in the mentoring processes or could end the mentoring relationships between mentors and protégés, and the answers showed majority agreement, which reflected the ideas about the conflict factor that Saudis employees had.

These results presented an excellent sign of enduring conflicts during the mentoring process and kept them as long as possible to gain benefits and outstanding outcomes. Nevertheless, conflicts between the persons involved in the directive processes may be a healthy and natural matter, as the response in the eighth item has shown because it made each individual present what he or she believed or their viewpoint towards some issues that they may disagree with, and this led to the extent of intellectual freedom enjoyed by both sides. The majority agreed that the different sex could lead to more conflict than the same sex as they answered in the ninth item, and this guides us to take into account the issue of cultural heritage in its effect on building perceptions between different sex as a study had explored in different country (Avery, Tonidandel & Phillips, 2008). Last, the age (mentors were older than proteges) had a great power on reducing the chance of conflict between mentors and trainees in the Saudi public sector

institutions as the participants answered the tenth element, and this explained the extent of the prevailing deepening of the general culture that called for respect for the eldest (Alsenany, 2009).

As mentioned in the introduction, the purpose of this study was to explore mentoring relationships between Saudi employees in public sector organizations. Mentoring Enactment Theory (MET) was utilized to understand the relationships between mentors and protégés at an informal professional level. The previous sections included discussion and comments on the major findings as related to the literature on mentoring relationships inside Saudi's public sector organizations and the relationship between mentors and protégés in these organizations. Moreover, the study showed that previous elements play an important and effective role in mentoring relationships.

The study has confirmed that some elements such as conflict, trust, support, initiating a mentoring relationship can affect informal relationships between Saudi employees in the public sector organizations. As noted in the introduction, individuals tend to engage in any relationships that made their desires and needs shared through mentoring through their natural motivation. For clarification, the study showed the importance of similarity of ideas and interests among Saudi employees to successfully initiate any mentoring relationship. For instance, the Saudi participants in this study agreed that the similarity in ideas and interests contributes to initiating mentoring relationships between them within the workplace.

In the introduction and literature review, the study discussed the importance of culture and diversity in initiating any relationships between individuals, especially when there is a difference in race, religion, and sexual orientation. The results showed the importance of culture on mentoring relationships between Saudi employees in public sector organizations and how cultural diversity can play an important role in employees' relationships. As an example, Saudi

participants in this study agreed that the similarity of the same-sex directly helps in initiating mentoring relationships among Saudi employees.

Further, as reviewed in the introduction and literature, the trust element is one of the most important elements that contribute to directing personal relationships between individuals, as some studies previously in the literature review have talked about the importance of this element in personal relationships (e.g., Berki, 2005; Grill, 2011; Mansson, 2013). Their studies focused on the trust element in the interpersonal and mentoring relationships in the academic environment, especially in the relationships between students and their professors on the one hand, and the use of maintenance strategy in the mentor-protégé relationships on the other hand.

However, this study provided various interpretations and results by examining the trust element in the mentoring relationships between government employees inside public sector institutions by exploring the perceptions of Saudi employees within the Saudi government organizations. For instance, this study focused on the effect of some elements on trust between mentors and protégés in mentoring relationships. It explored some features that could affect and increase trust between Saudi employees inside the Saudi public sector organizations.

In addition, Mentoring Enactment Theory has contributed to building a clear and direct understanding of the mentoring relationships between mentors and protégés and enhancing informal relationships. The results showed the validity of this contribution, as Saudi employees expressed this in some of their responses. For example, Saudi employees emphasized that important supportive elements such as friendship, sharing optimistic languages, avoid negative complaints or conflict-related issues contributed directly to enhance mentoring relationships between employees in the Saudi public sector. This confirms the importance of using Mentoring Enactment Theory (MET) as a theoretical framework to conduct more studies to explain the real

role of its other elements on mentoring relationships between Saudi employees in the public sectors and other private sectors as well.

Limitations

The outcomes of this study represented what could influence the initiation and maintaining of the mentoring relationships inside the public sector organizations in the Kingdom of Saudi Arabia. However, the other important factors that the MET (Kalbfleisch, 2007) had were not discussed in this study. These factors and assumptions might direct this study to discover different outcomes which may differ from the dissertation's outcomes. For instance, personal filters that this theory considered might give a better understanding of examining the mentoring relationships between mentors and protégés in Saudi public sector organizations.

Besides, there were many advantages to use the online survey such as speeding the processes, less time, more participants, and less cost (Duffy et al., 2005). But, on the other hand, there were common issues for conducting this online survey. These disadvantages were first, online participants were more likely to choose centers in scales. Second, participants could select extreme responses to the provided scales (Duffy et al., 2005). Moreover, while studying the concepts of mentoring relationships within Saudi organizations, especially those interested in informal mentoring among employees, it was difficult to find studies interested in this area, which is difficult to understand the general thought about this issue.

Finally, the results of this dissertation were limited to some public sector organizations in the kingdom of Saudi Arabia and cannot be generalized to other institutes such as private organizations inside Saudi Arabia which had different rules and procedures. As the results showed the power of the Saudi cultures on some responses so that cannot be applied to other organizations outside the Kingdom of Saudi Arabia.

Contributions

This study aims to explore how Saudi employees perceived mentoring concepts related to initiating and maintaining concepts inside the public sector organizations. It discovered the determinants of one's motivations to either become a mentor or a protégé in Saudi organizations and to investigate how they would initiate and maintain such relationships. Moreover, Saudi organizations may rise the mentoring intentions of their employees as this study demonstrated a positive ability to practice the mentoring processes.

This study would enhance the studies related to mentoring, especially with the lack of studies concerned with the informal aspect's mentoring processes. Therefore, it might explain the essential factors affecting establishing successful and influential mentoring relationships in Saudi public organizations. Also, managers and leaders in the government sectors may benefit from the outcomes of this study to create a mentoring environment within their organizations and stimulate the success of such practices and try to integrate them into the work environments.

This dissertation would be beneficial to an employee who might become either a mentor or a protégé. The mentor and the protégé might take advantage of this study by understanding what elements could initiate and maintain the process of mentoring relationships and focusing on how to enhance them and take potential benefits from them as well.

Future Research

Saudi society was witnessing big and new transformations at the popular and institutional level, as the Saudi young leadership believes in supporting small organizations and institutions to achieve the requirements of the Saudi Vision 2030. These big changes directly affect some governmental organizations through the clear shift from government dependency to independence in making decisions and general strategies. For instance, the Saudi government

approved a new system that has been granting three public universities full independence academically, administratively, and financially. As a result, these changes give the government sectors the full opportunity to build their own job systems and to organize formal and informal relationships between employees within government institutions.

Furthermore, these new and major changes emphasize the need to conduct studies to understand the nature of formal and informal mentoring relationships between employees, especially in the newly independent government sectors. As a result, the mentoring enactment theory provides a set of different guidelines and strategies that can be used to research mentoring relationships between individuals, especially employees. In addition, there are some practical actions and scientific studies that can be conducted by using Kalbfleisch's theory (2007) within Saudi society. For clarification, this study focused on some of the elements that the MET talks about, and there is an urgent need and opportunity to conduct more studies within Saudi organizations using the rest of the elements that can affect mentoring relationships between individuals. For example, it can be said that it was important to conduct some studies that examine the mentoring relations between employees in the independent government sectors of Saudi Arabia, especially between women and men employees, and the effect of some elements and relational variables to which the MET has indicated such as conflict, attraction, trust, jealousy, and support.

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APPENDIXES

Appendix A

WhatsApp invitation

Dear Ladies and Gentlemen,

I am a PhD candidate at the University of North Dakota, and I am currently conducting a study on (Using Mentoring Enactment Theory To Explore How Saudis Receive Mentorship In Public Sector Organizations With Vision 2030).

The study aims to (explored mentoring relationships inside Saudi's public sector organizations by applying Mentoring Enactment Theory (MET), which explored the relationship between mentors and proteges in an informal professional way).

You are invited to participate in this survey which takes about 7 to 10 minutes.

Please kindly answer all questions as accurately as you can. Participation in the questionnaire is voluntary and all data will be anonymous. You can skip any questions or stop at any time. You can select Arabic or English to participate.

https://und.qualtrics.com/jfe/form/SV_a5b5g4Occ5s1YbP

Please share this survey with other people that might be interested in this study. Thank you for
your cooperation in advance.

Mhammed Alzahrani

PhD Candidate

Communication Department

University of North Dakota

السلام وعلیکم ورحمة الله وبرکاته:

السادة والسيدات الکرام..

أخوكم مرشح دكتوراه في جامعة داكوتا الشمالية، وأقوم حالياً بدراسة بعنوان (استخدام نظرية تشريع الإرشاد والتوجيه لتقصي
کیفیه تلقي السعودیین للإرشاد والتوجيه في مؤسسات القطاع العام تزامناً مع رؤية ٢٠٣٠

تستهدف الدراسة إلى فهم علاقات الإرشاد والتوجيه داخل مؤسسات القطاع العام الحكومي السعودي من خلال تطبيق نظرية
تشريع الإرشاد والتوجيه التي استكشفت العلاقة بين المرشدين والمسترشدين بطريقة مهنية غير رسمية.

أنت مدعو للمشاركة في هذا الاستبيان الذي يستغرق حوالي ٧ إلى ١٠ دقائق

یرجى التكرم بالإجابة عن جميع الأسئلة بدقة قدر ما استطعت. المشاركة في الاستبيان اختيارية وستعامل بسرية تامة. يمكنك
تخطي أي سؤال أو التوقف في أي وقت مع إمكانية تحديد اللغة العربية أو الإنجليزية للمشاركة.

https://und.qualtrics.com/jfe/form/SV_a5b5g4Occ5s1YbP

فضلاً نشر ومشاركة هذا الاستبيان مع الآخرين.

شاكراً لكم تعاونكم مقدماً..

محمد الزهراني

مرشح دكتوراه

قسم الاتصال

جامعة داكوتا الشمالية

Appendix B

English Survey

UNIVERSITY OF NORTH DAKOTA

Institutional Review Board

Study Information Sheet

Title of Project: USING MENTORING ENACTMENT THEORY TO EXPLORE HOW SAUDIS RECEIVE MENTORSHIP IN PUBLIC SECTOR ORGANIZATIONS WITH VISION 2030

Principal Investigator: Mhammed Alzahrani,
mhammed.alzahrani@und.edu

Advisor: Dr. Pamela Kalbfleisch, 701.777.6369,
Pamela.kalbfleisch@UND.edu

Purpose of the Study:

This study explored mentoring relationships inside Saudi's public sector organizations by applying Mentoring Enactment Theory (MET), which explored the relationship between mentors and proteges in an informal professional way.

Procedures to be followed:

You will be asked to answer 33 questions on a survey.

Please answer them carefully. If you are not working in Saudi's public sector organizations please don't answer this survey.

Risks:

There are no risks in participating in this research beyond those experienced in everyday life.

Benefits:

This research might provide a better understanding of how informal mentoring relationships affect employees inside Saudi's public sector organizations.

Duration:

It will take about 7-10 minutes to complete the questions

Statement of Confidentiality:

The survey does not ask for any information that would identify who the responses belong to, such as name. Therefore, your responses are recorded anonymously. If this research is published, no information that would identify you will be included.

All survey responses that we receive will be treated confidentially and stored on a secure server. However, given that the surveys can be completed from any computer (e.g., personal, work, school), we are unable to guarantee the security of the computer on which you choose to enter your responses. As a participant in our study, we want you to be aware that certain "key logging" software programs exist that can be used to track or capture data that you enter and/or websites that you visit.

Right to Ask Questions:

The researcher conducting this study is Mhammed Alzahrani. You may ask any questions you have now. If you later have questions, concerns, or complaints about the research please contact if you later have questions, concerns, or complaints about the research.

Please contact Pamela Kalbfleisch at 701.777.6369 during the day. If you have questions regarding your rights as a research subject, you may contact The University of North Dakota Institutional Review Board at (701) 777-4279 or UND.ibr@UND.edu. You may contact the UND IRB with problems, complaints, or concerns about the research. Please contact the UND IRB if you cannot reach research staff, or you wish to talk with someone who is an informed individual who is independent of the research team.

General information about being a research subject can be found on the Institutional Review Board website “Information for Research Participants”
<http://und.edu/research/resources/humansubjects/research-participants.html>

Compensation:

You will not receive compensation for your participation.

Voluntary Participation:

You do not have to participate in this research. You can stop your participation at any time. You may refuse to participate or choose to discontinue participation at any time without losing any benefits to which you are otherwise entitled.

You do not have to answer any questions you do not want to answer.

You must be 18 years of age older to participate in this research study.

Completion and return of the [survey, or participant in the interview/focus group] implies that you have read the information in this form and consent to participate in the research.

Please keep this form for your records or future reference.

- I agree to participate
- I don't agree to participate

1- How old are you? (Please write your age in numbers)
2- What is your sex? 1) Male 2) Female
3- What is your educational level? 1) Less than a high school diploma 2) High school degree or equivalent (e.g. GED) 3) Some college, no degree 4) Associate degree (e.g. AA, AS) 5) Bachelor's degree (e.g. BA, BS) 6) Master's degree (e.g. MA, MS, MEd) 7) Professional degree (e.g. MD, DDS, DVM)

8) Doctorate (e.g. PhD, EdD)
4- What is your current employment status? 1) Employed full time (40 or more hours per week) 2) Employed part-time (up to 39 hours per week) 3) Unemployed and currently looking for work 4) Unemployed and not currently looking for work 5) Student 6) Retired 7) Homemaker 8) Self-employed 9) Unable to work
5- How long have you been employed at public sector organization in Saudi Arabia? (Please write in numbers)
6- In which region of Saudi Arabia do you work? 1) North Region 2) Middle Region 3) East Region 4) West Region 5) South Region 6) Outside Saudi Arabia
7- In which ministry of the public sector do you work? 1) Ministry of education 2) Ministry of Civil Service

<p>3) Ministry of Justice</p> <p>4) Ministry of Health</p> <p>5) Ministry of Communications and Information Technology</p> <p>6) Others, mention it</p>
<p>8- Harmony in thought and interests is essential for the initiation of a mentoring relationship.</p> <p>1) Strongly agree</p> <p>2) Agree</p> <p>3) Neither Agree nor Disagree</p> <p>4) Disagree</p> <p>5) Strongly disagree</p>
<p>9- Initiation of a mentoring relationship would occur when a mentor and a protégé have the same sex?</p> <p>1) Strongly agree</p> <p>2) Agree</p> <p>3) Neither Agree nor Disagree</p> <p>4) Disagree</p> <p>5) Strongly disagree</p>
<p>10- Initiation of a mentoring relationship would occur when a mentor and a protégé have positive relationship</p> <p>1) Strongly agree</p> <p>2) Agree</p> <p>3) Neither Agree nor Disagree</p>

<p>4) Disagree</p> <p>5) Strongly disagree</p>
<p>11- Positive relationship is essential element for initiate effective mentoring relationship</p> <p>1) Strongly agree</p> <p>2) Agree</p> <p>3) Neither Agree nor Disagree</p> <p>4) Disagree</p> <p>5) Strongly disagree</p>
<p>12- Negative relationship is essential element for initiation of a productive mentoring relationship</p> <p>1) Strongly agree</p> <p>2) Agree</p> <p>3) Neither Agree nor Disagree</p> <p>4) Disagree</p> <p>5) Strongly disagree</p>
<p>13- Initiation of a mentoring relationship would occur when a mentor and a protégé have same expectations and working style</p> <p>1) Strongly agree</p> <p>2) Agree</p> <p>3) Neither Agree nor Disagree</p> <p>4) Disagree</p> <p>5) Strongly disagree</p>

14- Initiation of a mentoring relationship would occur when a mentor and a protégé have the same values and principles

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

15- Initiation of a mentoring relationship would occur when a mentor and a protégé have similar potential for high performance

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

16- Trust in a mentoring relationship would occur when a mentor and a protégé have similar sex

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

17- Trust in a mentoring relationship would occur when a mentor and a protégé share personal information

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

18- Trust in a mentoring relationship would occur when a mentor and a protégé noticing a career development

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

19- Trust in a mentoring relationship would occur when a mentor and a protégé noticing a personal development

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

20- Trust in a mentoring relationship would occur when a mentor and a protégé admit errors while mentoring process

- 1) Strongly agree
- 2) Agree

3) Neither Agree nor Disagree

4) Disagree

5) Strongly disagree

21- In a mentoring relationship, mentors and protégés would consider age (people who are older) as an important element for building trust between members

1) Strongly agree

2) Agree

3) Neither Agree nor Disagree

4) Disagree

5) Strongly disagree

22- Trust in a mentoring relationship would occur more likely when the mentoring relationships are informal

1) Strongly agree

2) Agree

3) Neither Agree nor Disagree

4) Disagree

5) Strongly disagree

23- Job related behaviors could positively or negatively impact the trust between mentors and protégés

1) Strongly agree

2) Agree

3) Neither Agree nor Disagree

4) Disagree

5) Strongly disagree
<p>24- Friendship as a supportive element was more likely to occur in informal rather than formal mentoring relationship</p> <p>1) Strongly agree</p> <p>2) Agree</p> <p>3) Neither Agree nor Disagree</p> <p>4) Disagree</p> <p>5) Strongly disagree</p>
<p>25- Friendship as a supportive element is more likely to strengthen the mentoring relationship between mentors and proteges</p> <p>1) Strongly agree</p> <p>2) Agree</p> <p>3) Neither Agree nor Disagree</p> <p>4) Disagree</p> <p>5) Strongly disagree</p>
<p>26- Informal mentoring relationship helped mentors and protégés to overcome difficult times</p> <p>1) Strongly agree</p> <p>2) Agree</p> <p>3) Neither Agree nor Disagree</p> <p>4) Disagree</p> <p>5) Strongly disagree</p>
<p>27- Sharing optimistic language led to strengthen supportive mentoring relationship</p> <p>1) Strongly agree</p>

- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

28- Informal mentoring relationships support mentors and protégés to avoid negative complaints inside their organizations

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

29- Conflict is more likely to occur in mentoring relationships between mentors and protégés

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

30- Conflict is more likely to end the mentoring relationships between mentors and protégés

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

31- Conflict is a healthy sign of effective informal mentoring relationship

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

32- Different sex could lead to more conflict than same sex in mentoring relationship
between mentors and protégés

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

33- Age has great impact on reducing a chance of conflict between mentors and protégés

- 1) Strongly agree
- 2) Agree
- 3) Neither Agree nor Disagree
- 4) Disagree
- 5) Strongly disagree

Arabic Survey

جامعة داكوتا الشمالية

مجلس المراجعة المؤسسية

ورقة معلومات الدراسة

عنوان المشروع: استخدام نظرية تشريع الإرشاد والتوجيه لتقصي كيفية تلقي السعوديين

للإرشاد والتوجيه في مؤسسات القطاع العام تزامناً مع رؤية 2030

mhammed.alzahrani@und.edu الباحث الرئيسي: محمد الزهراني

المستشار: الدكتورة بامبلا كالبفليش، 701.777.6369

Pamela.kalbfleisch@UND.edu

الغرض من الدراسة:

تكتشف هذه الدراسة علاقات الإرشاد والتوجيه داخل مؤسسات القطاع العام الحكومي السعودي من خلال تطبيق نظرية تشريع

الإرشاد والتوجيه (MET) التي استكشفت العلاقة بين المرشدين والمسترشدين بطريقة مهنية غير رسمية.

الإجراءات الواجب اتباعها:

سيُطلب منك الإجابة على ٣٣ سؤالاً في الاستبيان. الرجاء الإجابة بعناية.

المخاطر:

لا توجد مخاطر في المشاركة في هذا البحث ما عدا تلك التي تمت تجربتها في الحياة اليومية.

فوائد:

سيوفر هذا البحث فهماً أفضل لكيفية تأثير علاقات الإرشاد والتوجيه غير الرسمية على الموظفين داخل مؤسسات القطاع العام

الحكومي السعودي.

المدة الزمنية:

سوف يستغرق إتمام هذا الاستبيان حوالي 7-10 دقائق لإكمال إجابة الأسئلة.

بيان الخصوصية:

لا يطلب الاستبيان اي معلومات تحدد هوية المشارك، مثل الاسم. لذلك سوف يتم تسجيل إجاباتك بشكل مجهول. اذا تم نشر هذا البحث، فلن يتم تضمين اي معلومات من شأنها التعرف عليك. سيتم التعامل مع جميع ردود الاستبيان التي نلقاها بشكل سري وتخزينها على خادم آمن. ومع ذلك نظراً لامكانية إكمال الاستبيان من اي جهاز كمبيوتر (على سبيل المثال، الحاسب الشخصي، او في العمل، او في المدرسة)، فإننا غير قادرين على ضمان أمان الكمبيوتر الذي تختاره لإدخال الردود عليه. كمشارك في دراستنا، يرجى التأكد من عدم وجود بعض برامج "Key logging" التي يمكن استخدامها لتتبع او التقاط البيانات التي تدخلها و/او مواقع الويب التي تزورها.

الحق في طرح الأسئلة:

الباحث الذي يجري هذه الدراسة هو محمد الزهراني. يمكنك طرح أي أسئلة لديك الآن. إذا كانت لديك أسئلة أو مخاوف أو شكاوى فيما يتعلق بالبحث فيما بعد ، فيرجى الاتصال من فضلك باميلا كالفيليش على 701.777.6369 خلال ساعات العمل اليومي.

إذا كانت لديك أسئلة تتعلق بحقوقك كمشارك في البحث، فيمكنك الاتصال بمجلس المراجعة المؤسسية بجامعة داكوتا الشمالية على الرقم 701.777.4279 أو UND.ibr@UND.edu. يمكنك الاتصال بالمجلس في حال وجود أي مشاكل أو شكاوى أو مخاوف بشأن البحث. يرجى الاتصال بالمجلس إذا لم تتمكن من الوصول إلى موظفي البحوث ، أو إذا كنت ترغب في التحدث مع شخص ملم بفريق البحث ومستقل عنهم. يمكن العثور على معلومات عامة حول كونك عينة بحثية على موقع مجلس المراجعة المؤسسية "معلومات للمشاركين في الأبحاث"

<http://und.edu/research/resources/human-subjects/research-participants.html>

تعويضات:

لن تتلقى تعويضًا مقابل مشاركتك.

والمشاركة الطوعية:

المشاركة في هذا البحث غير إلزامية. يمكنك إيقاف مشاركتك في أي وقت. يجوز لك رفض المشاركة أو اختيار إيقاف المشاركة في أي وقت دون فقدان أي مزايا يحق لك الحصول عليها بخلاف ذلك.

لا يتوجب عليك الإجابة على أي أسئلة لا تريد الإجابة عليها.

يجب أن يكون عمرك 18 عامًا للمشاركة في هذه الدراسة البحثية.

يتضمن إكمال الاستطلاع و إعادته أنك قد قرأت المعلومات الواردة في هذا النموذج وتوافق على المشاركة في البحث.

يرجى الاحتفاظ بهذا النموذج لسجلاتك أو للرجوع إليها في المستقبل.

- أوافق على المشاركة

- لا أوافق على المشاركة

1- ما هو عمرك؟ (فضلاً ادخل العمر بالأرقام)
2- الجنس؟ (1 ذكر 2 مؤنث)
3- ما هو مستواك التعليمي؟ (1 اقل من شهادة ثانوي 2 الثانوية العامة أو ما يعادلها 3 طالب/ة كلية (لم يحصل على الدرجة) 4 درجة الزمالة (بعد الثانوية) 5 درجة البكالوريوس 6 درجة الماجستير 7 دبلوم عالي 8 دكتوراه)
4- ما هو وضعك الوظيفي الحالي؟ (1 عمل بدوام كامل (40 ساعة أو أكثر في الأسبوع) (2 عمل بدوام جزئي (حتى 39 ساعة في الأسبوع) (3 عاطل عن العمل ويبحث حالياً عن عمل (4 عاطل عن العمل ولا يبحث حالياً عن عمل (5 طالب)

<p>(6) متقاعد</p> <p>(7) ربة منزل</p> <p>(8) العاملون لحسابهم الخاص</p> <p>(9) غير قادر على العمل</p>
<p>5- منذ متى وأنت تعمل في مؤسسات القطاع العام في المملكة العربية السعودية؟</p> <p>- (يرجى الكتابة بالأرقام)</p>
<p>6- في أي منطقة من المملكة العربية السعودية تعمل؟</p> <p>(1) المنطقة الشمالية</p> <p>(2) المنطقة الوسطى</p> <p>(3) المنطقة الشرقية</p> <p>(4) المنطقة الغربية</p> <p>(5) المنطقة الجنوبية</p> <p>(6) خارج السعودية</p>
<p>7- في أي وزارة من القطاع العام تعمل؟</p> <p>(1) وزارة التربية والتعليم</p> <p>(2) وزارة الخدمة المدنية</p> <p>(3) وزارة العدل</p> <p>(4) وزارة الصحة</p> <p>(5) وزارة الاتصالات وتكنولوجيا المعلومات</p> <p>(6) البعض الآخر ذكره</p>
<p>8- الانسجام في الأفكار والمصالح ضروري لبدء علاقة إرشادية:</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p>

<p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>9- تبدأ العلاقة الإرشادية والتوجيهية عندما يكون المرشد والمسترشد من نفس الجنس؟ (المرشد من يعطي التوجيه ، والمسترشد من يتلقى التوجيه)</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>10- تبدأ العلاقة الإرشادية والتوجيهية عندما يكون لدى المرشد والمسترشد علاقة إيجابية سابقة</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>11- العلاقة الإيجابية هي عنصر أساسي لبدء علاقة إرشادية فعالة</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>12- تعتبر العلاقة السلبية عنصرًا أساسيًا لبدء علاقة إرشادية فعالة</p>

<p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>13- تبدأ العلاقة الإرشادية والتوجيهية عندما يتفق المرشد والمسترشد في التوقعات وأسلوب العمل</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>14- تبدأ العلاقة الإرشادية والتوجيهية عندما يتفق المرشد والمسترشد في القيم والمبادئ</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>15- تبدأ العلاقة الإرشادية والتوجيهية عندما يتشارك المرشد والمسترشد في قابلية إتقان العمل</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>

16- قد تحدث الثقة في العلاقة الإرشادية والتوجيهية عندما يكون المرشد والمسترشد من نفس الجنس

(1) موافق بشدة

(2) موافق

(3) محايد

(4) غير موافق

(5) غير موافق بشدة

17- قد تحدث الثقة في العلاقة الإرشادية والتوجيهية عندما يتشارك المرشد والمسترشد معلوماتهم الشخصية

(1) موافق بشدة

(2) موافق

(3) محايد

(4) غير موافق

(5) غير موافق بشدة

18- تحدث الثقة في العلاقة الإرشادية والتوجيهية عندما يلاحظ المرشد والمسترشد التطور الوظيفي لديهما

(1) موافق بشدة

(2) موافق

(3) محايد

(4) غير موافق

(5) غير موافق بشدة

19- قد تحدث الثقة في العلاقة الإرشادية عندما يلاحظ المرشد والمسترشد تطورًا على الصعيد الشخصي

(1) موافق بشدة

(2) موافق

(3) محايد

(4) غير موافق

<p>(5) غير موافق بشدة</p>
<p>20- قد تحدث الثقة في العلاقة الإرشادية والتوجيهية عندما يعترف المرشد والمسترشد بالأخطاء أثناء عملية الإرشاد والتوجيه</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>21- في العلاقة الإرشادية، يعتبر عامل العمر (الأشخاص الأكبر سنًا) عنصرًا مهمًا لبناء الثقة بين مرشدين والمسترشدين</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>22- من المرجح أن تحدث الثقة في علاقة التوجيه عندما تكون علاقات التوجيه غير رسمية</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>23- يمكن أن تؤثر السلوكيات المتعلقة بالوظيفة بشكل إيجابي أو سلبي على الثقة بين المرشدين والمسترشدين</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p>

<p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>24- من الممكن أن يكون عنصر الصداقة داعم في حدوث علاقات الإرشاد الغير الرسمية بدلاً من علاقات الإرشاد الرسمية</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>25- الصداقة كعنصر داعم أكثر ترجيحًا لتقوية علاقة التوجيه بين المرشدين والمسترشدين</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>26- تساعد علاقة التوجيه غير الرسمية المرشدين والمسترشدين في التغلب على الأوقات الصعبة</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>27- تبادل اللغة المتفائلة تؤدي إلى تعزيز علاقة التوجيه والإرشاد</p>

<p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>28- تدعم علاقات التوجيه غير الرسمية المرشدين والمسترشدين لتجنب التعليقات السلبية المحتملة داخل مؤسساتهم</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>29- من المرجح أن يحدث صراع في علاقات التوجيه بين المرشدين والمسترشدين</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>
<p>30- الصراع قد ينهي علاقات التوجيه بين المرشدين والمسترشدين</p> <p>(1) موافق بشدة</p> <p>(2) موافق</p> <p>(3) محايد</p> <p>(4) غير موافق</p> <p>(5) غير موافق بشدة</p>

31- الصراع هو علامة صحية في العلاقة التوجيهية المؤثرة الغير رسمية

(1) موافق بشدة

(2) موافق

(3) محايد

(4) غير موافق

(5) غير موافق بشدة

32- يمكن أن يؤدي إختلاف الجنس إلى نزاع أكثر من وحدة الجنس في علاقات التوجيه بين المرشدين والمسترشدين

(1) موافق بشدة

(2) موافق

(3) محايد

(4) غير موافق

(5) غير موافق بشدة

33- العمر له تأثير كبير في الحد من فرصة الصراع بين المرشدين والمسترشدين

(1) موافق بشدة

(2) موافق

(3) محايد

(4) غير موافق

(5) غير موافق بشدة