Mentoring Practices and Power Relations in a Multicultural Work Environment:

Case Study of a Qatari Organization

By

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I, Najwa Michel Fakhouri, confirm that the work presented in this dissertation is my own. Where information has been derived from other sources, I confirm that this has been indicated in the dissertation.

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ABSTRACT

This qualitative study explored the effects mentors with different sociocultural backgrounds have on indigenous Qataris' development in the workplace designed to "Qatarize" positions held by expatriates. The hypothesis was that mentor/mentee power distances are minimized when expatriate mentors in multicultural organizations become interculturally competent so that mentor/mentee relationships enhance the latter's professional development by minimizing power distances. An interpretive/constructionist approach was adopted, and after a pilot study and informal conversation with three Qatari females, 20 participants in an organization, including mentors, mentees, and key personnel, were interviewed. Constant Comparison Method (CCM) was used to identify and analyze patterns/themes in the data. The data revealed that, to protect their jobs, technical experts, referred to as mentor-coaches, resisted helping mentees by employing techniques that limited knowledge transfer and thereby made the learning environment at the workplace a "site of struggle" (Nakayama & Halualani, 2010, p. 2), such that the power attributable to their professional expertise conflicted with the Qatari mentees' need to develop. Moreover, the data revealed that age differences, and stereotypes and generalizations about mentees' work ethic, were a source of mentor/mentee tension that reduced mentees' self-confidence. Mentors' and mentees' personalities also appeared to be important in enhanced mentoring outcomes. Thus, the results indicated that sociocultural factors enhance mentoring outcomes only when mentors are aware of, and sensitive to, mentees' cultural and social norms. The results also indicated that mentors'/mentees' shared language and cultural match do not guarantee positive mentoring outcomes. The results demonstrated that mentors' sociocultural backgrounds do not affect mentees' development when they have a mutually respectful and trusting relationship, and that professional development can be achieved with dialogue and communication that facilitate mentees' independence.

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The study concluded with its contribution to our knowledge of mentoring Qatari men and women within QCOG and the study implications.

IMPACT STATEMENT

I am a teacher mentor who has worked in multicultural environments and questioned the way they affect individuals' personal and professional development. My thesis required an exploration of the literature on mentoring/coaching in the organizational and medical contexts, which led me to read about employees' experiences in both fields, including pluralistic counselors' experiences with patients from different cultures. The knowledge I gained enriched me as an individual, professional teacher, and teacher mentor.

One benefit of my study, which was conducted in a Qatari oil and gas company, was that it raises mentors'/coaches' awareness of sensitive issues they may encounter while working to minimize racial, religious, or cultural differences and can be used by employees of this and other institutions. Further, professionals in this area in Qatar, as well as other areas, can adopt the sociocultural knowledge gained. The outcomes also can be disseminated to benefit the expatriate community, including spouses and families. More importantly, the outcomes can be generalized to other Gulf contexts that experience the same sociocultural issues.

Upon completing my EdD studies, I intend to publish my thesis, as I expect that the local community will be interested in the results of my research. The findings will be shared with the international mentoring community by publishing an article first in the peer reviewed academic journal, *Educate*, and other mentoring journals.

 Further, I intend to produce a manual similar to that of Hwang's (2016). The manual will include information about the sensitive cultural and religious issues to expect when working in a Gulf/Qatari context and ways to avoid or address them in a culturally appropriate manner. I myself referred to Crethar and Vargas' work (2007) on the work of pluralistic counselors during my studies to understand cultural issues about various unfamiliar populations. Similarly, people who first

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arrive in the Gulf area can use the manual to help them in their jobs. The manual can benefit not only mentors and coaches in Qatar and the Gulf region, but other professionals working in the Gulf, from leaders to new employees. The manual also can be modeled by various professionals to describe other populations' explicit sociocultural issues to inform individuals who are ignorant of these communities and cultures.

My future research will occur in the academic environment. As an independent researcher, I will approach managers in academia to conduct research on the same topic, but with respect to teachers or teacher-students who differ from their students socially and culturally. Multicultural academic environments are prevalent in Qatar because of migrating populations who leave their home countries for job opportunities in others that are rich in natural resources. This is observed more often because the present unstable political situations in surrounding countries motivates these populations to migrate to achieve financial security.

In my future research, I will continue to use qualitative research methods, including semi-structured interviews, participants' reflections, and group discussions and conversations, to enhance my understanding of interviewees' positive and negative experiences and derive knowledge from their personal testimonials.

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I thank the QCOG administration for permitting me to carry out this research as an outsider, and the mentors, mentees, and key personnel for their contributions.

To my precious family and friends, I say, "Yes! Finally, I am done with my dissertation!"

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REFLECTIVE STATEMENT

In this statement, I reflect on my journey as a Doctor in Education candidate and evaluate my experience to show the way in which I progressed through the different stages of the program and the way in which my studies enhanced my personal, professional, and research skills.

Background

I joined this program in October 2010 after recurrent deprofessionalizing experiences during my employment as an English as a second language (ESL) teacher in several educational institutions in the Middle East. At times, I was told exactly what and how to teach. This led me to feel that I was becoming a technician, or more accurately, a "robot," rather than a professional teacher who reflects on and evaluates her performance continuously, either through her learners' performance and their feedback or dialogues with other practitioners.

Initially, I assumed that joining this program was a way to rebel against these negative experiences, and that after a few years of the confinement imposed by the nature of the EdD studies, I could, perhaps, regain my dignity as an individual and professional, as well as help other similar teachers defend our situation when I attained the position of a Doctor in Education. However, throughout my EdD journey, I realized that my studies were not only about professional development, but also personal development. In fact, I experienced a metamorphosis in three separate, yet interrelated aspects: personal, academic, and professional.

Doubts about Completing my EdD Studies

Whether or not I could complete the EdD program haunted me throughout the study period, because of personal health problems. During the Institute Focused Study (IFS) phase, I developed vertigo and suffered from its consequences. In addition, during the dissertation phase, my husband was seriously ill, which also delayed my progress; nevertheless, I persisted in writing

the dissertation. In December 2017, I had a tragic accident in which I fell on both of my hands and broke both wrists. I had to undergo surgery in my right hand in March 2018, which required prolonged recovery and physiotherapy sessions to regain my hand's flexibility and strength.

As my small family was scattered in three different countries, continuous travel and relocations were required. I used these changes to my advantage, as I had access to different libraries and resources, which helped me complete my studies.

Both the IFS and the dissertation required serious effort and dedication, as well as complete isolation and concentration. The dissertation, in particular, required patience because of its greater magnitude and the delays caused by 1) being redirected by one of my supervisors to review the counseling and therapy literature, with which I was completely unfamiliar, rather than the coaching and mentoring literature, and 2) the delay inherent in the feedback process.

Personal, Academic, and Professional Development

During the EdD program, I experienced a transformation on the personal, academic, and professional levels. On the personal level, I gained confidence in my ability to achieve challenging goals that enhanced my self-esteem, in the sense that nothing became impossible to achieve, especially with the research skills I had gained.

On the academic level, I became more critical in reviewing the literature, particularly that on mentoring, and found that the challenging task of comparing this literature and developing my opinions became easier.

When I embarked on my EdD studies, it was quite challenging to be critical while writing, as the educational system in which I was raised advocated rote learning rather than critical thinking, which made my writing more constrained and descriptive. In time, my style developed, especially at the dissertation stage, because of my supervisors' critiques, feedback, and direction, all of which helped me gain more confidence in voicing my opinions, especially when critiquing the literature or expressing my personal reflections and experiences in writing.

On a professional level, a critical incident occurred during my studies that opened a door for me to become a scholar and researcher, not only in one-on-one teacher mentoring, but also in executive mentoring and coaching. This incident occurred because Qatar's public schools do not practice mentoring teachers one-on-one, and the proposal that I submitted to the Supreme Education Council may have been ignored for this reason. Therefore, my dissertation research had to be conducted in another domain in which one-on-one mentoring was practiced.

Fortunately, I learned that oil and gas companies in Qatar use one-on-one mentoring in their *Qatarization* efforts. Consequently, I approached the Qatar Company for Oil and Gas (QCOG) about conducting my research as an outsider. In the beginning, this appeared quite challenging, as I had always worked in academic environments; however, this new exposure allowed me to acquire knowledge about executive mentoring and coaching. In the end, the research I conducted for the IFS about mentoring relationships in a school context and this research allowed me to become a scholar and a researcher in both domains. Sometimes misfortunes occur that change one's destiny.

One feature of the dissertation work was that I began to value research conducted within my field of interest and other similar fields, as I realized that many studies are relevant to me, my family, and friends. In fact, in many instances, I shared research results with them when I felt that it addressed their needs and experiences. This occurred particularly when I was reviewing case studies in pluralistic counseling, which I admit was daunting initially, but when I related them to my personal experiences and situations, I appreciated them.

Another important feature of the IFS and dissertation was that, during the data analysis, I visualized the participants, including their words and reactions, as if I had never left the research field. This continuous reflection on the research interviews and the data collected became aspects of my daily routine.

Role of EdD Tutorials, Institute Focused Study (IFS), and Dissertation in my Development

The four EdD tutorials, the Institute Focused Study (IFS), and the dissertation played significant roles in enhancing my personal and professional development.

The first tutorial was "Foundations to Professionalism," which presented an opportunity to revisit my professional and personal histories and explore the indirect reasons that I had reached this stage in my studies. I was compelled to investigate the "significant disturbance[s]" (Cunningham, 2008) that were turning points at different times in my professional and personal life to pursue more education and professional development.

The essay for this tutorial was entitled, "Professionalism for an English as a Second Language Instructor between the General Perception and the Cultural Perspective." In this essay, I defined a teacher's professionalism with respect to four concepts: 1) "educatedness" as defined by Downie (1990), "responsibility," "autonomy" (Helsby, 1995), and maintaining "cultures of collaboration" (Hargreaves, 2000). I chose these as I believe they are essential for a teacher to exhibit professional behavior.

Throughout the paper, I reflected on my developing sense as a professional. I concluded that, while some features of a teacher's professionalism are agreed upon universally, others are determined by the teacher's professional culture or understanding of her role. I also concluded that my perspective of being a professional is a combination of my set values as a teacher and those acquired through my positive and negative experiences in the workplace. I contended that the professional disturbances I experienced made me reflect upon my professionalism and that which constitutes my identity, and thus helped me determine my professional and personal culture.

The subsequent EdD tutorials, particularly "Methods of Enquiry" 1 and 2, were equally valuable, as they allowed me to address research gradually in two stages from both the theoretical and practical perspectives, and to write the corresponding complementary papers that shared the common title, "In-Service Training in an Educational Context: Impact of Positive Relationships of One-on-One Mentoring in a Middle-Eastern Context."

MOE 1 introduced me to many valuable books about conducting research, including Robson's (2002) and Denscombe's (2010) books, which helped familiarize me with the different components of writing a research proposal. At this

time, I was introduced to diverse research methodologies and terms, including "epistemology," "theoretical approach," "theoretical perspective," and "ethical issues." At that time, they finally appeared to be less foreboding than I had thought previously, my apprehensions diminished, and I began with a sense of confidence about undertaking my research.

The MOE 1 paper was my first attempt to write a research proposal, and its different components offered me the opportunity to begin to think about a rationale for my study and research question(s), and introduced me to the wide literature in the area of mentoring and coaching that set the stage for my subsequent EdD research. Most importantly, I realized that I had to fit my research into a body of literature, either by building on existing literature or filling gaps in it.

The tutorial entitled "Specialist Course in International Education," diverged completely from my research interests and slowed the momentum I had gained in MOE 1. However, I realized that politics governs the field of education in large part. The paper for this tutorial was entitled, "Nineteenth Century Education in Egypt between Constructive Mamluk Ambitions and Destructive British Colonialism." It explored the effects of 19th century politics and technological advancements in the educational field in Egypt during two historical periods: that of the first Viceroy of Egypt, Mohamed Ali Pasha (1805-1848), and the British colonization period (1882-1923). These periods were selected because they had contradictory objectives and outcomes. Both periods reveal genuinely the way in which the international politics of the 19th century, and of previous centuries, affected the development of both the cultural and social aspects of education in Egypt.

Through examples of practices implemented by both parties in their respective educational systems, the essay presented the way in which they led the educational field in Egypt in two opposing directions: constructive and destructive. A fundamental problem with this assignment is that the tutor dictated the topic and that it was related to two areas with which I was completely unfamiliar: history and political science. This required me to do a remarkable amount of preliminary reading before planning the paper.

In the MOE 2 tutorial, I returned to the pursuit of my research interest, as it required implementing the proposal I wrote in MOE 1. In this paper, I carried out actual research work: I conducted interviews with mentors and mentees in the Graduate School of Education (GSE) of the American School in Cairo (AUC), interpreted and analyzed the data collected, presented my findings, and wrote my conclusions together with the study's limitations. I enjoyed finding themes and relating them to Costa and Garmston's (1994) "Cognitive Coaching," a school of thought on teacher coaching and mentoring.

Essentially, MOE 1 and 2 helped me translate the abstract and theoretical ideas gained about research into something tangible and practical. I also learned never to underestimate or ignore questions that I developed during my practice. On every occasion, I had to consider each thought and question that came to mind. MOE 1 and 2 gave me the confidence to continue the rest of the EdD program, the IFS and dissertation.

The IFS

The IFS allowed me to answer one of the questions that arose during my practice as a teacher and mentor, namely the effect of the mentor/mentee relationship on a teacher's learning and development. It clarified certain ambiguities encountered during my mentoring practice, including understanding the case of resistant mentees, their negative attitudes, and ways to cope with them, especially when they block their mentors' advice and direction, which hinders their professional development.

The IFS, entitled "The Impact of Relationships of One-to-One Mentoring in an Educational Context," confirmed some of the assumptions acquired during my practice as a teacher/mentor, especially the importance of mentor/mentee relationships in eliciting motivation and enthusiasm for re-evaluating older practices and adopting new ones, and thereby becoming more diagnostic (Cutler & Ruopp, 1999). It confirmed the assumption that establishing a mentor/mentee relationship enhances dialogue and communication between the parties to improve the mentees' practices. The importance of mentors' and mentees' characteristics and personalities also affected mentoring outcomes.

Most importantly, in the IFS, I adopted the motivational theory as my theoretical perspective, and reading a huge amount of literature on motivation allowed me to understand the motivations and aspirations of my mentees, as well as my own. In this sense, the IFS period was self-exploratory, as it answered many questions about my own aspirations and explained my never-ending motivation, perseverance for self-actualization, and continuous thirst for education and knowledge. During my school years, I was diligent and serious about my studies, but I was never an "A" student.

The Dissertation

I succeeded in writing the IFS within the given time, and this success was the driving force in writing the dissertation, which was entitled, "Mentoring Practices and Power Relations in a Multicultural Work Environment: Case Study of a Qatari Organization," research that I conducted as an outsider.

The study was most challenging, as the research question addressed mentor/mentee sociocultural differences. Hence, I had to educate myself in many areas, including organizational mentoring, the Gulf and Qatari contexts, and their cultural issues, to detect areas of cultural sensitivity, and power issues in mentoring. Although every chapter of the dissertation was a challenge, the most challenging part was writing the literature review, as it required delving into the counseling literature and integrating it with the mentoring and coaching literature and the implied power issues in mentoring, a factor that mentoring experts must address. Despite the huge differences between counseling and mentoring, there still exists a common factor between them, in the sense that both require establishing respect and trust between the parties to minimize power distances and enhance their communication and dialogue to achieve positive mentoring outcomes.

My ultimate achievement during this process was the introduction of a new theory that can enhance mentors' practices when their mentees differ culturally. According to Robson (2002) this is sometimes referred to as analytic or theoretical generalization: "Here the data gained from a particular study provide theoretical insights which possess a sufficient degree of generality or university to allow their

projection to other contexts or situations" (Sim, 1998 as cited in Robson, 2002, p. 177).

My theory agrees with Osula and Irvin's (2009) thoughts, who wrote that leaders can increase their cultural awareness to improve intercultural mentoring by referring to the pluralistic counseling literature. However, my theory contributes the fact that mentors' cultural awareness of their mentees minimizes power distances and thereby enhances mentoring outcomes.

Conclusion

For me, obtaining the Doctor in Education degree is an accomplishment in which I take pride, particularly as it allowed me to undergo a personal, academic, and professional metamorphosis. Moreover, it offered a positive way in which to rebel against the many demoralizing experiences I had as an ESL teacher. I also take pride in revealing knowledge about mentoring when sociocultural differences exist that can benefit both me as a mentor as well as other mentors in the academic and organizational fields when they encounter sociocultural differences. Clutterbuck (2013, p. 2) wrote, "For a long time, the reputation of academic research was not helped by the divergence between the conclusions of academic papers and practitioners experience in the field about the relative merits of formal vs. informal mentoring." Hence, I take pride in restoring the intent of academic research—to identify knowledge that will have practical applications.

GLOSSARY

Aslan: In reality, Truly

Bi Kathra: A lot

Hamdella/Hamdulillah: Thanks be to God

Ilm El Farasa: Physiognomy

Inshalla: God willing

Khalas: That's it, It is enough, Finished

Ta'ali: Come

Walla: I swear

Yaani: Perhaps, This means—(Its meaning depends on context)

Yalla: Go for it, Let's go

CHAPTER ONE: INTRODUCTION

This chapter introduces the study's rationale, problem, research question and propositions, and the dissertation's structure. It also presents both the broad and specific context within which the study was conducted and QCOG's role in Qatar's oil and gas industry. The chapter concludes by synthesizing the key issues that informed the next stages of the study.

Rationale

This research explored the effect mentors with different sociocultural backgrounds have in motivating indigenous Qatari (hereinafter Qatari) mentees to learn and develop in the workplace, given the socioeconomic status and power that Qataris enjoy. The key focus was on the ways in which expatriate mentors in a leading semi-government organization, the Qatari Corporation for Oil and Gas (QCOG)—a prominent company in the oil and gas industry in Qatar with approximately 1,000 employees—motivate Qatari nationals to improve their work practices to fulfil the national goal of "Qatarizing" positions expatriates hold presently.

The goal of the study was to ensure that mentors from different cultural backgrounds are able to help Qatari mentees learn and develop professionally, and contribute to our understanding of the effect sociocultural issues have on learning, and the professional and personal changes in Qatari mentees whom expatriates mentor. This was achieved by theorizing that an organization's mentors can improve their practice in the context of sociocultural differences and minimize their power distances by referring to guidelines pluralistic counselors use. The significance of this research rests herein, as it introduces a new theory to the field of mentoring when mentoring practitioners differ from their mentees socially and culturally. Thus, the study correlated mentoring, culture, and power distance to contribute new knowledge to the mentoring field.

Qualitative data designed to address the research question then were collected in the main study during one-on-one interviews with 20 QCOG mentors, mentees, and key personnel. The data collected showed the extent to which culturally diverse mentors motivated the Qatari mentees at QCOG to develop professionally and become independent and enfranchised employees. Further, the QCOG training and development department was informed of these findings, to realize the "Qatarization" initiative and help fill positions expatriate employees hold currently. The research findings inform the international mentoring community about the effect mentoring has on mentees' development when both parties differ socially and culturally.

Justifying the Research Question

The literature review revealed that mentoring and its implications for practice have been developed well within the international, Western mentoring arena and in different contexts, i.e., organizational, educational, and medical, among others. However, mentoring practices in specific cultural contexts have been ignored, and some non-Western countries still struggle to integrate mentoring into their organizations. Hence, research on mentoring practices that addresses cultural/contextual influences is necessary. This is the principal reason why this study is important, as it addressed factors that affect mentoring practices when mentors and mentees differ culturally. In this study, mentors are Western or non-Western expatriates, while the mentees are privileged Qatari citizens (UNDP, 2012), and mentoring is practiced in a socially segregated Muslim society. In the presence of such cultural mentor/mentee differences and power relations, it is important to investigate the way in which these differences affect learning. This led to the following research question and its propositions, which identified the parameters within which the research was conducted.

Research Question

In what ways do QCOG mentors who come from different sociocultural backgrounds motivate Qatari mentees' professional learning and development to promote their independence and empowerment, given the socioeconomic status and power the Qatari mentees enjoy?

Propositions

1. Do mentor-mentee sociocultural differences, including gender distinction and work ethic, enhance or inhibit the mentees' development process?

2. Does a mentor/mentee language difference affect mentees' learning and development negatively or positively?

3. If mentor/mentee tensions exist in this context, what prompts such tensions? What strategies do mentors use to overcome these tensions?

4. Do a mentor's positive personal qualities play a role in building the mentor/mentee relationship?

5. Can the mentee's personality make a difference in achieving learning in the presence of mentor/mentee tensions?

The research question and propositions above address an important gap in the mentoring literature, as they accommodate contextual and cultural mentoring issues in a culture-specific mentoring environment, the Qatari context, which the international/Western mentoring literature fails to address. Here, the study addressed Clutterbuck's (2013) invitation to study multi-cultural mentoring environments, one of the burning and under-researched issues, and Hansman's (2001) concern to integrate in-depth examination of mentor/mentee power relationships that exist within mentoring relationships.

Pre-pilot: Approaching the "Gatekeepers" as an Outsider

My role and access at QCOG. I learned about the advanced mentoring system that QCOG established in 2006, which prompted me to approach its key personnel to discuss the possibility of conducting research on its mentoring practices as an independent researcher, and where I was welcomed. Hence, my role in this organization was that of an "outsider researcher." I consider myself fortunate to have had the opportunity to conduct research in a community that traditionally is closed to outsider scholars (Merriam et al., 2001). The pre-pilot required that I meet informally with two QCOG employees, one who served as the management liaison, and another who was one of the QCOG "gatekeepers." The purpose of the meeting was to obtain the gatekeeper's support and inform him of

the study's rationale. The liaison's presence facilitated the process of introducing me and my research. Further, as an outsider, it helped me build trust with key QCOG personnel and convince them that the research's purpose was strictly academic.

I contacted the "gatekeeper" first, and arranged to have our initial meeting in a convenient location. This meeting was useful in:

1. Introducing me and my background as a person and a professional,
2. Explaining my study's purpose, goals, and objectives, and
3. Obtaining the gatekeeper's informal consent and guaranteeing his willingness for me to conduct the study as an outsider.

Fortunately, the individual sensed my enthusiasm about the study, and became equally enthusiastic. In addition, he was eager to evaluate the QCOG mentoring program's performance through the mentors' and mentees' opinions and experiences.

After obtaining preliminary approval, I was welcomed to visit the company's premises in preparation to conduct the pilot study. The visit was arranged through the exchange of many telephone calls and emails with the QCOG parties concerned (Appendix F). In addition to obtaining a security pass to enter the company premises, I was required to watch a safety video to familiarize myself with its safety procedures and rules and be briefed about QCOG.

Pilot Study: Approaching the Research as an Outsider

The pilot study was a vital step in which I met with three key personnel who offered ample information about the mentoring system, mentees, and mentors. As an outsider researcher, this helped me:

1. Understand the mentoring system at QCOG and job descriptions of mentees, mentors, and employees,
2. Understand QCOG's role in the oil and gas industry, and
3. Build further rapport and trust with these individuals.

Subsequent email exchanges with QCOG management occurred, the purpose of which was to provide me with the mentors' and mentees' email

addresses to obtain their consent to participate in the research (Appendix F). After obtaining their approval, we arranged dates to conduct the interviews.

The pilot study allowed me to approach the following individuals:

1. A key program developer, who witnessed the beginning of the programs in 2011. This person provided information about the program's history, obstacles, pre-training program phase, and the process of training the trainees, trainers, mentors, and managers (Appendix B).

2. An expatriate key personnel member, who supervises two primary areas at QCOG, training and Qatarization. This person provided information on the process of assigning mentors for Qatarization, training employees, assigning mentors, and identifying mentees' development needs (Appendix E).

3. One Qatari member of the key personnel provided information about QCOG's goals, the strategies used to enhance the mentoring program, recruitment of Qataris, and ways to motivate them (Appendix E).

Benefits of the Pilot Study

The pilot study was invaluable as I was introduced informally to some potential future participants in the study. The QCOG employees were quite welcoming and eager to provide me with the introductory information required that allowed me to:

1. Define mentoring at QCOG,
2. Learn who the mentors are and their roles,
3. Learn who the mentees are, and
4. Determine whether a mentor's role and a coach's role overlap or are separate.

1) Defining mentoring at QCOG

QCOG defines "mentoring" as the situation in which a mentor with a specific area of specialization is assigned to a mentee for a period of three to five years to address her/his learning and development needs. The mentoring process at QCOG undergoes different phases; it starts with exploring the mentees' interests and reasons for joining the program, and establishing a smooth mentor/mentee relationship that fosters learning and development (Fakhouri, 2013).

2) The QCOG mentors

Mentors at QCOG are Westerner or non-Westerner high-ranking, influential managers with advanced experience and knowledge in the field of chemical engineering. They are committed to providing upward mobility and support for mentees' professional career (Kram, 1983; Collins,1983; Roche, 1979) through developing their technical, academic, and personal skills, so that mentees can reach the same level of competence as that of expatriate employees, with the ultimate goal of future replacement. Mentors offer mentees opportunities to grow by identifying situations that contribute to their knowledge and experience (Wasden, 1988). Further, the strategies that mentors adopt to achieve their mentoring goals depend on their assessment of their mentees' personal and professional needs and their readiness to develop, such as challenging tasks and/or increased job responsibilities. Moreover, through communication and collaboration they build mentees' confidence and motivation and ensure mentees' progress through feedback and follow-up. Further, factors such as mentors' cultural knowledge and the management support influence mentees' acceptance of their mentors and their guidance (Appendix A).

3) The QCOG mentees

Mentees are male and female Qatari nationals who join the company at the junior level as technicians after High School and then are sent to universities to obtain their bachelor's degrees in specialized theoretical knowledge in their chosen field, as required by their development plan, after which they rejoin the company. Mentees may be eligible third-, fourth-, or fifth-year university students who attend local or international universities. Some mentees join QCOG for further development and are hired by the organization while still at the university; thus, they alternate study with paid work. The managing team prepares a tailored development plan that suits a mentee's personal and professional needs and aspirations. Those who possess leadership skills, including communication and social skills, grow within the organization and attain managerial positions.

4) Differentiating between mentoring and coaching at QCOG

At QCOG, the role of a mentor and that of a coach are seen as separate roles: The "sponsorship" mentoring model (Lancer, Clutterbuck & Megginson, 2016; Rogers, 2012), which reflects the power-based and paternalistic models of mentoring, is applied at QCOG where the mentor, not the mentee, initiates this kind of mentoring, as was reflected in the interviews with a QCOG senior mentor (Appendix A, mentor Kev) who was a line manager who chose to take interest in the mentee's development to influence his professional path. Here, the mentee is not a threat to the mentor's own career, as the mentor is sufficiently senior to influence promotion and incentives decisions. Mentoring includes the implementation of processes, setting goals, and updating and ensuring progress, all of which are designed to maximize mentees' potential for success.

At QCOG, operations specialists who possess targeted sets of skills that the mentees can mimic practice coaching. Thus, "coaching is concerned primarily with performance and the development of definable skills and identified goals" (Clutterbuck, 2001, n.p.n.). Further, mentees use the terms mentor and coach interchangeably to refer to their technical coaches and mentors who supervise their development overall as managers.

Expatriate Mentors' Cross-Cultural Training as an Important Requirement

Expatriate mentors and coaches receive "cross-cultural training" (York, 1994, p. 11) as they come from various cultural backgrounds to familiarize themselves with the unique Qatari cultural, social, and religious values and traditions, which are quite different from theirs. Workshops and mentor/mentee informal conversations help them relate to the new culture and guide the indigenous mentees better as a result.

Dissertation Structure

Chapter one introduced the context in which the research study was conducted and which helped identify the problem, research question and propositions. Chapter two reviewed the mentoring literature, and the overlap in mentoring and coaching definitions, and identified inadequacies in defining international mentoring that accommodate contextual/sociocultural influences.

This led to an exploration of the pluralistic counseling and therapy literature because of its abundant research on practitioner/client cultural differences to help develop a mentoring definition that accommodated the study's contextual mentoring factors. Chapter three discussed the study's ontological and epistemological foundations which helped to construct knowledge, and its theoretical perspective, the motivational theory. Further, the theoretical framework which is a case study's based on Yin's (2018) model was explored with its components, as proposed by Baxter and Jack (2008). Chapter four analyzed the participants' contributions in relation to the mentoring, coaching, and pluralistic counseling literature to address the research question and its propositions and concluded with key issues that emerged in the process of using the Constant Comparative Method (CCM: Tesch, 1990). Chapter five presented final thoughts on the data analysis, the study's contribution to our knowledge of mentoring within QCOG, and the study implications.

The Broader Context

According to the UNDP Third Human Development Report for Qatar (2012), the majority of workers and employees in the State of Qatar is expatriates. More than 62% range in age from 20 to 39, and approximately 83% are single males or have spouses who reside outside Qatar. This also is the case in the other Gulf countries.

Indigenizing positions in the Arab Gulf: An historical perspective. Mattar (2009) described the ways in which the Gulf countries began to depend on migrant labor. She wrote that the heavy reliance on such labor began with the construction of the Tap Line in the Kingdom of Saudi Arabia, where many foreign employees, largely American and British experts, were recruited, while Bahraini, Omani, and Saudi workers were employed at lower levels. With the oil boom in the early 1970s, the Gulf countries adopted a new pattern of development. Expenditures on infrastructure rose and the Gulf States witnessed an increase in construction. With this expansion came greater dependence on migrant labor, which changed the Gulf States' demographics, such that, in some countries, expatriates outnumbered the national population and constituted the majority of

the labor force. This situation, together with the development of international agreements guaranteeing the civil and political rights of migrant workers, triggered fear on the part of the Gulf countries. They worried particularly that such agreements would guarantee migrant workers' naturalization, the right to own property, and further, their family members' right to become residents, which would lead to an even greater imbalance in the population in favor of the migrant labor force, and would produce a cascade of other adverse socioeconomic outcomes. As a result, the Arab Gulf Council Countries (AGCC)—Saudi Arabia, Bahrain, The United Arab Emirates, Oman, Kuwait, and Qatar—began to consider seriously efforts to indigenize key positions in the area, and generated policies to do so in both the public and private sectors.

A more focused perspective: Qatar's and QCOG's response to the "Qatarization" policy. In response to these policies, under the leadership of H. H. the Emir, and with the directive of H. E. Abdullah Bin Hamad Al-Attiyah, the ex-Deputy Premier, Minister of Energy and Industry, the State of Qatar initiated the process of "Qatarizing" managerial and senior positions to increase the number of Qatari nationals employed in the public sector. The plan went into effect on June 1, 2000, and was developed initially for the Energy and Industry sector. The principal Qatari players were mobilized in a massive industry-wide undertaking to meet the challenges of "Quality Qatarization" which was made possible by implementing programs to reach industrywide targets that would ensure that Qatari nationals held 50% of all positions in the country's Energy and Industry sector.

In response, QCOG developed and established a mentoring program to train and develop Qatari employees in 2006 to address Qatarization, and the scaffolding for a working mentoring system became part of the workplace culture.

Specific Contextual Issues Affecting the Professional Work Environment at QCOG Attributable to Qatarization

The gender distinction. The Gulf region separates males and females in all aspects of life after the age of six. Because of this social polarization from childhood, Qatari women are found only in the company of other women (Maumoon, 1999). Harkness (2012, p. 2167) provided a perfect description of men

and women's "divergent spheres," as he wrote that, in Qatar, as elsewhere in the Gulf region, social life is organized largely around gender distinctions, with polarized ideological and behavioral spheres for men and women that influence nearly every facet of society.

While Harkness explained this distinction from a social perspective, Maumoon (1999) clarified its importance and explained it from a religious perspective according to Hadith and the Qur'an's conservative proscription that forbids Muslim women to mingle with strange men, as they are attracted sexually naturally and mixing freely would incite fornication and adultery. Thus, the Sharia'a establishes rules for male and female interaction that preempt the possibility of sexual congress.

The gender distinction at QCOG. Adherence to Sharia'a law governs Qatari culture, social habits, and traditions, including those at QCOG (UNDP, 2012). This distinction is manifested in the fact that Qatari men and women do not associate in the workplace, as local men may misinterpret female counterparts approaching them, and accuse them of wanting to socialize with them, which is a source of discomfort for female QCOG mentees (Appendix D). Further, some Qatari female mentees are shy in their male counterparts' presence (Appendix C, mentee Jihan). Thus, there are no mixed Qatari teams, which has adverse effects on the mentees' teamwork and performance (Senaratne & Gunawardane, 2015), and interferes with the formation of "communities of practice"[1] (Lave & Wegner, 1991). However, Qatari female mentees are not threatened by expatriate male mentors and employees, with whom they associate and build work relationships that enhance their professional advancement (Appendix C, mentee Jihan).

Despite the gender separation at QCOG, change the younger generation leads is occurring in which some women view men as equal colleagues (UNDP, 2012). One female Qatari mentee seemed to be determined to introduce change by trying to associate professionally with her male counterparts. Her attempts to

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[1] Defined by Wegner (2006, n.p.n) as "…groups of people who share a concern…for something they do and learn how to do it better as they interact regularly."

break the gender barrier indicated that some change in this practice likely is forthcoming (Appendix C, mentee Hana). However, her attempts failed because of the men's rigidity. The pilot revealed that it is still difficult for these men to believe that the women are competent to work in the oil and gas business. Such resistance may be attributable to their predetermined ideas about Qatari women's abilities to become chemical engineers in the field.

Gendered stereotypes exist in Western educational milieus as well. Forde (2008) wrote that Scottish girls tend to demonstrate greater linguistic skills at an early age, while boys demonstrate greater science and mathematics skills. He stated that the differential societal expectations for boys and girls shape their educational experiences and progress in school. Here, one can argue that this is a universal tendency reported in all Western cultures, and for cultural or professional reasons, could apply in all cultures. The Qatari male mentees appeared to hold the same beliefs, as they doubted their female counterparts' abilities, as one QCOG mentor validated (Appendix B, mentor Rabab). However, these women have proven their professionalism as engineers.

Another area in which change appears to be forthcoming is Qatari women's perceptions of their own roles as professionals, especially because QCOG's perspective on women's presence in the workplace is changing and encouraged by management. For example, females' participation in the Qatari labour force increased from 27.4% to 34.1% (UNDP, 2012). Key QCOG Qatari personnel promote women's professional role in the oil and gas industry strongly and women at QCOG actually feel that management respects them highly and takes pride in recruiting them, which is gratifying to them, as they are as eager to work in the field as are their male counterparts.

QCOG management's positive attitude toward women's presence in the workforce, and the changes in the QCOG work environment regarding gender-role orientations and distinctions that are taking place, albeit slowly, are the result of the enormous change in women's educational status, particularly given that their female ancestors were illiterate (Appendix D). Today, Qatari families allow females to receive an education abroad, unlike in the past, when they resisted this strongly

(Appendix E, Qatari manager Salem). Hence, change is occurring and becoming more tangible. Findlow (2013) indicated that women and girls in the Gulf region outnumber and outperform men and boys at all educational stages, and female literacy rates have shown a disproportionately rapid increase.

These changes in women's education and employment have occurred to support the country's economic growth and are acknowledged in the UNDP Qatar's Third National Human Development Report (2012, pp. 19-20), which stated that women's status within the family is changing, and that QNV 2030 advocates that young women play a significant role in the economic and political arenas, as investing in their advancement and empowerment can lead to positive development outcomes.

Women's presence in the workforce is important, particularly given families' high financial demands; nonetheless, this may be idealistic and contradict reality in Gulf societies. Burden-Leahy (2009) wrote that UAE males view working wives in traditional, tribal ways, and feel women working outside the home reflect men's inability to provide for the family. Al-Diabi (2009) wrote that, in the presence of rising educational standards, adherence to tribalism also increases, in that well-educated Gulf individuals' tribal values tend to focus on concepts that inhibit any increase in principles of freedom.

Regardless of this social/religious discourse, the QCOG work environment encourages and welcomes Qatari women, respects them highly, and provides the support they need for their personal and professional advancement and enfranchisement.

Work ethic. The pilot study revealed some work attitude issues that affect the QCOG professional environment and mentees' professional learning and advancement, an important one of which is work ethic (Appendix E, key personnel Joseph). Donn and Al-Manthri (2010) discussed a study conducted in Bahrain, which revealed that one of the root causes of national workers' unemployment was their poor work ethic and attitude that have adverse effects on the workplace climate (International Labour Organization, 2002). Similar work ethic issues at QCOG were apparent in interviews with mentors and key personnel (Appendices

A, B). Some of the problems noted were time keeping, irregular attendance, and lack of organizational commitment that compromise their productivity and job performance.

Mentees' organizational commitment can be strengthened through methods that Neale and Northcraft (1991) suggested, which apply to QCOG mentees' context, including: 1) advertising new arrivals in the organization so that they become visible to others; 2) signing a contract in which mentees commit themselves to a personal development plan to be accomplished over a specific period of time, and 3) providing mentees with benefits packages. However, the latter may be insignificant to native youth, as they already possess all that is required for a very comfortable life, including free education, healthcare, and pensions (Reiche, 2015), which makes them unaccountable and affects their organizational commitment adversely. However, to enhance mentees' organizational commitment, mentors clarify their organizational/professional role and the need for their obligation, faithfulness, and hard work (Appendix A, mentor Mus), rather than obtaining their rights through the "institutional Wasta (influence–based) culture" (Al-Diabi, 2009, p. 268).

Mentees' negative attitudes toward their expatriate mentors. The interviews (Interview, mentor Mus) validated this and it is attributed to Qataris' perception that expatriates are inferior or threaten the status quo. Henderson (1994) stated that these attitudes reflect in-group versus out-group hostility that is learned early in childhood and disrupts work interactions and organizational effectiveness. Naturally, the negative attitudes some indigenous mentees developed toward their mentors affected the mentor/mentee relationship adversely, as mentees resisted the advice the mentor provided, thus hindering the mentees' learning and development. However, the interviews revealed that once mentors clarified their professional role, a friendly relationship was established, and these prejudices and attitudes changed.

Summary

In light of the above, it is important to clarify the way male/female Western and non-Western mentors practiced mentoring successfully in the presence of 1)

Islamic social gender separation, 2) mentees' work ethic issues reflected in their lack of organizational commitment because of their privileged status, and 3) mentees' negative/superior attitudes towards their expatriate mentors. Investigating the way mentoring is successful despite the contextual influences above and mentor/mentee cultural differences required adopting an appropriate theoretical grounding that underpinned the study, data collection methods, and data analysis strategies to obtain the knowledge desired, which will be addressed in the coming chapters.

The next chapter will review the mentoring literature and will identify inadequacies in defining international mentoring which fails to accommodate contextual/sociocultural influences. Consequently, it will explore pluralistic counselling/therapy literature because of its abundant research on practitioner/client cultural differences to develop a revised mentoring definition that accommodated the study's contextual mentoring factors.

CHAPTER TWO: LITERATURE REVIEW

This chapter reviews the mentoring literature and discusses the difficulty in defining mentoring and coaching as distinct or similar processes. Further, the chapter identifies inadequacies in international mentoring definitions that accommodate contextual/sociocultural influences. This led to an exploration of the pluralistic counselling and therapy literature because of its abundant research on practitioner/client cultural differences to help develop a definition for mentoring that accommodated the study's contextual mentoring factors.

Mentoring

Defining mentoring. The literature on mentoring is concerned with defining the concept. De Vaus (2002) stated that it is important to "…make it very clear how we have defined a concept and to keep this definition clearly in mind when drawing conclusions and comparing the findings with those of other researchers" (p. 44). Therefore, it is important to develop a complex definition of mentoring.

Kram defined mentoring first in 1985 and his definition inspired other experts. The fundamental element in mentoring is that there is a developmental relationship that involves the members of a particular organization who have unequal status, such as a more experienced individual mentoring one less experienced (Kram, 1985; Zey, 1984; Eby & Allen, 2002; McManus & Russell, 1997). This also is referred to as the "sponsorship" mentoring model (Lancer, Clutterbuck & Megginson, 2016; Rogers, 2012), which reflects the power-based and paternalistic models of mentoring featured in its early implementation (Rolfe, 2013); the mentor, not the mentee, initiates this kind of mentoring, as was reflected in the interviews with a QCOG mentor (Appendix A, mentor Kev) who chose to take interest in the mentee's development to influence his professional path. Here, the mentee is not a threat to the mentor's own career, as he is sufficiently senior to influence promotion and incentives decisions. Hence, the mentor's trust in the mentee's capabilities is key and not the converse.

In light of the above, mentoring is designed to enhance career knowledge and skills so the mentee can develop within the organization (Kram & Isabella, 1985). The mentor is experienced and serves as a role model who supports, directs, and provides feedback to the mentee with respect to career plans and development, and increases her/his visibility to organizational decision-makers who may influence career opportunities (Noe, 1988). While mentoring should be based on needs and focused on the person, the definitions above reflect a more passive role on the mentee's part and ignore her/his role's centrality.

Bozeman and Feeney (2007) reviewed and critiqued the limited progress in Kram's[2] (1983) mentoring theory attributable to the term's imprecise conceptualization or definition. Yet, the authors acknowledged the difficulties of developing a concept of mentoring by providing a "thought experiment" that raised fundamental questions about mentoring's nature, and by answering these questions, they formulated a new mentoring definition that distinguishes mentoring from other types of learning. However, their revised definition still presumed the mentor's superiority over the protégé in both knowledge and experience, thereby assuming the presence of power issues that affect learning and development negatively.

The mentoring literature fails to address cultural aspects when defining mentoring. Any revised definition of mentoring must include a model that can address communities' increasing cultural diversity so that they approach one another through communication and dialogue, thus promoting reciprocal learning that minimizes the sociocultural gap. This served as the research's conceptual framework and informed the analysis. Lopez (2013) proposed collaborative mentorship (CM) as an approach that involves critical mentor/mentee dialogue in diversity and equity education to support and sustain teachers who seek to be more culturally responsive in their practices that can be adopted in organizational contexts as well. In fact, Ragins (1997a) advocated diversified mentoring, in which individuals of different racial or ethnic groups, and genders engage in mentoring

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[2] The first to define mentoring in 1985.

to reduce the power and sponsorship aspects of mentoring and increase autonomy (Rock, 2008).

The mentoring literature fails to integrate cultural awareness and training as important mentor characteristics. Mentors' characteristics are highly significant in the mentoring process, as they are assumed to help build the relationship. Shea (1994) described the mentor as a trusted, critical friend, guide, teacher, and support provider, among others. This definition illustrates mentor characteristics that appear to be invaluable, and implies that the mentoring relationship is one of mutual respect. Zeller, Howard, and Barcic (2008) adopted the definition of mentoring as "…the interpersonal relationship between an expert mentor and a novice mentee" (p. 8). Their definition indicates a positive and healthy relationship, as establishing more profound relationships enhances trust that facilitates professional development and leads to "empowerment" (Askew & Carnell, 2011) and independence in the workplace. However, although Zeller et al. (2008) recognized the mentor/mentee relationship's importance, they failed to discuss both parties' roles.

The above reflects the mentor's personal and professional characteristics in addition to her/his emotional support (Whitaker, 2000). However, one can argue that mentors' personal qualities and emotional support are most important to build trust, particularly in the early stages of mentoring, while their professional competence and expertise become important as time progresses, as they help a mentee identify her/his professional needs and long-term goals.

Bartell (2005, p. 73) specified these characteristics: a mentor has to "…listen, advise, promote, nurture, …and seek to develop the skills and abilities of their protégés." Such characteristics are important prerequisites in establishing a trusting mentoring relationship. Ward, Thomas, and Disch (2012), found that it was fundamental for a mentor to listen actively, ask questions, and remain non-judgmental, and validated these as qualities that facilitate bonding, rapport, and trust between the two parties and enhance a mentee's learning.

The mentor characteristics above reveal both the mentor's unique role and character, and demonstrate that s/he has a charismatic personality that influences

others positively and becomes a factor that elicits, sustains, and enhances an individual's motivation. Further, these characteristics help develop a successful mentoring relationship, particularly when the mentee is motivated and cooperative, and responds to the mentor's guidance to develop the skills targeted. In this case, mentoring becomes a learning opportunity (Sisakhti, 1998). Indeed, for mentoring to work, the mentee must be ready and motivated to change. However, in some unfortunate cases, a mentor may be paired with a mentee who resists the mentor's guidance, perhaps because of conflicting values. Overcoming value conflicts is a challenge that affects mentor/mentee communication adversely. Perhaps King's (2012) experience as a coach, which is applicable to mentoring situations as well, offers the best response to such conflicts; in such cases, the mentor simply should reduce her/his expectations.

However, among the mentors' qualities above, experts have not acknowledged cultural awareness and openness' importance as important characteristics. These are key factors that can be achieved through explicit training (York, 1994; Henderson, 1994), which is a major requirement in mentoring, as it helps mentors value a person's uniqueness and individuality (Egan, 1994), which helps establish the respect required. In a culturally sensitive work environment, the process of mentor/mentee interaction (Cunningham, 2008) is important, as it enhances mentor/mentee cultural awareness, and affects their relationship positively, a perspective a mentor in this study validated (Appendix A, mentor Rob). Ignorance of cultural codes (York, 1994) needs to be addressed to promote an environment of communication and collaboration, and increasing the mentor's non-judgmental and non-authoritarian position by identifying cultural codes helps reach the developmental goals targeted.

Mentoring versus coaching. Differentiating between mentoring and coaching is another concern in the literature that indicates primarily that a coach's role is to develop coachees' specific skills, while a mentor's role is to identify mentees' long-term career or personal goals (Clutterbuck, 2001; Parsloe, 1992). Some equate mentoring with coaching (Pask & Joy, 2007; Hargreaves, 2010) while others acknowledge mentoring's superiority over coaching and other forms

of helping (Irby, 2012; Parsloe, 1992). However, this is not the case, as each addresses different clients' needs in a particular time and context. One can argue that it is important to define the terms, identify mentoring and coaching's goals, and differentiate between them, as this clarifies the roles of those involved in the helping process, facilitates communication among the parties involved in the protégé's professional and personal development and progress, and minimizes work-related problems.

Clutterbuck (2001, n.p.n.) is among the experts who have addressed this confusion. He defined mentoring as being concerned with determining the executive's goals while coaching to be concerned with developing definable skills. Further, the author elaborated on the coach's role and the characteristics it shares with that of a mentor mainly to help learners develop listening skills and observe themselves, thus leading to faster modification of behavior. However, the author differentiated between both, "Whereas the coach is more likely to approach these issues through direct feedback, the mentor will tend to approach them through questioning…that force[s] the executive to recognize the problems for themselves." None of the helping methods should coerce or force. Thus, the author's use of the word "force" in the quote above is clearly unintentional, as it contradicts what he states in another publication, "Coaching comes from the heart and the head" (Clutterbuck & Megginson, 2005, p. 36), which reflects a coach's caring side and the moral support inherent in this process.

However, Clutterbuck's (2001) differentiation between mentoring and coaching is quite simplistic, as it ignores the importance of context. Lancer, Clutterbuck, and Megginson (2016) and Rogers (2012) show discrepancies in the way they regard mentoring and coaching in accordance with their long coaching practice. One way in which these experts compare and contrast mentoring and coaching is their perspective on giving advice. For example, Lancer et al. (2016) regard giving advice as inevitable in coaching, while Rogers (2012) writes that it entails instead using thought-provoking questioning techniques to encourage clients creative thinking, which is Lancer et al.'s stance as well. However, one has to agree with Lancer et al. that giving advice is inevitable, as it reflects the support

and compassion for the client that both Rogers (2012) and Lancer et al. (2016) emphasize; in this sense, Rogers contradicts herself; giving advice is one of the helping person's caring qualities. In fact, Lancer et al. (2016) believe it is a duty to support a client. Both Rogers (2012) and Lancer et al. (2016) distinguished between developmental and sponsorship mentoring. However, the latter provided a more practical explanation of developmental mentoring with respect to mutual learning, motivation, empowerment, and parties working to minimize power distance.

In discussing coaching, both Lancer et al. (2016) and Rogers (2012) regarded it as a partnership of equals despite their different skills, experiences, professional backgrounds, or abilities. Nonetheless, one can question this partnership, when, to the author, the client has the resources, particularly the financing. Hence, the client's power position in both aspects is obvious and her/his cooperation and self-determination are key to the mission's success. However, one can argue that the coach's power rests only in being perceived to hold knowledge, experience, and judgement that others value. Similarly, Lancer et al. (2016) considered that the parties' relationship was non-hierarchical, but equal. This reflects a collaborative approach to coaching the consenting client. The coach invites the client to reflect on practice to improve professionally while concentrating on positive points to enhance confidence, self-awareness, and self-belief, while questioning the techniques s/he uses and deciding what serves the client best. Thus, they viewed both the coach and coachee as continuous learners (Lopez, 2013).

Unlike mentoring, where the mentor uses his wisdom to help the mentee develop her/his own (Lancer et al., 2016), coaching appears to be stressful and complex, which is apparent in some expressions used, including the "struggle" of newer coaches (Rogers, 2012, p. 2), or coaches confront executives with truths no one else feels able to address with them (Clutterbuck, 2001, n.p.n.), or the "downside risk of using the technique" (Lancer et al., 2016, p. 4). Here, there is a possibility of failure and the coach is running the risk of experimentation. This

implies that the technique can be improved and developed continuously. Thus, the coach's confidence in what s/he chooses as helping technique(s) is in question.

Both Rogers' (2012) and Lancer et al.'s (2016) experience in this field allowed them to offer explanations of its similarities and differences. Lancer et al. (2016) even distinguished between the terms in US and European contexts and the way developmental mentoring and coaching, and sponsorship mentoring are similar or different, while some non-Western countries are still struggling to integrate mentoring and coaching into their systems. Perhaps this explains what Lancer et al. (2016) meant, that context rather than process is more important.

Mentoring and Coaching in Gulf/Muslim Countries

Context is important when addressing issues in mentoring or coaching. In some countries to date, there are no mentoring opportunities; in fact, mentoring in countries in the Arab and/or Muslim world is still in its formative stages. Langlois and Johnston (2013) emphasized the need for, and value of, formal mentoring, training, and development, and acknowledged the paucity of formal mentoring programs in the Middle East and the UAE, especially for women.

Slow change is taking place in some areas; my research revealed that societal bias against vocational training, mentoring, and coaching is dissipating, as it leads to high-salaried positions in the public sector when coupled with academic achievement. In fact, vocational training that was undervalued, undesired, and underdeveloped in the Gulf region previously, and left to school dropouts, expatriates, and those from low-income backgrounds (AlMunajjed & Sabbagh, 2014), is becoming desirable.

There is controversy over issues in gender roles and opportunities and an "aspiration gap" (AlMunajjed & Sabbagh, 2014, p. 40) between men and woman, not only in mentoring opportunities, but in education and employment (AlMunajjed & Sabbagh, 2014; Abdalla, 2015), such as resistance to women working outside the home and the preference for male employees. The belief that women cannot manage men in a patriarchal society impedes mentoring and coaching women to achieve development in the Islamic GCC countries (Langlois & Johnston, 2013).

The prevailing attitudinal, cultural barriers, and gender inequalities (Langlois & Johnston, 2013) contribute to the paucity of female mentors, as women have been excluded from leadership and upper-managerial positions historically, and men believe that women are incapable of delivering assignments required, and go as far as questioning that a woman could do anything for them (Jamali, Sidani, & Safieddine, 2005). In fact, training opportunities and hiring practices are reserved for men unless the women have distinguished family networks (Al-Diabi, 2009), or unless the husband occupies an influential position (Metcalfe, 2007). Further, cross-gender mentoring outside the confines of the family comes with very strict rules with respect to contact between unmarried men and women (Langlois & Johnston, 2013). In this case, fathers (or brothers) serve as mentors, as they influence a females' educational goals, aspirations, and career (Madsen, 2010).

Further, Abdalla (2015) acknowledged the lack of mentoring opportunities as barriers to Arab women executives, while AlMunajjed (2014) recognized the importance of providing mentoring to help GCC women confront leadership challenges, as observing female role models is necessary to learn leadership styles. However, with the existing gender gap, and despite increasing rates of GCC women's education and employment, resistance to mentoring for women prevails, particularly given that mentoring and coaching's purpose is to maximize women's potential (AlMunajjed & Sabbagh, 2014) and enhance their empowerment to realize the advantages of female human capital (UNDP, 2013).

However, women's empowerment is a challenge in the GCC countries, as women do not question their traditional socio-cultural norms. Golkowska's (2017) recent research revealed that young Qatari women exercise agency by navigating existing systems rather than questioning traditional norms, and this applies to other GCC countries as well. Women appear to accept their unequal status, and areas including travel, education abroad, and job selection still require their guardian's consent, i.e., husband, father, or brother (Citizens' Rights and Constitutional Affairs, European Parliament, 2014), as a man's responsibility is to support and protect the women in his family (Langlois & Johnston, 2013). The Citizens' Rights and Constitutional Affairs, European Parliament (2014) reported that with respect

to scholarships, women still relinquish international scholarships because of parental pressure or their spouse suddenly being unable to travel with his wife. This is expected in a patriarchal society that acknowledges the female's role as a mother and wife only (Langlois & Johnston, 2013).

In light of the above, one has to identify ways to introduce mentoring in such a sociocultural context and develop a new definition for it that perhaps can complement the International/Western definitions, as they cannot be used on their own to encompass the sociocultural factors in Muslim countries. The mentoring definitions presented earlier in the literature do not address such issues in these countries' context, and because little research has been conducted on the subject, examining the literature on counseling can be useful because the practices of mentoring and counseling people individually related directly, in which a relationship of respect and trust is key for the process's success. This might be enlightening in developing a definition for mentoring that addresses specific sociocultural contextual factors.

Mentoring, Coaching, and Counseling

In this section, the word "helper" will replace the words counselor or psychotherapist, as this will provide consistency throughout the section and minimize the confusion between these words. Kenworthy (2016) and McNamara's (n.d.) table is one of the many in the literature that confirmed my understanding of these different, yet interrelated fields (Table 1). Westergaard (2107) wrote that counseling can complement coaching and mentoring when the mentor or coach recognizes that emotional and psychological support are needed.

Table 1

Differences between Mentoring, Coaching, and Counseling Adapted from Kenworthy (2016) and McNamara (n.d.)

	Mentoring	**Coaching**	**Counseling**
Role	The mentor is a guide and advisor who shares her/his experience while developing the mentee. Mentors are experts in their field and specific context	Coaches work with clients to inspire them to maximize both their personal and professional potential	Counselors can diagnose clients' emotional issues, past traumas, or dysfunctions
Purpose	To improve role performance	To reach potential in career and life	To achieve personal wellbeing
Focus	Providing direction and evaluating options	Providing structured support that allows mentee to find own solutions to issues	Developing psychological wellbeing
Context	Personal development for future career and life	The mentee's job and work	Self-understanding to adopt more constructive life practices
Orientation	Application	Probing	Discussion
Number	One-on-one to one-on-three	One-on-one to one-on-eight	One-on-one
Success depends on	The mentor's experience, knowledge, and	Coach's skills and coachee's motivation	Counselor's experience and psychological training

	willingness to share		
Content	Based on mentee's needs	Based on job needs	Based on client's needs
Goal	Intentional investment in growth	Performance improvement	Personal wellbeing
Progress	Made by pre-determined goals	Depends on motivation	Depends on issues' severity
Method	Direction and leadership (heart, will, and mind)	Questioning and probing (will and mind)	Varying levels of emphasis on behavior, cognition, and/or emotional factors

While these authors' table recognizes counselors, mentors, and coaches' professional roles and reflects the presence of commonalities, differences, and overlap in the three, it lacks the precision needed as a reference to practitioners. Some of my concerns regarding the table follow.

While the table addresses clients' needs, it disregards their pivotal role in the process. In her book on helping professions, Westergaard (2017) stated that clients are the experts and must find their own solutions. Further, her reference to a mentor's willingness to share contradicts a mentor's role, as mentors always are volunteers who share experiences that benefit the mentee, and facilitate positive change in their lives (Westergaard, 2017). One mentor interviewed in this study expressed his interest in investing in people whom he believes possess capabilities, and his interest in their success motivated him to become a mentor (Appendix A, mentor Kev). Further, the table makes no mention that a safe and supportive relationship is fundamental in providing successful help. Similar to other helping professions, in mentoring, establishing relationships can motivate a

mentee to listen to, and heed the mentor's guidance and direction (Fakhouri, 2013).

In addition, the table does not clarify adequately the methods used. For example, in the case of coaching, active listening (Ward et al., 2012) is important. Rosinski (2003) stated that coaching is an interactive and developmental process that allows coachees to identify for themselves what is best for them, find their own solutions, discover new opportunities, and implement actions. The coach/coachee interaction gives way to exploration and reflection to enhance development. The methods in the table provide examples of theoretical orientations, i.e., cognitive, behavioural, and emotional, without labeling them as such. Further, the word "cultural" should be added, as Western counselors need to acknowledge cultural competence's importance because they face problems in their practice attributable to its lack. Finally, the table mentions that counseling's success depends on counselors' experience and training. Here, the training in the field of counseling needed should be specified, as it differs from executive coaching, which is a branch of management development (Rogers, 2012).

Contextual Factors' Effects on Mentor/mentee Power Positions in Mentoring and Coaching Relationships

Contextual influences are extremely important in successful mentoring; the context in which mentoring is practiced determine mentor/protégé power distances. Power distances between the helper and the individual seeking help can affect the kind of interaction that occurs and their relationship overall. Brockner et al. (2001) related power positions to voice; they stated that in low power distance cultures, people in positions who have legitimate power to make decisions are more likely to share their power with those with lower power. King (2012) associated power with authority, while Ragins (1997a) associated it with influence. Further, Dahl (1989) associated power with authority and the control of behavior that is found often in relationships among leaders and between leaders and non-leaders, thus implying that one of the parties occupies an unequal position (The

International Coach Federation, Blog[3], n.p.n.). Hofstede (1980) stated that the norms of high power distance cultures legitimize differences in making decisions. In the education field, Santoro's (2000) study illustrated Hofstede's ideas about power. He presented the case of the way in which individuals in power positions in the teaching profession can legitimize differences by keeping the Australian teaching profession mono-cultural/monolingual and Anglo-Australian, despite the multiethnic nature of Australian society. Here, racist decision-makers in powerful positions produce policies that perpetuate racism and exclusion (Rizvi, 1997).

This situation encompasses other areas as well, such as adult learning workshops (Johnson-Bailey & Cervero, 1997), and formal mentoring programs (Hansman, 2001), thus exacerbating socioeconomic divisions permanently (Rubenson & Dejardins, 2009). Hansman (2001) described the way in which formal mentoring programs address exclusion by pairing protégés from historically marginalized groups with mentors who are senior employees because they represent the corporate culture and dominant cultural values best. In this sense, mentoring can become a vehicle that encourages a new generation of employees to replicate organizational values and a hegemonic culture unquestioningly. Chandler and Ellis (2011) indicated that mentoring needs to be understood and contextualized according to relationships. I, the researcher, refer to the mentoring context at QCOG as an example, as it serves the purpose of my argument best. Further, while searching the literature, I realized that resources and research on mentoring and power issues are scarce and the subject requires more attention on the part of scholars in the field. I also could not locate resources that discussed mentoring and power relationships in the Arab Gulf context.

As mentioned in chapter one, QCOG developed its mentoring program to enhance Gulf Qataris' learning and development through their expatriate mentors to provide upward mobility and support for a protégé's professional career (Kram, 1983; Collins,1983; Roche, 1979) to fulfill the goal of Qatarization. The mentors' power lies in their professional knowledge and experience and fulfilling their

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[3] https://coachfederation.org/

protégés' learning and development needs, not in their race, as is the case in many predominantly White educational institutions in the U.S. (Johnson-Bailey & Cervero, 2002). The mentor/protégé's relationship becomes the channel that allows the Qataris to acquire professional expertise from the mentors they will replace in the future. In this context, Hansman's (2001) concern that mentors who are direct supervisors have power by virtue of their position does not apply. Further, the mentors are cognizant of the fact that they have to relinquish their jobs once a mentee is ready to assume their position's responsibilities; hence, the mentors devise suitable strategies to ensure that their mentees make progress, and demonstrate that to the management through regular performance appraisals.

Again, Hansman's (2001) concern that a mentor and protégé who may occupy similar hierarchical levels within the organizational structure ultimately may compete for the same jobs does not apply in this context, as the entire goal of mentoring is that mentoring relationships serve the interests of the indigenous minority that will replace them, and mentees have power for the following reasons: 1) their awareness that Qatar is rich in oil and gas, and therefore can offer work opportunities, and 2) their connection with influential Qatari figures within or outside QCOG. These two factors are unique to Qatar and the GCC countries (Al-Diabi, 2009). Thus, the mentees are privileged and not marginalized because of their country's financial and economic status. More importantly, their relationships with their mentors promote equality, in that once these mentees fulfill their development goals, they become independent employees who obtain their mentors' professional jobs. Here, mentoring relationships serve as a catalyst that affects social change and achieves equity (Qatar National Development Strategy, 2011-2016).

This resonates with what Hansman (n.d.) wrote, that mentoring relationships can be characterized as socially constructed power relationships that are designed to give an advantage to certain groups while disadvantaging others. However, in this case, the Qataris, not the mentors, have the advantage. The mentee-mentor relationship serves the mentees' interests, in that it can secure their upward mobility in the organization so that they achieve powerful positions in

part because of their successful mentoring relationships (Ragins, 1989). Hence, mentoring relationships become key for individuals' advancement.

Power in coaching relationships, as in mentoring relationships, depends on context. Milner, Ostmeier, and Franke's (2013) research is one of the rare studies that correlated cross-cultural coaching with protégés' cultural patterns and power distances in the relationship. The literature on coaching relationships, power distances, and contextual influences needs to be addressed by the field because of its scarcity.

I refer to King's (2012) coaching experience, as similar experiences are lacking in the mentoring literature. King recounted her reflections as a coach in the presence of a high power distance with her client. She did not relate her experience to context, but rather to her client's lack of relational skills, and the challenge of being an empowering and empathetic coach when the coachee was unwilling to self-disclose because the worldview of male concepts of autonomy, domination, and competition affected her (Miller, 1986). The client had the authority to terminate the contract of coaching, which led to a high relational coach/coachee power distance. In contrast, while coaching another influential coachee, King and her coachee became engaged reciprocally, which minimized their power distance. Similarly, Watling (2012) recounted his experience and role in executive coaching, in which he sometimes felt like an uninvolved spectator, while at other times he felt engaged, welcome, and an active part of the coachee's world. Hence, the contextual issues above do not apply to the coaching and power positions, but to the coachee's personality and/or views and the extent to which the coachee is ready to involve the coach in her/his problems and share her/his world.

Role of Mentor's Cultural Competence in Minimizing Power Distances in the Mentoring Relationship

Hansman (2001) stated that the literature on formal mentoring programs shows clearly that power relationships between mentor and protégé have not been examined in depth. Although this is true, it is important to add that both the mentoring and coaching literature need to address power distances in relationships as they intersect with cultural differences. I argue that a culturally

competent mentor can minimize power distances in mentoring, which enhances their relationship and produces better outcomes. As it can be beneficial both to mentors and coaches, I refer to counselors' cultural competence because of their progress in this area.

One of the dimensions in a mentoring relationship is the individuals' cultural backgrounds. Osula and Irvin (2009, p. 38) stated that mentors and mentees:

> …bring to the relationship values and assumptions that are culturally based; hence, by understanding the influence of culture on attitudes, expectations, and behaviors, it is good that leaders [or mentors in this case] may increase their cultural awareness and improve intercultural mentoring.

This is applicable in the counseling profession as well. Egan (1994) indicated that to be efficient in their clinical work, helping professionals have to accept and respect their clients' cultures, and collaborate with them to address their therapeutic needs effectively, help them manage problem situations well, and develop their potential to lead fuller lives. Hence, an individual's personality and willingness to engage in self-disclosure are key in this process.

Johnson-Bailey and Cervero's (2002) study is among the rare studies in the mentoring literature that addressed the interplay between mentoring relationships, cultural issues, and power distances. The study was conducted in an academic environment in which the mentor and mentee came from different racial and cultural backgrounds. The mentor was a White male raised in the Northern U.S. and a tenured full professor, while the mentee was an African American female raised in the South. Nonetheless, they shared some commonalities, as both came from working-class families and were educated in Catholic schools. The mentor's political/historical/cultural competence with respect to racial issues allowed him to minimize the mentor/mentee power distances and led to a successful, informal mentoring relationship in which the mentor acknowledged that the protégé was an individual rather than an exemplar of the larger African American group and was "…cogniz[ant] of what exclusion looked, smelled, and felt like" (p. 17). Hence, the mentee could discuss difficult racial issues fearlessly with her supportive mentor, as well as her professional ambitions and aspirations as an African American

woman to become a professor. In this situation, their relationship included not only psychosocial support, but offered a rare opportunity for an African American woman to grow personally and professionally, such that ultimately she became an associate professor in a privileged White majority academic environment.

This study illuminates the ways in which social and cultural competence can minimize mentor/mentee power distances, enhance mentoring relationships, and promote an atmosphere of partnership that reduces the mentor/mentee power play (International Coach Federation, Blog, n.p.n.) and allows the mentee to voice her/his ideas freely. In Johnson-Bailey and Cervero's (2002) relationship, mutual respect accompanied by a good understanding of cultural issues was essential to achieve the outcomes desired. In a coach-client relationship, some coaches report problems related to their ignorance of religious differences between them and their coachees (Milner et al., 2013). Hence, culturally-competent helpers should learn about their clients' social customs, values, and beliefs, and respect and acknowledge them to offer the help needed. These authors described categories in which clients and helpers may differ, which include communication and the coach-client relationship. Some coaches report that coachees are uncommunicative, talk about positive aspects only, or that they have difficulty interpreting their clients' body language.

Importance of Cultural Competence and Raising Awareness in Minimizing Contextual Power Distances and Enhancing Relationships

Cross-racial and cross-cultural mentoring issues of power and privilege influence the relationship and have to be addressed (Feroglia, 2011). In Guramatunhu-Mudiwa and Angel's (2017) research, two women faculty members, Angel, a White from the southeastern U.S., and Guramatunhu-Mudiwa, an African from Zimbabwe, explored their informal mentoring relationship purposefully to illuminate the complexities associated with their cross-racial and -cultural experience during their four-year mentor/mentee academic relationship at a predominantly White institution. The authors revealed a distinct cross-cultural and -racial journey in which each, as a participant researcher, developed a deeper appreciation of the importance of engaged dialogue. The complex interplay of the

understanding of trust, care, and power dynamics emerged as factors that defined mentoring relationships that work well, and their cultural competence minimized their power distances.

In what follows, cultural competence will be defined in relation to the mentoring literature and will refer to the experiences of helping professionals, particularly because they have made considerable progress in addressing the dilemma of cultural differences in their practice.

Defining cultural competence. Muñoz (2007) suggested that there is no consensus on cultural competence's meaning. The mentoring and counseling literature define cultural competence in terms of developing awareness and particular cultural knowledge (Betancourt, Green, & Ananeth-Firempong, 2003; O'Brien, Kosoko-Lasaki, Cook, Kissell, Peak, & Williams, 2006) to enhance professional practice (Awaad, 2003) and develop skills to deliver effective interventions (Sue,1998).

Respecting and acknowledging cultural differences can enhance the helper's ability to interact effectively with people from different cultures to ensure that all individuals' needs are addressed. Fouad and Arbona (1994) reported that ethnicity, language, values, communication style, and time orientation are associated with cultural differences in career counseling. While Brinson and Kottler (1993) reported other issues, including varying cultural communication patterns, interpersonal styles, and cultural-racial-ethnic heritages, abound in cross-cultural mentoring relationships, such as communicating through stories, as do African Americans, rather than using brief answers or silences and probing questions as a problem-solving technique, as is common among White Americans. Accordingly, helpers cannot rely on a narrow model that fails to account for cultural values and beliefs, and interprets health and wellness in the same way across cultures (Skovholt & Rivers, 2004). Enhanced knowledge of their clients' social and cultural differences will increase their sensitivity to their culture and improve their clinical work subsequently. Hence, it is crucial for helping professionals to be culturally competent to improve their helping outcomes. Inter-racial mentoring may be a useful approach to address the way in which different ethnic groups work together

to achieve respect and appreciation of individual differences that facilitate personal development (Blum, Goh, & Lin, 2003).

Challenges associated with cultural competence. Muñoz (2007) argued that cultural competence is a complex process that poses many challenges. Hwang (2016) addressed the difficulty of achieving cultural competence by confirming that many helpers who want and need it struggle to know what to do and how, even after they have evaluated their own biases and learned about other groups. Sue and Sue (1990 as cited in Williams & Levitt, 2008) argued that mental health helpers have personal and professional responsibility for the following:

1. Confront, become aware of, and take actions to address [their] biases, stereotypes, values, and assumptions about human behavior;

2. Become aware of culturally different clients' worldviews, values, biases, and assumptions about human behavior, and

3. Develop appropriate helping practices, intervention strategies, and structures that consider the culturally different client's historical, cultural, and environmental experiences/influences.

The authors were aware that this is difficult. Their use of the word "confront" implies the existence of a struggle on the part of the helper, and indicates that s/he becomes judgmental about her/his own beliefs, values, and attitudes. This may require recognizing certain lifelong biases and attitudes against individuals from a different class or minority that lead the helper to become receptive to, and respectful of, the meanings and evaluations of experiences pertaining to various cultures that account for their clients' cultural contexts (Crethar & Vargas, 2007).

However, one can argue that helpers becoming aware of, and confronting their values and biases are the first steps in developing cultural competence, and indeed is a challenge, especially because culture shapes the way in which we approach our world, and affects interactions between helpers and those seeking help, while "competence" extends beyond race, ethnic background, and country of origin. Betancourt (2004) stated that the challenge lies in that, even within one culture, we belong to different cultures, whether social, professional, or religious, and he warned of the dangers of learning about ethnic groups, as it can lead to

oversimplification and stereotyping. The author stated that cultural competence involves the implementation of the principles of patient-centered care, including exploration, empathy, and responsiveness to needs, values, and preferences, and that interactive, case-based sessions that highlight clinical applications are the ideal method to teach cultural competence. Such practices are associated with coaching.

Commonalities in Mentoring and Counseling

In a multicultural work environment, mentors and their protégés can adopt Williams and Levitt's (2008) exercise. The researchers assessed cultural competence when psychotherapy sessions were recorded, and the researcher and participant listened jointly to a recording of a session. Participants were instructed to stop the recording when they noticed differences with their therapists. In those cases, the researcher prompted the participant to describe her/his experience of the difference and the participants were surprised to learn that there were few salient multicultural differences for which they were vigilant and attentive. This study provided a more concrete way in which to manage and negotiate client-therapist differences during psychotherapy. Further, the exercise is a useful one that mentors and their protégés in a multicultural work environment may embrace, as negotiating differences can help them identify and manage them. With respect to mentoring and counseling, much of the mentoring literature confirms their similarities (Stokes, 2003; Kram, 1983, 1985; Feltham,1995) such as attentive listening, accurate understanding, and being empathetic. Further, Siegel (2000) and Talbot (2000) posited that mentoring includes counseling combined with teaching.

Ways to Achieve Cultural Competence to Reduce Mentor/mentee Power Distances

Cross-cultural training. Regardless of their profession, mentors are prone to be ethnocentric. Brewer and Campbell (1976) stated that all people are to varying degrees ethnocentric as full membership within a culture demands believing in the core values of that culture. Therefore, in a culturally-sensitive professional environment, it is important that mentors and coaches receive cross-

cultural training, as understanding the issues of cultural diversity may help them increase their sensitivity to those from various backgrounds (Blum et al., 2003).

York (1994) verified the importance and usefulness of "cross-cultural training" as it eases the difficulty of entering another culture (Landis & Brislin, 1983); it is a step toward cultural harmony, which is needed urgently, given the rapid increase in cultural diversity within the shrinking global village (York, 1994). In a culturally-sensitive work environment, it is important to conduct workshops to heighten mentors' and coaches' awareness of culturally-sensitive issues and differences. For example, Western mentors who practice mentoring in Africa must have increased awareness of the principles of "Ubuntu," an African culture-specific expression based on the experience of a person who exists in a web of interrelationships (Geber & Keane, 2013) and in which the individual favors the community's interests over her/his own, which leads to cohesive teamwork and interconnectedness (Msila, 2015). Further, The National Mentoring Resource Centre (n.d.) provides more specific activities, including building mentoring relationships, setting boundaries, and communication skills.

Watling (2012) stated that cross-cultural training is one way to promote trusting relationships in a culturally-diverse work environment, as employees identify commonalities when they are introduced to each other's cultures, thus minimizing social distances. In this case, the author placed relationships at the center of executive coaching. In addition, "cultural harmony" (York, 1994) can minimize power distances and reduce cultural conflicts among employees that may derive from misunderstandings or intolerance (Copeland, 2005) attributable to mentors' ignorance of cultural issues, including those of gender, race, class, and ethnicity. Similarly, Henderson (1994) highlighted the importance of systematic "ethnic" training, as it helps all employees accept each other and minimizes possible conflicts.

Here, one can argue that this must stem from the leadership model and collaboration in the organization, which its ethos can promote. However, in the context of Qatar, it is important for expatriates to be familiar with aspects of the mentees' culture, such as traditions, gender separation, and attire. Further,

expatriate mentors need to be aware of the differences between Qataris' rights and privileges, which exceed theirs. This is considered a form of racism in multicultural counseling (Crethar & Vargas, 2007) and can be clarified to expatriates in training workshops before they begin to work with Qataris. However, this disparity is considered to be public knowledge and is usually discussed in the media[4].

Training in an indigenous milieu is the most intense. Living outside the home country during an expatriate assignment in which one must develop respect for different cultures is an intense experience (Den Outer, 2013). Having White Western mentors step out of their own social environment helps them understand the society in which they are working and accept the unfamiliar culture (Den Outer, 2013) or experience the indigenous milieu. This allows them to acquire a practical and real understanding of the culture, ask questions, and are exposed to the context of certain behaviors or language exchanges.

Indeed, this is more efficient than traditional training sessions. Becoming immersed in other cultures can be extremely helpful, as it adds to mentors' understanding of that culture's values, beliefs, and customs, and the actions, reactions, and behaviors that can enhance their mentoring practice (Den Outer, 2013) and minimize mentor/mentee power distances. Further, by leaving their own social environment, they may question their own acquired biases, attitudes, and beliefs compared to the new culture in which they become immersed, which will contribute to their personal and professional advancement. Immersion clarifies what Hwang (2016) stated: "…A significant amount of personal growth, self-reflection, and development of ethnic identity is required for a [mentor] to help her/his [protégé]" (p. 19).

Avoiding stereotyping and generalizing. It is especially important for mentors to be vigilant about stereotyping and generalizations, and immersion in other cultures can help minimize cultural stereotypes and thus, mentor/mentee

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[4] https://dohanews.co/ministry-stats-show-average-qatari-household-earns-qr72000-monthly/

power distances. Eleftheriadou (1999) warned about the dangers of generalizations made in counseling the multicultural British population. She stated that it is important to consider the effect on their psychological development of clients' sociocultural context, including socialization patterns, religion, and other possible influences, without stereotyping and ignoring the person's racial and cultural roots. Moreover, Draguns (2008) highlighted avoiding stereotyping in counseling and emphasized the usefulness of adopting a multicultural framework, as it frees clients from the sense of powerlessness that labelling and stereotyping reinforce.

Dialogue. Guramatunhu-Mudiwa and Angel's (2017) study mentioned earlier stressed dialogue's importance in cross-racial/cross-cultural mentoring relationships. Lopez (2013) explained that mentoring's success rests on both parties' willingness to engage in dialogue that brings cross-cultural understanding to the fore when the mentor and mentee belong to different social, cultural, and racial groups. This approach is grounded in the notion that mentoring for diversity and equity leads to a dialogical relationship in which co-constructed knowledge is fundamental in the collaborative mentoring (CM) relationship.

However, an important aspect when addressing diversity in mentoring is the mentors' willingness and conscious effort to do so. Perhaps the first step is to have mentors confront their own biases, attitudes, and beliefs (Sue & Sue, 1990). Nicholas and Twaddell (2010) explored coaches' experience of diversity with respect to generational, cross-cultural, and gender issues in the group executive coaching (GEC) context. The results indicated that coaching in diverse groups can have both positive and negative effects, and indicated that some specific factors enhanced GEC's effectiveness, including rapport and trust among coaches, and between coachees and coaches, the coaches' expertise and mindset, willingness to engage in self-disclosure, and commitment to contribute to their own, their fellow coaches, and their coachees' growth.

In the counseling field, Lee and Horvath's (2013) study highlighted the importance of client-therapist dialogue in negotiating differences. Through communication, clients maintained faith in themselves, the therapists, and the

therapeutic technique (Egan, 1994). It is important to underscore the role of the reciprocal client/counselor learning that results from dialogue, and counselors' learning from their mistakes during practice, as these can be their best teachers (Rawson, Whitehead, & Luthra, 1999). Alladin (1999) indicated that the decision to adopt the transcultural model of counseling, in which counselors are culturally flexible and encourage their clients to work with the best match of cultural behaviors (Ramirez, 1991), such as Eastern healing traditions within the mainstream Western models of autonomous self, or to use them in parallel, has to be considered on a case-by-case basis. It is useful to adopt a multicultural framework that can be applicable and relevant for all counseling interventions (Draguns, 2008), as it frees clients from the sense of powerlessness that labelling and stereotyping reinforce.

Linguistic match. Sue, Fujino, Hu, Takeuchi, and Zane's (1991) study showed that unacculturated Asian and Mexican Americans had better treatment outcomes when they saw a helper with whom they were matched ethnically, linguistically, or both. Yet, the linguistic therapist/client match is still controversial in both the counseling and mentoring fields. Neuwirth, GmbH, Wahl, and Neustadt (2017) study emphasized the importance of shared language and subjective matching in mentoring. The study targeted well-trained migrants from non-European countries who had sufficient language skills and who were mentored by Austrians. The results indicated that the more mentees perceived themselves subjectively to be similar to their mentors, the better they evaluated aspects of the program. Mentees' sociodemographic characteristics had no effect on the program's evaluation, while the time mentees and mentors spent together mediated these relations in part.

Nonetheless, linguistic match remains a challenge in mentoring, and mentors may have to increase their awareness of potential conflicts. Cox (2012) described her experience which reflects the challenging atmosphere when language differences are present in mentoring, and shows that in successful mentoring familiarity with culture is important as well. Cox (2012) warned that in a coaching conversation, a simple misunderstanding can trigger an irrevocable

rupture if words are interpreted inaccurately through the coachee's filter. Here, face-to-face encounters and body language can clarify misunderstandings and dissolve tension in the relationship. Perhaps in this situation, one can agree with Harries' (2008) idea that mutual culture and language are important in two participants achieving understanding in a dialogue. However, Pedersen et al. (2008) argued that the same culture or language may not contribute to a constructive dialogue, as the participants' ethnicities, whether social or religious, may differ according to the individuals' geographical location within one large country, thus giving them different experiences and perspectives.

Ethnic match. Abramowitz and Murray (1983) and Sue et al.'s (1991) studies suggested that minority clients tended to prefer helpers of the same race. However, Hwang (2016) indicated that the helper's cultural competence is the mechanism that improves outcomes, as racial match sometimes can hurt ethnic clients. The shortage of ethnic minority mental healthcare providers and helpers' cultural ignorance can leave clients without accessible care, which can reinforce helpers' failure to take responsibility. This is explained best by Leowenthal (2003) and Burman's (2003) examples of Asian women who engaged in self-harm and were referred to a culturally-specialized, voluntary sector agency because of lack of expertise in the other language or culture, and the voluntary organization sent them back because they did not have the expertise to work with this form of acute distress. In this case, helpers appeared to be participating in a conspiracy of unfairness and cruelty against cultural minority groups, when their role is to provide support and promote social justice. Thus, the decision to refer patients to other helpers must be made after much discussion with the client (Eleftheriadou, 1999). This confirms Fernandes' (2003) stance that a cultural match is naïve, as it can limit the helpers' capacity to think and develop significantly.

However, the situation differs in multicultural mentoring. Mentors tend to select mentees who are the same gender and have the same social and cultural attributes or background characteristics (Ragins 1989), as a diversified mentoring pair may be challenged by a lack of personal comfort with each other, a less cohesive relationship, and inhibited communication (Ragins, 1997a). Ensher and

Murphy (1997) and Lankau, Riordan, and Thomas (2005) investigated actual and perceived similarity's effects on mentor/protégé relationship quality, and found that the more protégés perceived themselves to be similar to their mentors with respect to perspective, values, and problem-solving, the more they reported liking them. The similarity-attraction paradigm, which proposes that individuals are attracted to those similar to themselves (Byrne, 1971; Ogbu, 1990), has shown that similarity between individuals may lead to more frequent communication, high social integration, and a desire to maintain affiliation (Lincoln & Miller, 1979). From this perspective, relationships between mentors and mentees of similar racial, ethnic, or cultural backgrounds could be expected to be more successful than those involving mentors and mentees with different backgrounds (Sanchez, Colon-Torres, Feuer, Roundfield, & Berardi, 2014). Nonetheless, mentor/mentee matches are not always successful, and ultimately, mentoring outcomes are what matter. In this case, subjective matching can be a cornerstone of the mentor/protégé relationship. Here, a trial session that determines the working alliance (De Haan & Duckworth, 2012) can be useful.

Adopting the "Within-culture" Technique Used in Counseling as a Model for Mentors in Diverse Work Environments

The "within-culture" technique is defined as that in which a counselor exploits her/his own culture to facilitate therapeutic outcomes (Alladin, 1999), and requires the counselor to conduct a thorough inquiry into the client's culture to identify which aspects may be employed in therapy (Dweiry, 2008). Hwang (2016) produced a manual to help counselors treat depressed Chinese Americans appropriately by adapting the treatment to Asian Americans. One example of this adapted treatment was integrating metaphors, such as those that help clients develop flexibility in solving problems (Hwang, 2016). The use of metaphors proved beneficial in yielding more effective therapeutic healing outcomes and benefits, as counseling was consistent with the clients' belief systems. On a much smaller scale, Lee (Yonsei University, Seoul) presented a case study of a twenty-year-old Korean student who committed suicide because of conflicting feelings about saving his family's face and meeting his own personal needs. The author

illustrated the complexities of cultural values and demonstrated the need for cultural competence when examining and confronting such values (Ridley, Ethington, & Heppner, 2008).

Dweiry's (2008) work attempted to adapt psychotherapy to Arab and/or Muslim populations. He used as an example the historical and cultural background of Arabs who immigrate to Western countries and struggle to adapt to the new culture. One dominant problem he described is that first-generation Arab/Muslim immigrants live in polarized worlds and are torn between two conflicting cultures; therefore, counselors are expected to help them reconcile the two contradictory goals—to adapt to Western society and retain their culture simultaneously. In this sense, the author directed counselors to develop new assessment and intervention tools that are more suited to their collectivist nation, where values of respect, fulfilling social duties, pleasing others, and avoiding confrontations prevail. Counselors' use of confrontation in an Arab, collectivist cultural environment is considered a good example of applying the within-culture technique. People in Arab cultures typically avoid confrontation (Dweiry, 2008), and speaking the truth openly is considered rude (Osula & Irvin, 2009). However, to benefit Arab mentees, mentors can confront them with the truth about their improper work behavior to effect change in their professional behavior (Appendix B, mentor Rabab). In this sense, mentors adopt the within-culture technique pluralistic counselors use (Draguns, 2008; Roach, 1999).

In light of the above, and based on the importance of contextual influences that Lancer et al. (2016) bring to the fore, the following revised definition for mentoring was developed:

Mentoring is a mutual relationship that promotes equality in professionalism and skills between an experienced expatriate individual (mentor) with a less experienced indigenous individual (mentee) to secure the mentees' organizational upward mobility. Given the power issues inherent in this mentoring context, mentors' understanding of contextual influences and their cultural competence, as in the case of pluralistic counsellors and psychotherapists, is key in minimizing power distances to effect mentoring processes positively.

Summary

      This chapter explored the international mentoring and coaching literature through prominent scholars' experiences that allowed them to define and offer profound explanations of these terms' similarities, differences, and overlaps, while non-Western countries, such as Gulf/Muslim countries, in which the study was conducted, are still struggling to integrate mentoring and coaching into their organizations, as indicated above. However, in QCOG's specific context, expatriate mentors mentor and coach privileged Qatari mentees, such that culture and power intersect with mentoring, which affects mentoring adversely. Thus, similar to pluralistic counselors, the mentors' cultural competence was explored, as it can minimize mentor/mentee power distances. The next chapter provides the conceptual and theoretical foundation and framework for this case study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter is divided into two parts. The first discusses the study's ontological foundation, interpretivism, its epistemological foundation from a postmodern perspective, and the motivational theory as its theoretical perspective. The second presents and discusses the theoretical framework, which is a case study based on Yin's (2018) model. The presentation of the case study components follows the sequence Baxter and Jack (2008) proposed, as follows: Determining the type of case study; theoretical propositions; defining and bounding the case; data sources; strategies to achieve trustworthiness; data analysis strategies, and reporting the study. The chapter ends with a discussion of pertinent ethical issues and my position as an outsider researcher.

Part I

Conceptual Framework

My ontological position is that of an interpretivist. Researchers who conduct interpretive research attempt to construct knowledge from the participants' perspective (Hennink, Hutter, & Bailey, 2011). Here, interpretive research provides deep insight into "…the complex world of lived experience from the point of view of those who live it" (Schwandt, 1994, p. 118). Further, the construction and interpretation of knowledge is seen from the researcher's own perspective, and this subjectivity affects the research's rigor and thoroughness. Interpretivist accounts always are subject to the possibility that another researcher might see things differently and provide a different account; in this sense, relativism is associated with interpretivism (Denscombe, 2010).

I constructed knowledge from an interpretivist position, which allowed me to identify the way mentoring practices adopted by expatriate mentors with different cultural backgrounds can motivate Qatari mentees to develop professionally, given the power the latter enjoy. Understanding the participants' everyday real

experiences in great detail was important to gain an understanding of the phenomenon in question while the participants were in their natural setting (McLeod, 2001). Embracing this interpretive-naturalistic approach was particularly important, as the study clarified the contextual influences on the research issues (Hennink et al., 2011), and thus allowed me to interpret phenomena with respect to the meanings people bring to them (Denzin & Lincoln, 2008b). Here, as a researcher, I was part of the explanations, observations, and interpretations that my expectations and predispositions brought to the research, and the language used mediated what is known through observation (Denscombe, 2010).

Cultural issues, such as gender distinctions and work ethic, are important aspects of the mentoring practices in the Qatari context, and therefore, it was important to understand the way these cultural issues affected mentoring processes in the Qatari context from the perspective of my study participants, and understand the meanings and interpretations they give to them (Hennink et al., 2011), particularly because cultural issues differ from one society to another.

For the following reasons, my epistemological position is based on a postmodern understanding of the world. First, postmodern theory sees reality as what individuals or social groups make it to be.[5] In this sense, postmodernism can be related to constructivism (Botella, 1995). Polkinghorne (1992) introduced the term "foundationlessness," which is a postmodern notion that considers reality to be the product of our constructions and interactions with the world of material objects, others and the self (Polkinghorne, 1992).

Second, postmodernism with its rejection of rational objectivity and universality, legitimizes a move towards an engagement with diversity (Hedgcock, Hillier, & Wood, 1991), and the fact that "…all groups have a right to speak for themselves, in their own voice, and have that voice accepted as authentic and legitimate [which is] essential to the pluralistic stance of postmodernism" (Harvey, 1989 as cited in Hedgcock et al., 1991, p. 222), and thus, provides a way for those

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[5] https://www.allaboutworldview.org/postmodern-theory.htm

"local and minority voices [that] are demanding to be heard" (p. 222). This idea contradicts Yin's (2018) accusation that postmodernism is Eurocentric, as it reinforces ontological and epistemological individualism. In contrast, my research shows that Qataris, who are a minority, were able to voice their negative mentoring experiences that allow the QCOG management to make appropriate changes to the mentoring program. Here, language is given primacy, as language is involved in the construction of reality, an idea that postmodernist/post-structuralist thinkers, such as Foucault (1990) and Lyotard (1984), also reinforced when they wrote that language governs and shapes every utterance, and that we are not free to deploy it whenever we write or speak (Brown, 1995).

Third, postmodernism gives primacy to the context in which reality exists by emphasizing the local and situational, rather than the general and total (Polkinghorne, 1992). Thus, the notion of context-free general laws is meaningless in postmodern epistemology. Because of the hermeneutic influence on postmodern thought, it is assumed that every text is comprehensible only when located in its context. According to Polkinghorne (Botella, 1995), this is referred to as "Fragmentariness." My research explored a real-world case focused on the way mentoring practiced by mentors with different sociocultural backgrounds can motivate Qatari mentees to learn and develop in the workplace to fulfil the national goal of "Qatarizing," given the Qataris socioeconomic status. Their unique Qatari context affects the mentoring practices directly, in the sense that it is impossible to obtain a true picture of the processes without considering this context (Baxter & Jack, 2008).

My ontological and epistemological positions assisted me in capturing and constructing the knowledge desired from a constructionist/interpretivist position while respecting the "contextual influences" (Hennink et al., 2011) of the study.

Theoretical Perspective: Motivational Theory

The motivational theory was chosen as the theoretical perspective underlying my study, as the data gathered showed that, despite mentees' high socioeconomic status, their expatriate mentors motivated the Qatari mentees highly to develop professionally to occupy senior positions in the organization. In

fact, the mentees were determined to become autonomous and independent employees.

One characteristic of contemporary motivation research is "self-worthiness." Self-worth theorists propose that "to be worthy" is "to be able," and because society places such high value on one's ability to achieve, self-worth theorists argue that people are motivated primarily by the need to perceive themselves as competent (Covington & Beery, 1976). A QCOG female mentee in the study validated this proposition, as, despite experiencing resistance on her assigned mentor-coach's part, she persevered in her attempts to develop and become a "post-holder." The mentee reflected her self-worthiness and the high value society places on one's achievement in the vocabulary she used in the interview, "I proved to them I am worth that place…and I did a great job." Her fellow employees acknowledged her worthiness, which motivated her further to "self-learn" (Appendix C, mentee Sara). Ryan and Deci (2000) assumed that the primary reason people are willing to engage in a behavior is because significant others to whom they feel connected value it, what is referred to in Self-Determination Theory (SDT) as relatedness. Indeed, when both parties value each other, they can relate better, and thus reach their targeted learning goals with remarkable enthusiasm.

Another characteristic of contemporary motivation research is "self-efficacy"—the belief that "I can" (Bandura, 1989). Bandura underscored self-efficacy's motivational role when he stated that people's self-efficacy beliefs determine their level of motivation, the stronger the belief in their capabilities, the more persistent are their efforts, and the more their performance is enhanced. However, one can argue that one's level of motivation may not always be related to one's belief in her/his capabilities. I, the researcher, was motivated throughout the EdD study period despite personal doubts about my ability to complete the work, particularly in the initial stages when these doubts were related to questioning the readiness and ability to complete the study. However, perseverance, patience, inner strength and motivation, and step-by-step development were major drivers in this achievement.

A third characteristic of motivational research is intrinsic motivation, defined as the desire to do something because it is inherently interesting or enjoyable, which results in high-quality learning and creativity (Ryan & Deci, 2000). The pure enjoyment experienced in performing the activity itself underpins intrinsically motivated activities, unlike the case in extrinsic motivation, in which activities are performed as a means to an end (Levesque, Copeland, & Pattie, 2010). Intrinsic motivation can be regarded as a mysterious energy that one experiences while performing an activity that leads to "a state of *flow*—a state of complete absorption with the activity at hand" (Csikszentmihalyi, 1990 as cited in Suchy, 2004, p. 32), or passion which is an important aspect that underlays intrinsic motivation.

Ryan and Deci (2000) underscored three needs in the development and maintenance of intrinsic motivation that SDT distinguishes: "autonomy," "competence," and "relatedness," as defined below:

1. The need for autonomy refers to initiating a behavior out of personal interest; when the individual chooses to engage in a behavior because it is compatible with her/his values (Deci & Ryan, 2002). Thus, individuals experience a sense of choice and psychological freedom (DeCharms, 1968) when carrying out an activity, as opposed to being controlled when experiencing a sense of pressure and obligation (Deci & Ryan, 2014). Satisfying employees' need for autonomy encourages the employees to view their work from an internal locus of causality, where "The actor is perceived as an origin of his or her behavior" (Ryan & Connell, 1989, p. 749), and is therefore likely to promote intrinsic motivation (Ryan & Deci, 2000).

2. The need for competence refers to the need for a sense of proficiency and effectiveness in one's work (Deci & Ryan, 2002) and is satisfied when individuals feel the mastering of performed activities. To satisfy this need, an adequate level of challenge is required to enhance intrinsic motivation and further self-determination (Levesque et at., 2010). In fact, the importance of challenging tasks was validated in the present study by both mentors and mentees (Appendices A, C).

3. The need for relatedness is defined as an individual's inherent propensity to feel connected to others, to be a member of a group, to love and care, and be loved and cared for (Baumeister & Leary, 1995). Ryan and Deci (2000) posited that the need for relatedness is particularly relevant to individuals who are considered extrinsically motivated. Therefore, these behaviors must be prompted externally initially, which suggests that the groundwork for facilitating internalization is providing a sense of belongingness and relatedness to persons, or a group or culture. A leader's behavior can either motivate or demotivate employees to work productively in organizations, by having the leadership manipulate job characteristics, policies, assigned goals, rewards, and perceived equity and fairness (Diefendorff & Chandler, 2011). This opposes the idea that rewards are an attempt to control an individual's behavior; hence, they decrease her/his level of intrinsic motivation and jeopardize her/his sense of autonomy (Levesque et al., 2010). The importance of relatedness was validated in the present study by the mentees who were satisfied with their mentoring experience (Appendix C, TH, AQ, Jihan, Hana). However, one can argue that distant learners are motivated intrinsically to complete their studies without any social influence or need to be valued by those around them. I, the researcher, obtained a Master's degree through distance education, a difficult, but convenient method for adult learning; the incentive was to develop professionally and fulfill the need to feel competent and efficacious (White, 1959).

SDT in Work Contexts: Autonomous versus Controlling Contexts

Deci and Ryan (2014, p. 18, in Gagné) referenced the study Ryan et al. (2010) conducted, which suggested that some workplaces' structure interferes with people's ability to satisfy their needs. They indicated that SDT proposes that work environments that support people's needs for competence, autonomy, and relatedness promote better performance and adjustment, and allow the workplace to satisfy employees' needs, which affects them and their customers positively. One mentee in this study validated this when he stated that his negative mentoring-

coaching experience led to low morale, disappointment, and even "depression" because his mentor-coaches tried to limit his responsibilities (Appendix C, mentee AH). Hacker's (1997) survey described the converse effect of low morale on both employers and employees, as it affects employee performance and willingness to work, which, in turn, affects individual and organizational objectives. Ryan and Deci (2000) indicated that it is important to differentiate between autonomous and controlled motivation as they relate to effective performance and workplace adjustment. In fact, various management theories have recognized that autonomous motivation is the key to effective workplace behavior and performance (Argyris, 1957; McGregor, 1960), and that the concept of intrinsic motivation is the root of effective management (Lawler, 1986; Herzberg, 1968). Deci, Connell, and Ryan's research (1989) revealed that managers who support their subordinates' autonomy and encourage their creativity and empowerment affect the work environment positively. In fact, this was validated in the present study (Appendix C).

Levesque et al. (2010) stated that work environments that support autonomy rarely use pressure and controlling strategies, such as imposed goals or threat of punishment, to motivate behaviors. These environments express empathy for others frequently, and offer appropriate and timely feedback to confirm competence in behaviors or tasks. In fact, one can argue that it is nearly impossible to create a motivating work environment in the presence of coercion and imposed goals. Responsibility coupled with autonomy in a supportive work environment generates creativity in addressing issues and promotes employees' intrinsic motivation to become efficient and productive. Echoing this view, one mentee reflected the urge for more responsibility and independence while performing her job responsibilities (Appendix C, mentee Mandy). Applying Hackman and Oldham's proposed model (1975) for "Work Redesign" can help produce a motivating and autonomous work environment that satisfies both extrinsic and intrinsic motivational needs. In the interviews, many QCOG mentees expressed ideas about deserving good development in which money was not the incentive (Appendix C, mentees AH, AQ). Their belief in their self-efficacy and ability to fulfill

duties and ability to change was recognized (Appendix C, mentee Sara). Even some mentees' negative experiences with their mentor-coaches did not affect their progress, although it delayed their development, while their self-determination and motivation to develop personally and professionally motivated them to self-learn and develop, thus reflecting intrinsic motivation's inherent power.

Part II

The Theoretical Framework Underpinning the Study

As a theoretical framework, I adopted a case study design based on Yin's (2018) model, as it contributed to a deeper understanding and explanation of the research problem at hand (Andrade, 2009), and followed the sequence Baxter and Jack (2008) proposed: Determining the type of case study; theoretical propositions; defining and bounding the case; data sources; strategies to ensure trustworthiness; data analysis strategies, and reporting the study.

Determining the type of case study. This was an exploratory single case study with embedded units (Baxter & Jack, 2008) that allowed me to focus in detail and retain a holistic and real-world perspective (Yin, 2018) on expatriates' mentoring practices with Qatari mentees in a Qatari oil and gas company (QCOG), to fulfil the goal of Qatarization, in the presence of Qatari contextual conditions pertinent to the case (Yin, 2018).

Theoretical propositions and issues that informed the conceptual framework. According to Yin (2018), the use of theory and theoretical propositions in doing case studies can be an immense aid in defining the appropriate research design and data to be collected. Indeed, my study embraced a theory that is consistent with Osula and Irvin's (2009) thoughts, who wrote that leaders can increase their cultural awareness to improve intercultural mentoring. However, my theory showed that mentors' awareness of their mentees' culture minimizes power distances and enhances mentoring outcomes thereby. Relating mentoring to culture and power allowed me to acquire a sufficient "blueprint" for my study (Yin, 2018, p. 35). Moreover, the assumptions that I needed to negate or confirm were especially important in keeping me focused on my preliminary field work and unbiased (Yin, 2018).

Defining and bounding the case. According to Yin (2018), it is important to bound the case, as it determines the scope of a researcher's data collection (the "phenomenon") from data external to the case (the "context"). The study contributes to our understanding of sociocultural issues' effect on learning, and the professional and personal changes in Qatari mentees mentored by expatriates.

Identifying the research question. In what ways do QCOG mentors who come from different sociocultural backgrounds motivate Qatari mentees' professional learning and development to promote their independence and empowerment, given the socioeconomic status and power the Qatari mentees enjoy?

Identifying the propositions to bound the case.

1. Do mentor-mentee sociocultural differences, including gender distinction and work ethic, enhance or inhibit the mentees' development process?

2. Does a mentor/mentee language difference affect mentees' learning and development negatively or positively?

3. If mentor/mentee tensions exist in this context, what prompts such tensions? What strategies do mentors use to overcome such tensions?

4. Do a mentor's positive personal qualities play a role in building the mentor/mentee relationship?

5. Can the mentee's personality make a difference in achieving learning in the presence of mentor/mentee tensions?

The research question and the propositions clarified the boundaries of the case with regard to the relevant organization and geographic area, the type of evidence to be collected and the priorities for data collection and analysis (Yin, 2018). The propositions led to a complete research design and produced explicit ideas for determining the data to collect and the strategies for analyzing the data (Yin, 2018). The bounding tightened the connection between my case and the research question and propositions.

Data Sources

Sample. The case involved a sample of 20 participants. The decision to recruit this sample size was not arbitrary (Onwuegbuzie & Leech, 2007), but was related directly to the concept of saturation (Marshall, Cardon, Poddar, & Fontenot, 2013), which requires a researcher to conduct several interviews past that point to indicate that the dataset was indeed becoming redundant (Marshall et al., 2013). Indeed, I kept bringing new participants continually into the study until the data set was complete, as indicated by data replication or redundancy (Marshall et al., 2013). This is referred to as theoretical sampling, which is a principle that implies that the researcher decides what data will be gathered next and where to find them on the basis of provisional theoretical ideas. Theoretical sampling accompanies the Constant Comparison Method (CCM) that I used to analyze the data (Boeije, 2002).

I recognize the limitations of recruiting a small sample size, as, according to Braun and Clarke (2016), both student and published researchers develop complex analyses from smaller sample. Indeed, what matters is that the participants recruited disclose personal and subjective truths about their individual experiences from their own perspectives to shed light over the problem's hidden dimensions (Andrade, 2009); an idea which is supported by Postmodern philosophy.[6]

The participants were divided into three groups of informants, the mentors, mentees, and key personnel. The particular choice of these informants was important in the study design, as I, the researcher, was advised in pilot interviews that these individuals would provide quality data in the sense that they have more experience in the topic, hence they can be more reflective and articulate (Morse, 2000). Fortunately, I was able to obtain these participants' consent to participate in the study:

1. Eleven Qatari mentees, six women and five men (Appendix C).

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[6] http://www.allaboutworldview.org/postmodern-philosophy.htm

2. Six expatriate mentors, five men and one woman (Appendices A, B).

3. Three key male personnel, one Qatari and two expatriates (Appendix E).

Mentees. The eleven participant QCOG Qatari mentees were Bedouins and Hadars. The term "Bedouin" is an Anglicization of the Arabic Bedu. The term is used to differentiate between those populations whose livelihood is based on raising free-range livestock, and the Hadar, who are agriculturalists or urban residents. Two participants each were 24 years old, two were 25, two were 27, two were 28, and one each was 29, 32, and 36. All of the mentees were junior and senior employees who were generally in the Production and Maintenance departments, and had been mentored for periods ranging from one and a half to five years. Those who were mentored for three to five years contributed greatly to the research because of their rich experiences as mentees.

Mentors. The six participant QCOG mentors included Caucasian, Hispanic, and Asian-Indians. They were 37, 38, 39, 45, 46, and 54 years old, and worked as engineers in the Production, Maintenance, and Training departments, while they served simultaneously as mentors.

Key personnel. These included three participants aged 43, 48, and 50. Two were Caucasian and one was Hadari. One held a position in the Qatarization and Training department, the second was in the Human Resources department, and the third was a Technical Manager.

Interview Approach

As an outsider, I conducted the research in three stages:

1. Pre-research phase,

2. Pilot study and informal conversation, both of which paved the way for the interview phase, and

3. One-on-one interviews.

During data collection, I was given a dedicated office in which to conduct face-to-face, detailed, semi-structured individual interviews of approximately forty-five minutes in which the seating arrangement allowed comfortable proximity

The interviews were piloted and then conducted with the consenting participants. The data obtained from each participant were useable (Morse, 2000)

and the 20 participants' contributions were sufficient to address the case. My ability to pose and ask good questions as a researcher during data collection enabled me to create a rich dialogue to reach the evidence needed to obtain the data required (Yin, 2018). Further, my previous experience working with UAE Gulf nationals for 15 years allowed me to understand the context from which the interviewees perceive the world, and to infer the meaning intended by them, and not by me, the researcher (Yin, 2018).

Mentee interviews. These interviews addressed mentees' views on whether cultural differences with their mentors a) played a role in improving their work practices, b) motivated them to fulfill their learning and development needs, and c) affected their mentoring relationships. The mentees were also questioned about a) their mentors' qualities, b) importance of mentor/mentee communication, c) their development plans, and d) recommendations to improve their mentoring program.

Mentor interviews. These interviews addressed mentors' views on whether a) mentor/mentee cultural differences affected their mentees' learning and development, and b) ways in which they motivate the Qatari mentees to learn despite their cultural differences. One female mentor, who was a founder of QCOG's mentoring program and who supports the presence of female chemical engineers in the oil and gas industry, provided information about the history of the program (Appendix B). As it was particularly important for the management to know whether their mentors and coaches differentiated between both terms (Appendix E), the mentors were asked to distinguish between the roles of a mentor and coach (Appendix A).

Informal conversation with females. Throughout this period, I was adaptive and flexible, in the sense that I saw new situations I encountered as opportunities (Andrade, 2009). Hence, I took advantage of unexpected occasions (Yin, 2018) and conversed with three Qatari women to obtain knowledge from Qatari women themselves and extend the scope of data collection, given the situation of Qatari gendered spaces and women's limited mobility (Golkowska, 2017).

The conversation did not take place in a focus group because of the limited number of participants; however, it shared many of its features, in the sense that it was a natural conversation with a homogeneous group (Flick, 2009); thus, the participants' contributions were complementary rather than contradictory. Further, the conversation was not a performance in which the participants contributed accounts jointly about topics proposed in a socially organized situation (Smithson, 2000). On the contrary, it was a light-hearted encounter with comments that were at times sarcastic, at other times critical, and very amusing overall.

Further, because of my skills as a moderator and the participants' cooperation, the conversation allowed interactions that are more similar to those in everyday life compared to the situation in one-on-one interviews (Flick, 2009). The topics focused on the participants' a) ideas about their professional development and employment at QCOG, b) aspirations as professional females, c) present versus past education, and d) sociocultural barriers that affect work with their male counterparts.

Moreover, none of the participants was controlling or imposed their ideas. In fact, they agreed on the issues raised in many instances. This was facilitated by their homogeneity as a group, our circular seating arrangement, and the fact that I maintained eye contact with each participant, which encouraged their equal contributions. Further, I tried to prevent having any biased influence on the discussion (Flick, 2009), which I achieved by maintaining objectivity while being empathetic and my pretense of cultural ignorance played a significant role in eliciting detailed responses about the issues raised (Tinker & Armstrong, 2008).

In brief, collecting the data was a thrilling experience; some incidents were humorous and unforgettable; for example, some interviewees "chased" me to be interviewed. Moreover, one mentee did not care to stay anonymous, and waited impatiently to meet with me to talk about his experiences with the different mentors and coaches he had, so that the amendments to the program required could take place because of his testimonials.

The data collected were recorded on a password-protected Smartphone. The recordings were transcribed and coded by dividing the data into categories,

such as, "mentor/mentee linguistic match was a secondary factor in mentees' learning and development," and subthemes, such as, "cultural-linguistic mentor/mentee matching: Is it the panacea?"

Planning

The pre-pilot. Conducting field work during the pre-pilot was especially important for me as an outsider, as it allowed me to connect with the gatekeepers to provide access to the research field, and in addition, provided some implicit theoretical orientation in deciding whom to contact and what is going on in the field, and in choosing what to observe and how to converse with participants (Yin, 2018). Similar to Andrade's (2009) first field visits, I was not testing any hypothesis or theoretical framework at that point. My main concern was, who among 1,000 employees, could reflect, is articulate, has the time to be interviewed, and is willing to participate in the study (Morse, 1994).

Obtaining the informants' consent was another concern; fortunately, the individual who introduced me to the institution facilitated achieving this goal as he identified the participants most useful for my research (Appendix E) and directed me to the appropriate administrative assistants to obtain the participants' contact details and job descriptions. My interactions with some of these participants helped me identify other prospective participants helpful for my research.

Reading relevant literature about the topic investigated. Initially, I reviewed the work of prominent scholars in the organizational mentoring field, such as Clutterbuck (2001; 2013), Clutterbuck and Megginson (2005), and Ragins (1989; 1997a). Further, to understand the Gulf area and Qatar contextual issues, I reviewed Mazawi's (2007), Maumoon's (1999), and Bolak's (1997) work. This helped me in developing sharper and more insightful questions about the topic (Yin, 2018), and in setting some of the limits in bounding the case.

Strategies to achieve trustworthiness. In qualitative research, trustworthiness is defined as establishing credible, transferable, confirmable, and dependable findings, or what is called validity and reliability in quantitative research. Strategies to achieve trustworthiness were an integral part of the study to ensure that the investigation's reliability and validity were not exposed to serious

threats when it is too late to correct them. Ensuring rigor and objectivity was a constructive rather than post hoc evaluation (Cypress, 2017) that was maintained during the exploration rather than external judges of the completed study (Morse, 2000; Cypress, 2017). To do this, I define reliability and validity with respect to Guba's (1981) four criteria of trustworthiness and authenticity, credibility, dependability, transferability, and confirmability. Then, I discuss their application in the study.

The criterion of credibility situated within the interpretivist paradigm is referred to as the criterion of internal validity in the positivistic paradigm. This criterion refers to the extent to which data analyses are believable, trustworthy, or authentic (Guba, 1981), so that readers, including peers, reviewers, and experts, trust the study results. Credibility was achieved by being able, as a researcher, to investigate the question of the way the findings are consistent with the reality I, the researcher, and the research participants constructed (Guba, 1981; Merriam, 1998) through prolonged engagement and persistent observation to learn the context of the phenomenon in which reality is embedded and to minimize distortions that might creep into the data (Cypress, 2017). Further, the peer debriefing (Hadi, 2016) strategy was used, in that my two supervisors reviewed the dissertation in its different phases and drafts, and at a later stage, an independent internal reader reviewed it overall. These key informants questioned my research interpretations, provoked critical thinking, and provided alternative and additional perspectives and explanations to consider throughout writing the dissertation (Hadi, 2016).

The criterion of transferability in interpretivist research, also referred to as the criterion of external validity in the positivist paradigm (Guba, 1981), is concerned with whether a study's findings are generalizable beyond the immediate study, especially that the goal in doing case study research is to expand and generalize theories (Yin, 2018) and lessons learned that go beyond the setting for the specific case (Yin, 2018). Generalizability is not possible in a qualitative case study because of contextual influences. At best, analytic generalizations of the study can benefit the surrounding Gulf countries because of their contextual

similarities. However, Cypress (2017) justified enhancing transferability in her research by applying different terms qualitative researchers use, including theoretical sampling (Marshall et al., 2013), which was discussed earlier, and providing robust audiotaped data transcribed meticulously, and thorough data documentation to allow meaningful thematic analysis that pave the way for real and accurate results. The discrepancy in defining transferability in the positivist and interpretivist paradigms terms is reflected best in the above. In positivistic terms, transferability is explained with respect to generalizable findings, while in interpretivist/constructionist terms, it is explained with respect to robust data and purposive sampling. The above may confirm Guba and Lincoln's (1989) stance best, that it is not appropriate to judge constructivist evaluations by positivist criteria or standards or the converse.

The criterion of dependability, also referred to as the positivist paradigm's criterion of reliability (Guba, 1981) was addressed by using a case study protocol (Yin, 2018; Gibbert, Ruigrok, & Wicki, 2008) and a case study database (Yin, 1994), so that a second researcher can use the same data from a different angle to provide a different interpretation based on her/his own beliefs and abilities "…to grasp the essence of the emotional context" (Andrade, 2009, p. 50). This does not mean that the researcher uses these resources to replicate the study as Gibbert et al. (2008) and Yin (2018) proposed. Replicating the study by following the same procedures and reaching the same findings and conclusions to minimize the errors and biases in the study (Yin, 2018) is impossible because of differences in the participants' experiences and the "contextual influences" that affect the study (Hennink et al., 2011, p. 9). Indeed, "An interpretivist researcher deals with human behavior which is by its very nature continuously variable, contextual, and subject to multiple interpretations of reality" (Guba, 1981, p. X).

Using reflexivity to avoid bias. The interpretivist researcher uses the criterion of confirmability in preference to the criterion of objectivity used in the positivist paradigm (Guba, 1981). The overriding goal of this criterion is to ensure that researchers' biases are minimized, as such biases are considered one of the potential threats to research validity (Cypress, 2017). Hence, minimizing bias was

achieved through reflexivity. Reflexivity refers to the continuous process of self-reflection that researchers engage in to generate awareness about their actions, feelings and perceptions (Anderson, 2008). Reflexivity in research improves transparency in the researcher's subjective role, both in conducting research and analyzing data, and allows her/him to apply the changes necessary to ensure the findings' credibility (Finlay, 1998).

I addressed reflexivity throughout the research. Before conducting the study, I tried to set aside any of my own strongly held perceptions, preconceptions, and opinions (Cypress, 2017) by reviewing the literature, discussing my ideas with colleagues, and writing a reflective journal. The journal included the experiences, attitudes, emotions, and assumptions gained during my past personal/professional experiences in a multicultural environment, and was particularly beneficial in becoming aware of the subjective influences on the research process (Darawsheh, 2014) and preventing selective observation (Cypress, 2017); thus, like Patnaik (2013), I bracketed my biases and attitudes to minimize their influence on the research process, and to ensure that the focus remained on the study and its participants. The role of the researcher's bias is central in the discourse of criticisms that mark many evaluations of qualitative research (Patnaik, 2013). Avoiding bias as a researcher was one concern to ensure rigour in my qualitative case study. To do so, I used the peer debriefing strategy (Hadi, 2016), a strategy discussed earlier, to enhance reflexivity to ensure the study's credibility.

Reflexivity allowed me to gain awareness of my positive personal attributes for further exploration of participants' varied experiences and perspectives, such as using my sense of humor to make participants comfortable and create feelings of reciprocity and openness to encourage them to share their experiences (Smith, 2006). During the interviews, I experienced role shifts as a researcher and colleague. I was excited about mentees' positive mentoring experiences, and sympathetic about their negative experiences, such as resistance or racism. In this sense, I used my subjectivity and reflexivity to increase the research's credibility by generating relevant findings (Smith, 2006). It is worth mentioning that during my field visits, I experienced a kind of mental exhaustion, rather than physical

exhaustion (Yin, 2018) attributable to sympathizing with some participants. Yin (2018) wrote that if a researcher conducting case study fieldwork becomes only physically, but not mentally exhausted, s/he probably has not been asking sufficient or good questions. Therefore, "Subjectivity should be acknowledged and even celebrated in qualitative research" (Finlay & Ballinger, 2006 as cited in Darawsheh, 2014, p. 562). Raising awareness of its issues is important in obtaining relevant research findings.

This introduces the importance of the researcher's role in this process; the researcher becomes the vehicle by which this reality is revealed (Denscombe, 2010). Similar to Cypress (2017), I was aware that complete reduction was impossible; after all, the research question, propositions, and interview questions were the results of my personal and professional experiences, and the research findings were a synthesis of my subjectivity and the participants' varied experiences (Finlay, 1998; McCabe & Holmes, 2009).

Reflexivity was addressed further during the data analysis and interpretation phase. I followed Krefting's (1991) suggestion to use the process of double coding, in which I coded a set of data, and then, after some time, returned and coded the same data and compared the results. In addition, I created sufficient codes and sub-codes to address my research question, propositions, and assumptions, and engaged with the data at length to ensure that the topic was explored comprehensively (Hadi, 2016) and that the data are saturated, complete, and replicable (Cypress, 2017). Here, I would rather use the term "theoretical sufficiency" than "theoretical saturation," as the term "saturation" implies that the process of generating categories and their properties and relations was exhaustive (Dey, 1999).

In the case of this study, my interactions with the participants were key, as was my unique interpretation of the data with respect to the contextual issues and related literature; indeed, the researcher's interpretations bring "…such subjectivity to the fore, backed with quality arguments rather than statistical exactness" (Garcia & Quek, 1997 as cited in Andrade, 2009, p. 43).

Data Analysis Strategies

The data analysis was challenging, but enjoyable, especially when I realized that the small ideas in the initial coding phases grew to broader understandings of my research problem. I had the opportunity to conduct the interviews for a period of four months in the spring of 2014. After each interview, I transcribed the information immediately while it was still fresh in my mind. This was beneficial for two reasons: 1) it helped me associate the participants' body language or emotions with their testimonials which, to me, could reflect their honest accounts, my utmost goal, and 2) it allowed me to obtain the data in hard copies, which was a source of security for me. In addition, hard copies allowed me to take notes, make summary statements, and highlight important key words, the first step in data analysis and knowledge creation. The immediate transcription of the interviews was tedious and time consuming; however, it was important. Upon looking at the data, I was thrilled when I realized that interview questions generated codes early. This was facilitated by categorizing the interview questions simultaneously during their development which simplified the process of seeing patterns in the data in an early stage of coding.

I adopted the Constant Comparative Method (CCM: Tesch, 1990) for data analysis, which is a method to analyze data to develop a grounded theory that emerges from the data (Glaser & Strauss, 1967). Adopting a theory was beneficial as I maintained focus on the research goal throughout the analysis. It is important to note that, except in the very early stages of coding, preparing the codes to fit their corresponding excerpts, reviewing the literature, and writing up the analysis related to the concepts and theory was conducted simultaneously.

In what follows, I describe the CCM process that helped me identify the theory grounded in the data by coding, categorizing, delineating categories, and describing them (Boeije, 2002).

In the first phase of analysis, I read the first two or three interviews thoroughly to acquire impressions of the data while taking notes and writing reflections. In the beginning, I took notes on data related to motivation and mentees' and mentors' characteristics, as I thought they were the least complex.

Then, I conducted further cycles of coding in several iterative phases, in the sense that the first codes were categorized and these then became the new set of codes. Next, I coded the remainder of the interviews accordingly, and arranged the codes according to how well they answered the research question. I engaged in this process repeatedly and thoroughly and continued to refine the codes in relation to the literature, the research question, and propositions, to achieve a more "focused analysis." Engaging in such an iterative process increased my confidence in the research findings, as the thoroughness and rigor of the coding process was another way to promote my qualitative research's validity and reliability (Guba, 1981; Yin, 2018; Cypress, 2017). During this process, the themes "resided," rather than "emerged" in my mind (Ely, Vinz, Downing, & Anzul, 1997 as cited in Braun & Clarke, 2016), as I was thinking actively about the data to create links.

Hence, more themes emerged that could be considered subthemes, especially when they were related. The first theme was "increasing mentors' awareness of mentees' cultural and social norms enhanced mentoring relationships." I referred to the mentoring literature, as it highlights the importance to successful mentoring of adjusting to a different culture. I supported that with one mentor's excerpt and discussed three important cultural and social issues in the Qatari context, including "gender distinction," "work ethic," and "mentees' attitude toward their mentors and other expatriate employees." These were discussed in relation to the counseling and therapy literature, for example, the interplay between gender and culture. In the previous stage, the theme above was addressed more generally. For example, the theme of culture and mentoring included "mentors' cultural sensitivity," "cultural and social barriers," "conflicting views about mentor/mentee cultural matching and language matching," "superiority of locals towards their mentors," and "mentees' attitude change." In this sense, the coding process became deeper and thus allowed me to see underlying connections throughout the data.

Further, CCM was reflected during the process of arranging the themes and subthemes according to their corresponding participant excerpts, and by exploring the literature, reading the interviews repeatedly, and comparing the participants'

ideas and experiences with theories and concepts in the mentoring and counseling literature. This helped explain the participants' experiences in theoretical and conceptual terms. The counseling literature was particularly helpful in providing theoretical interpretations and analysis, as it allowed me to borrow terms used in the counseling field and adapt them to multicultural mentoring, such as "cultural attunement," and "linguistic/cultural match." I also borrowed the cultural dimensions of "generalizations" and "stereotypes" for data analysis. At times, I faced dilemmas in explaining mentors' or mentees' negative mentoring behaviors in theoretical and conceptual terms. The most notable was explaining the mentees' negative experiences with Oser's (1991) conceptual grounding which applied precisely to the strategies the mentees used to transform their negative mentoring situations to positive ones. I also found it difficult to explain the resistant coaches, as I was trying to explain their behavior through the concepts and theories appropriate.

Using the CCM (Tesch, 1990) offered rich, detailed, and complex accounts of the data, thus promoting a robust analysis that achieved robust findings.

Reporting the case study. As a first step, this was achieved through taking part in Qatar's Poster Conference held in March, 2016 at Doha Convention Center and sponsored by the Qatar Foundation.[7] Further, I will disseminate the findings to the QCOG professional community through the following channels; 1) in-person meetings with management, and 2) QCOG's published bi-monthly magazine and yearly conference. Moreover, the international mentoring community will be informed about the findings through publishing my work in professional mentoring or educational management and administration journals.

Ethical Issues

I strived to achieve the highest ethical standards throughout the study (Yin, 2018). Accordingly, I followed the principles of BERA's code of ethics, which

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[7] A private, non-profit organization that supports programs in education, science, and research for community development. http://www.qf.org.qa/about

requires researchers to avoid harm to the study participants by respecting them and their needs and interests (Flick, 2009).

Certain actions were taken to fulfil the above, including obtaining all participants' informed consent, which is an ethical and legal requirement in all research involving human subjects. It involves informing the subjects about their rights, the study's purpose, procedures, the potential risks and benefits of participation, study's expected duration, the extent to which personally identifiable and demographic data would remain confidential, and the fact that their participation is entirely voluntary (Nijhawan et al., 2013).

Ethical standards were achieved by informing the participants that "influence" would be measured with respect to the mentor/mentees' differential socioeconomic positions. Further, with reference to the BERA ethical guidelines, the participants received adequate information about the research study via email (Appendix G), including its purpose and benefits. The participants were informed of the importance of their contribution to the study, as it focused on improving and developing the mentors' work practices to fulfill their development needs (Appendix G).

Given that nearly all oil and gas companies in Qatar incorporate mentoring to fulfill the goal of Qatarization, it was possible to guarantee the respondents' anonymity. Therefore, at the beginning of the study, participants were assigned pseudonyms to conceal their identities. However, participants' confidentiality was not guaranteed fully, as the results obtained from the data collected could be made available to management if requested. It is difficult to assure complete confidentiality in qualitative research, because researchers report the study findings that include quotations from participants often (Hennink et al., 2011). Further, if confidentiality is guaranteed, problems the data reveal cannot be addressed; Le Gallais (2003) warned against the concealment of such problems because of the researcher's commitment to confidentiality. Further, Baez (2002) expressed concerns that confidentiality agreements influence the research's potential effectiveness.

The data collected were stored securely, and discarded upon conclusion of the research. Participants were able to read and comment on the findings before the final report was written. In fact, I contacted the key QCOG personnel to obtain their approval to publish some of the culturally sensitive issues that arose in the data; however, the management was eager to reveal the facts as presented.

My Experience as an Outsider Researcher in the Field

As a complete outsider in the organization, I entered the research field "…without any sense of strings controlling my investigations" (Schutz, 1976 as cited in Le Gallais, 2003, p. 7). However, I was quite anxious about introducing my research topic to the organization. My primary concern was to be "accepted or at least tolerated" (Le Gallais, 2003, p. 6). However, two factors alleviated the tensions expected—my relationship with the QCOG liaison, and my educational status as a candidate for a Doctor in Education. The liaison introduced me to QCOG's "gatekeepers," who showed interest in my research, and stressed the value of having a researcher with an independent point of view who could identify problems because of a neutral position (Le Gallais, 2003). Their positive attitude facilitated the process of obtaining QCOG's final permission to conduct this study.

Before entering the organization, I was quite apprehensive about some aspects of the study, especially in that I would be an outsider on both the organizational and cultural levels. Hence, I needed to increase my awareness of the ethical issues anticipated by reading the relevant literature. Wallerstein (1999) reflected on the problematic and contradictory relationships between communities and researchers, specifically with respect to their different positions of power. Moreover, as a female conducting research on males in a segregated religious society, my gender was another concern. However, being Middle Eastern and my exposure to the Gulf culture when I taught Emirati men for many years helped me understand the participants' experiences, and attach meaning to their dialogue, as mentioned earlier. My impartiality as an outsider allowed me to view the problems and drawbacks of QCOG's mentoring program critically, as well as its positive aspects.

I was restrained ethically by my own set of values as a person and professional and my respect for the integrity and ethical processes of the organization and wider community. My credibility as a researcher made my personal encounters with the Qatari men successful, despite their traditional segregated society (Bolak, 1997), and in fact, I was treated with respect and appreciation, which was manifested in their use of kinship terminology (*okht*=sister); according to Bolak (1997 as cited in Hertz), the use of such terminology is positive, as sisters traditionally are men's most intimate confidantes. I did feel some "uneasiness," or seconds of silence at the onset of the interview with just one Qatari manager, in that I sensed "fluidity" and "slippage" between my professional status as a researcher and as a female conducting research. However, I crossed my gender boundaries (Bolak, 1997) and recaptured my professional identity by introducing myself as a doctoral student and researcher, which made the participant recognize the seriousness of my research interest; thereafter, he was remarkably cooperative in the interview and provided data invaluable to the research.

Apart from this incident, my experience when interacting with the Qatari male participants was more businesslike and the boundaries were clear (Joseph, 1988). The clarity of these boundaries was attributable to the "gender distance" elicited by their religious and cultural traditions. However, unlike Joseph, I was not intimidated by the Qatari male presence attributable to my previous exposure to Gulf culture, thus enabling me to communicate with them, understand any problems or disappointments they experienced. Hence, I was more communicative and they were more expressive in detailing their experiences.

Similar to Joseph, with the female Qatari mentees, I felt myself to be a "…woman more than…a researcher" (Bolak, 1997 as cited in Hertz, p. 109). My outsider status helped me elicit detailed accounts of their educational and professional endeavors. Further, being an outsider in the culture helped me probe the sociocultural aspects of their lives. Tinker and Armstrong (2008) wrote that the researcher can elicit detailed responses by acknowledging the outsiders' lack of cultural knowledge, and the strategy of cultural ignorance also can help empower

the interviewee by putting her/him in a position of authority with respect to the topic in question.

The expatriate participants and the QCOG community were equally cooperative and quite welcoming, hence I was able to interact with them comfortably. One participant needed my reassurance that the purpose of my research was strictly academic. In fact, skepticism on the part of the indigenous communities researched is expected due to their past experiences with researchers who exploit the research to further their own agendas (Webster & John, 2010).

Moreover, in some instances, I experienced fluidity and slippage in my insider/outsider position or what Milligan (2016) calls "shifting identities" (p. 236). For example, during casual conversations with fellow mentors, I felt like an insider; however, when some employees interrupted our conversation, I regained my status as an outsider immediately. This explains Arthur's (2010) idea that the researcher's position can shift depending on the given research context or social moments. These positions allow for slippage and fluidity in the undefined boundaries the research dynamics within and across one's culture, which arise from factors such as race, class, gender, and culture (Merriam et al., 2001). The fluidity of these boundaries allows them to be contested, and makes it difficult to achieve an insider/outsider dichotomy (Crow, Graham, & Summers, 2001). Wegener's (2014) and Malone's (2003) studies are good examples that describe their researcher position and fluidity while in the research field.

Summary

The study's conceptual framework and methods adopted were appropriate for this qualitative research. The interpretivist ontological position provided insight into the participants' subjective experiences and allowed them to be interpreted with respect to their meanings in their natural setting. Further, the study's postmodernist epistemological position: 1) revealed the reality the participants constructed in interactions with the world, others, and themselves; 2) rejected universality by legitimizing the ideas of local minority participants, and 3) gave context primacy, as it supported the view that every text is comprehensible when

situated in context. Thus, adopting this position helped reveal the real world view of participants' mentoring experience from their constructions as local minorities in a context in which power and culture intersect. The motivational theory as the study's theoretical foundation explained best the mentees' motivations despite their privileged status, particularly given that motivation was part of the research question. Further, as a single case study based on Yin's (2018) model, the research addressed the specific mentoring practices in QCOG's environment. The model offers a holistic, real-world perspective while encouraging the use of theoretical propositions that allowed the development of a sufficient "blueprint" for the study (p. 35). Further, Yin's design allowed issues of achieving trustworthiness, using reflexivity to avoid bias, and appropriate data analysis strategies to be addressed.

The next chapter will analyze the participants' contributions in relation to the mentoring, coaching, and pluralistic counseling literature to address the research question and its propositions in the process of using the Constant Comparative Method (CCM: Tesch, 1990).

CHAPTER FOUR: DATA ANALYSIS AND RESULTS

In this chapter, I analyze the participants' contributions in relation to the mentoring, coaching, and pluralistic counseling literature to address the research question and its propositions in the process of using the Constant Comparative Method (CCM: Tesch, 1990). When applicable, I present the efforts of pluralistic counselors to enhance QCOG expatriate mentoring practices, as the mentors work in a pluralistic environment. Six major themes and subthemes emerged from the study; the major themes were as follows:

I. Increasing mentors' awareness of mentees' cultural and social norms enhanced mentoring relationships.

II. Mentor/mentee linguistic match was a secondary factor in mentees' learning and development.

III. The unfortunate case of resistant mentor-coaches, who despite their cultural awareness, employed techniques that delayed mentees' progress.

IV. Age differences, stereotypes, and generalizations were sources of mentor-coach/mentee tension.

V. Mentor's positive personal qualities played an important role in building a relationship.

VI. Mentees' positive personal qualities played an important role in improving mentoring outcomes.

The discussion of themes focuses on issues of cultural sensitivity and gender differences in mentoring. The data revealed additional themes that addressed mentees' motivation; however, these were not explored because of space limitations and because they were of secondary importance.

I. **Increasing Mentors' Awareness of Mentees' Cultural and Social Norms Enhanced Mentoring Relationships**

Ko and Yang (2011, p. 159) stated, "…in order to be functional in a different culture, we need to appreciate its values, norms, beliefs, and behavior patterns and learn to adjust to them as much as possible." Hence, it is essential that mentors in organizations increase their awareness of cultural and social norms, including gender distinctions and work ethic, to bridge possible cultural gaps that may affect their relationship with mentees, which the following mentor's excerpt illustrated:

> "…Would it be easier with someone who knows the culture or the Arab culture and someone who does not? The answer is 'yes'…and knowing the culture and the background, that by itself will put you in a good start[ing] point…" (Interview, Mus, Arab mentor, 2014).

Gender distinction as an example of social and cultural issues. To build a working relationship with their mentees, mentors must be highly aware of the cultural segregation of males and females in Qatari society. International mentors need to know that gender distinction is particularly important in the Gulf region, including Qatar, as males and females are separated in all aspects of life after the age of six. Because of this social separation from childhood, Qatari women associate only with other women (Maumoon, 1999), which limits their mobility and access to resources (Harkness, 2012). Further, like other Islamic countries in the region, Islamic Sharia'a governs Qatari culture, social habits, and traditions (UNDP, 2012). Therefore, it is religiously unlawful for unrelated men and women to socialize, and in their conservative interpretation, the Hadith and the Qur'an both teach that Muslim women are forbidden to mingle with strange men (Maumoon, 1999).

In psychotherapy and counseling, Crethar and Vargas (2007) stated that the interplay between gender and culture can have a significant effect on the counseling relationship, because the meaning of gender and gender roles are constructed socially, and become complicated when the counselor and the client understand them differently. Hence, this cultural knowledge is important for

counselors, as it is for mentors in organizations where gender and culture influence one another to affect organizational mentoring.

The following excerpt from an interview with one female mentee, in which she recounted her experience with her Western mentor who lacked awareness of gender segregation is one example of the way in which gender and culture influence one another. This, in turn, affected her relationship with him adversely, and delayed her learning and progress:

"…*So you had different mentors with different cultural backgrounds...did you connect well with them though they came from a different background and culture*?"

"Most of them were Indians and they were really good; I liked them…"

"…*Does this difference in background and culture affect your learning*?"

"The culture?"

"*Yes.*"

"They respect us…Yaani…I didn't have any problem with them…they do respect and they respect that I'm…not only a Qatari but a female…they know that there are some limits they can't just cross."

"*Like*?"

"There was one story…they want[ed] me to go and join some guys in the office, so I told them it is difficult to be in one office with males and…"

"*Those males were locals*?"

"Not local…"

"*Not local…but still you're not ok with that…*"

"No, it is ok with me to sit in an open place, but it was closed; they didn't even try with me…for the Indians they respect us...that we can't go there…this is my limits…but for the American: No! He was trying to force me to go…this one silly story…but…he didn't respect at all, and he tried to make it big…"

"*But what happened? Did you go*?"

"No I didn't…(laughs)...because they came here; they have to know…that we have different culture…different personalities…he can't just come and

force us to do something…you get used to it…you are here, so you should be the same as what we are; we…don't have to change...so maybe they should be trained before they come here…and respect…"

"*Yes, that's a good suggestion, they become culturally sensitive*…"

"And you know, this is the problem, coz our company is a joined venture…American managers…come here and…stay…for a maximum of five years…and when they get used to our culture, [they]…go…" (Interview, Aisha, mentee, 2014).

The mentee above was upset by some Western mentors, particularly Americans, who ignored Qatari social female/male segregation. She underscored the pivotal role of respecting and being sensitive to her culture-specific behavior. Bhawuk and Brislin (1992) defined intercultural sensitivity as sensitivity to the importance of cultural differences and to the points of view of people in other cultures. What characterizes cultural sensitivity is interest in other cultures, the ability to notice cultural differences, and the willingness to modify one's behavior as an indication of respect for people of other cultures (Osula & Irvin, 2009). Yet, the female mentee above did not want people to change their behavior, but simply to show appreciation, understanding, and acceptance of this cultural aspect. In fact, it is important to note that people do not need to change, but simply accept other cultures and respect their points of views. Sundberg (2004) regarded it as essential to value the importance of deep interest in people, to be willing and skilled in listening to others, and to respect the dignity of each individual while recognizing that person's role and situation, as the following excerpt showed:

"…So…You might look at, 'Is this the right job for them?' 'Are they learning like they should be, or maybe they need another type job?'…We discuss their concerns…where is the resistance coming from…and usually…[it's] fear…" (Interview, Kev, Western mentor, 2014).

Still, some mentors who possess cultural awareness become overly sensitive in expressing their concern about problems they foresee as mentors, which may affect the future of the Qatari mentees negatively, as the following Western mentor indicated:

"…You don't want this person [the mentee] to sit over here and comfort them and say don't worry about them and learn what they learn…but the expectation is that…you're gonna train 'em to help 'em succeed…whether they're in [university]…or [a] technician program…[to] see what this job is…that classroom environment's not the real world…so come out here when it is really hot, and you're working nights and…days and…shift work…let 'em actually see the equipment…up and running all the time…so when they walk out, they know something…" (Interview, Rabab, Western mentor, 2014).

Although the mentor above was reluctant to express her concern about weak areas in the QCOG mentoring program, she still felt the obligation to express her apprehension about its structure, especially when she realized that some mentees make wrong decisions about their career choices. Some of them do not want to work in the field as chemical engineers, because it does not suit their professional goals and aspirations. The mentor used her integrity for the benefit of future Qatari mentees; she disregarded the cultural sensitivity governing this context, and decided to confront areas of weakness in the mentees' development program.

The mentor above might have used the confrontation technique employed by pluralistic counselors.

"I've no problems in speakin' up [about] what's happenin'…coz ultimately…my goal is I want them to…walk out of this to actually learn something…" (Interview, Rabab, Western mentor, 2014).

However, for the benefit of the Qataris, the mentor was trying to direct the management to revise or modify their practices to fit QCOG's mentees' needs.

Bennett (1986) argued that individuals in a society who accept the principle of cultural difference can grow in intercultural sensitivity and become effective in intercultural communication; otherwise, these individuals need to adjust to the new multicultural environment, as the following Western mentor confirmed:

"A mentor that is very experienced…only in one culture…can be a problem when they come to a multi-culture [as] they have to adjust…a mentor that

is very experienced in multi-culture…is probably easier for them…they've worked in the same culture for a long time…in the GCC…[and their] cultures are very similar…" (Interview, Kev, Western mentor, 2014).

In fact, becoming effective in intercultural communication is important in establishing relationships. Egan (1994, p. 47) regarded establishing relationships as paramount in learning and development in the workplace, as "it is…[at the core of helping]…as, through the relationship,…clients begin to care for, trust, and challenge themselves." This echoes Ridley et al.'s (2008) stance, in which they confirmed the importance of respecting clients' cultural values, as underestimating them can undermine therapeutic change. In fact, some mentors highlighted the importance of respect in the relationship when asked about whether mentor/mentee cultural differences mattered:

"…Maybe the simplest way is that you treat people with respect and you treat people fairly…" (Interview, Rob, Western mentor, 2014).

Hence, both the mentors and mentees emphasized the pivotal role of respect in building relationships for enhanced collaboration and improved mentoring outcomes:

"…[My mentor]…listen[s] to me and…gives me many options so I can choose…and when I choose…he says, 'Why you choose that?'…to know…why I'm wrong or right and which is better for me…that's why…I open with him…he open[s] for me…" (Interview, TH, mentee, 2014).

The mentor's collaborative approach to mentoring is apparent in the following mentee's excerpt:

"…Sometimes he says…"do me more studies on this part" and after I finish…he knows it will not work, but he let[s] me do a lot of research on this part and told me…"see your work is very good, but the problem is there are missing things…you are not thinking of the business lines…we have this and this, similar to this…," so...it was good...he does brainstorming…whenever there is an idea he…start[s] to think of all the ways that you can do it, so he ask[s] me to do research so whenever there is A, B, or C, advantages and disadvantages, [he] told me this is good it has

advantages...this one is risky...this one is good for the business, so he lets you think about a lot of things that are not related to IT, because we are supporting business…" (Interview, AQ, mentee, 2014).

Collaboration is one way to enhance mentor/mentee relationships in training counselors and supervisors in the helping professions. Cooper and McLeod (2011) regarded adopting a pluralistic approach to counseling as a collaborative endeavor in which the supervisor strives to respect, trust, and value the supervisee's perspective, while also expressing her/his own. The authors wrote that in the first year of training, counselors must adopt a pluralistic approach, and students must learn about person-centered ways of working, in which the focus is on the individual counseled, and the structure gives her/him considerable responsibility in the relationship. According to the authors, the idea is that this input will help students construct their person-centered practice with a general pluralistic perspective of open-mindedness and respect for other orientations. Thus, when mentors and mentees discuss each other's ethnic and cultural issues, they enhance their cultural knowledge and become more respectful, compassionate, and accepting of one another:

> "…What I found [is that] learning from different culture[s] or from different nationalities…improves, not only the learning skills, but also the leadership skills. Their leadership [skills] is more about how they influence people…American mentors…don't give orders…they don't tell those people do this or do that…they just deliver a message where the receiver just get[s] influenced and inspired." (Interview, AH, mentee, 2014).

Consequently, this education diminished the mentor/mentee cultural gap and increased the effectiveness of the mentoring relationship, similar to pluralistic counselors and psychotherapists (Hwang, 2016).

Some Western QCOG mentors educate themselves about the Gulf/Qatari culture, as they are highly aware of the mentees' unique cultural and social norms. The following describes Western mentors' personal efforts to familiarize themselves with Qatari cultural and social norms:

"…I try to ask questions about his culture and things he likes to do…for me…1)…to help me understand…and 2)…to help me learn..." (Interview, Rob, Western mentor, 2014).

The mentor above was aware of the existing cultural differences and questioned the mentees about their culture to educate himself and build a relationship with the mentee. By doing so, the mentor adopted a pluralistic approach to mentoring when he asked the mentee questions about his culture. In this sense, he was trying to adapt his practices to be congruent with his mentee's background and belief system, i.e., he was trying to achieve "cultural attunement" (Falicov, 2009, p. 21 as cited in Hwang, 2016).

"…The more I understand and learn and know about the culture…the more appropriate my feedback…can be for him…" (Interview, Rob, Western mentor, 2014).

Multicultural and Counseling Theory (MCT) uses this concept, where the focus is on synchronizing treatment to create a better match between ethnic cultures and the social contexts in which clients live, and become congruent with the client's background and belief system to achieve improved treatment outcomes.

By asking the mentee questions, the mentor above was trying to expand his knowledge and thinking. This reflects Thomas' (2006, pp. 10-11) advice that, when addressing diversity in the U.S., "…it is important to explore your thinking over time, because, like maps, even good approaches can become outdated…[here]…deep serious thought along these lines will help you to spot needed revisions." Thomas proposed many diversity questions (2006, p. 21) for those people who come together to launch a community, such as, "How can we make certain that diverse citizens get along? What should we do about prejudices and discrimination? How do we encourage tolerance and understanding of differences?" These questions should be considered in organizational contexts to encourage mentors to adopt a pluralistic approach to enhance learning and development outcomes.

The following female mentee's interview provided one example of the positive effect of cultural education and awareness of Western mentors at QCOG:

"…He [my mentor] worked for another company in Saudi…so he doesn't push us to work with Qatari men, coz we don't feel comfortable…so he knows the culture…" (Interview, Jihan, mentee, 2014).

Work ethic as an example of social and cultural issues. These include time keeping, organizational commitment, and mentees' attitudes toward their mentors and other expatriate employees. These can affect the QCOG professional work environment, in general, the mentees' productivity, professional learning, and advancement as well.

Time keeping. The literature about the Gulf area context, the pilot study, and the interviews revealed the time keeping problem:

"…There are behavioral or disciplinary issues…arriving late…leaving early constantly…" (Pilot, Joseph, Western key personnel, 2014).

The management and mentors try to address cases of excessive tardiness by referring them to the Human Resources Department, which holds meetings with these individuals to apply disciplinary procedures in partnership with their mentors; one mentee acknowledged the problem indirectly:

"Most of my friends are facing this problem. They say I've done this mistake; he is copying everybody…like if I'm late for ten minutes…he will email me and CC his manager…" (Interview, AQ, mentee, 2014).

On the issue of respecting time, Osula and Irvin (2009) wrote that individualist cultures, such as those in the U.S. and UK, cause people generally to prefer focusing on task accomplishment, such as starting and ending meetings on time. They indicated that many American expatriates believe that tardiness is evidence of a lack of professionalism, and perhaps by doing so, they project their values and culture on other cultures. The authors stated that intercultural mentors from individualist societies could increase their effectiveness in dealing with the issue of respecting time with mentees who are from more collectivist societies by acting upon the implications of collectivism, which focuses on building relationships, even at the expense of schedules and timely accomplishment of

tasks, as revealed by the mentee below, who justified his tardiness to his mentor by saying:

"…I had to drop [off] my brother…" (Interview, AL, mentor, 2014).

One can agree with the authors that the issue of timeliness can be addressed once the relationship is established; minimizing the emphasis on timeliness is acceptable only in the very early stages of mentoring, when the mentor/mentee are in the process of developing their relationship. However, once the relationship improves, the mentor must stress the importance of timeliness and respecting deadlines, as it reflects the mentees' respect for other professionals in their work environment and their own professionalism and commitment to professional goals. The following excerpt illustrated the problems mentors face when mentees disregard time:

"Attitude and attendance has always been an issue, if you can manage attendance and attitude then the job is much easier…there is absenteeism all the time, which delays the program, which then frustrates the mentor, coz he wants to get that person through the program. The mentee comes back and wants to complete the program, regardless of the absenteeism…so they are pushing for the target position, but there are some gaps that occurred on the way…and we make it quite clear [that] promotions are based on performance and not based on time…" (Pilot, Roy, Western key personnel, 2014).

The following statement by one mentor reflected the collectivist nature of Qatari society, which favors family interests over personal ones, i.e., their timeliness, and the way the mentor addressed it:

"…So if he's late you don't ask the question 'Why are you late today?' You know, you ask them did you have any problems coming to work, or was your car broken…sometimes they give excuses" (Interview, AL, mentor, 2014).

Having Qatari mentees arrive late to work, or fail to report their absence or tardiness, is an important aspect of their personal and professional development that must be addressed because it affects their progress negatively.

"…Sometimes we mentor them on time keeping…" (Interview, AL, mentor, 2014).

Some mentors are skillful in getting problem mentees fulfill their professional obligations and responsibilities:

"…So you have to get him [to] understand what is the purpose of his being here from the beginning. Yes! He has to be an employee to get car loan…but at [the] same time what's required from him to sustain these things to be delivered to him. So…it is [a] two-sided game…he should be fulfilling his obligations, rules, and responsibilities, and sustain what he is looking for…plus to add to that his prosperity for future opportunities for him and his family. So, if he get[s] that from the first session [with] the right angle, things will go smooth afterwards…" (Interview, Mus, Arab mentor, 2014).

Lack of commitment to the organization. One mentee acknowledged this issue:

"I can leave QCOG, and I can find a job in two days…[in] another company…[but]…meeting all the staff in the first week and how people are dealing...I said ok…this is the good place to start…if I don't like it, I can leave…so…[I am here for] a year, and I'm still here...my friends told me…you can get offers outside…more salary…[but] still I…feel…I'm good here…" (Interview, AQ, mentee, 2014).

One way to enhance organizational commitment is to have the mentors and management motivate the mentees to stay in the organization.

"…One major item…[is]…the follow-up…[as it] makes the nationals interested in our company…" (Pilot, Salem, Qatari key personnel, 2014).

In the late 1920s, Steers and Porter (1991, p. 17) introduced the "human relations" model for motivating people at work, as traditional models were inadequate; these included a strong social emphasis, in which the management has a responsibility to make employees feel useful in their jobs, provide recognition, and satisfy workers' social needs. As one aspect of the motivational strategies applied, attention shifted toward a more thorough understanding of interpersonal and group relations at work.

Evidence indicated that the QCOG mentors (and management) do apply the strategies Steers and Porter (1991) mentioned, whereby channels of communication are open to address the mentees' development and learning needs.

"…For the new comers'…development …I… sit with them frequently…and…give them…more tasks to be more responsible…or tell the head of section, 'Let this person be responsible in their area and make sure they develop and [get] motivated.' In general…people are interested…willing…and ready to work…" (Pilot, Salem, Qatari key personnel, 2014).

Thus, they attempted to enhance the mentees' motivation and reduce their negative feelings while at work, including "…fear of failure, lack of self-confidence,…and lack of self-belief" (Whitmore, 2004, p. 17). In doing so, they maximized the Qatari mentees' retention rates:

"…Because of follow-up, we are doing it…if there was no follow-up…we'll let go…" (Interview, Jihan, mentee, 2014).

One mentor provided a detailed account about what makes the program a success:

"…We have a lot of developees that succeed and…some that left…in the past, because we did not have frequent meetings that are focused…but now the program is very much detailed. We make sure that every two months we meet with the direct trainer…we have a dedicated 'Qatarization supervisor'…and…six senior managers that meet with every single mentee…we make sure that…we don't let things fall behind…now we have very good success rates…developees are doing excellent jobs..." (Pilot, Sajid, mentor, 2014).

This justifies Qatari mentees' preference for QCOG:

"Actually…I didn't experience other mentoring, so I had an overview of all the sections…so it was good. I always compared myself with…ten students who…graduated from the same university…in the same field…oil and gas…[but they're in]…different companies. Other companies have a better

reputation than QCOG, but when I did the interview at QCOG, I met the GM and…the head of section…in a week…my friends…start[ed] work…there [in another company, and]…met their GM after six months…so I thought this environment is nice to start with…" (Interview, AQ, mentee, 2014).

Indeed, Drake International NA (n.d., p. x) confirmed, "…retention starts at the top…getting and keeping good staff demands focused, formal and informal policies and procedures that make retention a prime management outcome. Managers need to appreciate staff every day and constantly work to keep them on board."

"…The mentor is the major part in developing the Qatari…" (Pilot, Salem, Qatari key personnel, 2014).

This was acknowledged by one mentor:

"…I try…to motivate people [and] to think career decisions…not short decisions, 'Be patient, it will take time...don't worry what others are doing…yes!…they may be moving faster this year, but you're in a good spot…and in the long run you'll be successful'...I try…I try to motivate them within my current roles…what people are currently after and they are providing for their family, and having a good family job, a good progression…" (Interview, Kev, mentor, 2014).

"…If mentors are willing to teach…people…motivate them…give them more responsibility…be close to them...[then] these people will…relax…the mentor…[is]…a key person with people…" (Pilot, Salem, Qatari key personnel, 2014).

Hence, it is important that mentors become more aware of their role in this organization to prevent the organization from losing the young Qataris recruited to further the goal of Qatarization:

"…People are motivated by different things…and you have to find out what motivates them. For example, for some people title is very important, some people you can appeal to their long term career performance or impression. Opportunity is so much over here that if you pursue this and…work hard and…stay with it you can become an expert, have a full career and…do

good about what you've added to your company [and]…country…" (Interview, Kev, mentor, 2014).

This encourages young Qataris to join QCOG:

"So you joined QCOG for its reputation?"

"Yes. The others are bigger and the payment is better...and my father always told me you are fresh graduate…don't look into payment…don't put money ahead, coz your friends in many years they'll be saying it's better if I went to a place where there is better mentoring…"

"So you came here coz of good mentoring?"

"Actually, I submit[ted] my CV…to many [companies] and got interviewed, but…I felt here [it's] more friendly and the environment is better…"

"How?"

"In RP and QG…I had better offers and…one of the offers was 10,000 more than QCOG, but…they only want you to fill a position, and not to give you…quality mentoring and quality developee plan…"

"So that's why you are here…because of the quality development plan…"

"Yes…coz I was giving away the money…I was thinking of what I'll be in two or… five years…so I was planning to develop myself…" (Interview, AQ, mentee, 2014).

Mentees' attitude toward their mentors and other expatriate employees. The following mentee acknowledged this in the following excerpt:

"To deal with Qatari is the toughest thing…believe me…if you know how to deal with them, you'll manage it…"

"*Why? What's so special about you Qataris*?"

"It is not special…it is good and bad…"

"*Why is it difficult*?"

"Coz…if you are my mentor, you'll think that I'm working for you…this is why if you don't treat me well I'm not working for you…I'll leave and work for another company. This is the problem…that's why if you treat Qatari[s] well and know how to treat them, they'll stay…even in defining their jobs, or

ordering them, there is a way…my mentor…knows how to do this and I never had a problem with him…"

"*So you think that as Qatari males you…need a special way*…"

"No, not a special way…no…but…"

"…*You're saying they can't order you*…"

"No, let's say if you work for a company in UK, there is 1,000 people for this job, if you get the job you are lucky, if you leave this job, you'll need two years to find another job."

"*That's right*…"

"That's one thing…even if I am your manager…'do this by tomorrow for me'…'you have to do it for me'…[but]…how you tell me to do this for me?…I'm not working for him…I'm in my country…" (Interview, AQ, mentee, 2014).

This excerpt illustrated clearly the power and superior attitude some mentees adopt toward their expatriate mentors, and is another important area that mentors need to understand to increase their cultural awareness of the privilege that the mentees possess. The presence of such attitudes requires the mentor to become highly skillful and tactful in dealing with, and addressing the mentees, so that the company does not lose them, as the whole point of mentoring is to achieve Qatarization. A national key personnel member acknowledged this:

"The way you develop..[and]…treat the Qatari...is completely different…" (Pilot, Salem, Qatari key personnel, 2014).

This explains why some mentors take pride in dealing with their Qatari mentees, as the following mentor's response showed:

"…When you have that relationship with the trainees when they come…to you and…share…problems…ask…for guidance…you know that…he is listening…he's learning from that, and sometimes with this culture it is so difficult…to maintain that …" (Interview, AL, mentor, 2014).

Irvin (2007) stated the culturally aware mentor understands that cultural dimensions may influence her/his interactions with mentees significantly.

For the mentor above, the ability to connect and build rapport and trust with the Qatari mentees was a source of satisfaction and pleasure, especially because mentees can develop an attitude toward their mentors when their mentors do not address them properly, and as a result, they resist their mentors' advice.

> "…I still see these trainees come…and…ask me…for guidance…there is rapport and I think that's important…" (Interview, AL, mentor, 2014).

Therefore, enhancing mentors' ability to minimize cultural gaps in the areas mentioned above is essential in enhancing relationships and being a successful mentor.

The challenges mentors face in dealing with their Qatari mentees are expected, and was in fact confirmed by Henderson (1994, p. 138), who wrote, "…merely placing culturally diverse people together in training or job situations can sometimes be counterproductive." However, increasing the mentor's cross-cultural awareness through training is useful, as it places both the mentor and mentee in a situation in which both parties benefit. The QCOG management confirmed the importance of a mentor's cross-cultural awareness:

> "Some need training [for] the national in addition to [training] leaders…also the managers to ensure that the mentors are doing the right thing with the nationals so we should do training for mentors and I do that…on [a] monthly [basis] with the mentors…when …there is…need…" (Pilot, Salem, Qatari key personnel, 2014).

II. Mentor/mentee Linguistic Match was a Secondary Factor in Mentees' Learning and Development

> "…Does language, culture, tradition, or values then impact how we interact with one another?...I think that it can and may have a little…impact…" (Interview, Rob, Western mentor, 2014).

Mentors' familiarity with mentees' language bridged the mentor/mentee gap, as language and culture are inseparable (Henderson, 1994). Sue (1998) stated that one of the problems cited most frequently in delivering mental health services to ethnic minority groups is the cultural and linguistic mismatch that occurs between clients and providers. This echoes Hwang (2016), who indicated that

linguistic skills improve rapport and increase effectiveness when working with people from diverse groups. In fact, this could be because of shared knowledge that is specific to the community, and thus enhances clinical/helping flexibility and skills. QCOG mentors agreed with the counseling experts above:

"…In [my homeland]…any time you're listening to someone of your same culture or background, it might be initially easier to have that relationship" (Interview, Rob, Western mentor, 2014).

Cox (2012) recounted her coaching experience in an organization in which she and her coachee had a shared native language, and where both assumed that the other understood the message targeted. They would make leaps or take shortcuts in language and both attended to the subtle, non-verbal signals to gauge how well they conveyed their message and how well they were received. One QCOG Arab mentor agreed with Cox:

"…Having someone who speak[s] [the] same language put[s] [the] developee in some kind of rest factor so he's not much irritated, he's not afraid of saying a word in English which is not right or wrong…[or] of talking freely in his own tongue, and someone will tell him not to speak this language…[in] this company, you should talk English, for instance…so he has this flexibility of knowing his mother tongue…he knows your mother tongue…that by itself will put you in a good start point…" (Interview, Mus, Arab mentor, 2014).

Another Western mentor acknowledged Cox's opinion that sharing the same language makes it easier to establish relationships:

"…It might be initially easier to have that relationship…" (Interview, Rob, Western mentor, 2014).

And one mentee acknowledged that, too:

"…There was one Malaysian [coach]…he's good, but it is difficult to understand what he wants...but with a lot of explanation…[it worked]…" (Interview, Anna, mentee, 2014).

Hence, despite the ease that accompanies a shared language, finding areas of commonality and mutual understanding remains the utmost priority in

establishing mentor/mentee trust, as in the case of all coaching/mentoring relationships:

"…But I don't think [difference in language] limits us currently…" (Interview, Rob, Western mentor, 2014).

One expatriate mentor believed that sharing a mentee's language is advantageous, as it plays a motivating role:

"...In terms of mentoring and coaching…sometimes speaking…their language makes a difference and it does motivate the person…especially…when you have to talk about improving tardiness…[or]…teach them concepts…I think Arabic or the language…they understand much better is the one that should be [used]…language can't affect their learning, but it can affect motivation…" (Interview, AL, Asian mentor, 2014).

Indeed, a shared language is advantageous; this reminds us of Hwang's (2016) ideas about adapting psychotherapy to the Asian population, such as using mottos or sayings as cultural tools for therapy. However, the choice of words or expressions can sometimes have adverse effects. In fact, in work contexts, Henderson (1994, pp. 152-153) warned against the dangers of a shared language, as words can be full of human relations traps, and may affect employees at work negatively:

...People of similar cultures agree that certain sounds, grunts, and gibberings, made with their tongues, teeth, throats, lungs, and lips systematically stand for specified things or conditions. All people utter sounds in hope that the person who receives them will be in common agreement about their meaning…at the same time…words are full of human relations traps. Their meaning can be distorted and, when this occurs, an individual may experience physical pain and psychological misery beyond all reason. [In fact] distortion of words has caused employees productivity and, in some cases, their jobs…

The quote above confirms that language and culture are related closely. As mentioned earlier, Henderson (1994) stated that language and culture are

inseparable, and their relationship forms the basis for the language paradigm of cross-cultural communication. The author referred to Harris and Moran (1986), who concluded that there is a consensus among scholars that culture and language are inseparable. Sapir's (1921, p. 31 as cited in York, 1994) school of cross-cultural theory argues that, "All human thought originates in the language of one's culture…[therefore]…a study of language…aids in the interpretation of thought." This is quite true, as when individuals who share the same language converse, they bring meaning and cultural inferences to the conversation.

One Arab QCOG mentor's testimony support the above:

"…I can't see a big difference in culture between Qatari developees and myself…we come from the same understanding of what needs to be achieved…we know what we are talking about…there's no barriers…and the emphasis is getting on track directly…without worrying too much about what should I say…they understand me…I understand them…they know what I need from them to achieve…and Hamdulilah I've been successful…delivered myself in the right way…and get them the same message that I want them to get…" (Interview, Mus, Arab mentor, 2014).

The response of the mentor above confirmed what York (1994, p. 31) wrote: "...the sojourner understands the meaning and nuances of meaning salient in intercultural communication and can respond appropriately within the new linguistic and cultural context."

Whorf (1940) expanded Sapir's cross-cultural theory and suggested that people cannot share a world view unless they also share a similar language. The Sapir-Whorf hypothesis rests on the assumption that the difficulty of contact between cultures depends on how fluent the foreigner is in the foreign language and in the perceptions, gestures, and postures that derive from it (1994, p. 31). This may be true; Arab mentors possess particular knowledge about the social habits, culture, language, and religion different from that of Westerners. The following mentor's excerpt acknowledged the above:

"Within the Qatari themselves…they put…themselves in sectors…in my country, we don't have that, but here it is too much. 'This [is] Shiite this [is]

Sunni…this is Badawi'…which I'm not fond of, but it is a factor, so I have to be careful not to get into that with any of them and treat them all the same and get them to understand that we're all inside this fence...and even outside…these things should not be in their minds at all …" (Interview, Mus, Arab mentor, 2014).

In fact, regardless of the degree of a Westerner's cultural awareness and knowledge, her/his understanding of cultural and religious nuances requires continuous improvement. This explains why, to aid pluralistic counselors in their practice, psychotherapists and counselors need to conduct research on ways in which to adapt therapy to specific cultures, such as Dweiry's (2008) work on Muslim and/or Arab clients, and Hwang's (2016) on Chinese clients.

Nonetheless, the experiences of coaches who do not share their coachees' language revealed that building a coaching relationship is still possible when one applies certain techniques and strategies. Cox (2012) paid deliberate attention to the language used from the beginning of the conversation. She stated that, although this is time consuming at the outset, it enabled her to develop mutual understanding with her coachees when they did not share the same language. In effect, they were constructing a version of language that both could use. In Cox's opinion, this paved the way to an effective coaching relationship in which both were present fully and open for change to emerge. Nonetheless, their lack of fluency in the common language became a limiting factor, as they could not express the nuances of their thoughts and feelings; however, this forced them to focus on other, more intuitive channels of communication, such as body language. Cox wrote that during those times when they both struggled to find the right words, the coaching process was affected positively, as these became turning points in coaching.

"…The mentoring role for the specific job…translates past cultures, meaning most of it is technical and people are people…no matter where they come from…their different biases…opinions…people have physical body language, but once you decipher through that, you realize it is about

basic trust…it is about…am I being heard…" (Interview, Kev, Western mentor, 2014).

Askew and Carnell (2011) advised mentors to be attentive to the messages conveyed through body language, and the way coachees use it to express themselves, such as the use of their hands, or changes in facial expressions when they are talking about something specific. Further, it may be useful to ask them what that might tell them about their feelings. Askew and Carnell (2011, p. 108) indicated that it is essential for coaches to pay attention to their own language and that of the coachee, and for both to clarify what they mean by the words they use during coaching, so that they identify the ideas they convey in the words they choose. The authors provided some examples of learning-related words that are used in coaching meetings, such as "reflection" and "meaning-making," so that the coachee becomes familiar with the vocabulary of learning and coaching. Following these authors' advice can help Cox or other coaches overcome the difficulties imposed by coach/coachee language differences.

Cox's (2012) experience is quite interesting, and revealed the effort that both parties made to find commonalities that enhanced successful mentoring outcomes. In addition, it allows us to think positively about coaching and mentoring when the parties differ in culture and/or language, in the sense that there always is a way to make coaching work when the parties involved are committed to the process.

At QCOG, sharing the mentees' language does not seem to influence mentor/mentee mutual respect, especially when mentors possess strong professional mentoring qualities. One QCOG mentee attributed his learning to a motivating mentor:

"…It is not a matter of culture…if he had the ability to motivate me…I will learn…" (Interview, AH, mentee, 2014).

Hence, as this Qatari mentee confirmed, the fundamental aspect is the ability to learn and develop with the help of a motivating mentor, regardless of her/his culture or background.

Cultural-linguistic mentor/mentee matching: Is it the panacea? Like using cultural matching in psychotherapy and counseling to achieve better helping outcomes, one mentee who had negative experiences with Western mentors brought to the fore the use of cultural matching for successful mentoring. When asked whether she would identify better with a Qatari mentor during the training period, she agreed that she would have preferred to have a Qatari mentor for the following reasons:

> "…We'll have the same mentality…the Gulf mentality…Yaani...it's different, coz the American and the British…deal with the lady like a man which is not! Yaani…dealing with the Indians and Philippino[s]…is not the same behavior as the Qatari lady…we want to be spoiled and motivated and nice words to be more friendly; [they're] too aggressive with us…" (Interview, Sara, mentee, 2014).

This mentee felt that some Western mentors lacked understanding, sensitivity, and appreciation of her femininity; as a result, cultural mentor/mentee matching may be one solution to the problem of cultural differences and diversity. However, one can argue that, at this time, having Qataris mentor other Qataris is a challenge, as they still lack the necessary professional and/or mentoring skills. The following mentee's response confirmed the above:

> "…Because the unit I'm working in is very new…the technology is new…I don't think that I'll have a Qatari mentor that will have [as] much experience [as an] American mentor…second thing, there is competition between Qataris for sure, so there is nothing called Qatarization anymore…if…my mentor is Qatari, it's obvious even if I've to move to a higher position and give you my place or you stay in my place and I stay in your place…it's different, so the system in this company…[is]… to spread the Qataris in the unit, like you…start in this unit and…take the place of this guy…[who's]…not Qatari…I am the only chemical engineer…in this unit, and my target position is [to] replace the superintendent who is not Qatari…" (Interview, AH, mentee, 2014).

Another mentee agreed that having an expatriate mentor suited his needs:

"Do you think that you could have identified better with a Qatari mentor during the training period?...

"No, I'm good with him." (Interview, AQ, mentee, 2014).

However, this contradicts one expatriate mentor's response:

"…Some know that it is their country and I'm not…so I should not be mentoring them…" (Interview, Mus, Arab mentor, 2014).

Cultural matching is a challenge even in counseling and psychotherapy. Rawson et al. (1999, p. 14) stated,

> …Whilst employing an ethnically matched counselor can make the service more attractive to an ethnic group, counseling practitioners from different racial and ethnic backgrounds are unrepresented amongst the profession as a whole; finding a match between counselor and client is beset with extensive practical difficulties, not least of which is the shortfall on the number of counselors from ethnic minority groups.

> This is the case at QCOG, where the Qataris are still in the formative stages

of their professional learning and advancement, and are being mentored to achieve professional independence; therefore, it is essential that they receive mentoring from non-Qataris. In addition, despite the cultural differences, many QCOG expatriate mentors are culturally sensitive, and as a result, can build the mentoring relationship, as the following mentor indicated:

> "…I think we've got to the point where we have good working relationship[s] and I don't think it…[difference in culture]…limits us currently…" (Interview, Rob, Western mentor, 2014).

III. The Unfortunate Case of Resistant Mentor-coaches, Who Despite their Cultural Awareness, Employed Techniques that Delayed Mentees' Progress

These individuals are referred to as mentor-coaches to distinguish them from the managers who actually are the mentors at QCOG, as the following excerpt clarified:

> "…They're called mentors, but they're…coaching and not mentoring…if you go by the definition of what a mentor is…the senior managers…are the

mentors. If you look at the disciplines in occupational psychology, the managers fit into the mentoring role whereas the mentors are coaches targeting job-specific…technical skills." (Pilot, Joseph, Western key personnel, 2014).

Hence, these mentor-coaches are technical experts who are supposed to help mentees master specific technical skills; they are not the mentors who guide mentees to achieve their long-term personal and professional goals. These mentor-coaches also usually come from disadvantaged socioeconomic backgrounds:

"…I can say they are from the Asian Subcontinent…" (Pilot, Roy, Western key personnel, 2014).

Their power lies in their professional knowledge and expertise; hence, they use that power to delay the progress of the Qataris who eventually will replace them. They regard Qatarization as a threat to their jobs and financial security, which places them in competition with the mentees. Consequently, it drives them to employ certain techniques that slow the mentees' learning and progress in the workplace. The following key personnel member confirmed this:

"…Holding information back…or…not releasing enough information…just showing the basic and minimum…they're frightened to share their job…" (Pilot, Roy, Western key personnel, 2014).

One mentee seconded the motion:

"…I am the only Qatari…he [the mentor-coach] is not Qatari…that person…is scared [of me]…taking his place…" (Interview, TH, mentee, 2014).

Thus, some mentor-coaches delay the mentees' independence by using specific techniques, such as those below.

Reduced communication. Reducing communication is one technique these mentor-coaches use with their mentees. In doing so, they jeopardize the mentoring-coaching relationship, as the following mentee testified:

"…There was no communication…nationalities, India, or…Asian countries like Philippines…feel that this country is their country…they don't want to

leave the country…[or]…lose their job…they want to be secure…so they don't want to share all the information with you…they want to keep everything for themselves" (Interview, AH, mentee, 2014).

The clash between some mentor-coaches and the Qatari mentees is apparent in the response above and their behavior and attitude contradicts that of dedicated mentors:

"…Mentoring is more of a relationship over time, so maybe six months or a whole assignment of two years. Sometimes it's formal, say…you are a mentor for this person…I take interest investment in someone I care about them, about their career…I want them to be successful…so I voluntarily become a mentor…" (Interview, Kev, Western mentor, 2014).

Ultimately, these mentor-coaches prioritize their own personal interests at the expense of mentees' development, and do not respect their professional and personal development goals:

"…But then when they saw my progression was very fast…and at some point I will take their position, they push[ed] me back…and slow[ed] my development…'let's keep him busy with other things'…" (Interview, AH, mentee, 2014).

In the pluralistic approach to counseling and psychotherapy, respect is one of the salient key elements, and pluralistic counselors are encouraged to respect their clients. Thus, similar to the stance of counselors and psychotherapists, mentor-coaches should adopt a pluralistic approach in their practices by respecting the mentees' development goals.

It is noteworthy that these mentor-coaches are helpful for extrinsic reasons alone, and not because they care about the mentees' development, as the mentee below indicated:

"…The first year was excellent coz I was the first Qatari in the unit…'let's try to help AH and support him and show the company that we are supporting Qataris and developees…and when they got the credit they…put me on the side…" (Interview, AH, mentee, 2014).

Others are friendly and sociable, but not when discussing technical issues, as the following mentee's testimony revealed:

"…When you talk to him about different topics from the world…he's really friendly…[like]…'Indian movies'…'Bollywood'…he is open…they tell you the story of the stars…rumor[s]…" (Interview, AH, mentee, 2014).

These mentor-coaches do not initiate dialogue or communicate with their mentees in the professional domain, but only during social interactions, although the QCOG management rewards good mentors:

"…The management has been good with dealing with it…they'd [those who try to protect their jobs would] be either moved or sent back and…if they are identified as being good coaches or…mentors, they get…rewards for that…if there are promotions, they will be considered first…that's…positive…" (Pilot, Joseph, Western key personnel, 2014).

These mentor-coaches must surely be aware of the important role of dialogue and communication in enhancing mentees' professional development:

"…But when the talk is about work, he is quiet…" (Interview, AH, mentee, 2014).

Helping professionals have confirmed the role of dialogue and communication in enhancing counseling outcomes. Draguns (2008, p. 21) stated, "…encounter and dialogue are the cardinal features of counseling…it raises the therapist's awareness to differences in the culture, particularly the client's religious affiliations, social norms, stereotypes, or other culture-specific aspects." Roach (1999) stated that poor communication can affect helping outcomes, and failure to elicit relevant information about symptoms and concerns can result in inaccurate diagnosis, inappropriate treatment, and unsound advice. The author highlighted Ley's (1983) work, in which he showed that fifty percent of patients overall expressed dissatisfaction with medical care because of poor communication.

In organizations, dialogue and communication among diverse employees clarify their cultural differences and highlight the uniqueness of each individual's culture, as the following mentor's excerpt revealed:

"...I try to ask questions about his culture and things he likes to do for me…the more I understand, learn, and know about the culture, the more appropriate my feedback is and the more…can be for him…" (Interview, Rob, Western mentor, 2014).

Such communication enhances accepting differences and promotes respect, a cornerstone in building relationships. Egan (1994, p. 51) wrote, "Respect means prizing people simply because they are human," and defined respect as "…a particular way for viewing oneself and others…" Therefore, Egan values a person's uniqueness and individuality, and believes that, for the helper to be successful in her/his mission, s/he cannot be judgmental, but must respect individuality (p. 52). This can encompass mentoring in organizational contexts, as well.

"…The simplest way is that you treat people with respect and you treat people fairly…culture really shouldn't come in the play…" (Interview, Rob, Western mentor, 2014).

Dialogue has proven to be important in adult learning as well. Merriam and Caffarella (1999, p. 262) wrote, "Teaching and learning, especially for adults, is a process of negotiation, involving the construction and exchange of personally relevant and viable meanings." The positive effects of dialogue are apparent at QCOG when, by sharing experiences, knowledge is transformed and the Qataris develop professionally and fill senior positions. One QCOG key personnel addressed this issue:

"…I think yes, there is a transfer of skills…there ha[ve] been many opportunities for people to fill vacant positions and we've seen nationals filling target positions, so because [of that] the program is working…" (Pilot, Roy, Western key personnel, 2014).

Moreover, Ward et al.'s (2012) qualitative study of academic mentoring highlighted the importance of interaction with a peer mentor as a way to enhance personal and academic growth; the protégés met with their mentors weekly for approximately ninety minutes to:

1. Discuss and revise strategies;

2. Monitor progress in goal attainment;

3. Address the protégés' strengths, weaknesses, and unique developmental needs.

From the above, it is clear that interaction is the essential beginning point in mentees' development. QCOG personnel make similar evaluations, in the sense that they hold discussions to review mentoring's negative and positive effects on mentees' development, and typically implement an appropriate plan of action:

"…In instances where we've seen it is not working…our senior management review with the developees…and…mentors have been called in and…asked what the problems are and [a] plan of action is taken to rectify the issues…" (Pilot, Roy, Western key personnel, 2014).

In the above, interactions between the management, mentors, and mentees during regular meetings enhanced the mentees' development. Engaging socially in talking about shared problems or tasks is central to the social constructivist view of learning, in which making meaning is a dialogic process that involves persons in conversation, and learning is a process in which more skilled members introduce individuals to a culture (Driver, Asoko, Leach, Mortimer, & Scott, 1994):

"...I…ask questions about his culture…[as] you set unique aspects of the Qatari culture…" (Interview, Rob, Western mentor, 2014).

Having the mentors converse with the mentees about the unique aspects of their culture is useful, as it helps mentors familiarize themselves with the mentees' cultural and religious values and beliefs. This contradicts what York (1994, p. 22) contended: "Whenever people from different cultures interact, the differences between them become salient." What York might have meant is that when people from different backgrounds interact, it clarifies and defines awareness of their cultural differences; however, this does not necessarily add to the distance between them, but promotes familiarity instead.

No ideas and experiences can be shared in the absence of dialogue, as this creates a distance between the mentor and mentee that prevents optimal bonding and solidarity, and minimizes feelings of relatedness. In LoCasale-Crouch, Davis, Wiens, and Pianta's (2012) study, the quality of the mentor's interactions with a

novice teacher were related to the novice's perceptions of mentoring success, self-reflection and efficacy. Hence, quality interaction is essential here for successful professional development, as the following mentor confirmed:

"…By having the goals set and having the continuous meetings with them for coaching sessions and for their re-evaluation of their development plan, so all the lads that work for me have a development plan prepared and it has milestones and we measure against, so…there is no chance [of] diverting or losing focus, so I've face-to-face or one-on-one meetings with them, even casual meetings…I go to their offices, to the area where they work…I've discussion with them beside the formal meetings alone with the management…" (Interview, Mus, Arab mentor, 2014).

This mentor's response emphasized that quality interaction and dialogue encourage the mentee to develop smoothly, contrary to those mentor-coaches who limit the mentor/mentee dialogue and interaction and avoid becoming involved in the relationship. In this case, dialogue minimizes the cultural differences and enhances a positive and healthy mentor/mentee relationship. Zeller et al.'s (2008, p. 8) definition of mentoring assumes some kind of communication and captures the presence of such a positive and healthy relationship; they defined mentoring as "…the interpersonal relationship between an expert mentor and a novice mentee."

Social allegiance used by resistant mentor-coaches. Marcus and Fritzsche (2016) stated that some individuals from collectivist cultures and societies that are tight-knit and impermeable do not involve outgroups in their work circles, and resistant mentor-coaches appear to embody these societal features. In addition, these mentor-coaches' "social allegiance" (Thomas, 2006 as cited in Goldsmith & Lyons, 2006, p. 233) plays an important role in increasing the mentor/mentee social gap, and causes both parties to become polarized and alienated. The following mentor's excerpt reflected the polarized and alienated work environment:

"…One thing I observed when I first arrived here [is] that…it wasn't as collaborative as I would have liked…I tried to increase communication…you

know sometimes he [AH] didn't get all the information…and also…making sure that everybody [who] is making contribution to the team is recognized…" (Interview, Rob, Western mentor, 2014).

The mentor-coaches resist the idea that Qatari mentees are capable and promising, and do not allow them to participate in their work circles. Ideally, the mentor-coach and mentee work toward one goal, that of enhancing the mentee's learning and development. However, in this case, the negative, if not poisonous, atmosphere fostered by the mentor-coaches' parochialism prevents the formation of a mentor/mentee relationship and consequently, affects learning adversely. In this case, the mentor-coaches' personal qualities contrast with the unique role and character that usually is associated with a mentor and that is expected to influence mentees positively:

"…I see my role as someone who has been there before…who has experience in the area that the person being mentored is trying to achieve…so giving advice, suggesting courses of action…identifying gaps, helping the individual to see those gaps…so that they can act on their own. It's like looking in the mirror, if you can see it yourself you can act…so that's illuminating those things so that people can get better…" (Interview, Kev, Western mentor, 2014).

Such positive mentoring attitude promotes a healthy professional environment:

"…You have to see their development. Their success is my success…if others also recognize they are performing well [then] that's real success…it is not just what I think, but it's [what] we call…the "bulletin board task"…we put it upon a board and everybody would look at it and say, 'Yes…we agree they're doing well or not.'…that's…the measure…" (Interview, Kev, Western mentor, 2014).

Identifying the problem: Not all competent employees are willing to mentor.

"…There is now a formal process like a given that everybody would be a mentor, so for example, if I have a Qatari national that is to become a

training development superintendent, I would effectively become her/his mentor…" (Pilot, Roy, Western key personnel, 2014).

Perhaps the problem lies herein; the QCOG management expects all professionally competent employees to be equally competent mentors who contribute to Qatarization. Clearly, the excerpts above reveal that these individuals simply do not want to be mentors. Bear and Hwang (2015) examined the willingness to be a mentor, and addressed its relation to contextual prosocial motivation. Grant and Berg (2010, p. 3) defined prosocial motivation as "…The desire to benefit other people or groups." One of the results of this research showed a positive relationship between contextual prosocial motivation and willingness to be a mentor. The authors explained that appropriate mentoring practices include being social and motivated to help others learn.

"…So...you may have three…or four people in the same positions…would probably get the most advanced person from work experience point of view and also with a good way of teaching others…" (Pilot, Roy, Western key personnel, 2014).

Wyre, Gaudet, and McNeese (2016) stated that sometimes, the immediate need for quantity overshadows quality, which should not be the case when using mentoring to achieve goals, especially when the mentors' responsibilities continue to expand to meet organizational and programmatic needs. Thus, according to the authors, mentoring requires the participation of competent and willing individuals.

"…We have a couple of guys that we really regard…as good mentors…" (Pilot, Roy, Western key personnel, 2014).

Below is one good example of a mentor's role at QCOG:

"…The coaching and mentoring that I will provide is looking for…any gaps that need to develop [and] skill sets...that I see…are missing…so maybe to utilize assignments projects or special tasks that I think might build that skill set, or I might connect him with another individual that I see has the strong skill set in that area, and he can copy, mimic, or learn what he's doing. Each person has their own personality and brings different skill set to the table. As far as the other pieces of mentoring that I may affect is some oversight

of policy, meaning a broad development of individuals I have influence over, so if I see beginning level personnel that we want to ultimately develop to higher levels, I'll help in some of the strategic mapping [i.e.,] types of roles or jobs they would need to have in order to get the skill sets that they need to be successful. So at my level…at the manager's level…those are the things that I am involved in…" (Interview, Kev, Western mentor, 2014).

Individuals must have the inherent ability and motivation to be mentors and help others.

"…We...have issues with the mentors…who haven't been mentoring, because of job protection and fears, coz if they are mentoring a Qatari, then they will lose their job and they will be sent to India or the Philippines." (Pilot, Joseph, Western key personnel, 2014).

If QCOG management anticipates that everyone in the organization should be able to mentor, then these resistant mentor-coaches need assistance, certainly by engaging them in self-exploration, so that they identify their weaknesses, strengths, and most importantly, their fears.

In the helping profession, Corey, Haynes, Moulton, and Muratori (2010) stated, "If you are unwilling to engage in self-exploration, it is likely that your fear, resistances, and personal conflicts will interfere with your ability to be present for clients. Honest self-appraisal is essential if you are committed to be as effective as you can be in your roles as a counselor, supervisee, and ultimately, as a supervisor" (p. 66). Honesty in confronting one's weaknesses and resistances is essential in changing these mentor-coaches' behaviors. However, the case is different at QCOG, as the following excerpt revealed:

"…You have to…leave it to the supervisor…to deal with the issue…you meet with them [both the coach and mentee] and you say that there are conflict issues…'I have a report that your Qatari mentee is saying that you're doing this…is it true?' You get their view and the view of the Qatari and there is a conflict resolution meeting that you have. So…it is kind of case by case…" (Pilot, Joseph, Western key personnel, 2014).

Behavioral coaching plays an essential role when senior managers are faced with resistant mentor-coaches who are technically efficacious, but demonstrate inappropriate and immature behavior. Ellinger, Beattie, and Hamlin (2010) presented the case of Sean, a manager coach, and Ted, an employee who was technically competent, but personally underdeveloped, immature and overbearing. Ted's behavior changed noticeably when Sean conducted a survey of his internal and external customers, compiled the data, and put the responses in a format that allowed Ted to understand better the things he did well and the areas in which he needed to improve. Then, Sean reviewed the survey results with Ted, who acknowledged that people skills are important. Thus, Sean helped Ted develop through a systematic corrective action plan that made this coaching intervention effective. Essentially, the customers' and employees' feedback about Ted's behavior served as the catalyst that allowed him to recognize that he did need to consider changing his behavior so that he could interact more professionally with his customers. Hence, in the case of resistant mentor-coaches, surveys could help them recognize their weaknesses and lead to improvements in their professional behavior so that they can become effective role models, as the following mentee's response illustrated:

> "…She's my role model...I want to be like her one day…coz she's pushing me…to do things like that…" (Interview, Hana, mentee, 2014).

> …and particularly models of good work ethic:

> "…Work ethic…coz…you have to come on time…and do our best…and I see…that he is [a] hard worker…" (Interview, AR, mentee, 2014).

IV. Age Difference, Stereotypes, and Generalizations were a Source of Mentor-coach/mentee Tension

Age difference coupled with professional competence were a source of resistant mentor-coaches' prejudice. The following mentee's statement illustrates the problem of the mentor-coach/mentee age difference:

> "…There are certain nationalit[ies] in this company…[that] don't accept working with young engineers, especially Qataris…you have a good

idea…you want to add to this company they don't want to listen to you…"
(Interview, AH, mentee, 2014).

Crethar and Vargas (2007, p. 63) regarded the age difference as a cultural dimension of concern to psychotherapists, especially when they counsel youth who cannot obtain employment because of stereotypes and myths about them. These youths sometimes experience a type of prejudice known as "adultism," in contrast to older populations who find employment largely because they are perceived to be more competent.

"…They don't want to listen to you…Why?...coz you are young and [they are]…more expert than you…and you are just learning…[they argue that]…'we are helping you and you are not helping us'…" (Interview, AH, mentee, 2014).

Crethar and Vargas wrote that in the U.S. context, counselors must be aware of the issues and potential biases associated with ageism, as there are growing numbers of older adults in the U.S. workforce. However, in organizational contexts, and in contrast to the above, Butler and Berret (2011) addressed the dilemma in today's workplace when employers disregard well-qualified older employees and recruit younger applicants who may be less qualified.

However, at QCOG, Qatarization is the fundamental national goal, and mentors are recruited to contribute to Qataris' professional development. Hence, because mentor-coaches are aware that Qataris will replace them once they are prepared sufficiently, their behavior affects the mentor-coach/mentee relationship adversely. St-Jean and Audet (2013, p. 97) referred to a study by Gravells (2006) designed to evaluate success factors in mentoring relationships, as well as those that lead to "toxic" relationships, i.e., when the mentor-coach focuses on her/himself rather than the mentee. Gravells (2006) suggested that mentors can adopt different intervention styles, and described two of those: directivity, i.e., the mentor's self-centeredness, and involvement with the mentee. These two factors set the boundaries that define mentoring styles according to the "focus of concern." In a mentoring relationship in which the focus of concern is on the mentor, s/he is

directive and shows little involvement in the relationship. Gravells considered such a mentor "toxic," and one who should be avoided.

A mentoring relationship is ideal when the mentee is the focus of concern, and when the mentor is involved highly in the relationship. The purpose of Gravells' study was to test the proposal that mentoring is optimal when it exhibits both a maieutic approach and significant involvement in the relationship. The power struggle is apparent between some Southeast Asian mentor-coaches and their Qatari mentees, and this conflict transforms the professional environment into a "site of struggle" (Nakayama & Halualani, 2010, p. 2), as the following excerpt revealed:

> "…Other managers think that the Qatari will take over…[so they]…start like [to] bother him with other things that are not related to…work, or…like if you do…but small things, he would…email everybody…but…my mentor he tells me…come to me directly…"
>
> "*Yes, true coz you're learning*…"
>
> "Most of our problem is that we don't keep it low…why is he copying all of the others?…most of my friends are facing this problem…they say I've done this mistake he is copying everybody…"
>
> "*So your mentor doesn't do that*?"
>
> "He is flexible…if the work is going fine…then it is ok, if there is a problem…he talks to me personally and not make it public…he treat[s] me like a friend more than a manager…[so] be friend of the Qatari this is the most important...really he is a friend of mine…"
>
> "*Yeah…mentors should be friends*…"
>
> "…He doesn't think I am taking over…he is getting me ready to take his place…"
>
> "*And this is the plan [for] Qatarization*…"
>
> "Yes, true Qatarization…so other managers think…let me see every mistake he do[es] and make it public…so you'll get annoyed and go to look for another job…" (Interview, AQ, Mentee, 2014).

The excerpts above described the tension between some mentor-coaches and their mentees because of conflicting interests; this atmosphere of tension and resistance to successful Qatarization prevails because of mentor-coaches who fail to promote a healthy and cooperative work environment that facilitates professional learning and development. Clearly, not every individual can be a successful mentor.

"There is one extreme…there are some guys [mentor-coaches] who are making…for the Qataris…extra hard. So, if there is a certificate that requires a 70% pass they say, 'No, coz you're a Qatari and you'd eventually be the leader you need 80%'…" (Pilot, Joseph, Western key personnel, 2014).

Stereotypes and generalizations were a source of mentor/mentee tension. Stereotypes and generalizations about mentees may foster mentor-coach/mentee tension that jeopardizes the relationship and consequently, the mentees' progress. The following excerpt from an interview with a mentee illustrated some mentors' disrespect of hardworking mentees' serious efforts because of cultural stereotypes:

"Sometimes…when I solved two big issues…[that]…will save…the company maybe $15,000, they invited me for lunch…[I told them]…'you are not respecting my work'…I was doing work, I was still a developee…"

"*They did not show respect [for] your work*…"

"Yes…but after...I…tell him…'Why…you don't like my work?…Yaani…please show [me that I did a]…good job'...[but]…nothing!"

"*So they did not motivate you*?"

"No they didn't…I have to do a list to show them I did that…'Wow!…Sara, you did that!!!'…'Yes'…'I am very surprised…thank you'…that's it…"

"*Maybe they...don't expect*…"

"Yes…I told [my mentor], 'You are humiliating my mind, I am not stupid…I can do work…' 'No…Sara we don't mean it'…'Don't treat me like I am stupid, give me work and I will show you'...they were impressed coz they do not expect me to have this position…coz you have to prove that…you have

the ability and capability to work and I am showing that…coz…[they think]…you are not worth that place…" (Interview, Sara, mentee, 2014).

In the excerpt above, the cultural difference between Qatari mentees and expatriate mentors was apparent when the mentee expected a different form of recognition for her efforts. She thought that inviting her to lunch was not enough. However, there may be some cultural differences in such situations in the manner in which appreciation is expressed, and this was apparent in the mentee's reaction. The following mentees' excerpt reflected further the tense and competitive work atmosphere, as the mentees are trying to prove their professionality:

"…The IT manager says to me…'That person…has IT manager degree and he [has] Masters in Finance…what degree have you got?'…[I answer]…'I got Computer Science degree which shows I'm smart'…but Hamdella, I proved to them I am worth that place…and I [have a] great job…so the mentors weren't that supporting first...ok…I had the plan they make sure that I'm on track…but what I am doing they don't know…actually before any meeting, I prepare a list of…what job I did what meeting I did…any interaction with end-users...and…my mentor and my IT manager…were surprised…the effort that I did there…" (Interview, Sara, mentee, 2014).

As mentioned earlier, the literature on the Gulf context, in addition to the interviews with the mentors and key personnel, confirmed that work-related problems and issues, such as commitment, exist in this context, which explains some expatriate managers or employees' attitudes about mentees:

"…If there is a disciplinary issue…the development plan is suspended. Then, he'll be counseled and told that development plan will end…leaving early, or not focusing on the job…when that guy picks up, they get the development plan back again…" (Pilot, Joseph, Western key personnel, 2014).

However, these issues become exaggerated sometimes, and even employees who are not related to the mentees directly become victims of stereotypes and become judgmental, especially about mentees' lack of

commitment. Such information can spread among employees and hurt hardworking and serious mentees, as the following interview excerpt indicated:

"The supervisor…is American and here is the problem…"

"*Why*?"

"They are different…"

"*In what way*?"

"Because they are not dealing with us directly…they donno what we are doing and they just judge…you donno what I'm doing…so…how can you come and say [that]…"

"*They are judgmental then*…"

"Yes."

"*How do they judge you? That you're not doing a good job*…?"

"Yes…maybe they are not saying it straight…but sometimes when they give you some words, you can feel it…"

"*Like*?"

"Like one time…I was holding papers and going around…he said 'Ah…you have work this time!'…so what does that mean? Sure I've work! Yeah it was like…he would pass by and say words and you can understand them…you think I come here every day for eight hours to play around or what?…"

"*So how did you prove to him that you were working*?"

"I know that my supervisor knows that I am working and the manager above him knows so, Khalas, whatever you think about me and I know that my work is there, they can see it, even the senior manager sometimes I have to send them emails…so…they know I'm working, I don't need his opinion…" (Interview, Sheela, mentee, 2014).

The excerpt above shows that the managers were being judgmental as well. They appeared to doubt the mentee's ability to accomplish tasks successfully; however, this did not affect this mentee's confidence or commitment.

The mentees are the only ones who can change these stereotypes about their work attitude, and this is happening in fact, as the following excerpt from an interview with one mentor showed:

"*What's a PP*?"

"PP is a personal protector for fire…we have specially designed ones…our ladies stepped in and designed it actually from the traditional and safety aspect…"

"*These girls are technicians*?"

"No, they are chemical engineers!"

"*Chemical engineers…wow*!"

"Yes…if you visit the facility you will see some photos, they go inside the vessel…" (Interview, Sajid, mentor, 2014).

As the researcher, I reacted with surprise to the fact that female Qataris were chemical engineers. My attitude was the result of social stereotypes in the literature about female professional roles, or because of expatriates' opinions and experiences. However, having this mentor confirm females' professional and educational advancement led me to appreciate and respect them more.

Negative effect of stereotypes on building mentees' self-belief by reducing mentees' job responsibilities. Whitmore (2004, p. 17) wrote, "Building others' self-belief demands that we release the desire to control them…[and]…one of the best things we can do…is to assist them in surpassing us." The inappropriate mentoring practices the mentees described retard their progress, damage their self-belief, and slow their advancement toward independence, the ultimate goal of mentoring in this context.

When mentors help mentees become proficient professionally, they achieve independence, the goal targeted by many helping professionals in psychotherapy and counseling practice. Dillard (1983) highlighted the importance of teaching clients skills that enable them to apply methods to solve their own problems without the counselor's assistance. He believed that it is necessary to focus on training counselors to equip their clients with therapeutic skills, especially those who do not have the economic means to continue counseling for a long while. One of Egan's counseling goals (1994) was that clients capitalize on what they learn from the helping sessions through counselor/client dialogue to manage their problems more effectively and develop opportunities more fully; in this sense, clients strive to

become independent and responsible. Therefore, good mentoring practices should foster mentees' responsibility for their independence.

Whitmore (2004, p. 29) assured us that "Deep down, people want choice and responsibility."

In fact, echoing this view, one mentee reflected that urge for more responsibility and independence while performing her job:

"…If they leave me and I'm the only person to take care of this unit, I'll be responsible…now I know if I can't do it…someone else will do it, but if it's only me, then I'll be forced…to find a way…" (Interview, Mandy, mentee, 2014).

Many resourceful QCOG mentors who come from different cultures and backgrounds help their mentees build their independence and self-belief, thus allowing them to surpass their mentors (Whitmore, 2004). The following mentor's response revealed the way in which he delegated the responsibility of safeguarding human lives to his mentees:

"…They are responsible…for a whole operating area…it is not only machines and pipelines…there are humans and that's a great responsibility…these guys…[need to be]…safe and go back to their families every day and that by itself…put[s]…them into responsibility..." (Interview, Mus, Arab mentor, 2014).

In turn, mentees confirmed that they have the opportunity to become responsible, as the following mentee's response revealed:

"…Out of nowhere, he [the mentor]…told me that he'll be on vacation and I am gonna do this…and this…it is like sitting with the supervisors and the coordinator and take all the follow-up and feedback last night and the day before…and give it as an update to the morning meeting…and then…give them instructions on what to do in the night and the next day…[I] haven't [written] any instruction before, so I was…talking to the port operator…'The unit running…are we going to do that?'...'Are we going to run full production?'…Asking the supervisor and then I have to write the instructions again…" (Interview, AH, mentee, 2014).

One mentee felt "energized" and experienced exceptional feelings of self-confidence (Ryan & Deci, 2000) when his mentor assigned him extra responsibilities, which enhanced his feelings of responsibility, and his productivity as well:

"…During the meetings…he…[the mentor]…throws the problem to me…in front of the managers…so…after the meeting I have to run to my office…this…really…gives me more energy to work…[and]…more confidence…" (Interview, AH, mentee, 2014).

In this case, the mentor believed that learning is important, ongoing, and shared, and considered his mentee able and willing to learn (Ellinger et al., 2010).

Further, the mentoring system allows the mentees to become independent and autonomous, as the following mentee indicated:

"…Every new operator has a mentor and so we work with another partner…and once we finish the period, we're solo, and after a couple of cycles, we get certified in some area, so…this is how it works you have to be alone…one day…" (Interview, Hana, mentee, 2014).

This allowed the mentees to experience different job roles, such as:

1. *Peer mentors*

"…For two years we received like six students from Qatar University…[my mentor] gave me two of them to direct them and take care of them, and I was the mentor…" (Interview, Jihan, mentee, 2014).

2. *Section heads*

"…He started to take his vacation while we are here…'You should take the responsibility and I shouldn't be here,' so before two years I told him, 'I don't want to be here without you…you are the backup for me'…whenever we get stuck in anything, I run to him...he refused and decided to take…different dates to go on vacation, so he went and we stayed here and he gave us the details for DOA it is to replace the head of section he did a rotation…took the first vacation, I took the second vacation then…he started to do this after three years and a half, he said, 'Three years is enough for me to support you…now you should be independent…you have the

tools…you know everyone from 'Production,'…so you know where to find the information'…" (Interview, Jihan, mentee, 2014).

This mentee's response emphasized that appropriate mentoring practices foster mentees' independence and responsibility. Whitmore (2004, p. 30) stated, "…Give people responsibility and...they in turn will give of their best…" He added, "By definition, the full expression of one's potential demands taking total responsibility or ownership." The author presented the example of "Johnsonville Sausage" (pp. 98-100) to demonstrate that responsibility plays a vital role in maximizing performance. He recounted the experience of Ralph Stayer's sausage-making family business, Johnsonville Sausage, in 1980. Stayer empowered the production-performance experts in his business by allowing them to assume the responsibility to tackle performance problems and fire individuals who did not perform up to their teams' standards. Thus, the managers made the strategic decisions and became coaches. Stayer then assumed the role of consultant in his own company. As a result, "The workforce responded with performance that was exceptional, and…learning and enjoyment were very high too at Johnsonville Sausage" (p. 101). Whitmore contended that allowing employees to take responsibility enhances their self-esteem, which he considers "…the life force of the personality, and if that is suppressed or diminished, so is the person" (p. 30). Therefore, according to Whitmore (2004), "Offering someone choice and control wherever possible in the workplace acknowledges and validates their capability and their self-esteem."

Work-related stress was one consequence of lack of responsibility. Whitmore related lack of work responsibilities to increased work-related stress; the fewer responsibilities the worker has, the more stress s/he will experience. He explained that there is a good reason to increase employees' responsibility at work, as work stress results from long periods of suppression. In fact, some inappropriate mentoring practices provoked stress in one mentee, as revealed below:

> "…Not trying to keep me…in charge or responsible they didn't give me…full confidence…but keeping secrets…hiding…big info…so I noticed this…and I went to their office and discuss[ed it] with them: 'Why are you doing this'…

'why [not] keeping me with the team or keeping me outside the loop'…'why you aren't supporting me to let others listen to me or to my ideas and do what I'm saying?'…In the beginning [they were] trying to give excuses…then I went to the manager and I discussed this with him…then I had…at the end…to go [to] the GM and then…after…they saw my depression…and also the depression of the other employees with me coz there is like [a] 'Mafia' group in my department…they decide to change the boss [the mentor-coach]..." (Interview, AH, mentee, 2014).

Whitmore (2004, p. 30) wrote that in the U.S., work-related stress is reaching epidemic proportions. He recounted a recent survey an independent research company conducted that revealed that the leading cause of burnout was "little personal control allowed" in doing one's job, and that this was prevalent at all times, regardless of the economy. According to Whitmore, this, in itself, suggests an urgent need to change work practices to encourage personal responsibility.

The mentee above experienced low morale and motivation, disappointment, and even "depression," because his mentors tried to limit his responsibilities. In the preface of her book, Hacker (1997) defined low morale and its adverse effects on employees' work performance:

…It is a state of mind and emotions. It's about attitudes of individuals and groups toward their work, their environment, their managers, and the business…morale is not a single feeling, but a composite of feelings, sentiments, and attitudes (p. xiv).

The author also described the converse effect of low morale on both employers and employees: "The problems associated with low morale among employees…plague employers in every industry. It affects employee performance and willingness to work, which, in turn, affects individual and organizational objectives…" (p. xiv).

Hacker (1997) stated that employees want to be satisfied with their work and themselves, and are more likely to stay in an organization if they get what they want and need. She referred to a survey conducted on 5,000 highly productive employees who provided six key reasons why people quit their jobs, including: 1)

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feeling uninformed; 2) believing that management is not interested in their ideas, and 3) managers failing to praise good work.

Hence, feelings of low morale can lead the Qatari mentees to quit their jobs, thus decelerating the Qatarization mission.

Nonetheless, one can argue that significant responsibility also sometimes induces feelings of stress, especially in the early stages of mentoring, because the mentee feels unable to fulfill the job responsibilities required. The following response by a mentee reflected the level of stress and uncertainty that he experienced when he signed up for a challenging new job:

> "…My boss told me, 'We are putting your name for shut down'…I told him, 'But this is a big job…it takes one…to six month[s]...my normal working day [is] from seven to three…but shutdown is six to six…'Why you put my name on shutdown?'…[my mentor told me]…'You need to wait another four years…for this opportunity…so…you will…learn a lot'…so the first shutdown…I did a great job, the next shutdown…I was more confident…" (Interview, TH, mentee, 2014).

One can understand this mentee's hesitance to accept this new and challenging role; however, the support and supervision he received from a good mentor minimized the stress that accompanied the job. When he achieved the outcomes desired, the mentee's feelings of competence increased, which motivated him to take on the same job subsequently. This mentee's response reflected his "victorious" feeling upon accomplishing the task.

A Qatari key personnel and mentor agreed about the role that the mentor plays when s/he allocates more responsibility to the mentees to increase their self-efficacy:

> "…For the newcomers'…development…I give them more responsibility…I sit with them frequently…and try to motivate them…either a direct task or tell the head of section…'This person [should] be responsible in their area and make sure they develop'…" (Pilot, Saleh, Qatari technical manager, 2014).

V. The Important Role of a Mentor's Positive Personal Qualities in Building a Relationship

Mentors must possess specific personal qualities in addition to their professional qualities, as these are assumed to facilitate building a relationship and rapport, as the following participants revealed:

"I think the personality is the most important thing to connect with people…" (Interview, Sheela, mentee, 2014).

"…With a new comer…if you don't know him at all, you have to have some kind of rapport…get him to be friendly with you so you don't have barriers and then you get him to understand why is he here from the beginning…" (Interview, Mus, Arab mentor, 2014).

Shea (1994 as cited in Onchwari & Keengwe, 2008, p. 20) described the mentor as "…a trusted friend, guide, teacher, advisor, helper, critical friend, buddy, coach, teacher-advisor, consultant, teammate, and support provider." This definition illustrates the characteristics of a mentor that are invaluable in the process of building trust in mentoring, as the mentor's role necessitates acting in a certain manner. Bartell (c2005, p. 73) specified these characteristics by confirming that a mentor must "…listen, advise, promote, nurture, suggest, guide, respond, encourage and seek to develop the skills and abilities of their protégés." Many QCOG mentors possess these personality traits according to the testimonies of some mentees, as the responses below illustrated:

1. **Approachable and considerate**

"…Sometimes I talk to him…when I have a problem with someone else…he's really helpful and give[s] me some advice…for me, I don't make friends easily, but he's very…approachable…he…care[s]…if I can't do the work today…my son is sick and I'm not in the mood for work, he'll consider that…" (Interview, Mandy, mentee, 2014).

2. **Friendly**

"…Especially it is his first time coming from U.S. to Middle East…the communication started with these kind of topics mostly…'Where shall I go for the weekend with my kids'…restaurants…then we had a good

relation…and then now every weekend…'How was your weekend…''Where did you go'…and he knows now…'Why don't you try this'…the relationship was based on these topics and then it got improved..." (Interview, AH, mentee, 2014).

"…We text and talk, like we go out when possible and we do social stuff outside… work…" (Interview, Hana, mentee, 2014).

This is confirmed by one mentor:

"…After a while…it is not rapport only it became like friendship. Whenever they have a problem, they come…for advice. If they have plans for the future outside the fence, they come for advice, so this kind of relationship…[and]…with some effort you can use that for [their]…best…" (Interview, Mus, mentor, 2014).

3. Nondirective, non-authoritative, and inspiring

"…Entry level engineers…coming in…want to work in the office only and the requirement is to go into the…plant, and…the only way to learn is to be next to the equipment. You can do two ways; you can bang your fist on the table and say, 'You will go outside,' …or you can invite them, 'Let's go together…and you can learn…you can't see this in your office…you'll have to go outside and see these things and it's for your benefit.' But ultimately…it is their own motivation, whether they repeat that alone or me being with them…so that's the struggle…that's a reality…" (Interview, Kev, Western mentor, 2014).

"…Yes, they [Americans] don't give orders, they don't tell those people, do this or do that; they just deliver a message…the receiver get[s] influenced and inspired…for example…if we have a safety topic…like…'be careful' when we work in the field…they don't tell them, 'Don't do this or don't fix the equipment in this way,' they…create a story about…the impact if you do…[it]…in the wrong way and then they get like emotions…'If you do this what can happen to your wife, to your children if you get injured' they get like inspired and [you] get more precautious…" (Interview, AH, mentee, 2014).

The mentor above practiced narrative coaching, which, according to Drake (2010), entails a mindful, experiential, and holistic approach that helps coaches shift their stories about themselves, about others, and about life to create new results. The narrative approach emphasizes real-time attention to facets of coachees' experience and narration to identify ways with which to support their development.

The use of such techniques allows the mentor and mentee to form a relationship like that of peers.

"…Even if I have some issue[s]…it's not the issue and that's it…we joke…he's asking about my family, I am asking about his family…it's not only work…this is the good thing…" (Interview, TH, mentee, 2014).

4. Altruistic

"…Their development…their success is my success…right?...if others also recognize they are performing well, that's real success…" (Interview, Kev, Western mentor, 2014).

5. Introspective

"…I told him my knowledge is 0 in 'Production'...'Don't worry we'll support you'…he was American…so he gave me that new role, I was also leading people…it was something new to me and I gained a lot...it was really amazing...he kind of put me with the right people so I was leading…I really liked the idea of moving from 'Maintenance' to 'Production,' then from there another change came and I moved to [the] 'Logistics' area, and there I was promoted from supervisor to operations specialist…this mentor was able to see the talented, hardworking and dedicated people, so you try to take those guys under your umbrella coz you know they have a potential and they can become something in the future..." (Interview, Ahad, mentee, 2014).

"…He understand[s] what I want…coz…I work better under pressure…he tells me it has to be done by next week …[so]…I do it, so he puts me always under pressure…gives me two weeks, and…asks me to provide him with

day by day feedback, so I have to organize the stuff ...I think he reads me…I can see it…it's called Ilm El Farasa…" (Interview, AQ, mentee, 2014).

6. Sensitive to mentees' needs

"…He can understand the person in front very quickly…he knows what I want before I say it…he can understand what's behind the scene…in the beginning, I need to explain to him a lot…to understand me but until now…ten years…he understand[s] me…I need not…explain too much…" (Interview, TH, mentee, 2014).

7. Tactful in providing advice and warnings

"…If I want something in my technical job, he told me 'Ok, but be careful, coz in the next step you'll face that one…ok?…So are you ready for those things?'…Insight…" (Interview, TH, mentee, 2014).

"…If there is a problem he talks to me personally and not make it public…he treats me like a friend more than a manager…he is getting me ready to take his place…so other manager[s] think let me…make it public…so you'll get annoyed and go to look for another job…my mentor…knows how to do this, and I never had a problem with him…" (Interview, AQ, mentee, 2014).

8. Caring

"…I care about them, I care about their career, I want them to be successful, so I voluntarily become a mentor…helping them to see what I see, so I've had various roles mostly been in Technical…or Production organizations…some of them are very practical…'This is how you install a pump'…versus people skills…'This is how you brainstorm with a team'…'This is how you can influence others to change action'…so it is a wide variety of tasks that I've been part of…" (Interview, Kev, Western mentor, 2014).

9. Encouraging

 "…When he sees me finish a job, he says "good job!" and whenever I have an idea he takes it and implements it in the department if it's good, and if it's not, he explains why…" (Interview, AQ, mentee, 2014).

"…People need positive reinforcement. There is time when there is feedback that needs to be provided, for people to be successful…everyone is quite different in terms of what feedback you need to be successful [and] I think it helps [the mentee] when...he feels [that] he is recognized for the work he is doing, and helps motivate him to do more. I think that's true for anybody [and] my experience [is that] if somebody doesn't feel that they're contributing to the team or to the organization then they're less likely to give their best, so in order to get the most of your team members they need to be recognized and appreciated…" (Interview, Rob, Western mentor, 2014).

The mentees' and mentors' testimonies above confirmed that mentors' qualities are essential for successful mentoring; these qualities are consistent with Ramani, Gruppen, and Kachur (2006), who stressed the importance of certain mentoring skills, such as listening and feedback, that encourage mentors to challenge and support mentees. The qualities of the mentors above reflect their cultural awareness, in which it is important to consider the mentees' culture, and attempt to provide responses that are both faithful to the mentor's natural tendencies, as well as sensitive to the mentee's cultural expectations; all of these can increase mentoring effectiveness (Rosinski, 2003):

"…[Mentees are] fond of going out in the desert…they consider this [to be] life and they want to…work to get…money to sustain whatever they are doing outside. But getting them to understand that [by] being in the plant, they are putting themselves in the chance of being in the desert…with some effort you can…use their culture here [so that] they work nicely afterwards…you have to create the motivation. For instance, I have a developee that he himself is not willing to study, to take the effort, but he is very good in communication…in talking to people, so you shift and use the things he has into a challenge for him in the area he likes…" (Interview, Mus, Arab mentor, 2014).

Mentors' positive personal qualities led to flow in the relationship. Field (2005, pp. 71-72) referred to Collarbone's (2001) review of "Leadership for Serving Headteachers" (LPSH), which urged recognition that individual

characteristics determine 25% of a leader's effectiveness, and highlighted the importance of "personal effectiveness." The personal effectiveness of the mentors above led to the presence of "flow" in the relationship that transformed learning. Csikszentmihalyi (1990 as cited in Suchy, 2004, p. 32) discussed the "Flow Theory," and described flow as "…a process of successfully rethinking skills to adapt to change over time through positive human experiences." He considered "interpersonal relationships" one of the many kinds of activities, such as work and sports, with the potential to generate flow. He confirmed that "…people are happiest when they are in a state of flow— a state of complete absorption with the activity at hand…that nothing else seems to matter." The mentee below experienced similar feelings:

> "…One mentor took care of me the first year…it was very successful coz the lady was…a supervisor from U.S. She taught me every single equipment in the unit and I remember she had a surgery in the hospital…and she…stayed there for one week. She used to send me questions through SMS…and…via email…and then I answered them…I saw the questions on my cell phone…I said, 'Ok, I will answer you, but you have to rest!'…She said, 'No…I don't have anything…'… [so] she was dedicated…" (Interview, AH, mentee, 2014).

When both parties value each other, they can relate to one another better, and achieve the learning goals targeted with remarkable enthusiasm. A smooth mentor/mentee relationship allows the mentee to recognize the mentor's care and support for her/him. The mentee feels the mentor doing the job with all her/his heart, and therefore responds better to the mentor's direction. One mentee expressed this:

> "…See in the beginning…heart to heart…you connect…from the personal skills he's…listening to me…and…he gives me many options so I can choose…and when I choose, he says 'Why you choose that?'…you want to know what I'm thinking, he's trying to think why I'm wrong or right and which is better for me…that's why I'm opening with him…he's opening for me and

other things, I mean it's not one year or two years, it's almost ten years…" (Interview, TH, mentee, 2014).

In fact, many QCOG mentees who were satisfied with their mentors described their experiences with them with extreme energy, motivation, enthusiasm, passion, and love that revealed the interpersonal aspects and effects of their relationship. The mentor/mentee cooperation and their mentors' supportive, non-threatening presence facilitated learning and transfer of professional knowledge and practice.

> "…He really has a sense of humor and this sense of humor gives me more energy to work…I start[ed] liking my job more…before…I will come on time…leave on time…do what they ask me to do and that's it! But now…I like what they ask me to do, and I am excited, 'I finished this task give more to do'…" (Interview, AH, mentee, 2014).

The comments of the mentees above reflected clearly the QCOG mentors' characteristics that the mentoring literature suggests help build the mentor/mentee relationship. A mentor's positive personal qualities enhance a trusting relationship, and consequently assist in Qataris' development. As Bartell (2005) and Shea (1994) stated, a mentor's positive personal qualities enhance building a trusting mentor/mentee relationship. In psychotherapy, Egan (1994) contended that when the helper is competent, it fosters trust between her/him and the client, and when the client believes in the former's competence, it influences not only behavior, but outcomes as well. This means that two related factors characterize the helper's competence: 1) the ability to build trust, and 2) having the client believe in the helper's abilities. Egan stated that if the helping sessions accomplish little or nothing, a client loses trust in the helper. Therefore, according to him, professional qualities feed directly into a helper's competence, and are essential in establishing trust. This applies to the area of organizational mentoring as well.

> "Through email: 'I saw you busy this week and I really appreciate your hard work.' One short sentence is enough for me…just to give me more motivation about working more, even if he see[s] me pass, he just call[s] me, 'AH…thank you for doing this project'…"

"*So your mentor boosts your self-confidence…*"

"A lot!"

"*How does he do that, besides thanking you and sending you emails?*"

"He has some tricky ways…like sometimes during the meetings he throws the problem to me. He says, 'AH is working on this,' in front of the managers, '…And he will give us the feedback by this afternoon,' and he says that we have already discussed this before…and I shake it (agree)…'Well…yes…I will'…" (laughs)

"*And you don't show that you are surprised, right?*"

"At the beginning, yes. So now after the meeting I…run to my office…he really has a sense of humor…" (Interview, AH, mentee, 2014).

When the mentee trusts and believes in the mentor's ability to help, it enhances the relationship between them, and if the mentee believes in this ability, learning and development occur. One mentee compared his two mentoring experiences, a negative one with a resistant mentor-coach, and a positive one with a competent mentor, and revealed that their approach and strategies yielded two opposing outcomes because of their ability to build trust or lack thereof:

"…My mentor…the new one, has a different nationality from the entire team…he knows that he's coming from U.S. for two years [to] develop AH and mentor him to take your position and go back…and they accept…it, especially from the employees from the U.S….there is like good communication…there is no secret…so I feel now much better…and the new mentor is listening to me…he's giving me…big tasks to do…he is keeping me in the loop…and…trying to change the old system…before, when they send an email they don't copy me…now every time he sees my name not copied, he will forward it to me and forward it to everybody…'Please forward it to AH'…and he is telling me…'I am trying to change this…and give me some time'…'Please copy AH…please invite AH to this meeting'…'' (Interview, AH, mentee, 2014).

Hence, mentors' competence, which reflects their ability to build trust with the mentee, is essential for an experience that motivates a mentee to learn and

develop. This applies to the helping professions as well; Corey et al. (2010, p. 66) wrote that in helping professions:

> …The person you are is perhaps the most critical element…to successfully reach clients…your life experiences, attitudes, and caring are crucial factors in establishing an effective therapeutic relationship…honest self-appraisal is essential…to be as effective…in your roles as a counselor, supervisee, and ultimately, as a supervisor.

This is valid, and perhaps echoes Thomas' (2006) stance of revisiting one's ideas continually and adapting them to current practices.

Competent QCOG mentors who connect well with their Qatari mentees accept that these mentees will replace them, and thus, they communicate with them to enhance their professional development. These mentors' "focus of concern" is on their mentees, and their involvement in the relationship is high (Gravells, 2006, p. 97). Therefore, they enhance the mentees' motivation to learn and develop professionally. Below is a response by one Western mentor who expressed her "focus of concern," i.e., her mentee's interests:

> "In the training department…it meant so much for me…for her to be successful…and the thing that I really loved about her from start up…from someone who came from [an] office environment…I can say when you definitely do something brand new…It's [a] slow start, but when I hired her in…she didn't know anything about operations…if you could tell her, expect several months before things are going to start coming together, so…we spent…time one-on-one…I worked her through [a] training module…things that are general safety procedures…then I put her up for the long shift and...has she been successful?...Yes! She's already qualified in two areas, and she is qualifying for her third area…Of course, as a Qatari, she had her development plan…so when she qualifies in her third year, which should be by July…she'll go to CNAQ (university) and start getting her degree…she will go with an operator technician…she'll continue on with a diploma in Chemical engineering…I'm pretty sure she'll be the only…female over there…" (Interview, Rabab, Western mentor, 2014).

The above is one example of an expatriate mentor who connected well with her mentee and accepted that a Qatari would replace her. A mentee also testified to this:

"…He always says, 'I [am] sitting (staying) here but always it should be your place'…" (Interview, Jihan, mentee, 2014).

Support from such a mentor has positive effects on the socioemotional aspects of a mentee's development. Hawkins-Komosa (2012) identified social-emotional support in a quasi-experimental study conducted on adolescents in a program that carried out school-based mentoring. The study examined the effect of individual mentoring on students' socioemotional health. The findings suggested that school-based mentoring is a promising practice that improves adolescents' social-emotional strengths, and/or protects them from the risks associated with adolescence. These results apply as well to adults who are about to embark on their professional journey.

Many competent QCOG mentors promote a healthy work environment through their professionalism, especially in decision-making, which produces mentees who are more professional, as the following mentee's response revealed:

"…[Discussions like]…how to make decisions if you are the manager…what will you do…sometimes I sit in his office for one hour and a half or two hours…like talking about my plans…business, and sometimes he show[s] me…like if you have this case, what will you do [to] think like a manager…and sometimes he [tells me]…'Ok…do more studies on this part,' and after I finish…sometimes he knows it will not work, but he let[s] me do a lot of research on this part, and told me, 'See, your work is very good, but the problem is there are missing things…you are not thinking of the business lines…we have this and this similar to this,' so...it was good, so when I think about all the things around me, do we have anything related…" (Interview, AQ, mentee, 2014).

The mentor above helped the mentee engage in decision-making more actively. In counseling practices, McLeod (2013, p. 53) referenced Bohart and Tallman's (1996) theory of the "active client." According to McLeod, who agrees

with the Rogerian perspective, the client chooses how to make use of what her/his therapist offers, and learns new coping strategies guided by a basic human capacity for "self-healing." The "active client" perspective is valuable, in that it acknowledges that client intentionality and agency are elements essential in the therapeutic process.

The response above was one example of a mentee's involvement in decision-making. The following response by a mentor is an example of the way in which he involved the mentee in making decisions to facilitate learning and development:

"…The first few times I met with him, I might have more or less set the priorities and here is how I would rank them…but then as we move forward…'Tell me what you're working on…tell me what you think the priorities are…and then let's talk about whether we agree or disagree'…when it comes to the point when that becomes his skill and asset, not that I have to tell him, but he can do this himself, and that's what I've explained to him too…with that particular example, I need to help him learn how he prioritize[s] his assignment, coz one day he will be in a role where he is giving priority to others, he has to certainly be able to manage that first so that he can help…" (Interview, Rob, Western mentor, 2014).

The response above also is an example of a supportive mentor whose ability to establish trust with the mentee was essential to a positive and encouraging mentoring experience that motivated the mentee to learn and develop.

One's personality is the most critical element in anything one does, including mentoring, whether in an organizational or any other context. In fact, it is important to stress here that many other QCOG mentors, who may be from South Asia or from other countries, communicate well with their Qatari mentees to enhance their professional learning and development:

"…He lets me take initiative…if there is anything to do I…enroll myself without asking him…if there is a safety campaign or any campaign…I…volunteer. The first day he came he told me, "you have to

take initiative…yaani…think of your country in five years…what will you be…you have to take initiative and how to take the company to business…[so]…I volunteered a lot…I have a lot of experience…" (Interview, AQ, mentee, 2014).

VI. Role of Mentees' Personal Qualities in Improving Mentoring Outcomes

The data the participants provided demonstrated that mentees who developed collegial relationships with their assigned mentors, and who were open and enthusiastic about their learning and development were able to develop professionally in the workplace. These mentees experienced a substantial shift in knowledge and its application because of dialogue and communication with their encouraging mentors, unlike the situation with mentees who had resistant mentors. Those were still able to benefit from mentoring by acquiring learning and development differently, depending on their personalities; thus, they pursued their professional aspirations to maximize the benefits of mentoring.

The role of mentees' positive personal qualities in seizing learning when assigned a resistant mentor. In the following, I present three mentees' negative experiences and the way they were able to employ those experiences for the benefit of their own learning and development. Three prototypes of mentee personalities, A, B, and C are presented below:

A) "…[I am] self-motivated, nobody is motivating me…[I've been here for]…one and a half years…before that I had another coach…[for]…six months…the one in the past, I didn't have a relationship with him...AT ALL!…when I go to his office, I don't feel I am welcome…when I ask a question, he transfer[s] me to another person to answer my question…because sometimes people are afraid to teach me something, and they are afraid for their position…I waited to finish the development with him so I can move to another coach…[I didn't complain]…I am new, and I don't want to start [a] problem from the beginning…" (Interview, AR, mentee, 2014).

B) "… [I asked my mentor]…'Why you aren't supporting me to let others listen to me or to my ideas and do what I'm saying?'…In the beginning [they

were] trying to give excuses…then I went to the manager and I discussed this with him…then I had…at the end…to go [to] the GM and then…they decide[ed] to change the boss [the mentor-coach] " (Interview, AH, mentee, 2014).

C) "…Honestly…they keep the info for themselves, you have to work on it by yourself…and [you]…should not wait…for anyone to help you…to show them I am capable to do this work...Yanni…I am worth that grade or that position, it is not for nothing…Walla…I told them if I am not worth that grade…ok…extend my 'Developee Plan'…I don't want to be [a] 'Post Holder' without having the knowledge to hold that position…I don't care…I prepare everything…I contact the center…'Please give me the quotation…give [me] the schedule…give me the course outline'…I prepare the papers…I give it to [my supervisor]…sign it and give [it] to the secretary, and finished!…So I am managing my things…I am not waiting for anyone to help me…[laughs]...in my opinion the mentoring thing is like a layer, it is not affecting anything, it should come from the person himself…if he wants…success in his career and getting information, the mentor will not help…" (Interview, Sara, mentee, 2014).

Mentee A was patient; he waited to change his development plan until he had a new mentor. Mentee B was patient too; however, he addressed his problem at many levels: the mentor's, the manager's, and the general manager's, until he received a new mentor. Mentee C was proactive, and acted without referring to management; she was motivated intrinsically and fought to attain her position. Her self-determination and clear vision of her personal and professional goals enabled her to become a "Post Holder." Her response reflected high self-esteem, self-confidence, and self-worth, which energized her to achieve her professional goals.

Borrowing Oser's (1991) model to manage moral dilemmas in education for similar dilemmas in organizational mentoring. It was interesting to observe these three different mentees' personalities and the way in which they managed their negative mentoring experiences for their own professional benefit. In the field of teacher mentoring, Orland-Barak, Kheir-Farraj, and Becher (2014, p.

79) referred to Oser's (1991) notion of "professional morality," which refers to professional, moral actions that conflict by their very nature. Oser's model provides the conceptual grounds for five major strategies to manage professional moral dilemmas in teaching contexts. The first is "avoidance," in which a teacher avoids the dilemma. In the second, "delegation," the teacher transfers the responsibility to decide to other authorities. In "single-handed decision-making," the teacher knows clearly what to decide and positions her/himself as the ultimate expert and authority on the issue. In "incomplete conversation," (discourse I), the teacher takes upon her/himself the responsibility of deciding how to address the dilemma by explaining to the other party the way in which s/he arrived at a solution to it, and trusting that the other party can understand the rationale behind her/his reasoning. Finally, in "complete conversation," (discourse II), the teacher involves all parties when dealing with the dilemma, assuming that they are rational human beings interested in, and able to, manage dilemmas even in critical situations.

The strategies the teachers above use could provide conceptual grounds for managing moral dilemmas in mentoring as well. In fact, the three mentees did exercise some of them; mentee A used the "avoidance" strategy, as he was new and wanted to avoid confrontation with his mentor. Mentee B used delegation, as he referred the problem to the management. Mentee C used a combination of "single-handed decision-making" and "discourse," in which she positioned herself as the ultimate expert and authority on the issue and explained to the other party (her mentors) the rationale behind her reasoning and decision-making.

After interviewing mentee C, I was curious to know more about her family background and social environment. I learned that both her family and spouse encouraged educational and professional achievement:

[Her family told her that]…"'No one will go out from the house (get married) before [finishing] the college…[laughs]…you have to complete your college'…[though…my grandmother and grandfather…]…they don't have to be educated, because the female was for the house only…not going out…but now Hamdella…my husband encourag[es] me… 'You have to work…you cannot sit at home…you have that knowledge…and you are

good in your work, you have to continue'…" (Interview, Sara, mentee, 2014).

The above reminds us of Bandura's "school of cross-cultural theory" for social learning (1977 as cited in York, 1994, p. 31). He stated:

…As children grow, they form relationships and negotiate social transactions that equip them with competencies for life in a particular culture. These competencies include such things as conformity to behavioral codes…[and]…an understanding of morality…

Mentee C exercised some of these competencies, particularly internal locus of control and self-esteem, while she did not conform to behavioral codes, as she ignored the professional channels with which she had to comply. In personality psychology, Rotter (1954) defined locus of control as the degree to which people believe that they have control over the outcome of events in their lives, as opposed to being controlled by external forces beyond their control.

The case of resistant mentees. On the other hand, according to some expatriate mentors, certain of the young, new mentees at QCOG were resistant to their expatriate mentors initially because of their prejudices against, and attitudes about, their mentors:

"…Some resist the way…that he should be obligated to things…being responsible, which…young kids…donno much…and they are under the impression of whatever they hear from different people in the culture, maybe their colleagues…in their environment, so they don't discriminate between [the] driver they get and the people they deal with in firms such as ours…" (Interview, Mus, Arab mentor, 2014).

This mentor's response revealed that society influences a mentee's attitudes about expatriates. Henderson (1994) wrote that attitudes are not innate, but learned; he stated that Lasker's (1929) research detected racial attitudes in children as young as three years, but that these attitudes are not developed well until the age of ten or eleven. Most of these prejudices are negative attitudes about a group of people that take the form of assumptions or generalizations about all or most members of that group. Henderson wrote, "This kind of in-group versus out-

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group hostility disrupts work unit interactions and subverts organization effectiveness" (p. 135).

However, at QCOG, the continuous discussion with these young resistant mentees, combined with expatriate mentors' patience, minimizes these "anti-diversity" behaviors, and reduces the "…degree of readiness to behave in a given manner toward culturally different people" (Henderson, 1994, pp. 135-137). This resolved the attitudinal issues, as the following mentor's response showed:

"…But with time with a little bit of patience…they come a long way and understand…" (Interview, Mus, Arab mentor, 2014).

Contrary to the evidence provided by Siperstein, Bak, and Gottlieb (1977), who indicated that employees who hold anti-diversity attitudes seldom change their beliefs, but hide them instead, and pretend to have converted, particularly if their supervisors are monitoring the training, the mentor's response above showed that resistant QCOG mentees changed their attitudes about their expatriate mentors with time. Here, the expatriate mentors helped resolve the mentees' prejudices by clarifying their professional role in the organization, which enhanced the mentor/mentee respect, trust, and bonding that maximizes the benefits of mentoring:

"…I haven't come into a conflict so far and that proves that…yes!...it [intercultural mentoring] is successful, whenever [you] get people to understand exactly what is the difference between outside [and here]…so I think we are successful then…" (Interview, Mus, Arab mentor, 2014).

Intercultural mentoring illustrates the interactive relationship when mentor and mentee come from different cultures (Osula & Irvin, 2009). In brief, a mentee's personality is a critical factor in her/his learning and development in the workplace. A resistant mentee minimizes her/his chances for professional development, while a self-determined and motivated mentee will achieve her/his personal and professional goals, as also confirmed by the following Qatari manager:

"…So again, it depends from person to person…some people are interested to be in higher positions so they will work hard…" (Pilot, Salem, Local technical manager, 2014).

Discussion

Except for the unfortunate presence of some mentor-coaches who resisted helping mentees develop to secure their jobs, the data revealed that, in this context, cultural mentor/mentee differences do not affect mentoring practices when there is established respect and trust that promote communication and dialogue.

The interviews with the key personnel showed their enthusiasm for mentoring and their willingness to acquaint themselves with the best mentoring practices; it also clarified the way in which the mentoring system at QCOG works. The interviews with the mentors helped me discover their experiences with the mentees, especially the culture-specific aspects that affect mentoring and the strategies the mentors use to overcome challenging mentoring situations. Further, it helped me learn the ways in which they motivate the national mentees to learn and develop in the workplace.

The interviews with the mentors added to my understanding of what helps the mentees accept their expatriate mentors' comments to improve their practice, and the methods the mentors use to motivate them to do so, given the existing sociocultural factors, including the differences in mentor/mentee backgrounds and cultures, and the way they affect mentees' learning and motivation to learn, the strategies the mentors use to motivate the mentees to improve, learn, and change, and whether the mentees identify better with a Qatari mentor and the reasons therefore (Appendix A). The interviews contradicted or confirmed some of my assumptions; one of these was the result of my experience when I taught indigenous Gulf mentees previously. The assumption was that, in this context, the cultural differences between the mentors and mentees would affect the learning and development of the indigenous mentees negatively if the mentors were not familiar with their sociocultural norms, thus increasing mentor/mentee power distances. Therefore, a mentor's cultural awareness and acquaintance with these cultural norms is an important requirement to effect better mentoring outcomes and minimize power distances.

Another assumption was that, given the privileges with which these mentees are blessed, they would lack the motivation to learn, develop, and become independent employees. This assumption was refuted; the interviews with the mentees, mentors, and key personnel revealed that these mentees were highly motivated, and many had set personal and professional goals and objectives already and were quite diligent in achieving them.

An additional assumption I made as a mentor was that expatriate mentors would be lenient with the Qatari mentees because of the mentees' feeling of "superiority" as natives of the country, a situation that is dominant, not only in the context of QCOG, but in the entire Gulf area. However, I realized that this was a misconception; the interviews with the participants revealed that the management is determined to provide quality mentoring, and therefore encourages the mentors to be firm, but friendly, so that mentoring yields the outcomes required, and leads the Qatari mentees to be able to work without supervision, and thus, take full charge of the managerial and administrative aspects of their company, so that, in the future, they can mentor other fresh Qatari mentees or graduates.

The interviews with the Qatari technical manager and some mentors indicated this was the case. It is worth mentioning that even though the management is clear in its directives for the mentors to be firm with the mentees at the company, the sense of superiority among Qataris within the company and society in general remains prevalent. Here, I would refer to Alyami (2013), the Executive Director and founder of the Center for Democracy and Human Rights in Saudi Arabia, who wrote that generations of Arabs have been trained to be suspicious and distrustful of each other based on religious, ethnic, and gender differences. This prejudice colors their perceptions of, and relations with, their Arab brethren. He added that beliefs about who "the real Arabs" (n.p.n.) are play a major role in Arab societies and the way in which citizens of each country relate to other Arabs. For example, desert dwellers, especially in the Arabian Peninsula, consider themselves "the real Arabs," while other Arabs consider them backward nomads. Reiche (2015, p. 495) stated that in Qatar, "There are different tribal backgrounds and there is some competition between influential families." Further, one QCOG

mentor noted that this exists even among Qataris at QCOG (Appendix A) and one mentee reflected his superior attitude and the manner in which he should be addressed as a Qatari (Appendix C). The national technical manager confirmed that mentors should be tactful when dealing with Qataris (Appendix E).

However, at times, my assumption that mentees felt superior to their mentors was not confirmed through the evidence provided by some mentees' interviews, and when some mentees felt unappreciated by expatriate employees or mentor-coaches. Other than that, many mentees did not reflect any superiority to their mentors during our encounter; on the contrary, they revealed that they were most appreciative of their mentors, who endeavored to help them become independent, and, according to the mentees' responses, were highly supportive and encouraging.

It is worth mentioning that during the study, I tried neither to reflect any of my assumptions nor to impose any of my ideas in any manner, but to be open to ideas that emerged during my interactions with the interviewees. By doing so, I avoided the threat to impose meaning (Robson, 2002) that can arise from being a subjective researcher.

Moreover, the informal conversation with the Qatari women was quite informative, as I obtained a glimpse into Qatari family life, a woman's relationship with her family, and especially her brothers, who seem to be quite authoritative in making decisions about women's education, employment, and choice of workplace. I also gathered impressions about male/female relationships and restrictions, and the reasons why females try to avoid working with their indigenous male counterparts (Appendix D).

Summary

This chapter analyzed the participants' contributions in relation to the mentoring, coaching, and pluralistic counseling literature. Following are the key issues which emerged as a result of this analysis:

1. Mentors must show appreciation of specific Qatari cultural issues and avoid parochialism and narrow-mindedness. They also must demonstrate understanding and respect for gender separation.

2. Mentor/mentee ethnic and linguistic matching were secondary in importance. The presence of mutual respect and a mentor who enhances learning was more important.

3. Stereotyping and generalizations about mentees should be avoided.

4. Giving mentees responsibility fosters their independence and reduces feelings of low morale and stress.

5. Not all professionally competent employees can be competent mentors, and employees who feel that they can be mentors should volunteer to do so.

6. Mentors' qualities were important in improved mentoring outcomes, and mentees' personal qualities and behavior appeared to be important when confronting issues and dilemmas with their resistant mentor-coaches.

The next chapter presents the final thoughts on the data analysis and the study's implications.

CHAPTER FIVE: FINAL THOUGHTS

This research explored the effect mentors with different sociocultural backgrounds have in motivating Qatari mentees to learn and develop in the workplace, given the socioeconomic status and power that Qataris enjoy. The following key issues need to be present for enhanced mentoring outcomes:

Importance of Mentors' Cultural Awareness

The study revealed that it is essential for mentors to increase their awareness of mentees' cultural and social norms, including gender distinctions, to establish a successful mentor/mentee relationship and bridge the possible cultural gaps that might compromise the relationship. In fact, data obtained from the mentors' interviews (Appendix A) suggested that many expatriate mentors at QCOG expand their understanding of the unique Qatari cultural and social norms through dialogue and interaction with their mentees. These mentors avoid cultural encapsulation, parochialism, and narrow-mindedness, and demonstrate appreciation, understanding, and respect for gender issues. Thus, they adopt a pluralistic approach to mentoring similar to that of pluralistic counselors. However, the study revealed that some Western employees did not show respect for the sensitive cultural issue of gender distinction in the initial stages of their employment, although they became more sensitive to this aspect of Qatari culture with time.

Considering the organization's primary goal of Qatarization, another important characteristic of the mentees' culture is their work ethic, specifically their lack of commitment to the organization, as they can find jobs easily if they leave their organization. The interviews with key personnel (Appendix E) indicated that it is the responsibility of mentors to be patient and tactful when dealing with their mentees and establish the rapport and trust needed to build a relationship that facilitates their retention.

Another important cultural characteristic was that some mentees demonstrated a superior attitude toward their mentors, and mentors must exercise wisdom when dealing with such mentees. In fact, mentors indicated that they take pride in their ability to handle some prejudiced mentees. To minimize this tension, mentors advised that it is important to clarify their mentoring roles to their mentees, and in fact, the evidence demonstrated that this enhanced the mentees' acceptance of their mentors (Appendix A).

On the other hand, evidence also revealed that mentors who are culturally sensitive still expressed their concern about weak areas in the mentoring program that would affect the mentees negatively, and that they foresaw that some mentees would make poor career choices (Appendix B). The mentors decided to confront areas of weakness in the mentees' development program and by doing so, they disregarded the cultural sensitivity governing this context and used their integrity for the benefit of future Qatari mentees, thus applying the confrontation technique counselors use, although the Arab collectivist culture usually avoids confrontation (Dweiry, 2008).

Cultural Matching

Except for a female mentee who preferred having an ethnically matched mentor, the study verified that mentor/mentee cultural matching does not guarantee successful mentoring and mentees do not think that ethnic matching matters, however establishing a trusting relationship is essential instead. Further, they indicated that cultural matching in mentoring is not yet possible at this stage, as Qataris are not yet sufficiently able to mentor other Qataris because they still are in the formative stages of their professional learning. Further, cultural matching can prompt competition among the Qataris to attain managerial positions (Appendix C, mentee AH).

Linguistic Matching

The study revealed that a mentor/mentee linguistic match is not essential, as the QCOG professional mentors who do not share their mentees' native tongue still are able to establish a trusting relationship by finding areas of commonality and mutual understanding. However, linguistic matching can be advantageous in

the initial stages of mentoring when using mottos or sayings specific to situations in the culture (Cox, 2012).

The Case of Mentor-coaches Who Resisted Advancing Mentees' Technical Competencies

The study found that some mentor-coaches who are technically skilled and who are required to pass on their technical competencies to the mentees prioritize their personal interests at the expense of their mentees' development needs. While evidence revealed that sharing ideas and experiences through mentor/mentee dialogue promotes bonding and feelings of relatedness, the data that management, mentors, and mentees provided indicated that these mentor-coaches employ certain techniques, including avoiding communication regarding technical areas, social solidarity and allegiance among them as they exclude the mentees from their social circles to reduce interaction and dialogue that might facilitate learning to slow the mentees' progress. The conclusion was that not all professionally competent employees are equally competent mentors; to avoid this adverse mentoring atmosphere, the management should choose employees who possess the appropriate mentoring abilities or such individuals should volunteer to be mentors. Management also was advised to involve resistant mentor-coaches in self-exploration and reflection as ways to help them identify their weaknesses, strengths, and resistances as honesty in confronting them is essential in implementing change in their behaviors. In addition, behavioral coaching, such as the use of surveys, is essential for mentor-coaches who are technically efficacious, but demonstrate inappropriate behavior, as it can yield positive and noticeable changes in their behavior.

Stereotypes and Generalizations Affected Mentoring Relationships

Stereotypes and generalizations appeared to be a source of mentor/mentee tension, and so mentors and expatriates are advised to exercise caution to prevent them from falling into this trap, such as misjudging the mentees because of their negative work attitudes. Evidence revealed that some hardworking mentees expressed concerns that they were being misjudged, as they expected that appreciation for their efforts and progress should be expressed differently. It was

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concluded that these generalizations will disappear with time, especially when Qataris demonstrate positive work attitudes, which is the only way to eliminate these generalizations and stereotypes.

On the other hand, the research revealed that resistant mentees who possessed an attitude toward their expatriate mentors attributable to societal influences, changed their attitudes about them with time because of their mentors' patience and continuous discussions with them, which thereby minimized "anti-diversity" (Henderson, 1994) and resolved the attitudinal issues.

Factors that Affected Mentees' Progress

Failing to acknowledge mentees' abilities retarded their progress. The study indicated that it is important to believe in mentees' abilities by giving them more responsibility, as this fosters their independence, which is the goal of mentoring at QCOG. Moreover, evidence demonstrated some Qataris' eagerness to be responsible and independent, especially when mentors delegated responsibilities to them and triggered their energy and enthusiasm. In contrast, limiting some mentees' responsibility engendered work stress, low motivation, and even depression. Hence, increasing mentees' responsibilities at work and giving them the confidence to become active partners in making decisions enhances their satisfaction with their jobs and themselves and encourages them to stay in the organization, thus fulfilling the mission of Qatarization.

Mentees' personal qualities affected mentoring outcomes. Evidence indicated that cooperative mentees who were assigned resistant mentor-coaches reacted differently depending on their personalities; it is worth mentioning that these mentor-coaches are not necessarily resistant for cultural reasons. In this sense, Oser's (1991) model, which provides conceptual grounds to explain dilemmas in educational settings, was applied to explain mentees' behavior in their organizational mentoring setting.

Contribution of the Research to Mentoring Practices for Muslim Qatari Women

The most interesting aspect of my research is that it contributed knowledge about mentoring females within the context of QCOG. As mentioned previously,

Abdalla (2015) and Langlois and Johnston (2013) confirmed the paucity of scholarly research on mentoring in the Middle East, and this study contributed knowledge on mentoring practices for both genders in a Qatari organization; however, the most interesting aspect of the research is that it provided information about Qatari females' experiences as mentees in a non-segregated work environment where cross-gender mentoring is acceptable for Qatari women on condition that it is conducted in an open space and not in a closed office (Appendix C, mentee Anna). Further, my research revealed that both the management and the mentors "spot light" (Appendix B, mentor Rabab) successful mentees who qualify as female field operators and empower them by encouraging them to continue their tertiary education and become chemical engineers (Appendix B, mentor Rabab).

In this sense, my research contradicted Langlois and Johnston (2013), who wrote that it is still taboo for Arab women to work with men, and attested to the progress needed for women to advance into leadership positions (Muslimah Media Watch, 2009). However, this was a specific case study of a Qatari organization and contradictions in any knowledge gained are expected in a society where conservative and moderate Islamic views clash (Maumoon, 1999), and where the constitutional and legal provisions with respect to women's rights and gender are inequitable. Further, there is disparity between nationals and expatriates' wages. Nationals receive the highest wages, although their women still face a variety of barriers to pursue high-level jobs in politics and business (Bladd, 2009).

However, in contrast to the Emirati context (Langlois & Johnston, 2013), the situation at QCOG differs, as the company's organizational culture advocates women's professional development through mentoring and coaching. Hence, for that purpose, the managing team prepares a tailored development plan that suits the mentees' personal and professional needs and aspirations regardless of their gender, and those who possess leadership skills, including communication and social skills, grow within the organization and attain managerial positions (Appendix A, mentor Mus). Clearly, policies that support the Qatarization initiative

that require government organizations to recruit female and male Qataris to reach 50% of the national workforce sustain this.

However, this research revealed that, in some ways, the QCOG work atmosphere still reflects engrained gender inequalities (Langlois & Johnston, 2013). A Western female mentor, who was a field operator, testified that approximately thirty male operators in the field stared at her awkwardly, as most of them come from conservative Muslim countries where women neither do plant nor shift work. However, they overcame this situation when they trusted her training abilities and professionalism.

Further, the findings were consistent with some issues Langlois and Johnston (2013) raised about males' attitudes towards females, particularly that women have to work twice as hard to be taken as seriously as a man, and find it very difficult to be taken seriously in field work. However, one expatriate mentor was searching the community for a female Qatari interested in field work as a chemical engineer, and upon locating such a woman, the mentor enhanced the female mentee's personal and professional development and took pride in her progress (Appendix B, mentor Rabab). QCOG's Qatari men could not believe that the woman was a field operator, but their interaction with the mentor resolved the issue and made them change their mind.

According to the female Western mentor's testimony, the younger Qatari generations' flexibility and open-mindedness predicts forthcoming change, particularly because of QCOG Qatari plant managers who advocate and support women in the workforce and promote the presence of women faculty in Qatari universities as well (Appendix B, mentor Rabab). In fact, QCOG is offering a course entitled "Diversity and Inclusion," to Qatari men as part of their training program. Rabab, the Western mentor, teaches the course, which promotes diversity and inclusion, and which she taught previously in her home country.

Further, Golkowska's (2017) research revealed the significant increase in Qatari females' presence and visibility in the public sphere, including education and employment. In fact, change is taking place even within the limited environment of QCOG, although it is not yet recognized in other areas in Qatari

society; to date, the local government remains associated with, and controls, Qatari independent civil society organizations concerned with women's issues. Joint projects between European universities and universities in Qatar do exist, but the scope of their focus on human rights, women's studies, and democracy is limited. Further, either the Qatari university or the government rejects most of these joint proposals (Citizens' Rights and Constitutional Affairs, European Parliament, 2014).

Implications: The Status Quo and Qatari Women's Aspirations

The young Qatari women interviewed revealed that they have high expectations and ambitions for the future and many of them are determined to pursue their goals. AlMunajjid (2014) confirmed that no one can empower women except themselves, and by standing up for their own rights, women can inspire and motivate each other. Indeed, one of the female participants in this research agreed with this view, "You have to fight, no one will give [you] anything without fighting" (Appendix C, mentee Sara). Further, African women can be a source of inspiration to Qatari women who wish to effect socio-cultural changes, such as Thenjiwe Mtintso who defied every stereotype when, as a Black woman, she dared to challenge the system, which propelled her into a lifelong struggle for freedom from gender oppression (Morna & Makaya-Magarangoma, 2013). The authors stated that, to make a difference, African women had to be decisive and speak with one voice about important issues, such as violence against women, peace and stability, and education, which can be inspiring for Qatari and GCC women as well.

However, assuming more egalitarian positions (Langlois & Johnston, 2013) contradicts the Qatari conservative-religious mentality as well as Arab societies' conventions. In this case, caution needs to be exercised, as Wilkins (2001) wrote that, in the GCC countries in particular, training and development professionals must fully understand their social and cultural professional environment to avoid causing offense to their colleagues.

Summary

The conclusions above reveal the significance of contextual influences that add to the complexities and challenges associated with mentoring in this culture-

specific, yet multicultural work environment. In light of the above, many factors need to be present to circumvent the complexities of, and challenges to, successful mentoring.

It is true that the study revealed that mentor/mentee sociocultural differences in this context do not affect a mentee's learning and professional development when a relationship of trust and respect is established. However, the results showed that the process becomes successful, not necessarily because of cultural and linguistic matching, but because of the enormous efforts on the part of the management, mentors, and the other employees, and their awareness of the cultural/contextual influences.

It is important to note that a mentor's charismatic personality is key here and cultural sensitivity and openness are vital in this work environment. However, not every mentor is ready to question her/his own biases and reflect on aspects of her/his practice. Similarly, not every employee is ready to be culturally open. In fact, these are special personal traits that individuals acquire from their social environment and through their upbringing that require them to observe themselves and the other to achieve cultural awareness, sensitivity, and openness. Unless this happens, individuals will remain victims of stereotyping and judgment which, sadly, is an unfortunate human tendency.

Future Steps and Implications

This study has increased my enthusiasm to continue promoting more harmonious, culturally open professional and social environments and spread the word about the challenges associated with the process. Upon concluding this thesis, and with the help of the research skills and knowledge gained, together with my intrinsic motivation, I intend to continue to disseminate what I have learned in my own surroundings, the local community, the Arab world, and worldwide. Addressing cultural issues within our societies is very important in achieving improved relationships, not only in mentoring and other helping professions, but in every environment and all aspects of our lives.

Further, I feel obligated to heighten awareness of the cultural issues and their complexities this study addressed in my "mother" field, education, as a

teacher and a teacher mentor, and then that of mentors in other fields. I consider this my responsibility, particularly with respect to awareness of cultural issues that teachers may experience in their work environments and that affect their relationships with their surroundings, including students, parents, educational managers, and fellow teachers, and most importantly, student learning. I intend to do the same in organizational contexts; one priority is to produce a manual with the help of other mentoring practitioners that compiles their mentoring experiences, similar to that Hwang (2016) wrote on counseling to help expatriate mentors address cultural differences with their mentees. This will assist future mentors in their practice in the State of Qatar and in other Gulf region organizations, thus minimizing mentor/mentee power distances, and avoiding any negative experiences when establishing relationships during mentoring.

Having conducted this research in an organizational context, my other mission is to perform the same or similar research in an educational setting. Further, I am searching for research opportunities on cultural issues in Qatar, for which the hospitality and medical fields are good potential contexts.

The study can extend beyond the mentoring context to benefit individuals who work in diverse work environments in Arab/Muslim countries, or non-Muslim individuals who work in the Middle East. Further, the study contributes the idea of accepting the "other" and underscores the issue of raising awareness and understanding of the "other" culture to facilitate communication among individuals who differ socially, ethnically, or religiously, to name a few. The study contributes to a greater acceptance of differences in our world, whether in professional or social environments.

Today, diversity is becoming a reality that we, as humans, must acknowledge and accept. Sadly, because wars and social injustice have plagued our world in the last few decades, enormous numbers of refugees have fled to safer countries. If our goal as humans is to create a better world of mutual respect, acceptance, and understanding, we need to be more open to other's cultural differences and values, yet preserve our own. This leads to cultural harmony among nations with opposing cultures, individualistic versus collectivistic. Although

overcoming value conflicts is quite challenging, if individuals have the common belief that they must value and respect each other's cultures, this is an important step toward cultural harmony. Diversity is only the surface layer, while its more important layer is the way we work together (Appendix A, mentor Rob). One can argue that this is an ideal situation. However, if we as societies and humans begin to respect one another and accept other people's differences, we will achieve more inclusive societies. This confirms York's (1994, p. 11) stance, "Given the rapidly expanding cultural mixture through which we move, and the shrinking global village in which we live, even a small step toward cultural harmony seems a step worth taking."

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APPENDICES

Appendix A

Mentor interviews

<u>1.</u> **AL**

"*Tell me a bit about your experience as a mentor…*"

"I am in the training department since 2006…interacting with many Qatari students. It was very interesting for me, coz I was not in this field…I was in the maintenance department and the maintenance department were maintaining and repairing equipment…so moving to the training area was a challenge. One of our responsibilities is to develop and train Qataris, find technical courses which are applicable to them...technical, because they are starting from scratch. Also, when they go to college [or] they come from QP, another company which hires them from various schools, as part of the vocational training, they start to take certificate I, II, III, …an apprenticeship program… here in QCOG [which is] very similar to…classroom training, and afterwards, they get field training called Technician Preparatory Program (TPP) accredited by TAFE, in Australia."

"*Ok…*"

"Trainees come here and they see [that] it is fine, but…hazardous [as] they have to work with chemicals with precaution [and] comply with the safety procedures in place, and be more safety conscious and…follow the procedures. They take time to build into the system…and [with] every step…we need…to be very careful. I just give you an example, we had a trainee who came here [the] first few weeks and he was a smoker, so our policy says that we can't take cigarette lighters…and…no…mobiles in the plant, coz mobiles are not intrinsically safe. So, when we told this to him he said, 'Ok…I'll just switch off the mobile…and this will have no harm.' We had to explain to him that these are safety regulations and requirements and by taking a mobile you'll be tempted…to switch it on…it is not intrinsically safe [as] there is gas somewhere inside the device, that can cause explosion. So, it takes a while to understand and [get the] focus for safety. Also

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time keeping [is another issue] sometimes they are a little bit late and… don't inform us that they are not coming, so this is against the HR policy; employees have to inform their supervisor if he's coming late, or if he is absent coz we need them to be accountable…so that's how our role starts…"

"*So…you are a trainer, not a superintendent*?"

"Yes."

"*Do you train juniors or seniors*?"

"Everybody."

"*How do you define coaching and mentoring and how are they different*?"

"I will look at mentoring as basically transferring the skills and knowledge that you have to somebody who is accompanying you…"

"*But how does this differ from coaching*?"

"I don't see much difference, coaching is skills–based. But when I say mentoring it is like transferring the skills which will be overall guiding him…that's…the difference."

"*Do you see yourself as a mentor or as a coach*?"

"A coach."

"*Do you feel that you are helping your mentees learn and develop specific skills*?"

"Yes, definitely…I've seen that, and you'll come to know when you have that relationship with the trainees…when they come and talk to you and share problems and ask you for guidance. At that time, you know that…he is listening [and] learning from that. Sometimes with this culture it is so difficult and you have to maintain that. I'm [an] instrument engineer, I was a maintenance trainer and I used to look after mechanical trainees…the mechanical trainees…still…come to me and…ask me…for guidance…"

"*So there is still like a relationship or rapport, right*?"

"Yes, there is rapport and I think that's important."

"*So it seems that you are comfortable with your mentees despite the cultural differences*?"

"Oh yes. You need to have a balance of both coz…these trainees are not 16 or 17 years old, but…they're 18, 20, or 23…"

"*What helps you connect with them*?"

"You know it is like talking to them…they love cars and adventures…and that's how it starts..."

"*Yes…topics that interest them...*"

"Yes…and that's the point. Sometimes we mentor them on time keeping, so if he's late you don't ask the question, 'Why are you late today?'…But you know you ask them, 'Did you have any problems coming to work?'…or 'Was your car broken?'…Sometimes they give excuses, 'Yeah…I had to drop my brother.' But…we have some trainees who are basically smart and they have issues like that, but we don't wanna lose them…but through mentoring they improve. There are some who have good time keeping and they are interested, but they have inability to grasp things. So, both ways are challenging…and here we cannot be very strict, unless…a guy has an attitude and wants to defy all rules; he will say, 'I don't believe in the safety procedure…I think it's wrong…I'll do it my way.' We don't have [a] place for such guys here, even if he's good in time keeping or…as a worker. At the end of the day we want everyone to go home safely."

"*Right.*"

"So, if he is defying safety we show him the door and we say sorry find another company."

"*Did you feel any resistance from some mentees in general?*"

"I think they used to be…[but since] 2012 and onwards, we have seen positive change in their education and ability to speak English."

"*Do you think that this difference in your background and culture affects a mentee's learning and motivation to learn?*"

"Cultural difference…not sure…I think difference in language plays a very important role especially in mentoring, but not in educating or learning…I think [in] educating and learning, you'll probably say you'll stick to English and then they can learn better and faster…but in terms of mentoring and coaching, sometimes speaking their language makes a difference and…does motivate the person…"

"*So what you are saying is that Arabic speaking mentors are better when mentoring, right?*"

"Speaking English to them when mentoring, especially when you have to talk about improving tardiness or teaching them concepts [is] not easy. I think Arabic or the language…they understand is the one that should be used in mentoring."

"*Ok…then language is affecting their learning and motivation to learn*?

"Language can't affect their learning, but it can affect motivation."

"*So…if a mentee is not interested in learning, what strategies do you use to motivate them to improve, learn, and change*?"

"We had cases where…we give…trainees the opportunity…to extend this period of…learning. Maybe ask him are you interested in that…coz many times when they try to take these subjects…we give them the choice of teaching in a different way and explaining to them…and sometimes it can be that they don't like the subject, or…the teacher, or…the unit, coz we have many units and…many supervisors in the units, so they will be assigned to units and we assign to them a supervisor. So maybe when they feel demotivated…we find out what is the real cause…and if that's the issue we change him into another area."

"*And this works*?"

"Yes…this works…we have many cases where they find it tough…they say, 'This is not for me I want to switch…from electrical to mechanical'…"

"*Do you think that they could have identified better with a Qatari mentor during the training period? You told me earlier that it will be better because of the language*…"

"It is only for motivation…but for learning I'll always recommend to have a skilled, professional mentor. With mentoring you need to have that passion. You don't have to really think about, 'He is a Qatari…he might take my position, and I might lose my job, so I'll hide the techniques or some of the skills and I'll show him only a few.' The other thing that should be there in the mentor's mind when…mentoring is show him [the mentee] the skills, teach him in a nice way and bring out the good and positive things in him, and I think that works."

"*So in your opinion, it is not a matter of having the mentor from the same culture...right*?"

"…Not for the teaching part…"

"*Are you keen that your mentees make progress*?"

"Yeah."

"*And how do you make sure that they make progress and learn*?"

"Through follow-up."

"*Follow-up*?"

"Yeah…we have to follow-up…and…have evaluations at every stage when they progress and…we see the evaluation. We ask them questions, and there are some books that they need to maintain, and get the signatures from their mentors [and]…supervisors."

"*Books*?"

"Yeah…they write a daily book."

"*Daily reflections*?"

"Yeah…they have to write record books and…when we read them, we know that they are progressing. Some write three sentences like "fix pump" or "remove bearings from this pump"…and when he writes three or four lines in his record book, we know that the guy is learning."

"*Thank you so much Al…*"

2. Kev

"Are you a coach or a mentor?"

"As a manager, I do coaching and mentoring of personnel that are directly reporting to me, so it may include individuals such as AH, a Qatari who is developing to a superintendent role…to manage a whole department, or… a developee working on a plan to become a leader of an entire department. So the coaching and mentoring that I will provide is looking for…any gaps that need to develop [and] skill sets...that I see…are missing…"

"So…how do you define coaching?"

"To develop specific skills…so maybe to utilize assignments projects or special tasks that I think might build that skill set, or I might connect him with another individual that I see has the strong skill set in that area, and he can copy, mimic, or learn what he's doing. Each person has their own personality and brings different skill set to the table, but those are usually the tactics I take when I am coaching or mentoring. As far as the other pieces of mentoring that I may affect is

some oversight of policy, meaning a broad development of individuals I have influence over, so if I see beginning level personnel that we want to ultimately develop to higher levels, I'll help in some of the strategic mapping [i.e.,] types of roles or jobs would they need to have in order to get the skill sets that they need to be successful. So at my level…at the manager's level…those are the things that I am involved in…"

"How do you see yourself as a mentor…what is your role…?"

"I see my role as someone who has been there before…who has experience in the area that the person being mentored is trying to achieve…so giving advice, suggesting courses of action…identifying gaps, helping the individual to see those gaps…so that they can act on their own. It's like looking in the mirror, if you can see it yourself you can act…it's no good if they can't see it…so that's illuminating those things so that people can get better…"

"How does it differ from coaching?"

"…Coaching is more acute…maybe one session here…one session there. …Mentoring is more of a relationship over time, so maybe six months or a whole assignment of two years. Sometimes it's formal, say…you are a mentor for this person…I take interest investment in someone I care about them, about their career…I want them to be successful…so I voluntarily become a mentor…"

"So you see yourself as a mentor and a coach…"

"Right."

"What aspects of mentees' learning do you think you have enhanced or improved?"

"…Some of the things I mentioned is helping them to see what I see, so I've had various roles mostly been in technical organizations or production organizations some of them are very practical, 'This is how you install a pump'…'This is the kind of thing you need to be thinking about in a project' versus people skills, 'This is how you brainstorm with a team'…'This is how you can influence others to change action.' So, it is a wide variety of tasks that I've been part of…"

"Do you think that you are helping your mentees learn and develop specific skills?"

"I hope so…I think you have to see their development. Their success is my success…if others also recognize they are performing well [then] that's real

success…it is not just what I think, but it's [what] we call…the "bulletin board task"…we put it upon a board and everybody would look at it and say, 'Yes…we agree they're doing well or not.' So that's usually the measure…"

"Do you do that?"

"Yeah…as a management team we discuss and certainly every year we have performance assessment; this person is doing well or this person is not doing well or they're in the wrong job for their skill set…"

"Do you think that you were encouraging, supportive, motivating, guiding, challenging, observant, accurate, experienced?"

"I Hope so...I think so…you have to be the boss and you have to be the coach…"

"Observant?"

"A lot of these…I've to ask them…"

"Accurate?"

"Most of the time, but I only have one set of eyes, right?...[So] I miss some things, that's why it is a team effort…"

"Do you feel comfortable with your mentees, despite the cultural differences… you're American and they are Qatari?"

"I think so…certainly…in the mentoring role for the specific job that we're mentoring translates past cultures, meaning most of it is technical and people are people…no matter where they come from…their different biases…their different opinions…people have physical body language, but once you decipher through that, you realize it is about basic trust…it is about…am I being heard. So those basic things, I think, what it boils down to, and so it takes some navigation…some experience. You can't be here over two weeks and try to decipher, but I think our company is in a good place, because it's got thirty nationalities [and] you got to see all kinds…"

"So what helps you connect with them are the basic skills…right?"

"Yes…I think the basic skills…you know…people are motivated by different things, right? And you have to find out what motivates them. For example, for some people title is very important, some people you can appeal to their long term career performance or impression. You know, opportunity is so much over here that if you

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pursue this and you work hard and you stay with it you can become an expert, have a full career and…do good about what you've added to your company [and] your country. You've invested in those ways and so that's usually what I try to do, to motivate people [and] to think career decisions…not short decisions, 'Be patient, it will take time….don't worry what others are doing…yes…they may be moving faster this year, but you're in a good spot…and in the long run you'll be successful.' I try to motivate them within my current roles…what people are currently after and they are providing for their family, and having a good family job, a good progression, so most people want to be well respected…"

"Did you feel any resistance from some mentees? If so, how did you deal with that? And why did you have resistance?"

"Well…sometimes it comes down to trust…right? …People that are working with you want to know that you care about them…that you have their best interest…so sometimes you need to talk through it. For example, even the newer generations in my home country…want to become the boss tomorrow…and they just do that…and it is not practical, plus they won't be successful coz they don't have the experience to be able to make good decisions…and I think you have to talk through it and you have to understand where is that coming from. Ok…I see that they really want to make sure that they are moving fast or they're really concerned if a certain aspect of their development plan is on hold, or it becomes stagnant…that they may fall behind their potential…I can understand that…and so we try to talk through it and get them to suggest options to move forward, 'What do you think would be a good way to move forward?' 'Why do you think this is on hold?' …We look at options…and maybe select together what the best one is, 'You know we can't promote you four grades tomorrow…that's not realistic…right? You don't get the experience.' 'What do you think is reasonable?'... 'Maybe spending a year here and two years here.' So, usually successful [and] reasonable people can come to an agreement that…yes! I do need some time spending in each one and make good decisions…"

"To what extent are you, as a mentor, able to build rapport with your mentees?"

"I think you have to...I think I am mostly successful with that. Sometimes I don't get always to the root, coz people are in urgency, or I may get frustrated personally, coz I think…it's unrealistic to wish to be promoted quickly, without having the experience and that knowledge, and so I have to come to grips with that. Sometimes, it may be faster that he is wise, but can it be successful...yes!…I think it can be successful…and they can learn in their next role to do that. Ultimately…in positions where they affect the safety of personnel…that's usually where I have to be very rigid [and] I say, 'No!'…There are jobs you cannot forward until you truly understand how you operate safely…and most people understand that. So for me, I would say moderately successful, but again I would need to ask them, but from feedback I receive from them I would say it is ok…"

"Do you think that this difference in background and culture affects a mentee's learning and motivation to learn?"

"I think it can…like you said some people are good and some people are not. In every culture people can become impatient, right?…And…mentors are human they can become impatient and…may need to take a step back and try to discuss it more themselves. I think it can be a problem if it is not handled well and often at times mentors need coaching on what's the good way to get through to the barriers…"

"So what I understand is that the cultural difference is when mentees are impatient and want to reach higher positions fast, and their mentors want them to be patient and take it one step at a time…"

"I think so…mentors [who are] very experienced…only in one culture can be a problem when they come to a multi-culture, as they have to adjust. For a mentor that is very experienced in multi-culture, it is probably easier for them, they know or they've worked in the same culture for a long time. For example, in the GCC most of those cultures are very similar, and so same expectations from developee…and…mentor. Usually…you end up striking a balance. It is wise to spend a long time getting experience vs. the drive to go quickly…ok …let's meet in the middle somewhere…"

"So…when you arrived from the States, what was the difficulty at the beginning?"

"I think…what you have to understand is the vision, the leadership of the country or company…the vision to develop people over time or strategic intent and the vision. For example, for our company [it] is to develop with quality and so that helps to have the management say we do…aggressive development…we want a fast pace, but we also want quality and standards and we want people to meet those standards and that helps our mentors greatly, 'Here is the structure by which you're going to do mentoring,' but any person needs time to adjust, and so it depends on the person…and that's why there is usually a lot of scrutiny by companies that are partners on who they bring over, because…there is some screening…that is done even in home countries, coz not everyone is capable. So…figuring out what is the structure by which we can train [mentors] and then you get experience, 'Ok…I said the wrong thing...I made a mistake I get coaching from my supervisor.'… 'You can't do this…hopefully you learn quickly, so that you don't embarrass the culture'…those type of things…"

"Do you have a simple example…"

"Entry level engineers coming in want to work in the office only and the requirement is to go into the…plant, and…the only way to learn is to be next to the equipment. You can do two ways; you can bang your fist on the table and say, 'You will go outside,' …or you can invite them, 'Go with me…now, let's go together I'll show you the kind of things I am looking for and you can learn…you can't see this in your office…you'll have to go outside and see these things and it's for your benefit.' But ultimately…it is their own motivation, whether they repeat that alone or me being with them…so that's the struggle…"

"So, sometimes they don't get motivated to go to the site…they want to stay in the office…?"

"That's a reality…so some do with every culture and with every people population there are a percentage that are very good they understand that requirement…they understand the goal they want to achieve and so it doesn't take a lot of mentoring they take it and go they are self-motivated. Others, same in my home country, are not motivated…it is international and so you can't force motivation on them even if you said, 'You'll lose your job…you don't do this.' That doesn't

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work…internationally…meaning, if you are in a country where this person is depending on this work to survive to feed their family, they may respond to what I say fear–type motivation. In severe circumstances, they would respond to that, [but] that would not work in this current environment coz there are multiple opportunities for folks who are developing…"

"So…if a mentee is not interested in learning, what strategies do you use to motivate your mentees to improve, learn, and change?"

"I think humans have a basic desire…so we have a discussion on what this person wants to do on their career, and if I don't see that it matches their current job, there might be options to…move them into another type of role. For example, if they like more office work, 'Ok…let's move you to a more office-oriented work that…suits your skills and desires better.' If they're having attendance [and] tardiness problems, you have to sit down and say, 'Do you understand the requirements of the job?'…Get them to acknowledge that and say, 'Look…there are consequences if you don't abide by this.' And if a person cannot control their attendance, then ultimately they may let go in the company. I think you have to remind people…that we're here to do work…and…to get paid for the work that we do, and to do that we have to be here. So on policies you can do that…everyone follows the same policy, but for development you have to use more motivation, skills, and talking about the end result, 'Where are you going'…and…'How you are getting there.'…If you fail to connect here, you will not meet your target…and so if we can get people looking forward, sometimes it works [and] sometimes it doesn't…it depends where that individual is.

"Do you think that they could have identified better with a Qatari mentor during the training period?"

"…I am not sure for now, but financial and people management…I think can be mentored now…that, I think, can be well established in Qatar for managing people…but for technical roles…specialized subject material expertise, you have to develop that local expertise base…I think 10 to 15 years from now, when we have a lot of national expertise…yes this can happen."

"Do you think that you are keen that your mentees make progress?"

"I think a majority is making very good progress…and…are well motivated…I think with every population you have to select group percentage that maybe struggling…or don't have the skill sets to be successful in that type of work environment…so it is just like managing a big group population…you give a lot of attention to those that needed the most…and find ways for training and moving them to more appropriate job…but I think they are mostly successful…"

"Do you usually boost your mentees' self-confidence and their belief in their capabilities and how do you see that this has happened?"

"I think through direct experience…they have to go through one or two iterations of something to see what happens, to have experience. My role is mostly technical type roles…and they have to go through that. I think you could boost it…verbally…[and] through coaching, but the most valuable experience is doing the work with someone that is beside them, helping them. Putting together a kit…you can watch someone…and you can do it yourself, once you do it yourself…you know a lot more about the process, and that's what I emphasize to build confidence. Usually most humans don't think that they do less…that they really can…and push them a little bit and say, 'Try it…even if you fail…it is ok…I'll be here to help you.' That's the best experience I think…"

"How do you enhance your mentee's job performance and help them become more accurate at what they're doing?"

"I think through feedback…you know we have annual performance review of all employees, but also developees get a bit more scrutiny by our senior management…coz of the direction from the country and the company…so that process is natural feedback, and so we will go ask peers how they' re doing and provide that feedback to the employee. Also, we ask the employee, 'What do you feel your gaps are?'…And so an advanced developing employee usually can tell us, 'I need more experience in this area.' Or 'This area is advanced, average, or below average.' They cannot tell us…and it usually had to come from others' feedback, so I talk to their boss or their supervisor and ask, 'How are they doing.' 'Are they helping you?' 'Are they achieving their goals?'…and either, 'Yes,' or 'No'…or, 'This is what they could change…to improve'…"

"How do you boost their feelings of accomplishment?"

"Try to recognize them publicly and…that helps to be recognized by others…if there is something they've done we have various awards that you can give, or it maybe even in their developees' categories…specialized topic…when they've met their objectives…either through email…or in person…or certificates…"

"What strategies do you use to make them more responsible?"

"I think you have to be very specific…to show them what success looks like...I ask them to summarize something for me, 'Here's an example of what I am expecting back…it's a report that looks like this with your conclusions'…So I think being very specific with feedback helps them. If the work product that comes doesn't meet the expectations…sit with them and say, 'Ok…this is good…you covered most of these, but here is what else I'd like to see…you know we talked about this piece or that piece…"

"How do you encourage them to become more independent when accomplishing the task?"

"I think by giving them independent assignments that they can do…maybe stretch goals that they may not rely on others a hundred percent, so just targets just a little bit beyond their capabilities…"

"Do some mentees tend to resist becoming independent employees?"

"There is some fear always, but again the above average candidates do well when they can see that I am trying to put them out in the spotlight and they can receive recognition for what they're doing, they catch on and...realize, 'Yes…this is a good opportunity for me.' Others that are below average have more fear…so you have to work through that, 'What are you afraid of?' 'What gaps do you have?' Ultimately, you might look at, 'Is this the right job for them?' 'Are they learning like they should be, or maybe they need another type job?'…"

"How does this impede the mentee's development and progress?"

"We discuss their concerns…where is the resistance coming from…and usually…[it's] fear…and we have to tell them why. In the end we may have to be firm…and tell them, this is in your best interest…you need to do this…and sometimes it gets to a higher level…and ultimately you may come to an impasse

where the individual says. 'I don't agree with this fundamentally…and I don't think I can work here.' It's rare…usually you try to work the issues…and try to understand where it is coming from and try to get past it…"

"Do you instill in your mentees the ability to become managers or directors?"

"I think it depends on the person…at my level they're getting close to that so the answer will be, 'Yes.' What I instill is them…is the things you need to learn if you want to become a manager…here are the steps you need to take and the things you need to learn and you need to work hard. For lower level, it is difficult to take…a young person or an inexperienced person and promise them that you'll be a manager. You don't ever want to set up expectations if this person has the skill set, the attitude, or the motivation to get there…"

"What makes you think that a particular mentee has the potential to become a manager or a director?"

"Number one is attitude and motivation…are they willing to work hard…do they have a learning spirit about them [or are they] hungry for learning, do they have the ability to grasp technical concepts, the ability for public speaking, the ability to manage people…they don't have fail flaws like anger or issues that would limit them from that, do they appreciate what it will take to get to their targets…are they willing to achieve those, and are they willing to ask questions and learn…"

"Tell me a bit about the importance of the development plan, its content, and who decides on the content…"

"The development plan gives the structure…usually it is crafted by those that are closest to the position, meaning the supervisor, maybe some peers, the line management to suggest the tasks that need to be done to help, but in our company it gets approved all the way up to the general manager. So, there is interest in the development plans especially for senior staff up to the general manager. The non-senior staff development is only at the line management level, but it is important for structure…for basic task…it doesn't have everything obviously, there are opportunities to learn that are spontaneous…in the workplace that we must take advantage of. We never know in the planning phases, so learning by doing has to

happen, not just by completing an assignment here and there, [but] you fill in the gaps of the skeleton by doing work…"

"Why is the development plan important…is there a commitment from both the managers and the developees?"

"Well…it gives the structure to go from point "A" to point "B" and there is a commitment and the individual signs that they commit to completing this…the managers sign to commit. That will ensure that the individuals are successful and all the resources are dedicated to it. So yes, it is like a commitment between the mentors and the mentee going forward…"

"What motivates these trainees to accomplish that?"

"Advancement is a big motivation that's the number one for the majority. I think select few that really want to learn and…grow personally and those really shine …so…they have the learning attitude, but you can't put attitude on a plan…(laughs)…it's personal…"

"Is their motivation intrinsic or extrinsic?"

"Well, it is both it affects them…for the most successful people it's intrinsic; it has to come from within. Our GM has often given stories when his coaching sessions with developees on how to get them to really think about the intrinsic, I tried to model that as well…when you compare your friends who are not working elsewhere and…think long term, 'What I can achieve in my career if I stay with the plans…be patient and do the work…'…"

"Is there competition among the mentees?"

"There is competition with each other…in any corporate setting it is a factor and I think it's human nature and they are very aware of who their peers are at their level…so that often motivates them…they want to make sure they're being remembered…I really think we do a good job to address individual needs, but…it is human nature."

"Do you include any decision making tasks in the plan?"

"Yes of course, but it depends on the level…if it is a supervisor or leader, yes…"

"What features of the program would you like to improve?"

"The program goes mostly well…where we are trying to move fast…often we take decisions and move without maybe all parties understand. So communication is always a challenge, for example when hiring or making changes we want to make sure we keep up with everyone involved. But often times that's the consequence of moving quickly in hiring…is when we bring people [we have] to consider the background…where they come from…who has seen them, so that we know [that] these have been screened…and what is the potential vision for this person those are the only things I've seen that we can do better as a company, but other than that I think we give good scrutiny for our developees…we have an annual review of various times…of different candidates, their strengths and what's happening with them, moving forward, and so I think the program goes mostly well…"

"Thank you Kev…"

3. Mus

"Tell me a bit about your experience as a mentor or a coach…"

"They consider me both…I've been a mentor since a long time…I have people working for me, so I've been mentoring and coaching them to get them to the right level I need them to be…so I started several years back…and I've been doing some lecturing as well, so this helps me to understand how to deliver a message to people…"

"What is the difference between mentoring and coaching?"

"Coaching is sessions, so it's limited to a period of time when you sit with someone face-to-face, but mentoring is a process by itself to get people to be where you want them to be…"

"So you see yourself as both a mentor and a coach?"

"Yes."

"What aspects of mentees' learning do you think you have enhanced or improved?"

"Self-confidence."

"Do you feel that you are helping your mentees learn and develop specific skills?"

"Yes…I can say results speak for itself, and we have newly graduated engineers that are responsible for big plant areas and they have been successful. So far they

have been recommended by their supervisors and the plant management. That by itself means it has been successful."

"Do you feel comfortable with your mentees despite the cultural differences?"

"I can't see a big difference in culture between Qatari developees and myself we come from the same understanding of what needs to be achieved…we know what we are talking about…there's no barriers, and the emphasis is getting on track directly, without worrying too much about what should I say…they understand me, I understand them, they know what I need from them to achieve and Hamdulilah…I've been successful [and] delivered myself in the right way and get them the same message that I want them to get."

"What helps you connect with them?"

"Many things…for instance rapport…I always start with a new comer…if you don't know him at all, you have to have some kind of rapport…get him to be friendly with you, so you don't have barriers. So you have to get him [to] understand what is the purpose of his being here from the beginning. Yes! He has to be an employee to get car loan…but at same time what's required from him to sustain these things to be delivered to him. So…it is [a] two-sided game…he should be fulfilling his obligations, rules, and responsibilities, and sustain what he is looking for…plus to add to that his prosperity for future opportunities for him and his family. So, if he get[s] that from the first session [with] the right angle, things will go smooth afterwards…"

"You show him that you care…"

"Well…we are all humans...we breathe the same air…(laughs)…"

"Did you feel any resistance from some mentees?"

"Some know that it is their country and I'm not, so I should not be mentoring them. Some resist the way that he should be obligated to things at certain times being responsible is misunderstood especially with young kids. They donno much and they are under the impression of whatever they hear from different people in the culture…maybe their colleagues…I don't want to say…in their houses, environment…so they don't discriminate between [a] driver they get and the people they deal with in firms such as ours. But with time…with a little bit of patience,

they…understand. I haven't come into a conflict so far and that proves that yes! It is successful whenever you get people to understand exactly what is the difference between outside and here, so I think we are successful then."

"To what extent are you as a mentor able to build rapport with your mentees?"

"To a great extent…after a while…it is not rapport only it became like friendship. Whenever they have a problem, they come…for advice. If they have plans for the future outside the fence, they come for advice, so this kind of relationship."

"During and after mentoring they stay friends with you?"

"Yes."

"Do you think that this difference in background and culture affects a mentee's learning and motivation to learn?"

"To some extent, but with some effort you can use that for your best. For instance, you are fond of going out in the desert…they consider this [to be] life and they want to…work to get…money to sustain whatever they are doing outside. But getting them to understand that [by] being in the plant, they are putting themselves in the chance of being in the desert. So, you can use their culture here [so that] they work nicely afterwards…"

"So you make a deal…"

"Yes…you're so smart …"

"If a mentee is not interested in learning, what strategies do you use to motivate your mentee to improve, learn, and change?"

"You have to create the motivation, for instance I have a developee that he himself is not willing to study, to take the effort, but he is very good in communication…in talking to people, so you shift and use the things he has into a challenge for him in the area he likes. So by [doing] that he achieves something as well and while doing that, you can put bits and pieces of what you want and he will achieve…(laughs)..."

"So, if he is good in communication and not good in hands-on skills, what do you do?"

"I'll keep him in his comfort zone and with time you put some challenges away from his comfort zone, but if you put him totally in a place that he's not comfortable with, you will fail him…"

"So you'll start with the positive things…things he knows…"

"Yes."

"Do you think that they could have identified better with a Qatari mentor during the training period?"

"I cannot say…if I could twist the question…would it be easier with someone who knows the Arab culture? The answer is, 'Yes.' Having someone who speak same language puts [the] developee in some kind of rest factor, so he's…not afraid of saying a word in English which is not right or wrong [or] talking freely in his own tongue. In this company you should talk English…so he has this flexibility of knowing his mother tongue…and knowing the culture and the background. That by itself will put you in a good start point having to extend that to being a Qatari…"

"But if the Qatari does not have the expertise then he can't mentor…"

"Some of them have. There is something I understood from the way people deal with each other, for some Qatari to Qatari will be better…and for some…Qatari with a non-Qatari. Within the Qatari themselves they are putting themselves in sectors…"

"But sectarianism is normal..."

"In my country, we don't have that, but here it is too much. This [is] Shiite this [is] Sunni…this is Badawi…which I'm not fond of, but it is a factor, so I have to be careful not to get into that with any of them and treat them all the same and get them to understand that we're all inside this fence…we should not think about these things...and even outside. But these things should not be in their minds at all…so if you take the same thing what I am telling right now…to have a mentor from that sector dealing with them…I donno…I cannot judge, we haven't reached that stage yet…"

"Do you think that you are keen your mentees make progress, and how do you make sure that they made this progress?"

"By having the goals set and having the continuous meetings with them for coaching sessions and for the re-evaluation of their development plan. So, all the lads that work for me have a development plan prepared and milestones that we measure against. So there is no chance of diverting or losing focus. So, I've face-

to-face or one-on-one meetings with them, even casual meetings…I go to their offices [or] to the area where they work…I've discussions with them, beside the formal meetings, with the management."

"Do you usually boost your mentees' self-confidence and their belief in their capabilities? How do you see that this happened?"

"Appreciate achievements even if they are small ones…get them to understand that small achievements will lead to bigger ones, and get them always to understand their importance to the company…by doing that…they'll have self confidence…"

"You are such an expert! ...How do you enhance your mentee's job performance and help them become more accurate?"

"Again…check small achievements, 'Could it be better?' And they come up with how to be better…I never influence them or do this or don't do that, so whatever they're telling is coming from them and by that they own it and they…get it better, so it is up to them not to me so I just influence…"

"So you boost their feelings of accomplishment…and how do you make them more productive?"

"By asking too many questions…they come to the understanding that something is missing and wrong…and he gets worried, as he doesn't want to receive the questions anymore, because…questioning someone about the progress of something…is a burden, so…to relieve yourself from the burden...accomplish whatever…has been agreed upon from the first place…"

"So…what strategies do you use to make them more responsible?"

"Put them in the right perspective for example…when they are responsible for a whole operating area means that they are responsible for people…so…it is not only machines and pipe lines, there are humans and that's a great responsibility. So, you want to [make sure that] these guys are safe and go back to their families everyday and that by itself is a question or by asking them this question you can put them into responsibility."

"How do you encourage them to become more independent when accomplishing tasks?"

"By giving them [the] confidence to believe in what they are saying, so in that process…he will come and tell me about something…before I ask, he'll tell me he has done that by himself [and that] he didn't ask for help, so it comes a long way …not…from [the] first day…"

"Do some mentees tend to resist becoming independent employees?"

"Yes, especially the ones that have perceived ideas about the company…they are here to receive money…so these guys are the tough ones, but…by diverting…or using the capabilities they can do the best of the company…maybe they wouldn't achieve the same high ranked achievements like the others, but at least you get them to the stage that they are enrolled in the cycle of…being someone productive…"

"Do you instill in your mentees the ability to become managers or directors?"

"Yes…because…they imitate what I'm doing…so indirectly…I am modeling**.**"

"What makes you think that a particular mentee has the potential to become a manager or a director?"

"[When] he…achieves things and communicates in the right manner with people. Dealing with people is a big challenge…maybe you have a developee who is good technically, but not good with people. So, I don't see that guy as a manager in the future or a leader. I can see…some of my guys now…reaching the point [of] taking my place. I even see someone who might be better than me in the future. A deputy GM asked me [the]same question in one of the review sessions for…Qataris, 'Who is the guy who you see as a successor?' I told him, 'It's not the one you think who will fill the position [but] the other guy…[because of] the way that guy [is] growing within the organization [makes him] ready to fulfill the position'…"

"So…do you prepare development plans?"

"Yes, a set of skills or tasks are needed…actually the training coach from maintenance helps me out…"

"Why do you think this development plan is important?"

"Because…without planning you are not going anywhere and you cannot evaluate the goal you set, and that's how you make people progress, otherwise it will be like Arabs going nowhere."

"How do they commit?"

"They sign the development plan and we make them aware that these are the objectives and they have to fulfill them…and if they miss it, they miss the opportunity of having that 10% increase in their salary."

"Incentive…"

"There are non-tangible things as well. For example, 'If you fulfill your requirement goal for training, which was not planned, instead of sending you to Dubai, we'll send you to the States.' So these are incentives which are not tangible, but mean a lot…"

"What features of the program would you like to improve?

"From my perspective…guys have been doing fine and I can see the system in total has some gaps, like the follow-up with the guys going to study outside. There is no real follow-up; in the past, I used to pay people [who] study in CNAQ visits, listen to them and talk to the teacher that they had problems with. These things are not happening anymore. When we have a development plan review, for instance, we have someone who is really involved in…its creation, but we never go for review with top management [and] with this guy, and then we lose the contact here, and then the update on whatever we agreed on in the development plan does not happen in these sessions."

"What features of the program you are in favor of?"

"Having the program with a clear final point is very important and put us in clear understanding of what we need to achieve and that's good…"

"This was excellent and to the point. Thank you so much…

4. Rob

"Can you define mentoring as opposed to coaching?"

"Coaching is a bit related to technical training…on the job …tactical…[while] mentoring is about the softer skills…leadership, being successful in the workplace and setting goals."

"Do you consider yourself a mentor or a coach?"

"I think in this role and my prior experience, I do a little bit of both. So, for the mentee I am working with…[I] help him fulfill his current development plan, which

is to get him to what we call "operation specialist" role, and lot of coaching happens with the other operation specialists in our team, but there are some things that he still needs coaching on. I'm trying to work with him on mentoring because...due to his abilities combined with the Qatarization efforts we'd like him eventually to take on roles that are beyond his current development plan. Right now we probably do mentoring than coaching coz the coaching can be supplemented by his peers on the team …"

"So he gets coaching from the peers, right?"

"You know if there are certain jobs he is doing or tasks he is assigned…they do those everyday…whereas I don't do them so, he can get the 'how to' from them but the execution, implementation, setting goals, updating, and making sure that the progress is maintained…I'm helping him…understand the big picture, 'Why are we doing these tasks?' 'Why are they important?' And also what does he want to look at when given an assignment, not just the current role that he is learning, but also if some day he has my job for example...how would he have to look at that same assignment if he is the supervisor."

"So…you're helping your mentee learn and develop in that sense…I heard from AH that you are quite encouraging, supportive, and motivating…do you agree with that?"

"I try to be…people need positive reinforcement. When there is time and need to adjust or modify, then feedback needs to be provided…for people to be successful, but I do try to be positive and motivating…that's one thing I observed when I first arrived here that could assist him…and there are some dynamics of the team that we needed to work on and that's part of helping them."

"Was there something wrong with team work?"

"Yeah…it wasn't as collaborative as I would have liked…and we're not still all the way."

"What are the things you added to improve team work?"

"I tried to increase communication both verbal and written…you know sometimes he didn't get all the information. So making sure he has all the information he needs to be successful…and also…making sure that everybody [who] is making

contribution to the team is recognized. To me, I consider things like this to be basics of team work...I do try to be encouraging to him, you know everyone is quite different in terms of what feedback you need to be successful. I think it helps him when he's…positive and he feels…recognized for the work he is doing and helps motivate him to do more…I think that's true for anybody [and] my experience [is] if somebody don't feel that they're contributing to the team or to the organization then they're less likely to give their best so in order to get the most of your team members they need to be recognized and appreciated."

"Do you observe your mentees and what their needs are?"

"Yeah…we meet frequently for a couple of reasons; one…I'm trying to develop his prioritization skills and his goal setting. We meet frequently so we can discuss priorities and help him adjust to the job that he is working on [and] that can be demanding and a big part of his learning[and] when to adjust your priorities. I think it is important for me to know where he is and what's going on due to the nature of both our jobs…I can't spend time looking over his shoulder, but especially when he has tasks he's doing for the first time, I make sure that either I, or one of his peers help him and then we talk about how that went if there are any concerns."

"Do you feel comfortable with your mentees despite the cultural differences…and what helps you connect with them?"

"Well....I try to ask questions about his culture and things he likes to do for me. One…to help me understand and to help me learn. The more I understand and learn and know about the culture, the more appropriate my feedback is and the more…can be for him. My race is Hispanic, my dad was born in the States [and] my mom was born in Cuba…I lived in Argentina for a couple of years, so I've been [in] different places. So…one thing I've learned especially when I was in Argentina is that sometimes Americans come across as arrogant or proud…(laughs)…but then that helps you learn. I guess…maybe the simplest way is that you treat people with respect and you treat people fairly…culture really shouldn't come in the play. All that much…it is important to understand coz you set unique aspects of the Qatari culture, but none of that should be…the success in the job…"

"How do you define culture?"

"Culture to me…is who you are…your experiences. The things that you have been taught also make up the culture and your personality, who you are, and how that plays into…the traditions and customs. I believe that everybody has a unique personality, so that's part of somebody's culture and then the experiences you have…"

"Perhaps values?"

"Yeah…values is a good word for it…"

"Did you feel any resistance from some mentees while being here?"

"Not with AH, the one I'm working very closely. I do have some other developees in my organization, but they have other supervisors between us, when I interact with their mentors they seem to be very excited."

"To what extent are you as a mentor able to build rapport with your mentees?"

"I think fairly well…by meeting frequently, talking often I've always done this while I was here or where I worked before, but to me there is two important questions; what obstacles are preventing them from being successful, and what can I do to help them…not as a mentor or coach, but also as a supervisor."

"Do you think that this difference in background and culture affects a mentee's learning and motivation to learn?"

"I think it can…this is a far more diverse than a straight…culture that I've worked in before, where people come from all over the world to…work for QCOG, but because of that it is easy to step back and say, 'Oh…we're diverse, coz everybody is from somewhere different.' But that's the surface layer of diversity; the more important layer of diversity is how we work together and collaborate…and does language, culture, tradition, or values…impact how we interact with one another…I think that it can and may have a little impact on the team opportunities…so that's one of the things I am trying to work on."

"How do you motivate your mentee?"

"By trying to give meaningful assignments. One thing I found is helpful and that's working well for him is to have a specific target, a deadline, and recognize him for what he has done well."

"If a mentee is not interested in learning, what strategies do you use to motivate your mentee to improve, learn, and change?"

"You know the one thing that I would try to say and coach them on and what I've emphasized with AH for example is, as a Qatari in our organization he has a very good technical base and a good University degree. If he is willing to put forth work to be successful, his potential in the organization…could go very high…and can become a very positive influence on the organization and other Qataris. So, I try to help AH to look at this current job and see beyond [what] your ability and what your potential can be…"

"Do you think that they could have identified better with a Qatari mentor during the training period?"

"I might have said, yes…if I had…been negatively impacted by me being not Qatari, but I do think from my experience, for example in Argentina, any time you're listening to someone of your same culture or background it might be initially easier to have that relationship but I think we've got to the point where we have good working relationship and I don't think it limits us currently."

"How do you make sure that your mentees made progress?"

"I guess frequent…follow up with meetings…every couple of weeks. Standard meetings where we review priorities and…email follow up on items that are being worked on…"

"Do you usually boost your mentees' self-confidence and their belief in their capabilities and how do you see that this has happened?"

"We try to talk about it…reinforce that he's got the ability and the potential, and also when the job is well done make sure that that is acknowledged."

"How do you see that it happened?"

"I think you start to see it when you start to get discretion…for it…that's to me is the biggest difference…if I am going to grow and become successful in this job I'm gonna get to the point where I can do those responsibilities, but then on my own I am able to identify opportunities for improvement…and things can be done differently and better and so when I start to see a little bit of extra effort, a little bit

of extra output and some discretionary effort when to me start to make ahead way of where we want to be."

"How do you enhance your mentee's job performance and help them become more accurate?"

"...I do try to review and look over,…for example he is doing a report. Right now, I've asked him to send me the draft and I told him I looked at it and provided feedback…before it goes out to broader audience…"

"Does this boost his feelings of accomplishment?"

"I don't think he takes it negatively like I review everything, coz I don't trust what he is working on…he takes it as someone wanting to help and makes sure it's right and he looks at it in a positive manner…"

"What strategies do you use to make developees more responsible?"

"To me it's trying to give assignments and…explain the expectations clearly ahead of time…and then follow-up as necessary. That gives them the opportunity to fulfill that assignment, provide that feedback so that they start to do it on their own. For example, the first few times I met with him, 'I might have more or less set the priorities and here is how I would rank them,' but then as we move forward, 'Tell me what you're working on.' 'Tell me what you think the priorities are…and then let's talk about whether we agree or disagree.' When…that becomes his skill and asset, not that I have to tell him, but he can prioritize his assignment himself…he will be in a role where he is giving priority to others he has to certainly be able to manage that first, so that he can help."

"How do you encourage them to become more independent when accomplishing the task?"

"I do give a lot of mentoring and coaching I do let him go and do the work himself and I do mention that I am there for him whenever he needs help. One of the things I do with people who are learning is identify if this is your assignment here [then] who's your sponsor or who is your main contact for that assignment so that he knows where it came from and who they go to if they need clarification or further questions."

"Do some mentees tend to resist becoming independent employees?"

"I've only been here six months and AH is my first developee, so I'm sure I'll have more experience…the longer I am here, but right now I wouldn't say I felt resistance from anybody."

"Do you instill in your mentees the ability to become managers or directors?"

"Yes, as I mentioned earlier with his technical background if he puts in work and the willingness to work he can move up in the other levels of the organization and that's reinforced through our organization. He has a quarterly review with the general manager and myself, a local manager and they've told him don't just try for Rob's job, try for Ken's job, or for Gary's…go for other levels of the organization. That's what we want him to understand, that he has the potential to achieve…that if he is willing…to fulfill the development plans and keep working with us…[he'll reach the highest levels]."

"What makes you think that a particular mentee has the potential to become a manager or a director?"

"To me some of the most important thing in this industry is the management role…you need to have enough of the technical foundation that you can…participate in conversations and be able to make decisions. So, I've given him a few tasks to try and assess knowledge of the unit and his technical abilities and he has a solid foundation there. So, from there he can grow up on it, he has the personality, that's also important in a leadership role to be able to have a relationship with others…so I think that he possess some of the key qualities, and from there we coach to go further to get where they need to be…so that they can further take on the full accountability role. He's been honest with me if there are things he wants to see different, he would tell me and then we would work on it and we have a relationship where we communicate that way."

"Can you tell me about the importance of the development plan in setting goals?"

"From what I've seen…they need to be very specific and it needs to be task-oriented and performance-oriented. I have been revising his development plan to put more performance matrix in there, because that hasn't always been there…it's just been, 'Do this task…do that task,' but it doesn't talk about the other things that are very important to be successful."

"So it is important in goal setting?"

"Oh yes…definitely!"

"And what about commitment?"

"Every developee understands that the development plan is a commitment. I think they see it as a commitment on their part and on the organization's part."

"Who decides the content of the development plan?"

"Normally I'll develop the draft…this is the process we have…I'll meet with AH and make sure that we both agree and I'll review it with my manager and then we get agreement…we have a Qatarization committee and we make sure that the whole committee supports it and agrees on it. Our GM ends up signing off and approving, and our head of administration manager, as well, on every development plan. So, even the top leadership level of the organization are aware of the development plans for all the senior staff employees; for those that are still working on getting their certificates still going to university…and that's done at the site level, but for senior staff like AH we are working with and goes all the way to the GM of the organization for final approval…all those working towards higher level…in the organization those are like CNAQ or something like that it doesn't go all the way up. For all the engineering and the professionals…we do take the time and effort to do that for those who are on technical track…field level of the organization, then…on the local management level, but there is lot of review and lot of input to it, but yeah I think…for QCOG, it is evident very important effort for them is to help the Qatari nationals to be a lot successful it's a big part of what we want this organization to be."

"Do you think that a developees' motivation is intrinsic or extrinsic?"

"I think for him…it is from within, but it's always important to get that reinforcement and encouragement from others…"

"So is it both?"

"Yeah a little bit…he sees that potential…he does have the concern that it gets recognized…that he's being successful…so that might turn a little bit more extrinsic."

"Do you include any decision making in the task?"

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"In the role that is in his development plan decision making is vital."

"Is there competition among the developees?"

"I haven't observed it."

"So when you make the development plan, is team work included in the plan?"

"There are elements of that…but not specific items, coz you must have elements of team work to be successful almost in any organization nowadays."

"So there isn't something specific in the development plan about team work…"

"There isn't something specific to it, probably not…"

"In groups?"

"Yeah thats in there…"

"How does group work affect the individual performance and how would it motivate them?

"There were some opportunity to improve and get better and AH recognized it is getting better…it wasn't AH's issue…there were others on the team that felt the team work wasn't woking…it's really a big cultural thing …I think that the team had some opportunities to improve…"

"What features of the program would you like to improve?

"If anything I would like for the development plan to systematically esnsure that there is not just tasks, but also performance measurements within the program. It is a blank form so you can make it what you want, but it is up to the particular mentor to do which I am willing to do and I'll work on, but I donno if other mentors do it or not…they may…"

"What are the criteria for good performance?"

"Criteria…provide some feedback around team work, conversations, somethings that are not built around the program, such as attitude, initiative...you could write it in an empty box, but to me should be something systematic across the organization to have not specific tasks to be accomplished, but also performances in the right way…maybe the softer skills that need to be developed at well as functionally they can do the job."

"What features of the program you are in favor of?

"I like that throughout the organization the development plan is important, supported, and recognized. I think that's good and helps developees understand its value [especially] when they see the head of the company wants to talk to them and find out how they are doing…that helps them think that…their organization is supportive to help them succeed [and that's] is very good…"

"Thank you very much Rob…"

Appendix B

Mentor interviews that provided information about QCOG's history

<u>1.</u> Rabab

"So can you tell me about how did this training program start?"

"If you are talking about specifically this department established right now that was going on long before me…"

"Ok…"

"…So for me, I came over here for a project as a supervisor for Chevron Philips, I was on a project until March 2011…March 2011, I came to the training department and the name of the unit was NAO. I came over here as an NAO trainer, [and] for the last three years I've been an NAO trainer. A month ago, I went back to production as a shift supervisor and they rotated another shift supervisor for NAO."

"…N-A-O…, right?"

"Yes, NAO…it is a brand new process to the Middle East [where] we make 11 different products…from gases, they use polythene, to soaps and additives to soaps and detergents [and] goes all the way to heaviest candle wax."

"Do you have any input on how did this training program developed over time?"

"From my specific areas?"

"Yes."

"When I came here in 2007, the only thing we did was qualifying operators along with building this unit. We would work with operators as long as we get them qualified in these areas in order to start up the unit, but at that time we weren't officially QCOG, we were owned by the project which was Techno Mode and Daewoo, another sub-contract. These came here to build the petro-chemical unit. So…from that point all the way up to December 2010…that's when we brought the unit up to build a petro-chemical unit…brought…the equipment up…to prepare for the startup. So the training program wasn't officially…under QCOG until 2011 when I came here I spent the last three years in the training department…since

there was never ever another annual trainer [and] nothing was established for any annual trainer, so…I had to start from scratch…putting together all the personnel files, trying to develop [a] training program. As a matter of fact, [our] training programs…are still behind, because when you come here and…nothing is established…the new trainee will continue on with…[what's there]; we have other responsibilities, as part of the routine job. So, [you] try to establish a new program for NAO, along with covering your duties and teach classes."

"So you teach classes, right?"

"Oh, yeah definitely…it is my favorite."

"Do you mentor?"

"Well, when you say mentor, I say definitely yes. I came over here and there is no one…with prior NAO experience. There was four of us who came…from…Texas…from the very beginning. This is a whole brand new process that you have to teach people, so the mentoring program…is a constant discussion between these guys on how to do this job [and]…how we do it better. I have three people training now so as these individuals train, then there are supervisors I spend time with them in the field,…seeing how their training is progressing…so mentoring...yes. They have to go through a detailed training manual for three months [and] so many cycles…to qualify in that area. Talkin' about that area, that unit has seven different areas you operate…so it will take them a few years to be able to qualify to work in these areas [and] I work with them all the time…Hana is our first female Qatari operator in this country."

"Wow!"

"…And I'm so proud of this young lady…she's actually 23…"

"I met her this morning and she's very motivated…"

"Oh…she is!…The thing is for four and a half years I kept asking…come on...I know there is a Qatari lady here who can do the job!!!... One of my goals…[that]…I wanted to accomplish…before they send me back, was to find a female Qatari that would come out here. I continued to ask and ask and finally I was introduced to Hana.I met her at a mall, we had ice cream and I told her, 'No pressure…come out here and spend a couple of days, and see if you might like it.' She was in an

office…and she…said that she wanted to do something different. Anyway…we brought her out here for a couple of days and I said, 'It takes sometime…this is a big change.' Anyway…she liked this type of work and after thinking about it, she came out here. She started…January 2012…but anyway she was hired in and she is spending time with me one-on one…"

"Can you tell me more on that…"

"…In the training department it meant so much for me, for her to be successful the thing that I really loved about her from start up from someone who came from [an] office environment. We spent…time one-on-one, I worked her through training modules…[and]…general safety procedures. I put her up for the long shift and definitely has she been successful, yes! She's already qualified in two areas and she is qualifying for her third area. Of course…as a Qatari she had her development plan, so when she finishes that…she'll go to CNAQ (university) and start get her degree she will go with an operator technician…and will continue on with a diploma in Chemical engineering. I spot light her…coz I'm absolutely sure that this girl is absolutely ready to go and qualify and start school…"

"Is she being accepted as a female working in the field?

"The thing is…when women come in the field, it is very difficult to be taken seriously. A female may have to work twice as hard to be taken as serious[ly] as a man's work. I donno if you've seen this in what you've done…the thing is that my expectation is the same, as I expect for myself that's gonna do my job I'm gonna learn it and I'm gonna do it…and this is the same thing as I will see with her and I'm so proud."

"As a female, how do they connect with her?...I mean a Qatari male with a Qatari female…"

"We just have one other Qatari male that I think he's been around, he started school in January…there has not been any issues. As a matter of fact, when I came over here…thirty operators were all lookin'…at me like, 'What's up with this!' (Laughs)…Seriously!...and there were a lot who come from countries where women do not work shift work, let alone women do not work in plant environment. But once we get past that area and they understood that, 'Give me a chance! I

know what I'm talking about...I can train you!'…Then it is ok….It's like this with her…she interacts with those guys just like anybody… she fits right into the group…there's not been any issues."

"So…no cultural issues?"

"I taught people in the training department…I love diversity…we're involved in a program that Chevron Philips has, [it's called] "Diversity and Inclusion," so I taught this class over here and…with…some of the guys, especially the Qatari guys, I would say…now there are two or three of them who argue with me. I said, 'Listen…here is our first Qatari female working here…that's a process operator…they argue with me saying, 'No way!' So I talked to them, 'You already met me…come and spend time on the unit…come meet her, then you can see what's actually going on.' But with interaction with these guys…she fits right in…there is no problem even with the Qatari. What I've noticed, and probably I shouldn't say this, that…a lot of the younger Qatari seem to be more open minded….things are changing. Have you met NB?"

"No."

"NB…used to be the plant manager here [and]…is one of the biggest promoters for women out here in the workforce. He's Qatari, he was excited when we first found our first Qatari female. He is still promoting it as far as faculty women. There is a Qatari female right now at CNAQ in the mechanical engineering department, and I think at Texas A&M. That day…there was another Qatari female that he was…really helping to get her out here. So, he's supportive. As for mentoring, two hires will come in here, they're gonna spend a lot of time with me. I donno if you've seen our mentoring courses, have you?"

"No…not yet…"

"So…I donno…if this is on the same track of what you're doin'…we do have a program to teach people how to mentor. We have programs that are established…we built two of them, we also have programs on how to pick those mentors…"

"So you do train mentors…"

"Yes…we have two programs, whenever they have enough people in the plant...[and] enough new hires, people…start training mentors…they need them. I still put a class together and bring people over here and bring trainers and teach them a mentoring class."

"Does this happen once a month?"

"On that I'd say…as needed…there's no specific time."

"But what's the maximum and what's the minimum hours or sessions?"

"Well…I think that the mentoring class is set up for four hours."

"For four hours and as needed?"

"Yes…as needed. Once they decide there is a new superintendent to contact in the training department…that I have a couple of people whom I like to put in the mentoring program, then the trainer goes out and sees if you have any one you'd like to put out into the mentoring program. Something else, they would…train…superintendents and supervisors which will be me, so they will have a much clearer planning of what the expectation as far as we are qualifying people [and] what we should be expecting of our mentors."

"…And mentoring is only in your unit?"

"No…it was in the whole plant…once in a quarter they have…what we call a "production training needs" so you take, say, the superintendent and…operations specialist, and they come here…and they take the training…and that mainly will be about issues we may wanna discuss. The production department's…biggest expectations around here with the trainers…is spend more time in the field with people. If I have a job it's training, but the one thing which will be a little bit disappointing is that if your job ends at 20 or 30% training then the rest of it is paper work and…ah.! Always behind on paper work…I would like to spend much time with the guys as I like to in the field…I have…a paper work load, training modules, SOBs…, training for all the operators…"

"What's SOBs?"

"Standard Operating Procedures, so any time those guys go outside any type of job…they have an SOB that describes them step by step what they need to do…"

"Would you like to comment on the program…any recommendations or improvements?"

"Well…because of the work load, I would wish if a dedicated mentor that's not working the job would start training in an area…spend just direct focus on how to mentor their people. I've heard in other parts of the plant that they're doing so. [However], for our unit, we don't have that."

"What are the things that you like about the program?"

"What I do like about it [is that] if trainees are ready to go…they've to go in front of a group of people all the way up to the superintendent of the unit [i,e.,] the operation specialist, the supervisor trainer, [and] the mentor. And the one thing I do like is that…for every single person here, there is a series of questions. They normally spend a couple of hours on 'em…[where] every single individual has to agree...before they say, 'Hey…you qualify for this area.' So, that, to me, is really a positive thing, because we can say, 'No!'…Just give 'em a little bit more time…"

"What strategies do you use to motivate trainees?"

"Well…one thing you do….one would be afraid to speak up and say you need to do this…right?...I'd always be respectful…coz ultimately think about it whether will be locals or whether anyone that comes over there my goal is I want them to succeed…I want them when they walk out of this to actually learn something. So, one of the things that I wish…I could change…I would say anybody whether they're in four-year program whether…in CNAQ or technician program…bring them out here let them spend a week let them see what this job is, coz there were numerous individuals that show up here and think this is not what I want to do at all. So, if we want to be fair and develop people they need to see what this job is. So, one of the things I did last year is coordinate with them…brought like 16 of them out here and we went out with them actually through the unit so they have been studying it for at least a couple of years and they've never actually seen it…so to spend time in school only is not…I'd say they take a pilot unit they scale it down and that's great learning to offer them over CNAQ."

"Ok…"

"It is really a small idea of what an actual running unit is so instead of that classroom environment…I'd tell you…it's nice, but it's not the real world, so come out here when it is really hot and your working nights and you're working days and work shift work…let 'em actually see the equipment is like it is…up and running all the time, and so that would be one of the biggest things to try to encourage…"

"So…I see that you care a lot to train these individuals…and this is your heart…I can feel that "

"Absolutely! I'll train'em…I want to make them successful, and of course, this is Qatar. Many Qataris come out here and say we want to know…I look at it as I want everybody to succeed, but Qataris coming out here…if they have the interest to do and they find out that they wanna do it…absolutely they can…"

"Ok…"

"They can't be afraid to speak up…so when they walk out they know something…"

"Thank you so much Rabab…this was really informative."

2. Rashed

"What's your job? Are you a mentor?"

"I am an assistant trainer I mentor five departments.…"

"So you are in the area of administration?"

"Yes, I am not in the plant operations, I am in the administration section."

"…And how do you find the mentees…are they cooperative with their mentors?"

"Most of the mentees or trainees…most of the time…try to listen and be cooperative…"

"How long have you been in this mentoring program?"

"I've been in the training program since 2006."

"So, it's been a long time…tell me a bit about your job as a mentor…what happens during this time…how do you communicate with the mentee…so if I am for example a mentee what happens…?"

"First of all, when you are my mentee…I will have to understand your educational background, and the details of the job…what is exactly the job, coz it is a wide job…so most of the time we have like a development plan, 'Where do you see yourself going, and what can we do to help you get there?"

"So it is up to the mentee to decide on what he wants?"

"Yes, coz most of the time we get developees who [have] just graduated from university so they are in developing positions."

"…And they would have a Bachelor's degree or do they come directly from school?"

"Most of them will have a Bachelor's degree and some come from school, so they come on a junior position…[and] not as developees; they…occupy developing positions, as 'post holders.' They work for sometime…[but] they don't become directly mentees…when they are fresh graduates, they come to us, and it is our job to help them develop. So, first of all we talk to the mentee and understand their scope and where they see themselves going…and take the discussion to the department manager. In their department, one mentor [is] assigned to them, and that mentor will take care of their daily mentoring or job training. We normally have a formal meeting every two months…to discuss their progress. Most of the time, it is not dedicated to two months…we do some communication with [her/his] supervisor and we get some information…if there is something we need to look into…we try to manage the process that they are developed properly, and anytime they need assistance, they normally come to me [for] help. So that's what we do…we look after them to reach their target, coz they might not be in my area…there are five different areas that require different skills..."

"So you're kind of supervising?"

"I am coordinating with mentors."

"Do you find some resistance when you allocate mentors to mentees?"

"Yes, in some situations we find communication problems and we try to sort that [out] we try to meet once in two months to get the information. Sometimes the mentee would approach me and say, 'Listen…I am not comfortable…is there any way that I could change my mentor…the knowledge is not being properly transferred…how can you help me fix the problem here.' So, we meet with both parties and try to discuss the problem and see…the gaps and why they want to change. Based on that, we change the mentor [when] we feel that the mentee will stay behind with progressing. In the summer, I had a couple and I guided them on

what to do. When we intervene, we discuss the problem with both, the mentor and the mentee. We involve all the parties and discuss it with the manager to identify the gap…and then we try to assign the mentee a different mentor."

"Did you get complaints from the mentors about their mentees?"

"It happens both ways actually...sometimes the mentor complain and sometimes mentees. In both situations, we try to listen individually…I listen to the mentee…involve the department manager and…seek better solutions for both of them…because not everybody has the skills."

"Do you think that most of your mentors are able to transfer the knowledge and skills?"

"So far yes…not…like 100% but we have a good success. We have a lot of developees that succeed and some that left…for personal reasons. This happened in the past because we did not have frequent meetings that are focused…but now the program is very much detailed. We make sure that every two months we meet with the direct trainer and we have a dedicated Qatarization supervisor, he meets with them. We have six senior managers that meet with every single mentee; every Monday we meet with their direct head of the section…and we make sure that we catch up on everything…we don't let things fall behind. Past experiences helped us too…now we have very good success rates…I have seen very good development …the developees are doing excellent jobs..."

"So, 2006…so you've accompanied the whole process since the beginning….that's a long journey…and you are quiet resourceful about this process. How can you compare the past with the present? …In the past how did you follow-up on the trainee as opposed to now?"

"In the beginning the vision was that we always needed a dedicated person to look after all the mentees, and that vision was not working, because we realized [that] one person cannot focus on 20 or 25 people. That is where our leadership understood that there is a need for one-on-one mentoring and…to document everything. In the past, we did not have a documented process, and...to make sure that this is being evaluated and followed-up in time…our leadership…came straight in and tried to build up a model that will be successful [and] that happened

only after 2006. We have reached to a point that we have seen better success rates and the number of mentees was augmenting. Last year we had an excellent number of trainees who are holding good positions…going for higher education, coming back, and doing an excellent job. It is very interesting and I always appreciate and…share this, coz…we got really very good nationals with us…[who are]…dedicated…"

"Dedicated?"

"Yes…dedicated people…they…work…"

"And reliable…?"

"Yes, definitely…I am normally on 24-hour call, coz of the job requirement. We have shifts, so I need to support them at night sometimes and I see the communication that keeps going on…they are reliable people."

"I am very happy to hear that…"

"I had one developee a few years back, we always used to worry how this person is going to manage such a huge responsibility, coz there are more contractors. Last year, I told this developee's more senior management…that we have seen…complete 360 degrees change…I never thought that would happen."

"What made this person become so responsible?"

"I think the person was responsible [but] was…shy…or no confidence and then the responsibilities came and this person stood up and took the responsibility."

"How do you build this confidence in the trainees?"

"What happens [is that] I have to always put this in all my communication…our leadership will step in…from the top leaders will sit with you and discuss it. I think that's the most motivational thing…we are blessed with. If we have a problem…you are welcome to walk into the manager's office; Our leadership has vision and they are not disconnected from the employees in this company…they are there with you every time."

"The top leaders?"

"The top leaders…you can walk into their offices just like that."

"They are very close to their employees, right?"

"Very close…and that is a very driving force to motivate them…from the development side. If we are talking QCOG, we have very good safety record and that's where the motivation comes from…everybody takes care of everybody…they are empowered."

"Empowered?"

"Yes…"

"And who is more motivated males of females?"

"Both…we have female Qatari mentees who wear their Abaya's and walk in…a vessel in the facility…they wear their PP…designed specially…for females."

"What's a PP?"

"PP is a "personal protector" for fire…our ladies stepped in and designed it…from the traditional and safety aspect…"

"These girls are technicians?"

"No, they are chemical engineers!"

"Chemical engineers…wow!"

"Yes…if you visit the facility you will see some photos…they go inside the vessel."

"There is no problem culturally to mix males and females?…No problem with these girls working among men?"

"There is respect among the employees…so you won't feel that there are females…you are at home and everybody is going to take care of you…"

"So all this difference dissolves when they are on the job?"

"Yes…but culturally…there is always a line that you have to draw between males and females, but when it comes to work and profession…then professionalism is there…"

"Good to hear that…and these girls are probably pushed by their families for education, right?"

"Yes, some of them are from Texas universities…their families motivate them to get education in this field."

"They are national Qataris, right?"

"Yes. They accept that their girls work here."

"…Are there any documents that will tell me about these girls and their background at QCOG? Documents about their education and motivation?"

"I think we can have some of these magazines."

"I wish so…"

"I need to check this out and get back to you."

"Yes, because I need to write about the Qatari context and this will help me with their background..."

"Sometimes employees do presentations about their achievements and these are documented to be viewed by [a] bigger audience. Actually one of our female developees, a chemical engineer, was the one giving all these presentations…last year."

"There is no paper work between the mentor and the mentee, a plan…?"

"Yes...we have a documented plan."

"So, there is something in writing, right?"

"Yes, we have a documented plan that is signed by everybody: the mentor, mentee, department manager, training superintendent, trainer, Qatarization supervisor, administration manager, deputy general manager, and general manager. For every mentee…we've got semi-annual meetings, where the senior management are in the room and they sit and go through it line by line…and sign it; you can see the leadership interested in all this…"

"They meet like twice a year?"

"Twice a year…"

"And then every month the mentor and the mentee…"

"They will meet every month, and in this meeting they invite us as well…the trainer, the trainee, myself, and the Qatarization supervisor…"

"Like every four months? How does this feed into the bi-annual meetings?"

"The plan has a section in the bottom every time you meet…the minutes…any action taken…stays documented all the time."

"Then…what happens in the bi-annual meetings when they discuss these mentees?"

"If there are any comments, they will be discussed as well. Actually, before the manager's meeting, a department manager meets the mentor, the mentee, and the supervisor…so they discuss it even before…"

"So, if there is a problem…it is brought up in this meeting?"

"Yes. If there is a problem, it is discussed in the annual meetings…but normally…if there is no problem we stop it there. When everything is fine we cannot stop there…we need to see how we can improve on this, so most of the time the leadership will suggest things…like try to do maybe presentation skills training that will enhance your skills…"

"And who decides on this?"

"Normally this happens in the semi-annual meeting…the leadership normally make[s] the decision and they suggest somethings with their experience that will benefit the mentee. Sometimes the mentee will tell us…sometimes we suggest things…sometimes we propose that this group must get this program to enhance their skills…"

"So sometimes you suggest it and sometimes the mentee…"

"Yes…sometimes the senior management…sometimes the mentee…sometimes us…actually…now we are working on a competency model for every single job position."

"And what does this entail?"

"This will mean that these are the skills required for the job [and] these are the skills they have…let's say they have 25% of the skills [and] we want to reach 100%...but actually we are working on it and we are hoping to implement this model."

"And what are the skills that you usually aim to improve?"

"We usually look into the job description and at every single detail and ask what are the skills required…academic qualifications, technical knowledge, team building, decision making…soft skills, technical skills, academic skills, and language skills."

"And do trainees have good English language skills?"

"60% of the population are very fluent, 40% is the management population…they can communicate very well…coz we test them and make sure that before they go to the diploma studies they get their foundations right. They spend one…or two years at the university Foundation's program before university to enhance their language and math skills."

"Would you like to tell me about anything that I haven't covered?"

"My opinion is that in the beginning…there were…doubts…[about] get[ting] the proper knowledge or knowledge transfer, but once they step into the program, they see that things are going fine. In any case, if they are not satisfied or there is any concern raised by a mentee…we make sure that it is addressed immediately and most of the time…the trainer and supervisor…are not influenced by the mentors…they are neutral people who are taking all the feedback. So when we take the neutral feedback, we make sure that we attend to that and this helps us a lot…"

"So…there is rapport?"

"Yes…plus…since last year, we had a dedicated position supervisor who looks after the developees…and that made us improve to another level. Things you…discuss just with this person only…"

"Confidentiality and trust building…"

"Yes…and this is very important…"

"Coz when they trust you, you can know all the bits and pieces, right?

"Personally I feel that trust will be there if the first communication is done…[when] the mentees often share with you the situation and…the person taking this information… actions those things. If these are not taken, then trust will go down and we are losing this connection."

"Correct…this connection is very important…thank you very much Rashed for your input…"

Appendix C

Mentee interviews

<u>1.</u> Sheela

"I'll start by evaluating your mentoring experience in general…"

"Ok…"

"…Tell me a bit about your mentoring experience…How do you feel about having a mentor?... Has this been a good experience?"

"…[The] first six months I worked with…marketing and budgeting, which is one of the six sections in the finance…my mentors were two: one [was] Indian and one [was] Qatari, my Qatari mentor [was] an operations analyst, so she knew the…work, since she [did] it four years, so first we started [with] basic things…"

"…So you think you had a good mentoring experience? I mean do you feel that your mentor helped you learn and develop?"

"...Yes…because I'm working directly with [my Qatari mentor] who joined the company four years ago…and because she is Qatari…it is easier for me to connect with her… she was a developee so she already knows… so [when] I go and ask her she 'd give me her [experience]…coz she already passed [through this] …"

"…Why do you think it is better that she's Qatari and how are you similar…?"

"…Ok …maybe the language…maybe the way she describe[s] the work for me… because she writes how to do the work in steps and…I do it even [my indian mentor] which is my supervisor when I go and ask him he told me to do the work but I think his way is more difficult…"

"…So…she simplifies it…"

"Yes."

"…You think it is her personality or because she's Qatari…?"

"…I donno maybe her personality…she simplifies the work…so it is easier for me to do…"

"…How are you similar to your Qatari mentor, why do you get along with her…?"

"…Because she is a girl like me [or] maybe [because] she's Qatari we can connect together…"

"So are you friends or just work?"

"…We're becoming friends, but before…we were colleagues…for three months, but with time we became friends…"

"So are you dealing with [your Indian mentor]?"

"…Yes. Now I'm in the Treasury department [and] my development plan [will] take three years I have to go to each department [within] Treasury and my mentor is another Indian…"

"How is it going?"

"…It's better, but I'm dealing with [someone] who is under the head of Treasury and he's Qatari and [another employee] who is Palestinian and he's like my colleague he tells me how to do the work…"

"The Palestinian guy is mentoring you?"

"…Yeah…"

"Can you tell me about your experience?"

"…Ok…in the Treasury department our work is to take the payment and we enter the transaction in the system…"

"Can you tell me about the relationship with him and your learning?"

"How to deal with him?"

"…Yes."

"…He gives me the work and steps and sits with me, and lets me know each step of the work…and he does for me four or five examples to see how to do the work and tells me…ok…now [it's] your turn to do the work…"

"…So you connect with this mentor, although he comes from a different background…"

"…Yeah…"

"Why do you think you can connect with him?"

"…I think the personality is the most important thing to connect with people, not only in this company, but [in]…other company[ies]. Some…mentors…don't want to share their experience with others he wants to keep his or her work only for him

or her, but here no…anything I want and I donno…the mentors tell me anything I want…"

"…So, in your opinion, it is their personality and not their culture…"

"…No, I think it is the personality…"

"So you are able to connect with them and have good rapport?"

"…Yeah…"

"…On a scale from one to ten…one is minimum and ten is maximum…how do you evaluate this connection?"

"…Maybe eight…because they are busy…sometimes they can't leave their work and come to me and explain every single thing…"

"Does this difference in background and culture affect your learning?"

"…No…every one there respect the other culture and respect the other religion my mentor is Hindu and I'm Muslim…"

"…So difference in culture doesn't affect your learning…"

"No."

"…Can you explain please how by coming from a different culture…your mentor is still able to motivate you to learn?"

"…They motivate me every day. They [tell] me…you have to learn…new things…you don't have to come and [do] the same work every day you are in the Treasury Department you are here to learn…which is the good thing for me…they give me new work to do…every week or every two weeks so this is it…"

"How do you feel that you want to work or how do you tell yourself that…"I have to succeed…I've to work"?"

"…I donno…everyday I come from seven to three… [so] what shall I do if I don't have any work…even if I didn't have any work I go to them and tell them give me work because I don't want to work without any work…[laughs]…"

"When you finish the work given to you…what do they tell you? good job?"

"…Yeah…good job…or in a short time you learn a lot of things…"

"Ah…ok…"

"…Do you think that at any point during this period a threatening atmosphere prevailed?"

"No."

"…Do you think that you could have identified better with a Qatari mentor during the training period?"

"…I think it is the same…I donno here…I didn't have any conflict with people…in my department I see [that] all people are kind…"

"What aspects of your work would you have liked to be improved?"

"…I don't like the routine…"

"…How did you notice that your mentor is keen that you are making progress?"

"…By giving me the work and encourage[ing] me to do it…everyday [she] tell[s] me today we have new work so when you are free you have to come to me and I'll sit with you and let you know the steps that you think you'll do…"

"…Does your mentor boost your self-confidence and your belief in your capabilities?"

"Yes."

"How?"

"…By telling me take your time…he didn't give me…specific time…"take days it's ok coz it is new for you"…but like now when I'm doing it well they give me, for example, work to deal with companies…so this is something new to me so they gave me two weeks to learn and do it…my mentor do[es] it in two hours…but because it is new to me, they gave me two weeks to learn how to do it…"

"Does this make you more confident?"

"…Yeah…coz if they give me one hour or even one day may be I didn't understand the work, and I'll not do the work well as they want…so with longer time, first I'll learn [and] I'll try to do it alone…then I'll check it with my supervisor or mentor, because I don't want to give them the work and the work is wrong that's why…"

"How does this enhance you better when you perform your job?

"…When I joined the company a year ago…I [didn't] know even the simple things about the company…but now…even when I worked with two departments…I'm able to know what other sections are doing…"

"Does this make you feel that you reached your goal?"

"Yes…my goal is to know what every section in finance do[es] and because in finance each department is related to another…like [in] Treasury they are related to account receivable[s] that's why now I'm better to know how to…communicate with others…"

"Does your mentor encourage you to become independent and responsible with accomplishing your tasks?

"Not [for] now…they told me after three years you must know everything in the finance department…if I want anything I go to them and I ask them if I want to search for anything in the finance file I go to them…"

"So, you can't explore on your own?"

"No, it's confidential first of all…and I don't have…access to every file and there's like thousands of files."

"Is this due to some constraints imposed by the system, or is it up to your mentor?"

"…[The] system…"

"…And do you feel that this impedes your development and progress?"

"No."

"I'll ask you some general Questions about the mentoring program…"

"…ok..."

"What features of the program would you like to improve?"

"…I think no[thing]…I think they are [well] developed with [these] development plans for Qatari [s]…I have a development plan…I have to take like six training courses in a year…"

"Where do you do them?"

"Two [are] overseas and the rest [are] here in Qatar…and they like... force you to take…training courses in another company to learn…like now my supervisor…and [my mentor] asked me to choose our training courses…[and] when we want it and where…"

"Where overseas?"

"…I went to Dubai last November…?

"Where do you stay?"

"In a hotel."

"For how long?"

"For five days."

"So…for a short period…"

"It's like one week."

"Do you benefit from this training?"

"Yes. Actually when I come back I…know more…about budgeting…the explanation and the meaning of each word…"

"What features of the mentoring program you'd like to keep?"

"Actually…not every company has the same development plan…here I like the development…yaani…after three years you will know everything about what you want to work…even after three years I have the right to choose which department I want to work with…[and]…it's up to me [to choose the] department I like…"

"Tell me about education in your family…"

"Yes…my mother and father already have a Baccalaureate degree and even from Qatar University…"

"Wow…"

"Yeah…from Qatar University and my oldest sister now take her Master degree and we are like three graduated from Qatar University and two…are still studying…"

"What's the difference between the past and now in education…I mean your grandparents days?"

"Actually…my grandmother…didn't know how to write or read…"

"Why is this big jump or shift?"

"Actually before she [didn't] have the right to study or to learn all she has the right to stay at home…"

"…And what made this shift?"

"Maybe the needs of the country or the community."

"So you think Qataris accepted this due to their needs?"

"Needs…and…things are changing…how they think…everything is becom[ing] difficult in life…that's why [a] man in his own he will not be able to do anything…"

"But…it's a great shift between the present and past…in the past…no education and now after three years there is education…so what triggered it?"

"Of course the country itself and how they stopped thinking about the woman and also the rights of the women…"

"Who started it? Did Sheikha Moza for example have an influence?"

"Of course…with the new Qatar Foundation universities, but before Sheikha Moza…I think it is Sheikh Jasem… I'm not sure…"

"Thank you so much for your time and input Sheela…and all the best."

"You're welcome."

2. Anna

"Tell me a bit about your mentoring experience…has it been a good learning experience?"

"Maybe because I was one of the first people who got the development plan…in the beginning it was not arranged in a proper way…I started working here in 2009."

"Do you have a Bachelor's degree from the University of Qatar?"

"Yes."

"In what area?"

"In Finance…my major was in Accounting my minor was in Finance…so when I started, there was no development plan, but maybe after six or seven months they put a plan for me, because I was new and I didn't know anything. I donno how it works so…I didn't stick to it, or there was no follow-up with me at the beginning…"

"…And how did your development start?"

"Ah…it wasn't good…[laughs shyly]…I had a manager…"

"…A local manager?"

"No. He is American…so…he put the plan for me…I knew before that I'll have one and there was nothing, so I was asking for it month by month, but nothing…then the senior management said we will have a meeting, so on the day of the meeting I got my development plan, so it was like: "This is your development plan…yalla…I didn't read it…I didn't know even what is there…I checked it just like this…and I signed it…I was new [so] I didn't know that it has a lot and even my future will depend on it. So then…with time…there was senior management meetings so now

it become much better…they did some adjustments on the training and development plan. Ah!...the good thing was that my development was going through all the sections in the finance department, so this was really a good thing coz I got knowledge from everywhere, and now as I am in budgeting and budgeting is like…controlling all other departments, so if I don't go through all the sections I will not work very good in budgeting…in the beginning it wasn't that good, but now I see with the others it's much better especially with the new developees...it is really good….because they start once they join us, so they will have everything written with the grades, with the training courses…coz even with the training courses, I had some problems in the beginning, but now…no…they come to me and even when…I'm done with my development plan, they…ask me to go for training for a course or something…"

"So even if you're done you still do training?"

"Yes, as part of Qatarization, and not as a developee."

"But doesn't development have to do with Qatarization?"

"Yeah…somehow…"

"So when did your mentoring experience start to get better? And did you have good mentors?

"Yes. All of them were good..."

"So…you had a good learning experience?"

"Yes."

"But in general, how did they help you learn and develop?"

"Wallah…hamdella they all were good…they try to give me all the information all the knowledge they have…no body was hiding info from me or something…"

"Did you have to ask the management to change your mentor at any point during your mentoring period?"

"No. So you know…different personalities, but they were good…and I know that I'll stay in this section six months…and khalas [that's it], it will pass, so it was good…"

"So it was a good learning experience for you?"

"Aha…"

"How long was it?"

"It was for three years…it was good…"

"So you had different mentors with different cultural backgrounds. Did you connect well with them though they come from a different background and culture?"

"Most of them were Indians and they were really good I liked them…"

"What did you like about them?"

"I donno if I'm lucky or they are good, they were very nice with me. They always shared knowledge with me, they tried [to] give me what they have…they want me to learn and it's like they are looking at my future with me…"

"Perhaps you are used to Indians, do you have Indian workers at home?"

"No…but maybe because I was the first Qatari...they were nice. There was one Malaysian…he's good, but you know they are difficult…"

"What do you mean by difficult?"

"It is difficult to understand what he wants...he'll tell you whatever he wants, but it is not easy to get what he's saying…but the rest are ok…"

"For example?"

"For example…he wants you to do this, but with a lot of explanation and his way in talking…it is a little difficult to understand his English…may be I faced problem only with this guy...not problem…actually it's not something related to work, it is something in his personality…"

"Yes…personality…so do you think you had different values, way of thinking, or work ethics?...I mean did you associate with them, or what made you get along with them? Is it their personality, background, or culture?"

"Maybe personality…because we are from different cultures, so I think my personality…I don't have a problem with dealing with others whatever the nationality is."

"You seem to be assertive…"

"Yes…maybe (laughs) I donno…"

"I can see that nothing is difficult for you…"

"Yaani…[laughs]…that's the way I like it…"

"To what extent is your mentor able to build rapport and connect with you?"

"To a great extent…with my direct supervisors [and] it was always good with the higher management…"

"Are they locals?"

"No. We don't have locals as managers for me..."

"What nationality were they?"

"The supervisors are all Indians and the manager is Indian, and the one above is American and here is the problem."

"Why?"

"They are different."

"In what way?"

"…Because they are not dealing with us directly, they donno what we are doing and they just judge…ok? You donno what I'm doing, so how can you come and say…"

"They are judgmental then…"

"Yes."

"How do they judge you? That you're not doing a good job, for example?"

"Yes…maybe they are not saying it straight,…but sometimes when they give you some words you can feel it…"

"Like?"

"Like one time I was working I was holding papers and going around he said: "Ah…you have work this time!"…So what does that mean? Sure I've work! Yeah it was like this, he would pass by and say words and you can understand them… ok…you think I come here everyday for eight hours to play around or what? Sure I've work to do…"

"So how did you prove that you were working?"

"I know that my supervisor knows that I am working and the manager above him knows so khalas whatever you think about me and I know that my work is there [and] they can see it. Even the senior manager sometimes I have to send them emails and this stuff so…they know I'm working, I don't need his opinion…"

"…Ok…does this difference in background and culture affect your learning?"

"The culture?"

"Yes."

"They respect us, yaani I didn't have any problem with them…they do respect and they respect that I'm a girl, not only a Qatari, but a female they know that there are some limits they can't just cross…"

"Like?"

"Everything…there was one story they want me to go and join some guys in the office, so I told them it is difficult to be in one office with males…"

"Those males were locals?"

"Not local."

"Not local…but still you're not ok with that…"

"No. It is ok with me to sit in an open place, but it was closed, they didn't even try with me ok…they respect us...that we can't go there…this is my limits…but for the American, No! he was trying to force me to go…this is one silly story…but yaani he didn't respect at all and he tried to make it big, but for the Indians it was ok they really respect…"

"But what happened? Did you go?"

"No. I didn't…lol...because they came here, they have to know that we have different culture, we have different personalities, we have somethings in our minds he can't just come and force us to do something…you get used to it…really…you are here so you should be the same as what we are…we don't have to change...so maybe they should be trained before they come here…and respect…"

"Yes…I guess that's a good suggestion…"

"And you know this is the problem, coz our company is a joined venture the American managers…don't come here and stay for a long time…they stay here for a maximum of five years, so they change and when they get used to our culture they should go…"

"May be you can suggest some tips about your culture when they join…"

"I think they are giving them something, but I donno…"

"Do you think that by coming from a different culture your mentor is still able to motivate you to learn?"

"Once I join any section, they have like a list of tasks that I have to do…in that period of time, so I donno if this is one of the things they do…"

"So, they motivated you and they wanted you to learn…"

"Yeah…sure. If I have the list and I have 10 tasks that I have to get rid of it, and whenever I'm done with something it is out of the list. Sometimes they do lunch…I have one of the managers, he is really nice and he is trying to motivate us with party[ing] whenever we do something good…and last year, when I finished my fourth year here, he made a party for me…so it was really nice…"

"So the incentive is partying…"

"Yes."

"Do you think that at any point during this period a threatening or negative atmosphere prevailed?"

"No, not with my mentors."

"Do you think that you could have identified better with a Qatari mentor during the training period? Or it is ok to have them Indian?"

"It is ok…"

"So having them Qatari or non-Qatari doesn't matter?"

"No, it doesn't…and maybe non-Qataris [are] better…laughs...I never tried the Qataris…"

"But why are you assuming that?"

"Donno…it is difficult to deal with a Qatari for me, as a female…"

"It could be a female mentor…"

"No no no!…no way!…Qatari or non-Qatari, I don't want a female mentor…"

"Your mentors were males?"

"Yes."

"Why don't you like female mentors?"

"Donno…I never tried I think…"

"Well…I am a female mentor…"

"I am too, I mentor a female…"

"So how do you feel about it?"

"Donno ask her…(laughs)…she's [been here for] one year here…."

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"I'll ask you some questions about the role of your mentor in motivating you to fulfill your professional needs…"

"Ok…"

"Can you provide examples on what aspects of your work were encouraged by your mentor?"

"They concentrate a lot on leadership…this is outside work, they always try to send us to leadership courses, [as part of] Qatarization…this is really good and for my work everything [that is] related to finance..."

"What aspects of your work you would have liked to be encouraged?"

"Maybe sometimes I want them to believe in me that I can do the work the right way…they do, but in some cases no…"

"They have doubts about your capabilities?"

"No…not doubts, but…they will give me the task [and] ask me to do it and try to finish whatever I can finish, and then go back to the supervisor…to help me with the task...so they're doing what they can…"

"Do you think that your mentor is keen that you are making progress and finish your development plan?"

"Yes."

"How did you see this in him?"

"They always say it in words…that we want you to cover this and this…and there is one task [where] my supervisor tell[s] me that whenever I do it all alone, I will make for you a big party [laughs]…yes…"

"So this is another person…so you'll have two parties…"

'Yes…(laughs)…"

"Do your mentors boost your self-confidence and your belief in your capabilities?"

"Yes…always…"

"How?"

"Whenever I go there and say I can't do because there is no time…they say, "No…if we can do it [then] you can do it…go and try …"

"And do you do it…you explore, research, or ask?"

"Yeah I ask or try to concentrate…"

"When they believe in you, how does this enhance your job performance and make you more productive?

"Yes…sure. Even if you don't know or you can't do it…you know that you donno how to do it so you can't do it, but whenever you see somebody believe in you and he says "no you can…don't say you can't"…this surely has a big positive effect on you…you'll try your best…to succeed, because you don't want to disappoint them…"

"When you become more productive, does this boost your feelings of achievement?"

"Yes. It is a nice feeling."

"Does your mentor encourage or motivate you to become independent and responsible with accomplishing your tasks?"

"Now…my supervisor is trying to put my name everywhere…[laughs]…"

"What for?"

"For new things…whenever new reports come…he tries to put my name…so he is trying to make me strong and independent so [that] I can deal with others…like now…I'm responsible for anything that comes from Qatar statistical authority my name is there for them, so he is trying to push me…"

"Is this due to some constraints imposed by the system, or is it the mentor's personality?"

"It is both…but more his personality…in dealing with employees, he is trying to push them in a good way…"

"Thank you Anna and all the best…"

"You're welcome."

3. AQ

"I'll start by evaluating your mentoring experience in general…"

"Tell me a bit about your mentoring experience, how do you feel about being mentored? has it been a good learning experience?"

"Actually…I didn't experience other mentoring, so I had an overview of all the sections…and I went deeper and deeper until I reach[ed] my career work, and I had another rotation in another department to see the business plan, because IT

is related to business…so it was good. I always compared myself with others, because I was with 10 students who studied in the same year and graduated from the same university, and we are in the same field I mean oil and gas…"

"Ok…"

"Like different companies…"

"So, do you feel…you are more advanced?"

"…Other companies have a better reputation than QCOG, but when I did the interview at QCOG, I met the GM and…I met the head of section then in a week my friends… start[ed] work…there [in another company, where] they met their GM after six months, while I met him in a week, so I thought this environment is nice to start with…"

"…Why do you want to be in QCOG? Is it because they interviewed you first, or because of their reputation?"

"…The reputation [of QCOG] in Qatar is not that good compar[ed] with [QG] and other companies, but I start[ed] here and whenever I met with my friend[s] they say [it's] nice…because I worked in the plant for six months…I had to drive one hour…I was OK with it [then] they shift[ed] the IT to SAR Tower…the environment there was…friendly …the environment is the most important for me…I know there are more offers outside [in other oil and gas companies]…like [QG]…[and] they have higher offers…my friends are taking more [money] than me and I say I'll start here then I'll…switch, coz they don't sponsor me…my father paid for my university…"

"You didn't get a scholarship…?"

"No, they don't pay for my English courses, so I start[ed]…studying English [for a year], then I joined university, in my second year [and] I had a scholarship there…"

"So you joined QCOG for its reputation?"

"Yes. The others are bigger and the payment is better...and my father always told me you are fresh graduate…don't look into payment…don't put money ahead, coz your friends in many years they'll be saying it's better if I went to a place where there is better mentoring…"

"So you came here coz of good mentoring?"

"Actually, I submit[ted] my CV…to many [companies] and got interviewed, but…I felt here [it's] more friendly and the environment is better…"

"How?"

"In RP and QG…I had better offers and…like one of the offers was 10,000 more than QCOG, but the thing is…they only want you to fill a position, and not to give you…quality mentoring and quality developee plan…"

"So that's why you are here…because of the quality development plan…"

"Yes…coz I was giving away the money…I was thinking of what I'll be in two or three years, or five years…so I was planning to develop myself…"

"Did you hear that they have [a] development plan from somebody, or you discovered it?"

"Yes, I discovered it…the start was with…meeting all the staff in the first week and how people are dealing...I said ok…this is the good place to start…if I don't like it, I can leave…so…[I am here for] a year, and I'm still here...my friends told me…you can get offers outside…more salary…[but] still I…feel…I'm good here…"

"Yes…excellent…tell me a bit about your mentoring experience…how is it going?"

"The good thing is that all my friends are IT, because we are seven…what I feel in their development plan [is that] they have a development plan to do one thing, like they are System Analysts…they are stuck with it for two years…nothing else…"

"Where is that, here, or in other companies?"

"No, [in] other companies…actually my mentor is one of the best…even my friends like him…"

"What nationality is he?"

"Australian, [but] originally from Iraq…the good thing is [that] he understand[s] how Qatari[s] act and react and this is the most important thing, because to deal with Qatari[s] is the toughest thing believe me…if you know how to deal with them you'll manage it…"

"Why?...What's so special about…Qataris?"

"It is not special…it is good and bad…"

"Why do you think it is difficult?"

"Coz if you are my mentor, you'll think that I'm working for you…yaani I can leave QCOG, and…find a job in two days…this is why if you don't treat me well I'[ll] not work…for you…I'll leave and work for another company…this is the problem…that's why if you treat Qatari[s] well and know how to treat them they'll stay…even in defining their jobs, or ordering them, there is a way…my mentor…knows how to do this, and I never had a problem with him…"

"So you think that as Qatari males you are sort of superior and you need a special way?"

"No…not a special way…no…"

"But…you're saying they can't order you…"

"No, let's say if you work for a company in UK, there is 1000 people for this job, if you get the job you are lucky, if you leave this job you'll need two years to find another job…"

"That's right…"

"That's one thing…even if I am your manager…[and I tell you] do this by tomorrow for me…[then] you have to do it…[but] how you tell me to do this for me [makes a difference]…I'm not working for him I'm in my country…"

"Fine…so what kind of personality is this? You don't want your mentor to tell you what to do so…is there some kind of attitude?"

"In Uk…"how are you" is as if he shouting at me…the same way the management are treating Qataris similar to others…I'm not saying that we are more [superior] than others no!...But the thing is the way of our environment…is different, so you have to know how to deal with them…"

"How does your mentor deal with you?"

"I think…he is flexible…his flexibility is the most important [especially] if someone miss[es] the deadline…"

"Is it ok?"

"No, it is not ok...he has to do this work…right…then don't push…other managers think that the Qatari will take over…[so they]…start like bother[ing] him with other things that are not related to…work, or…if you do...wrong...but small things, he would…email everybody…but for my mentor he tells me…come to me directly…"

"Yes. Perhaps because you're learning?"

"Our problem is that we don't keep it low, coz…he [some mentors] copy…all of the others…most of my friends are facing this problem they say "I've done this mistake, he is copying everybody, like if I'm late for ten min he will email me and CC his manager"…"

"So your mentor doesn't do that, right?"

"…He is flexible at least if the work is going fine, then it is ok…if there is a problem he talks to me personally and not make it public…he treats me like a friend more than a manager…[so] be [the] friend of the Qatari this is the most important...really he is a friend of mine...this is the most important…"

"Yes…mentors should be friends…"

"Because he doesn't think I am taking over…maybe he is getting me ready to take his place…"

"And this is Qatarization…"

"Yes, true Qatarization…so other manager[s] think let me see every mistake he do[es] and make it public…so you'll get annoyed and go to look for another job…this is the point I want to reach…so I think the treatment…"

"I'll ask you some questions about cultural differences with your mentor and their effect on learning…"

"Ok…"

"So you think you connect well with your mentor…is his culture different from yours?"

"Not so much…he is Iraqi…"

"Ok…so how does he understand your culture?"

"I think he lived here…for five years and it is a similar culture…"

"How are you similar?"

"Arabs you know talk Arabic…he has lot of common things with Qatari. I think he has lots of Qatari friends, so he goes out with them…sailing…"

"How old is he?"

"Maybe 40...50…"

"Do you think his values and way of thinking is different from yours?"

"Yes. I had lots of experience with him yaani…[he's] very grand and he taught me a lot as a person…and not in business [only]…but anything to do with my development plan…he taught me a lot of things [that] I think I will never learn…and he's very professional…he doesn't take it personal…even if you have a problem with him, he will treat you normal and he'll fix it later…"

"So you're lucky…"

"Yes, I am."

"So this difference in background and culture is not affecting you?"

"No…actually…I was talking to Ashley [in front of him] saying my mentor is very professional and I had the best mentor…he answered that your personality is good too which helps…there is flexibility…whenever he is angry I'm calm to see how will it end and then discuss it. I like to discuss it and I don't like shouting. I see the point and it I see where is the wrong in it…"

"So you are saying that there is good connection as a result of your personality and his personality? Is this difference between you and him positive or negative?"

"No, it is positive…"

"So…you're learning a lot…"

"Yes, a lot."

"So what are the common things in your personalities?"

"A lot of things…"

"Like…?"

"He has [a] sense of humor, he is flexible, he is professional…[and] doesn't get angry a lot…sometimes [when] he get[s] angry we discuss it and we fix it…"

"Are you different in some ways?"

"I think if I had a problem he never takes it personal and this is the most important…thing I like…"

"What does he do to motivate you?"

"He lets me take initiative…if there is anything to do I…enroll myself without asking him…if there is a safety campaign or any campaign…I…volunteer. The first day he came he told me, "you have to take initiative…yaani…think of your country in

five years…what will you be…you have to take initiative and how to take the company to business"…"

"And you were convinced that this motivated you to do so?"

"I volunteered a lot, I can't remember, but I have a lot of experience…"

"Do you think that at any point during this period a threatening atmosphere prevailed?"

"No, never."

"Do you think that you could have identified better with a Qatari mentor during the training period?"

"Wallah…I can't tell."

"Would you like to replace him with a Qatari mentor?"

"No, I'm good with him."

"Can you provide examples on what aspects of your work were encouraged?"

"Motivation and public speaking…I hate to speak in public…to give speeches across the company in front of managers."

"What were these speeches about?"

"They were about safety…"

"What aspects of your work you would have liked to be encouraged?"

"A lot of things maybe…he understand[s] what I want…coz…I work better under pressure…he tells me it has to be done by next week I do it, so he puts me always under pressure and sometimes he gives me two weeks, and then he asks me to provide him with day by day feedback, so I have to organize the stuff ...I think he reads me…"

"Right…"

"I can see it it's called Ilm El Farasa…" (Physiognomy)

"So how do you see that your mentor is keen that you are making progress?"

"When he sees me finish a job, he says "good job!" and whenever I have an idea he takes it and implements it in the department if it's good, and if it's not, he explains why…"

"Does he explain to you why not?"

"Yes…and sometimes he says…"do me more studies on this part" and after I finish…he knows it will not work, but he let[s] me do a lot of research on this part and told me…"see your work is very good, but the problem is there are missing things…you are not thinking of the business lines…we have this and this, similar to this…," so...it was good..."

"I can feel that your mentor is boosting your self-confidence and your belief in your capabilities?"

"Yes."

"How is he putting more self-confidence in you?"

"Taking whatever I do and…do it live when you see your ideas…"

"You mean you apply your ideas…"

"Yes. You get confidence."

"So, when you see that your ideas are applied then you get confidence?"

"Yes, he does brainstorming…whenever there is an idea he…start[s] to think of all the ways that you can do it, so he ask[s] me to do research so whenever there is A, B, or C, advantages and disadvantages, [he] told me this is good it has advantages... this one is risky…this one is good for the business, so he lets you think about a lot of things that are not related to IT, because we are supporting business…"

"So he lets you think…"

"Yes, yaani…next time I'll be thinking of this without him…"

"So you try to understand how things work?"

"Yes."

"Interesting…very interesting…and how does this enhance or improve your job performance and make you more productive?"

"When he is flexible and encouraging I feel... safe I will not work here for the salary...I feel safe, because I am not thinking about my problems with my mentor. I'm forgetting about everything and concentrating on work...the progress is happening…"

"Does this increase your feelings of achievement?"

"Yes…after a year, I'll get my promotion, so now I'm three months behind of schedule…"

"Why are you behind?"

"Coz there is something that came from nowhere and he enroll[ed] me in it, and he told me, "believe me you'll not regret it…it will be helpful for you"…"

"So…not because you are not working hard…"

"No. I'm not thinking about my salary, I'm thinking about my progress. So, now I had a lot of unplanned activities…that will affect my grade…"

"What are they?"

"I was a volunteer in quality improvement of safety and for the Qatarization Town Hall meeting and I'm forwarded for the safety and now I am getting first aid…"

"So, you are sort of managing these activities…"

"Yes…how to manage the committee, how to divide the roles, and in...safety how to be more safe…[which] I [was] not aware of…before…"

"Yes…that's good…"

"Yes…I think that I knew things I will never know in another place, in five years, but I learned from him…yes!…we talk a lot…"

"How does your mentor encourage or motivate you to become independent and responsible with accomplishing your tasks?"

"How to make decisions…if you are the manager, what will you do…sometimes I sit in his office for one hour and a half or two hours…talking about my plans…[about] business, and sometimes [he] show[s] me like…if you have this case, what will you do…think like a manager…don't…be emotional…don't make it affect you make it more…business [and] don't involve business with emotions…so that was good…"

"So you become independent and responsible…"

"Yes…I am on the way to become. I still need his advice [and] his work experience…he was working in Fuji for 35 years in Australia…"

"Is this due to the system, or is it the mentor's personality?"

"His personality."

"But isn't that to address Qatarization…"

"No…we are not too much stuck to the plan…the plan will not lead us, we will lead the plan [according to] our progress, so we add, edit, and remove…[activities]."

"And who's planning?"

"My mentor."

"He does the development plan for you on his own?"

"Yeah, but I did it with him. It is not ready…one of the things I like is he includes safety and security…"

"So you agreed on these things?"

"Yes, and he removes things and puts things according to what I need…"

"Where you given the opportunity to participate in areas reserved for management such as planning, directing, or controlling of activities?"

"Yes. For Qatarization, we managed the Town Hall meeting from scratch, [such as] planning roles, what to do, what not to do…"

"So, now you're doing jobs not related to IT, right?"

"Kind of…yaani it is management…more of a planning…"

"What steps did you need?"

"I held meetings, how to divide the roles…plan…[and] arrange meetings. I wasn't the chairman, but I was in the team…"

"Did it work?"

"Yes…it was one of the best and we're happy."

"How did your mentor help you learn and develop?"

"Anything related to IT…and he thinks that he will help me in business [so] he puts me in location to do course sessions with them."

"Here in Qatar?"

"Yes…in marketing sessions…in-house in QCOG he talked…to marketing manager and sent me…"

"I'll ask you some general questions about the program…"

"Ok."

"What features of the program would you like to improve?"

"[The] mentoring program?…maybe the only thing...when you have a schedule on time it is better to make everything ready…coz sometimes courses are late, coz they're not scheduled on time, so we have to wait…"

"So you think that courses have to be scheduled ahead of time…"

"Yeah…especially that we have external training now, so our secretary can manage that…so it is good…so for engineering if there is…let's say chemical engineering, they put a plan then the manager of chemical see[s] the plan, so any chemical engineer have this plan and these are the courses that will help them…"

"Ahead of time?"

"Ahead of time…"

"Whereas in your case they are late with the courses and you have to wait, as they don't prepare them ahead of time…"

"No. The problem is [that] my plan was ahead of time…[when] I came my plan was ready and everything was ready…I sat with him [the mentor] and we changed some things and everything was ok, but the problem with IT the courses…don't have a specific time and whenever they have a group of people they do a course. If not you have to wait and this is the problem most of the time they cancel the courses [which] are scheduled usually in UK…[and] you have to go there…"

"Do they send you?"

"Yes. I went to UK last year."

"What features of the program you'd like to keep?"

"My program or in general?"

"Your program …your experience…"

"In general the development plan [and] how the plan is fixed…"

"Would you like to tell me about your experience about mentoring?"

"If the department can take one example of [a] good development plan and apply it to other departments [then] I think all plans will be good. The way…my mentor thinks is very good…to have an overview of the department and then go deeper in the next year's good…[so that] if someone asks me about finance I [don't]say I donno we are aware of what they are doing and we are all related…"

"Ok…tell me a bit about education in your family."

"My father has a higher diploma and my mother has a Bachelor in Science and my father also…."

"Ok…so they are educated…and your grandparents?"

"No."

"So, what made this difference in education for women and men?"

"Actually…[it's] life needs…"

"Life needs?"

"Yes. They need to be more educated…I believe that…older guys have more experience than we have and…I'm still thinking of what I've learned in universities in general anyone who graduated never do…work-related…things …university…maybe 20% [or] 30% [which is] nothing, [but] work experience is different…"

"Yes…true…you said needs of life, but…why do you think women are getting education?"

"Life changed. Before a lot of women…married at the age of 17 or 16 in Qatar, but by time if they have a problem…I had one case [when] I was studying with one…[who] got married [when] she was 20 - this was 20 years ago - she didn't have the chance to study, so she didn't finish high school, but by time she had problems with her husband and was going to divorce she's thinking, "What I'll do to work or to have…a salary or something …[as] she can't work with [a] high school…so she's teaching her daughter to finish school…she said if I had a certificate I'll be working, I'll be taking care [of my daughter] instead of my father...she got divorce and she is at her father's house…her father is still supporting her. She's thinking "my father is still paying for me the house, and gives her a salary"…if she has certificate, she'd be working now. It's life coz everyone is encouraging their sons to finish universities and I think this [is] how Qatar education is going. The government wants people to finish…they are encouraging us [and] they encourage the parents to encourage their daughters and sons."

"So…it is the government's strategy…"

"Yes. It is their strategy."

"Thank you AQ and all the best…"

"You're welcome…"

4. Sara

"Tell me a bit about your mentoring experience…how long have you been here as a developee?"

"Five years and inshalla my promotion will be this month…"

"Tell me a bit about yourself…"

"I graduated from Computer Science from Qatar University. First, I worked with a team as (?), then they saw my skills and…gave me a development plan, which [was] extended for five years, as it is usually two to three years, as a "post holder," but mine was a special case since I moved from [one] department to [an]other and I ha[d] to learn SAB and Finance…"

"What's SAB?"

"An integrated program to support production and [the] chemical field…"

"How do you feel about having a mentor? Has it been a good learning experience?"

"First, when I moved here…it was not supportive at all…"

"What was the reason?"

"He was surprised to have me in this position…like they forced him to be in his department, he was not supportive and he was aggressive with me all the time..."

"Aggressive?"

"Yeah…"

"Were you going to replace him?"

"No."

"Why didn't he want to help you?"

"I don't know maybe [because I am] a Qatari…[laughs]…"

"What was his nationality?"

"He's a British Palestinian, but when I turned another face and became aggressive he became ok…[laughs]…and very supportive…coz you have to prove that you are worth to work, you have the ability and capability to work and I am showing that for them, coz…you are not worth that place…the IT manager says to me you can replace that person…she has IT manager degree and Master[s] in Finance…"

"What degree have you got?"

"I've got [a] Computer Science degree which shows [that] I'm smart…but hamdella, I proved to them I am worth that place and I did a great job…so the mentors weren't that supporti[ve] first. Ok…I had the plan [where] they make sure that I'm on track, but they don't know actually what I am doing…before any meeting I prepare a list of…what job I did…what meeting I did, any interaction with end-users that I met…and my mentor and my IT manager were surprised with the effort that I did there…"

"You are so motivated…and lots of self-confidence…"

"Yes…hamdella…"

"But I am talking about the mentoring experience as a whole with your mentors…"

"Walla….at the beginning, I told the manager if you are supporting me…he said, 'yes, we are supporting you…anything you want, we'll provide you.' I was lucky with the training…I got plenty of training [sessions], so maybe I had three…"

"Did you have coaches?"

"No. I go outside for training. I have three in a year [and]…they do not say no…whatever I want they provide for me, but…to be honest, they didn't teach me anything. The mentors…didn't give me any information…I made self-learning and I got my experience from outside training, but, you know, because they are busy…"

"But they should have time allotted for you…"

"Walla Head of SAB and [the] IT manager are busy, they don't have time to sit with me [and] give me a session of something, [if] we have to solve something, we have to learn the system…"

"Because they are busy…but shouldn't this be part of their work?"

"It should be…there was a plan to have a session a week with the IT manager to teach me, because he was in the previous position that I am in…he has good experience in that field…but no he didn't have time for that…"

"Did you have to ask the management to change your mentor at any point during your mentoring period?"

"Yes…for the first one, I asked and they changed it to the lady that was here, but she refused…[laughs]…"

"What was her nationality?"

"American. Americans…are not supporting too much, but it was…ok I got experience from her…honestly...yes...she was replying [to] the emails, I saw her replies, her work, her files…okay? But I was dragging the information from her...'coz no one will come 'Sara ta'ali (come) I'll help you'…Walla…nobody will make that…I had to request everything…"

"So in your experience, how many good mentors did you have?"

"Wallah…in application [in] my first job…one mentor was good…he was following me everywhere…teaching me…it was ok…in the second job, I'm in right now not really…"

"So you think you're not connecting well with them?"

"It's ok…there is a good relation between them…but I got everything I want…"

"Is there good rapport and friendliness?"

"Friendliness is ok…but…giving me sessions and training and giv[ing] me information…no!...."

"Do you think this had to do with their different background and culture?"

"I think so, yes."

"How are you different or similar?"

"They say you]'ve] got everything easy, you have to work hard to have the information and not the easy way…ask and we'll give you the answer…I get this from the IT manager…"

"Ok…that's fine, it is good to explore…"

"Yes…it is ok…I can search…I can read…but when I was desperate I needed help sometimes…it is not easy…to search…"

"And you did that?"

"Yeah sure…"

"But maybe this is part of the mentoring like they will let you explore…part of the plan is not to get it easy…"

"Maybe it is my way, I don't ask them whenever I had a question, but when khalas it is the final solution [and] I can't find anything, I go to them to ask them…"

"And when you did that, did they help you?"

"Not that much…"

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"How do you think you are different from your mentor with your values, way of thinking, reactions, knowledge…work ethics…do you think you are different?"

"Maybe I seem to be more helpful than them, more friendly than them…"

"What nationality were they?"

"One [is] American and one [is] British Palestinian…maybe the age also affects…"

"The age?"

"Yes. They need to keep their information to save their place for them…if I get the information from them, they are not worth to get the place…if I replace them…"

"Protect their job?"

"Yes…ok…[and] I respect that…"

"On a scale from one to ten…how is your mentor able to build rapport and connect with you?

"One is the worst and ten is the max connection?"

"Yes."

"Wallah…five is ok…"

"Medium."

"Yes…[laughs]…"

"So, we talked about the difference in background and culture and how it affects your learning…"

"Yes."

"How are you different or similar?"

"Actually they have [a] different background from me."

"In what way?"

"In studying…they have Finance mentality…I am having IT mentality which is more creative...laughs…and even the work environment they had to work with it was very aggressive…very competitive, but in my case I got everything easy not to work hard to get this position yaani it was easy for me…I was lucky [laughs]…"

"Ok…do you think that by coming from a different culture your mentor is still able to motivate you to learn? Or were you self-motivated?"

"You know…in the QCOG policy we have a developee meeting…twice a year with the management…Wallah they were very happy with my work…with my activities

they recommended me to have the early promotion, which I was very happy to hear from them that…they say you are worth it…you deserve [it]…it was very motivating to me…it's good and even I motivated myself…"

"You motivated yourself…but you don't think the mentors motivated you?"

"Yaani sometimes…when I solved two big issues [that] will save the company maybe $15,000, they invited me for lunch…yaani you are not respecting my work…I was doing work I was still a developee…"

"They did not show respect to your work?"

"Yes…but after...I…tell him…why you are not respecting my work…you don't like my work? …please show [me that I did a]...good job...[but]…nothing…"

"So, they did not motivate you?"

"No, they didn't…I have to do a list to show them I did that. 'Wow! Sara you did that!' 'Yes.' '…I am very surprised!' 'Thank you'.…That's it!"

"Maybe, they don't expect…"

"Yes. I told my supervisor…'You are humiliating my mind…I am not stupid, I can do work please'… 'No Sara…we don't mean it.' 'Don't treat me like I am stupid give me work and I will show you.' They were impressed, coz they do not expect me to have this position."

"What's your position?"

"SAB and IT support…"

"Ah…ok…"

"Seriously…it is a very difficult field to learn, coz my field is Computer Science which is very different…"

"But when you graduate one never gets the same job…"

"Correct."

"Do you think that at any point during this period you felt insecure or threatened?"

"Wallah first year I wasn't happy for the mentoring at all. They weren't giving me any information and I felt they…are not helping…so first year yes…"

"And how were you able to still learn despite this atmosphere?"

"Hamdella, I was able to improve myself through reading this SAB system [which] is very broad [and]…global. You can find information everywhere…and with the

training that I took outside, I got too much information from there compared to here."

"So that made a balance…right?"

"Yes…she was contacting me with the email, she was telling me, 'you are a smart girl, but you need to be pushed to be able to do things' but now hamdella…I was with my teacher there in Malaysia before two months…"

"They were Malaysian?"

"Yes. She was very surprised and very happy of my experience and the knowledge that I got."

"Do you think that you could have identified better with a Qatari mentor during the training period?"

"Yes…(laughs)"

"why?"

"We'll have the same mentality."

"What do you mean by mentality?"

"The Gulf mentality…"

"What is the Gulf mentality?"

"Yaani…it's different 'coz the Americans and the British…deal with the lady like a man, which is not [right]! Yaani we should be separated from the treatment, because they are dealing with the Indians and Philipino [which]…is not the same behavior as the Qatari lady…"

"So what is so special about the Qatari lady…can you tell me about it?"

"Yaani…we want to be spoiled and motivated and nice words, to be more friendly…[they are] too aggressive with us…"

"So you think they are aggressive with females?"

"…Because I was the first Qatari lady in the department...maybe…it makes a big difference…"

"So that's what you think…"

"Can you provide examples on what aspects or parts of your work were encouraged?"

"I didn't get encouragement."

"You weren't encouraged?"

"…Not that much."

"In what areas?"

"In the Finance department they were helpful, they teach me somethings…"

"What aspects of your work you would have liked to be encouraged?"

"…To recommend my work and see…my work without a proper training from them…"

"So, they should have told you do this, this, and that?"

"Yes."

"But shouldn't they follow your development plan? I don't understand how can they resist this…"

"They don't resist, but in my developee plan, there was a session from my mentor to have this session about this and about this, but they don't give these things. Mostly, I had training outside and had training here in Finance…that's it."

"Did you think that your mentor was keen that you made progress?"

"No. They were happy 'coz I saved them some money…"

"How?"

"Coz if we could not solve the issue we send out the issue to outside resources and they pay for it, so they were happy…coz I was able to solve the issues to save them money…"

"Does your mentor boost your self-confidence and your belief in your capabilities?"

"No…not at all." (laughs)

"How did you build your self-confidence?"

"Walla hamdella I have a strong personality and I am fighting…they told me you cannot do it…I can do it and I will show you…"

"How does the belief in yourself enhance your job performance and make you more productive?"

"To show them I am capable to do this work...yanni I am worth that grade or that position. It is not for nothing...wallah…I told them if I am not worth that grade [then] ok extend my developee plan…I don't care…I don't want to be [a] post holder without having the knowledge to hold that position…"

"So did that make you more productive?"

"Yes."

"How?"

"Walla to show them [that] they are wrong."

"By doing what?"

"By doing my daily job and the grade job criteria…and now I have two projects to do with them I told them…I will do that project…'ok……do it'…"

"How does this boost your feelings of achievement?

"When I saw that they send emails to the Finance team, 'Thank you Sara for your help and support in a very fast way'...this made me happy...when my end-user is happy I'm happy...which is good…"

"This is great encouragement…"

"Yes."

"How did your mentor encourage or motivate you to become independent and responsible with accomplishing your tasks?"

"Well…I am forced to be independent, because I am the only one to have this position…"

"Who's forcing you?"

"It's the department…I didn't have support [so] for one year I was doing the job alone and I learned to be independent…"

"You learned?"

"Yes, you know my mentor is busy and the other one is busy what can I do…I have to do it by myself…"

"So you think they didn't encourage independence because they were busy?"

"Yes."

"Not because of any other reason?"

"No."

"Did this have an effect on impeding your development and progress?"

"No…hamdella…" (laughs.)

"You are strong Sara…"

"Hamdella…(laughs)…yaani if I had any training soon I prepare everything…[like] I contact the centre there, 'Please give me the quotation, give the schedule, give me the course outline.' I prepare the papers, I give it to my supervisor, sign it and give to the secretary and finished!…so I am managing my things I am not waiting for anyone to help me…(laughs)...in my opinion the mentoring thing is like a layer it is not affecting anything it should come from the person himself yaani if he wants to succ[eed] in his career and [in] getting information the mentor will not help. Honestly…they keep the info for themselves you have to work on it by yourself and should not wait for anyone to help you…"

"So…in your opinion the developee should push for it…"

"Yes."

"Were you given the opportunity to participate in areas reserved for management such as planning, or directing, or controlling of activities?"

"…Maybe planning for my projects, but as a company, no."

"What features of the mentoring program would you like to improve? Any suggestions?"

"Maybe... they should have a meeting every month with the developee to discuss what he needs…what…support…what information he needs. Yaani, sometimes you cannot solve any issue by yourself [so] you need help…you need more explanation in that field…maybe this will be the best way…"

"What features of the program you'd like to keep?"

"It is well organized…well planned and has milestones [a] start and [an] end…which is good. It keeps (protects)...the developee [so] no one will cancel his promotion. You'll get your promotion…according to your accomplishment…[so] it's ok they keep the rights of the developee…"

"Are you encouraged to work in teams?"

"Yes…sure…when you discuss with anyone you get information and you can share information. On your own, you'll have your idea…your way, but with a group, you'll extend your thinking…"

"So you are encouraged to do team work?"

"Sure."

"What can you tell me about this experience?"

"Wallah…it was a great experience it teach me a lot…it give me self-confidence, and I can fight to get my right without any fear, because…Walla…I saw a lot of girls here…they don't have their rights…they don't learn, because their personality is very weak, which I'm really sad about…"

"Do you encourage them…do you talk to them?"

"Yes."

"Can you be their mentor?"

"Yes…sure. I am telling them, 'You have to fight no one will give anything without fighting'…"

"Tell me a bit about your background your parents how was education for them?"

"My mother and father cannot write and read and, hamdella, they raised us well, and we are three daughters…"

"How do you compare the situation with education between the past, like 30 years ago, and the present?"

"Education in Qatar is at its worst now...before it was very easy and simple now they become complex."

"They complicated everything?"

"Yes. They think they will be stronger for the generation, but it seems no! we have a lot of stupid students which I saw bi kathra…they cannot pass the exams…"

"Why do you think they can't pass exams?"

"Because they extreme it one time…if…gradual [then] ok…like my daughter start now KG1, they have English…all of a sudden…but [with] my education it was gradual…we start[ed] from easiest…[then] harder…"

"Where did you have your college education?"

"At Qatar University?"

"Were you happy with your education?"

"Yes."

"Did your parents encourage you to go to university?"

"…'No one will [go] out from the house before the college...(laughs)…you have to complete your college'…"

"How does this compare to your grandmother's and grandfather's times?"

"Walla…they don't have to be educated, because the female was for the house only not going out, but now…hamdella…my husband [is] encouraging me, 'You have…to work…you cannot sit…home…you have that knowledge and you are good in your work you have to continue'…"

"…And how do you deal with the Qatari males here?"

"Walla just for work…it's ok…you have [to] work with me [then] send me an email."

"Emails only or you can meet one-on- one?"

"Yeah sure…my door is open and anyone can come and discuss anything…it's ok."

"Other females told me that they cannot talk to men…"

"No!"

"As men start to gossip…"

"No. Each one has a limit you talk properly with the male…"

"…And what happens if somebody misbehaves or misunderstands you as a local?"

"I have to stop him."

"Has it happened?"

"Yes. I told him, I am not comfortable with talking with you don't talk to me anymore."

"You are assertive Sara...thank you very much…"

"I have another comment…"

"Yes. Go ahead…"

"We usually have yearly recognition from managers…team work…yaani whenever I got IT…I've [been] five years here [but] they never recognized anyone. I was very sad because they didn't recognize me because I really did extreme job work for them, as a developee. Yaani [for] this one I'm very sad and very uncomfortable…I even couldn't look at the face of my mentor…it was annoying…"

"Why didn't you complain to the management?"

"Really? Will it be effective?"

"Sure."

"…But…it should come from them, 'She deserves it…she's working'… Wallah!…It made me sad and angry…"

"Anyway…thank you Sara…and all the best."

5. AH

"Tell me a bit about your mentoring experience in general…how do you feel about having a mentor? Has it been a good learning experience?"

"…The good one or the bad one?"

"Well, the whole experience…"

"Mostly with the bad one there was no communication…because…you know…certain nationalit[ies] in this company…don't accept working with young engineers, especially Qataris…like…you have an idea….you want to add to this company [but] they don't want to listen to you…why?...coz you are young and [they are]…more expert than you…and you are just learning…and 'We are helping you and you are not helping us'…so that's…the problem I am facing…like not trying to keep me…in charge or responsible, they didn't give me…full confidence or keeping me [in the] loop of team, but keeping secrets [and] hiding big info that will help me in my career. So, I noticed this many times, and I went to their office and discuss[ed it] with them, 'Why are you doing this?' 'Why [not] keeping me with the team or keeping me outside the loop?' 'Why aren't you supporting me to let others listen to me, or to my ideas and do what I'm saying?'…In the beginning [they were] trying to give excuses…I tried many times…I went to their office…then I went to the manager and…discussed this with him…then I had…to go the GM, and then they saw my depression and also the depression of…other employees with me…coz there is like 'Mafia' group in my department…so they decide[d] to change my mentor. The new one has a different nationality from the entire team…so there is divers[ity]…in the team, from US, India, Philippines…[and]…because it is diverse, there is like good communication…no secrets…so I feel now much better. The new mentor is listening to me…he's giving me like big tasks to do…keeping me in the loop and…trying to change the old system. Before, when they sen[t] an email they don't copy me, [but] now every time he sees my name not copied, he will forward it to me and forward it to everybody, 'Please forward it to AH'…and he is telling

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me…'I am trying to change this…give me some time'…I'm still seeing this…'Please copy AH… please. invite AH to this meeting.' It really give[s] me more confidence and the good thing is that every two weeks, he meets with me and gives me…full Excel sheet with tasks and see where am I what have I done during these two weeks…'Did I finish this task?…Did we reach this point? Do you have any difficulties? You want me to help you?' Some kind of feedback, so I meet him twice month."

"What nationality is he?"

"US…so now I like my job much more."

"So how long did you have to suffer from the other coach or mentor?"

"Three years."

"And you were quiet for three years?"

"The first year was excellent, coz I was the first Qatari in the unit, 'Let's try to help AH and support him and show the company that we are supporting Qataris and developees,' and when they got the credit, they put me on the side. So, the first year, 'AH is ahead of schedule…AH finished his task,' and they put me up, but then when they saw [that] my progress was very fast…and at some point I will take their position, they push[ed] me back and slow[ed] my development, 'Let's give him like this task to do,' 'Let's keep him busy with other things'…"

"And you were quiet for two years…"

"Well, I tr[ied] to do it in a professional way, just to talk face-to-face to the boss…and once or twice I tried to change myself…coz I said maybe there is something wrong with me or may be I am not getting…what they expected, but then I found that there is something wrong...I am doing everything…I am asking to extend my development period just to learn more…and I told them, 'I don't want to take my vacation this year...coz I don't want to miss this opportunity for shutdown or whatever'…I participated with environment safety, PR, everything…then when I saw that my performance is not like what I expected…and I told them, 'What do you want me to do more to get like superb or outstanding?'…I was really depressed! So I went to the top manager, but now after this change I feel much better…"

"And the new coach?"

"Yeah…the new coach started joining the company last year in August, the development plan is the same…but keeping up with the development plan is much faster. Now, everything is going well with the plan…and I [am] suppose[d] to finish the whole development plan by June, and get to target position grade…[the mentor's] position…he's gonna help me take his position."

"And that's the target of the Qatarization?"

"Yes…and he knows that he's coming from US for two years for developing AH and mentor him to take your position and go back. They accept it especially the employees from the US…but let's say…other nationalities, India or…Asian countries like Philippines…feel that this country is their country…they don't want to leave the country…to lose their job…and they want to be secure, so they don't want to share all the information with you. They want to keep everything for themselves. This is, I think, the difference between both cultures…"

"So far you told me about your mentoring experience…and that you had a negative one and a positive one coz of the mentor…and you explained everything to me…you had two mentors one helped you learn and the other didn't. What specific aspects of your learning do you wish to develop as a mentee with the mentor?"

"With the current one?"

"The previous one…communication was the first thing…and accepting that Qataris at some point…at some time…take a leadership position. One mentor took care of me the first year and she was a lady and it was very successful coz the lady was from US also, she was a supervisor…she taught me every single equipment in the unit and I remember she had a surgery in the hospital…and she…stayed there for one week. She used to send me questions through SMS…and…via email…and then I answered them…but then when she stopped for two weeks and I saw the questions on my cell phone…I said, 'Ok, I will answer you, but you have to rest!'…She said, 'No…I don't have anything…'

"Nice experience… she was dedicated…"

"Yeah…"

"So you connect well with your mentor though he comes from a different background and culture…like values, way of thinking, specialized knowledge?"

"Yeah…especially [that] it is his first time coming from US to [the] Middle East…the communication mostly, 'Where shall I go for the weekend with my kids?' The communication started with these kind of topics, then we had a good relation…and now every weekend, 'How was your weekend?'…'Where did you go?'… and he knows now, …'Why don't you try this?' The relationship was based on these topics, and then it got improved."

"To what extent is your mentor able to build rapport and connect with you?"

"To a great extent."

"The old coach didn't…"

"I can't say he didn't…but when you talk to him about different topics from the world he's really friendly, especially when he talks about India, Indian movies…Bollywood, he is open. They tell you the story of the stars, and the rumors, but when the talk is about work, he is quiet…"

"Do you think this difference in background and culture affected your learning?"

"Yes…a lot."

"How?"

"Yeah…one thing…my current mentor graduated from the same university I graduated from. He is an AGY…AGY have special culture and the communication between them, especially like in working terms…solving problems…is very easy. We don't have to explain the whole story or…problem, like this is the problem, let's do this calculation…so it is really easy…and what I found [is that] learning from different culture[s] or from different nationalities…improves, not only the learning skills, but also the leadership skills. Their leadership [skills] is more about how they influence people."

"You mean the American mentors?"

"Yes. They don't give orders…they don't tell those people do this or do that…they just deliver a message where the receiver just get[s] influenced and inspired."

"So give me an example..."

"For example, if we have a safety topic, 'Be careful!' When we work in the field they don't tell them, 'Don't do this, or don't fix the equipment in this way.' They try to create a story about what is the impact if you are doing in the wrong way, and then they get like emotions, 'If you get injured, what can happen to your wife…to your children?' They (mentees) get inspired and get more precautious."

"So, they tell you the bad effect of it, so that you don't do it…the indirect way of knowing."

"Yes."

"So, when you say they come from the same university culture…what do you mean by that…you mean that you're so intelligent….or you have common vocabulary, as common knowledge accelerates learning…"

"Yeah…intelligence, especially between two chemical engineers. It's the first time I work in the same unit with a chemical engineer. Like when we talk about chemical reaction…before they had electrical or mechanical experience so they're slow to get, or don't get what I mean. Before I thought, [it's] because of me that I'm not able to deliver a message in a right way, but when I spoke the same way with my current mentor who is a chemical engineer, he's like, 'Yes…maybe coz of this chemical reaction'…"

"So you mean a common mentor/mentee culture is sharing the same knowledge and way of thinking…?"

"This…happened coz of the activities that happened in the same university or…technical word[s] that are used…the same courses…books. So that's why…the same culture between the students [leads to the] same way of understanding [and] the same solution very quickly."

"How are you different with your present mentor or coach?"

"My way of treatment was the same with the previous one…trying to be nice…listening to them what they want…even if they are negative, but in the work environment, it is my job and I have to do."

"Do you think that by coming from a different culture your mentor is still able to motivate you to learn?"

"It is not a matter of culture…if he had the ability to motivate me I will learn…"

"What are the features in him that motivate you?"

"I think maybe they know [that] their job is for a [specific] period of time…they will come…[and] they will leave. Maybe they will miss their country…so they want to go back, so this is one of the reasons. The second reason [is that] they wanna reflect their experience to their developees so when the GM or deputy manager saw me…having the ability to solve the problem…[it] will reflect on my mentor coz he taught me [to] do this, coz I took the experience from him. They want to develop the skills so that everyone will notice…"

"And this motivates you?"

"Yes…coz everyone keep[s] talking about me."

"Ah…now I get it…"

"Like they give me recognition, 'Good work,' 'keep going,' 'excellent,' 'we want you to reach leadership position' …this kind of thing…"

"Do you think that at any point during this period a threatening atmosphere prevailed?"

"No…not at all…not even before."

"Do you think that you could have identified better with a Qatari mentor during the training period?"

"…Well, because the unit I'm working in is very new…the technology is new…I don't think that I'll have a Qatari mentor that will have that much experience than [an] American mentor. Second thing…there is competition between Qatari[s] for sure…so there is nothing called Qatarization anymore if there is a Qatari mentor, or if my boss is Qatari. Even if I've to move to a higher position and give you my place or you stay in my place and I stay in your place…it's different. The system in this company [is that] they are trying to spread the Qataris in the unit…like you will start in this unit and you take the place of this guy and he's not Qatari. For me, I am the only chemical engineer working in this unit and my target position is [to] replace the superintendent who is not Qatari, but they don't put…the same Qataris in the same department, maybe in the beginning [only]…but then they have to go in different directions…"

"Why did you choose QCOG?"

"My story here is long coz when I started my studies at Texas A&M, I was a student at QP, and when I had to do my presentation for my graduation project, the QCOG plant manager was there and he saw me, came to me, and asked me, 'Would you like to work with us?' I told him I am from QP he said, 'We have good relations with QP and we can negotiate with them to transfer [you] to our company.' I told him, 'Perfect! If this will work, I have no problem…and I was excited coz my mother already work[s] here; she worked [here] for 12 years and she was encouraging me to work here…she works in the recruitment section as a buyer. Imagine…everyday she speaks about the environment…the people are nice…friendly…so you get kind of excited. So, this is one of the reasons that I work for QCOG now. Currently, my mom, myself, and my brother…"

"Can you provide examples on what aspects of your work were encouraged by the mentor?"

"I don't wanna go deep into technical things but…one big challenge I had is…I was on vacation [for] one month, ok?…and during this month we had a shutdown…we had a fire incident and after each incident we ha[d] to go through [an] investigation report. So, when I came back, the first email I got from him…he told me, 'AH do [an] investigation report,' so I told him, 'How…I am going to write an investigation report about something…and I wasn't there!" He said, 'Work with your team, interview the people that were there.' So it was really a big challenge, that I was on vacation for one month outside the country and c[a]me back and grab[bed] the data about the incident that I don't even know, and it was really hard to meet the operator, coz…he was in a night shift and he [was] in day shift in weekends and four days off. [So] follow him…send emails, 'Please give me all the information of what happened 12 hours before the event.' It was really hard…so I just sent him the first draft and, 'Please, I need to finish this… give me your feedback'…"

"So you're encouraged to research…"

"Yes. It gives me really full confidence. I can do things even if I am not at work…working with people, working as one team, helping each other, facilitating the team, and trying to grab the data sheet, or all the documents. It help[s] us come up with a solution even if the people are not there in the event or in the incident."

"What aspects of your work you would have liked to be encouraged?"

"Right now…nothing. Everything is good, but maybe I have to be more in charge giving me like big task[s]…and try to come up with solution[s]…so people can listen to me and do what I'm saying, but this barely happens in the company…"

"So you are encouraged to do team work?"

"Most of our work is team work…one-person solution doesn't work. I like to work with a team...it reduces responsibility [and] spread[s] the credit to the team members and also spread[s] the tasks."

"So what does that mean?"

"It will save time…maybe we'll come up with more efficient solutions."

"How do you come with solutions…by doing what?"

"We do research we collect all the data and trends from the system like the way the unit operates for the last two years, so we meet together…use the projector, and…see the big changes [and] what happened during this time. We compare these trends with anything abnormal…"

"And you agree on it as a team?"

"Yeah."

"…And suppose that there is one member who is dependent on the others what happens?"

"It happened here a lot. Some people have a work load, and they can't…work in this kind of project, but…we can still manage without one single person."

"Ah…I thought they don't want to work…"

"In this company, I never hear someone say, 'I don't want to work,' they have…good attitude and they want to help."

"Do you think that your mentor is keen that you are making progress?"

"Yes."

"How do you see this in him?"

"Through email, 'I saw you busy this week and I really appreciate your hard work.' One short sentence is enough for me…just to give me more motivation about working more, even if he see[s] me pass, he just call[s] me, 'AH…thank you for doing this project.'

"So your mentor boosts your self-confidence and your belief in your capabilities…"

"A lot."

"How does he do that, besides thanking you and sending you emails?"

"He has some tricky ways…like sometimes during the meetings he throws the problem to me. He says, 'AH is working on this,' in front of the managers, '…And he will give us the feedback by this afternoon,' and he says that we have already discussed this before… and I shake it (agree)…'Well…yes…I will'…" (laughs)

"And you don't show that you are surprised?"

"At the beginning, yes. So now after the meeting I have to run to my office…"

"So you have a funny coach…"

"Yeah…he really has a sense of humor and this sense of humor gives me more energy to work."

"So he's like a mentor and a coach at the same time?"

"Yes."

"How does this enhance your job performance and make you more productive?"

"…Like I start[ed] liking my job more…before…I will come on time…I will leave on time…I will do what they ask me to do and that's it! But now it's like I like what they ask me to do, and I am excited, 'I finished this task give more to do.'

"So your performance for the job is more accurate?"

"…Coz he came in August and I was on vacation for one month, so still…I didn't see I gave more or I gave what I expected, but still we have like six months…till June…and they wanna see my progress if I met all the expectations according to the development plan and they will evaluate, but right now I am doing all what they ask me [to do]. In June I'll finish the first development plan and then start another for a different position."

"Does this boost your feelings of achievement?"

"A lot."

"You are telling me everything before I even ask you." (laughs)

"Coz I had a good experience…coz at the company we met with the GM twice and with the plant manager four times…so imagine every four months we say again

and again about the mentor, and I work[ed] in this company for five years…so I'm telling you everything I said during the meetings."

"So you know it by heart…"

"Yes."

"Does your mentor encourage you to become independent and responsible with accomplishing your tasks?"

"He is trying to help me…reach this…he's trying to make me independent, but I need sometime…last week one of the guys was one week off and he was doing most of the job…following up with the supervisor, giving the morning meeting update, and out of nowhere he told me that he'll be on vacation and I am gonna do this…this…and this…I haven't noticed before…"

"What were the responsibilities?"

"It is like sitting with the supervisors and the coordinator and take all the follow up and feedback [of] last night and the day before and give it as an update to the morning meeting, and then I have to give them instructions on what to do in the night and the next day…so [I] haven't writ[ten] any instruction[s] before…so I was…talking to the port operator, 'Are we going to run full production?' Ask the supervisor and then I have to write the instruction[s] again…"

"Were you given the opportunity to participate in areas reserved for management, such as planning, or directing, or controlling of activities?"

"Yes."

"Can you give me examples?"

"Well…there are many…for example…the current one…in the investigation report, I was the leader [so] I chose my team [then] we set the meeting and we facilitated [it]...I just give the instructions to everyone...how can we collect the data and what is the kind of information we need to come up with…the contributing factors…so it was like a leadership part. Sometimes the company ask[s] us to lead or select our own teams for certain events, for example, for the career fair, they just give it to Qataris, and the management has nothing to do with it. You create your team, you create the event…the activity…you work with each other, and you come with good efficient event that will help all Qataris in the company."

"What was the project that you wanted to do?"

"The company…meet[s] with the Qataris once a year…in this event, we have to bring some presenters to deliver a message to motivate the Qatari employees, and also we have to select some Qataris from the company who had a good experience during this past year, deliver it to the other employees, especially the fresh employees, to excite them more about…work, so we need to be very selective. So we communicate with speakers outside the company about their experience and [they] share it with us, and then we have to get some kind of activities…team work…some small competitions, etc."

"So this is how you recruit people for the company?"

"Well anything for recruitment…they call me to go to that event. One reason is [that] I have good relations in the social media Facebook, Twitter, and Instagram. So, if I put one comment there…everyone …will come for sure [especially] to the exhibition career fair. When I post on…Instagram and Facebook, I tell them you are welcome to come to our QCOG booth…and [that] we accept fresh graduates. We need engineers, business managers…I get a lot of questions, 'How can we apply?'…'What majors you need?'…'I studied Finance, can you accept us?'…'You are a chemical engineer, do you encourage us to study Chemical Engineering?'…"

"What features of the program would you like to improve?"

"The main problem I am facing now is selecting the right training to take to improve our skills. Sometimes they just send us…but when I go there I don't see any usefulness to attend this kind of topic. So what I do is decide on the kind of training course I need and then…pass it to my mentor, wait for his feedback, 'Do you think this will help me or not?' If he says, 'Yes,' then I attend…but this is not applied for the whole company…most of it they just send them and they say, 'You are required to take the leadership course' and they take the course, no matter what the topic [is]."

"What features of the program you'd like to keep?"

"Frequent meetings with the GM and with the plant manager. I think, in Qatar, this the only company where the GM meets with each individual Qatari once a year, and this is really good. I would like to see it continue and never stop for all Qataris."

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"Thank you AH…and all the best."

"You're welcome."

6. AR

"Tell me a bit about your mentoring experience…has it been a good learning experience?"

"Here at QCOG...they are trying to give us the best knowledge and information about our department…to perform our jobs. So as a maintenance engineer, I am getting a lot of help from other professional engineers…to improve my skills and experience…to handle my job by myself…"

"Do you feel that your mentor helped you learn and develop?"

"Maybe…"

"Why Maybe? Why not for sure?"

"Maybe…[because] they are busy with their jobs…"

"The mentor…? Then how do you develop? You need his help to develop, right?"

"I know I need his help, but you need to learn things by yourself, then ask people for help so my mentor is there for me when I need him…to ask him, but sometimes he is busy with his job…"

"What strategies do you resort to when he is not around?"

"Waiting for him to be available or going to other fellow trainee[s] or employees in my department and they provide this help…no problem…"

"…Are you a fast learner?"

"I cannot say that about myself, but my mentor has other people not only me…so I cannot bother him with a lot of questions if there is a very important question I need, or something important, I go to him…email him, or call him on the phone…"

"What aspects of your learning were enhanced or developed?"

"As a mentor, he has to find for me courses that will help me in my job…technical courses or management courses. Mostly, he'll provide the courses for me and if I have…some question[s]…I will ask him or some people around me who are in the same level…"

"Aren't you in maintenance?"

"I am a mechanical field engineer."

"So in this case…don't you need on-the-job training?"

"Now…I have my colleague…I am working with him, he is an engineer [and my] supervisor…that's the person who is taking care of me…the coach."

"Ok."

"I am with him all the time from morning…and he teach[es] me knowledge [or] anything I need, but sometimes I think I miss a lot of things from his side…"

"Why do you think you miss things?"

"Because sometimes he left his office without telling me and he is going to [a] meeting without informing me…"

"But does this coach help you learn and develop?"

"Probably…"

"Who helps you then?"

"Suppose he to help me, but I learn by myself... I have to search and ask other people…"

"What aspects of your learning would you like to develop?"

"The managerial part…how to manage my team…my work…and also the technical part of course, coz I'm a new engineer and I donno about all the equipment…also the technical info about things in the field."

"Do you feel comfortable with your mentor?"

"No. It is not [a] very good relationship. It is just asking questions and getting information from him, and sometimes I feel that he wants to finish quickly."

"So I understand that there is no relationship…"

"No. I don't think."

"…And your coach?"

"Same thing…I don't feel there is a relationship with the coach."

"Did you have to ask the management to change your mentor/ coach at any point during your mentoring period?"

"Until now I didn't do that but maybe in the future I might…"

"Does your mentor come from a different cultural background?"

"Yes."

"How do you think he differs from you with his values, way of thinking, reactions, knowledge, or what's right…what's wrong…coming on time…attitude…work ethics?"

"I don't know what his values are, but with work ethics I am with him…coz of course you have to come on time and do our best, and I see…that he is [a] hard worker, so I [agree] with him."

"Suppose you had a local coach would you connect better with him?"

"Yes…coz maybe I have the same culture…like he knows what we like as young people and the activities we mostly do in our daily life."

"But how does this affect your learning…I mean if this person knows what you like?"

"I think it will not affect my learning, [but] it will affect the relationship with him…so he will be friendly with me and he will give me more information if I ask a question. If this connection with me is weak, he will not give me all the info and he'll try to finish answering my questions, as fast as he can."

"How are you different or similar?"

"I dunno…"

"What is your dream?"

"Of course to be in higher positions…"

"What's your goal? Did you set a goal?"

"Yes. I'm trying to be a GM…maybe higher…[a] minister of energy…"

"…Why not…but I understand that your coach doesn't motivate you…"

"No. My coach…no…"

"Who is motivating you here, or are you self-motivated?"

"Yes. [I am] self-motivated…nobody is motivating me."

"Do you think that at any point during this period an insecure atmosphere prevailed?"

"I have had this coach for two months, so I didn't reach this level…"

"How long have you been here?"

"One and a half years."

"One and a half years and you haven't been coached properly?"

"Yes…before that I had another coach…"

"Can you talk about the whole coaching experience…how long were you with the other coach?"

"Six months…"

"Ok…"

"The one in the past I didn't have a relationship with him...at all!"

"Why? What was the problem?"

"I donno…maybe the attitude…when I go to his office I don't feel I am welcome…when I ask a question, he transfer[s] me to another person to answer my question…"

"…And what did you do as a result?"

"I waited to finish the development with him, so I can move to another coach…"

"What area was it?"

"The planning area…"

"So…there was a kind of threatening relationship with the coach. Did you feel secure?"

"No, no, no…I don't feel that I am learning things [or] getting information…"

"But this was a problem for you, wasn't it?"

"Of course, yes."

"Why didn't you complain or reach out for help?"

"I am new and I don't want to start problem[s] from the beginning…"

"Did you have a Qatari coach?"

"I had a Qatari coach."

"Tell me about this experience…"

"He was helping me a lot technically and even managerially, so when I went ot him, it was only for a week…it was in a unit shutdown and we had to work more than six hours a day…and he tried to give me all the info and involve me in everything and give me jobs and that was [a] great experience…and I've got lot of information during that week, more than the six months with the other coach…"

"What made you get more information?"

"Coz I feel…he want[s] me to learn…because sometimes people are afraid to teach me something and they are afraid for their position…"

"This is what I was trying to inquire about 'a threatening atmosphere'?

"Yes."

"So you felt this threat?"

"Yes...with some coaches I felt that…they are not giving all the information, as…I threaten them to take their position…"

"Was he a Qatari coach?"

"No. Non-Qatari…"

"Tell me your experience with the Qatari…tell me all about it…"

"The Qatari tried to develop me, 'I will give [you] all the information, so you can handle a unit.' He said, 'If I leave my position, I'll try to make sure that you will take it'…"

"And what was his position?"

"Unit supervisor…so it was a little bit different from non-national coaches…"

"Ok…so you built good connection with him…did he motivate you…?"

"Yes…he did…but before I came to QCOG, I motivated myself…"

"But this national coach…did he motivate you?"

"Yeah…"

"In what sense?"

"Maybe in taking control of the team and [the] people I'm working with…management of people…how to deal with people and how to control the team that was under me…"

"…Did you like the training that you got from him?"

"Yes…of course…"

"What about the non-Qatari coach. what aspects of your work you would have liked to be encouraged?"

"As I said…I would like to learn how to be a supervisor and to control the team and…the equipment in the field, but I don't feel I am learning that from the present coach…sometimes he is not telling me a lot of things that I will need everyday and I [am] missing a lot of things…sometimes I don't go to the field with him…"

"Is this part of your development plan?"

"Yes…of course [I need] to know these things."

"And how come you don't do that? Don't you have to tick things on the development plan…that you did this, this, and that?"

"I am supposed to, but I am not following the development plan that much…"

"Why not?"

"…Coz it is different in the field…I have to cover…the development plan…and sometimes you have to spend three months in this area and it is not specific what are the things that I have to do. So I am spending three months in this area and three months in this area and I [am] learning a lot of things, but they are not specific objectives about what I have to do."

"So maybe this is something that needs to be improved with the development plan?"

"Maybe…to become more specific."

"Do you think that your mentor is keen that you are making progress?"

"…He doesn't care…"

"Like when you do something you don't have confidence?"

"I have confidence to do my job, but I don't think that he tr[ies] to give me responsibility to do these jobs…"

"Why not…you can't ask him?"

"I can ask him."

"Why doesn't he boost your self-confidence and the belief in your capabilities?"

"So that I don't replace him, it's mostly about the job."

"So…not to become productive?"

"Of course."

"So what do you do all day…how do you spend your time?"

"I receive the daily job and I try to do it…ask questions. I go to my coach, ask him…he give[s me] info that is good…I go to his office and I have to wait to use the computer…I use the ADMC system where I find all information about equipment in the field."

"Do you think that this is boosting your feelings of achievement?"

"Not that much in this year and a half…I didn't gain enough knowledge…to perform my job 100%."

"So your mentor doesn't encourage or motivate you to become independent and responsible with accomplishing your tasks…"

"No. He doesn't want me to be independent he want[s] me to need him…because of the position."

"Is this due to the coach's personality?"

"Yes."

"But you can complain, right?"

"In the future…as I said, I spent with him two or three months, so I need to be with him a bit more maybe he will change…maybe he will need to trust me…so I am giving him the chance…it's not like I am facing a problem I have to go and complain…I try to solve the problem…if I couldn't solve the problem, then I will ask for help from the others."

"Were you given the opportunity to participate in areas reserved for management, such as planning, directing, or controlling of activities?"

"Yes…controlling of activities."

"Tell me about this experience…"

"It was a great experience…as I said the last shutdown I was [a] fully effective supervisor [of] morning shifts…the national coach encouraged me a lot…he actually said that we had one week of shutdown and we have to have a Qatari engineer to be with me…and he gave me[the] opportunity to handle the morning shift. It is difficult [as] most activities are in the morning shift and he would handle the night shift, so he gave me the full responsibility for handling this…"

"What where the activities?"

"I donno maybe like 50 activities…so my job was to monitor the people and try see what are their jobs and check if they're doing their jobs safely…managing things with other departments"

"Did you get feedback from the people you were managing?"

"Yes…they were ok with my job…"

"What features of the program would you like to improve?"

"A lot of things actually…maybe…the…outside training courses, or maybe being in other company[ies], coz when you send someone to other companies they give you all info coz they are not afraid to lose their job…so they help learn…but here some people will help me learn and others will hide info."

"What features of the program you'd like to keep?"

"The development plan."

"Thank you for your input and all the best."

"You're welcome."

7. Jihan

"Tell me a bit about your mentoring experience…has it been a good learning experience?"

"Actually my mentor was the person…who worked with me [for] my graduation project at college…I had my scholarship for QCOG, so while I was studying I was with QCOG."

"So he accompanied you since you were at university till you came here?"

"Exactly…I got used to his style and I refused to be with another one…"

"What nationality is he?"

"He's Palestinian with a Canadian passport."

"So you feel your mentor helped you learn and develop...right?"

"Yes…a lot."

"He is a chemical engineer too?"

"Yeah…"

"Are you comfortable with your mentor?"

"A lot…"

"So you haven't asked the management to change your mentor at any point during your mentoring period?"

"No…"

"So how do you connect with your mentor though he comes from a different background and culture?"

"He is a professional, so we deal with each other about work stuff and we don't talk about cultures…"

"I mean values, way of thinking, knowledge, reactions…"

"Yeah…coz he worked for another company in Saudi…he knows [the] situation with…Qatari females…he knows the culture, so he doesn't push us to work with Qatari men, coz we don't feel comfortable…"

"To what extent is your mentor able to connect with you?"

"A lot and also my family knows him…"

"How did that happen?"

"My family came here to check the work environment, they sat together…you know men easily go together [get along] so my brothers liked him and whenever I go home I speak about him that I've the perfect mentor…I feel comfortable. One of the things I'm comfortable with at QCOG is that I've a good mentor...no way to get a mentor like him…my friends in other companies…complain about their mentors, and whenever they say things about their mentors I say, 'Thank God! I have him and he's not like this.' He is always beside me, whenever I need something…he supports me, not with work only, but with life problems…."

"Does this difference in background and culture affect your learning?"

"There isn't difference in our cultures and therefore doesn't affect learning."

"…Any differences and commonalities?"

"No differences…maybe knowledge…he's very advanced. He starts to explain in [an] advanced way and then I break him (interrupt him), 'Would you please explain to me in a simple way?'...So just knowledge."

"Do you think that he is able to motivate you to learn?"

"He always motivated me…"

"Explain please."

"Whenever I do something…he says, 'Jihan did this…Jihan did that.' He always wants to prove that Qatari women can do it. We had a shutdown in the unit…he said, 'Gear up!'…Meaning wear your gears and…prove to them that you can do it. So, I was climbing the columns and doing crazy stuff that no one was expecting…so he said, 'You proved [it].' He keeps encouraging me…he always says, I [am] sitting here, but always it should be your place.' So he…motivate[s] me…"

"Do you think that you could have identified better with a Qatari mentor during the training period?"

"No…for sure!" (laughs)

"Why?"

"As I told you…coz they really go unprofessional, so I really hate working with them…"

"…But don't you think that this will stop one day, as they'll realize that you are a professional, just like them…"

"Yeah…it will stop when we complain and we [actually] complained…"

"Can you provide examples on what aspects of your work were encouraged by your mentor?"

"Yes…during the shutdown, he encouraged me a lot."

"Do you deal with clients yourself?"

"Yeah…they come here and we discuss it…we call them for a meeting to give them the offer."

"Do you have feedback from clients?"

"It's not feedback…for example, we test the catalyst and later give a report…if the product [is ok] we'll take it…"

"Ok…What aspects of your work you would have liked to be encouraged?"

"Communication...I keep hearing this a lot from my mentors, 'Don't send Jihan to conferences she's shy… she won't make it,' because when I stand in front of people I get so shy…"

"But I don't see this in you..."

"Coz you are a female...(laughs)…but with men I am shy…"

"…But you are covered…you shouldn't have a problem…right?"

"It is because we are separated all the time even in the college…here is the only place I mix and it is with internationals and not Qataris…but I don't like it…they keep disappointing me, and they don't give me the chance…"

"Can you ask them to give you the chance?"

"They will. In September…they are sending me to conferences, one in Bahrain and one in Dubai."

"Try to practice…and say I can do it…motivate yourself...I can see your motivation…"

"This will be the first thing…"

"Try to break this…I can see that you have character, personality, and motivation and this is very good…Do you think that your mentor is keen that you are making progress?"

 "Yes, always…"

"How do you see this in him?"

"The example I can give you…he was insisting to put my name in these conferences..."

"What kind of conferences?"

"One [is] for gas processing and the other [for] IEN…[an] annual meeting…with all the clients in the Gulf to see the progress…"

"How does your mentor boost your self-confidence and your belief in your capabilities?"

"Sometimes he gives me really hard stuff and tells me go…do it. He give[s] me simulation for the plant and it is very hard to work with Aspen Hysis- the program to simulate the units. For me, I simulate the NAN unit which is the normal…each one of us is holding one unit…so he asked me to simulate the LP low pressure flare…and I told him this will be very difficult. He said, 'No! Go try, ask , and review the papers and collect information and see [for] yourself. I said, 'You know how to do [it, so] you teach me.' He said, 'No. I'm not going to give you the easy way…you should learn by yourself, coz if you don't learn by yourself… forget it.' Then, I started to do the module in four or five days while he can do it with me in four hours. My friends in the office told me, 'You did it…you're so lucky that you are working with Hysis, coz we dunno anything…so he made you get the experience…now whenever we have a question we'll refer to you'…"

"How does this enhance your job performance and make you more productive?"

"I get more knowledge…I mean…I see huge difference between when I came and now. I got to know lots of stuff…I like to compare myself with others…in other companies, to see that I am doing good at QCOG, or is it a waste of time. So when

I compare…it is much better…and they know it…QCOG girls…are not well paid, but they know a lot about the industry, so at least we have the knowledge…the know-how. Every one cares about the money, but we hope that the management will do something about it."

"Does your mentor encourage or motivate you to become independent and responsible with accomplishing your tasks?"

"Always…an example…he started to take his vacation while we are here, 'You should take the responsibility and I shouldn't be here.' So, before two years, I told him I want to be here without you as whenever we get stuck in anything I run to him...[but]…he refused and decided to take…different dates to go on vacation, so he went and we stayed here…to replace the head of section…"

"How was the experience?"

"It was good everyone from Production was calling, 'What did you do with this project, or this project, or this project?'...He is so organized…he started to do a meeting with us…to give him the updates for the projects, then he collected all the info and called the mentor to give [an] update. This is to be organized and…make everyone work…so most of it was organization and management…it wasn't hard for me…it was to update the management…so I started to walk around and ask [about] the updates…and I did it…"

"So he encouraged you to be independent?"

"A lot…he started to do this after three years and a half. He said, 'Three years is enough for me to support you…you should be independent…you have the tools…you know everyone from Production, you have all the departments…so you know where to find the information. So, you should be independent…"

"Is it the mentor's personality?"

"Yes…definitely…"

"Were you given the opportunity to participate in areas reserved for management such as planning, directing, or controlling of activities?"

"Planning [and] controlling…yes!…Directing…no…"

"But you were given some opportunity to manage."

"… I was not directing people I was only taking the update from everyone…everyone knows his work and I was taking the information. Oh yes!...I remember…I directed students from college to train them, and for two years we received like six students from Qatar university…my mentor gave me two of them to direct…and take care of, and I was the mentor. So yes! I was a director…"

"How did it go?"

"It was good with one [but] not good with the other...she was so shy and very closed…whenever I asked her to do something she refused. So [it's] her character…the other was a boy he was more open…[you know]…a boy! The girl was very shy…she didn't want to go to the plant, she wanted to work from [a] computer and stay in the office, but I know her style and it was a training course, so I let go…"

"What features of the program would you like to improve or is it perfect for you?"

"For me it is perfect…everyone is helping us not only mentors…even other departments. If I want to know anything from other departments, they sit with me for two hours and explain everything to me…and whenever I need training, the training department is ready for that…"

"What features of the program you'd like to keep?"

"I like the development plan and I encourage all companies to have the same thing. It is good to have it for four or five years, not more and not less. More important is to be followed up by the mentor…if there was no follow up…we'll let go…"

"Anything you want to change?"

"Just the payment, I feel it is unfair…we need them to recognize our efforts…there are like eight or nine companies and they usually get more paid. Here…you can give us a lot as Qataris…[but] the payment is much less and this is discouraging and disappointing…even our friends ask, 'Are you serious? You ['re] still in QCOG? You could be in much better place…they don't appreciate you.' When we tell them about the salary they say, 'You are lying and not serious…this is not your salary…I say, 'Wallah.'…'Come on you are an engineer…engineers like you get like 15,000 or 16,000 more'…"

"Ok Jihan…I wish you all the best and thank you."

8. Hana

"Tell me a bit about your mentoring experience? Has it been a good learning experience?"

"At the beginning, it was difficult; I didn't know anything about…field work. So, I was exposed to these kind of places and my mentor is supporting me all the way, coz she was my coach and now she is my supervisor. We work on one-on-one a lot, and I am the only Qatari female in the field…and just to work in a place like this…is fascinating, coz it opens your mind into things that you can't think about…it's physical work…not office work, which kind of attracts me to it a lot you …work with your hands…"

"Do you feel that your mentor helped you learn and develop?"

"Yeah."

"Are you comfortable with your mentor?"

"Yeah…coz I worked with her all the time [while] I was there…and even before I was hired, she used to be [an] NAO coach…she was here since the start up..."

"So you connect well with your mentor though she comes from a different background and culture? I mean values, way of thinking, knowledge…"

"Yeah like…you know how females get together…it's kind of breaking the ice…coz I got to know her before I was hired in here. I came here to visit…sightseeing and stuff. I was doing an office job in another company [and] I wasn't planning to change my job…so [when] I came here to have an idea…she took me out and escorted me…and then I was like…that's it…I want this job…"

"To what extent is your mentor able to build rapport and connect with you?"

"We text and talk…go out when possible…and…do social stuff outside work."

"Oh…friends…"

"Yeah…"

"Does the difference in background and culture affect your learning?"

"You mean my Qatari background?"

"Yes…as opposed to her American background…"

"No…not at all, coz when I came here…I had an open mind and…wanted to be here…you know coming to work and knowing what you do…when I come to work everyday…"

"How are you different or similar?"

"Well…she is the boss…she does everything for me, coz she taught me every rule…every single thing that I need to know, coz I had no experience…so, you know, she really wanted me to be here…so I gave my heart out! I'm just working really hard on it…"

"Do you think that by coming from a different culture your mentor is still able to motivate you to learn?"

"She's my role model!…I want to be like her one day, coz she's pushing me to do things like that. I did not think that I had the courage to touch things in the field or climb up the stairs…if she wasn't there. She's the only female, so she hangs on with us all the time…she kind of push[es] me to do things…I discovered the things that I could do…"

"Do you think that you could have identified better with a Qatari mentor during the training period?"

"No…coz she's one of two people…both were…American…one left and she stayed here as…coach. So, [this was] my only option, but I never worked with another Qatari before, [but] I used to have a partner…in a different group he's also…like me, but a bit ahead of me…[but] we didn't have that communication…there was a wall…we cannot communicate…I talk with him, but…there's still a wall between males and females…we're just work partners…that's it…the only guy I've been around."

"And is this barrier still there?"

"I'm socia[ble]…I used to be the only girl over there, so I get around…men a lot…I had to sit with them…I had to break the ice…yeah so just that…"

"Can you provide examples on what aspects of your work were encouraged by your mentor?"

"Just believ[ing] in yourself…you have the confidence…and you're always with a team you're not alone…team work is amazing…so that was kind of made me stay

here and I'm looking forward to continue my development plan in here so that's a good thing…"

"And I can see that your mentor is keen that you are making progress?"

"Yeah…she's with me all the time."

"How do you see this in her?"

"She really want[s] this…so bad[ly] which makes me…try my best!…She…help[s] me…[by] put[ting] me through one-on-one classroom training…we've been together everyday for a full year…we even visited college[s] to look around and see what they got…coz she wanted to show me what I would do later in the future…'coz I'm supposed to go [back] to school…so she's showing me around the school and she'[ll]put me full year one-on-one classroom training…[to educate myself] about the unit…so I learned all the ins and outs from bottom until the startup level..."

"How does your mentor boost your self-confidence?"

"Honestly…when I first came here I thought I just can't do it. I had…fear…to be outside, coz I never knew to use even a spanner...but seeing her…pushing me to do things…kind of let me grow out of my fear…**"**

"How does this enhance your job performance and make you more productive?"

"You know the job…you're gonna be good at it…"

"Does this boost your feelings of achievement?"

"Yes! After a long working day…you'll feel [that you] achieved [a lot] every day."

"Does your mentor encourage you to become independent and responsible when accomplishing your tasks?"

"…That's the point…every new operator has a mentor, so we work with another partner…and once we finish the period we're solo. After a couple of cycles, we get certified in some area…so it goes like this…"

"Is this due to the system, or is it the mentor's personality?"

"This is how it works you have to be alone…one day, so the system and her character…she is just great!"

"Were you given the opportunity to participate in areas reserved for management such as planning, directing, or controlling of activities?"

"In the field, we just receive orders from the board and…she instruct[s] us through…things, 'Go check on those,' or 'How is this going on?' So we have to work by the check list...like tasks that we have to do every day. By the end of the day…she gets the report and…we have to be like working individuals in the field…"

"What features of the program would you like to improve?"

"I think we need females...(laughs)…in this program, I am step number two…I donno what's waiting for me down the road…I donno where the gap can be, but all I know is that I'm working according to the plan and everything is going good so…just that…"

"What features of the program you'd like to keep?"

"The field training…the school will start like this fall…"

"Thank you very much…and all the best…"

9. TH

"TH you are a developee, right?"

"Yes."

"You spent ten years here and you just finished the development plan?"

"…I came from [QP] (another oil an gas company) with a program and that program is actually two years…I mean…from high school, I went to QP for two years, then came directly…here at QCOG. At that time, here there was no development plan…you learn whatever you want. I just stayed here for learning [for] almost two years, then they started the develop[ment]… they sent me to CNQ (College of North Atlantic)…I spent there almost three and a half years. I started from the beginning as [an] assistant technician ..[then a] technician…and when I took my diploma, I came back here…as a supervisor."

"Did you have a mentor?"

"Yes. One mentor."

"So, I'll ask you about this experience…the mentoring experience…can we talk about it?"

"Yes."

"So tell me about your mentor…"

"You mean my boss?"

"Yes…your boss…tell me about your experience, does he keep track of your progress?"

"Yes…since the start he was…tracking my development."

"How did this go?"

"Actually…I was complaining a lot about developing and he saw that my work is fine."

"What were you complaining about?"

"I was comparing myself with my colleagues at other companies…they made a program for them, then I went to my boss, my mentor, and said, 'Why don't we have a program?' He told me, 'Ok we are preparing for you.' He was [a] good listen[er] and trying the best he can for me, but…there are some issue[s]…not in his hand[s]. So, he start[ed] to push me a lot [and] when things were more flexible and the plan was complete, I started with my development."

"Tell me about your more about your mentoring experience…"

"With my boss you mean?…Ok…actually my boss…set many meetings with me…[at the very beginning]. He asked me to bring a paper…he said, 'Ok…let's check your 'technical knowledge, your relationship with the team…,your team work…, your weakness[es]…, and your str[engths].' We analyzed these things…he said, 'You are good in these places and…weak in th[ese] places…let's consider what you need…what you didn't understand…so he really [helped me] develop with that. At the time I was recommended to continue my education [at] CNQ…"

"Ok...that's interesting…so… do you feel good about having this mentor?"

"Yeah…for sure…because…if I get lost, I go directly to him."

"So, it was a good learning experience with him?"

"Yes…really…and I am still learning from him…until now…for sure…"

"He must be very resourceful…"

"Yes…very...I am very lucky…hamdilah."

"Can you explain how it was good?...you told me already about him…so you learned this, this ,and that…did you want to develop in something, but you weren't able to?"

"Yes. It happen[ed] many times actually."

"Can you give an example?"

"At that time…there was training inside Doha about technical things about my job...but…my boss…my mentor told me even if you [go] there you won't understand it, coz you [have] to be educated [to] understand it better, but if you go now you'll be lost. So, he said, 'You must be educated, so you can catch whatever they're saying'…"

"What was the name of your mentor?"

"Mus."

"Is he a local?"

"No…he's from Egypt. He's my superintendent now."

"Ok…so you were comfortable with him, right?"

"Yeah…a lot. I am very honest with him and his doors are always open…he says, 'Just come…sit and say what you want…"

"So you connect well with him though he comes from a different country…"

"He is actually the only one I had…because…when I was a technician, he was my supervisor. When he became the superintendent, I was following him [and] was still learning from him."

"So you think you can connect well with him, though he comes from a different country?"

"Yeah…no problem…"

"What things do you share with him…like values, work ethics…how do you connect with him and why do you think you can connect with him…?"

"See…in the beginning…you connect…heart-to-heart, his personal skills he…listen[s] to me and…gives me many options so I can choose…and when I choose…he says, 'Why you choose that?'…to know what I'm thinking…trying to think why I'm wrong or right and which is better for me…that's why…I open with him…he open[s] for me…it's not one year or two years, it's almost ten years."

"With the same person?"

"With the same person."

"You're so lucky…"

"…(Laughs) that's why he understand[s] me and I…understand…him."

"To what extent is your mentor able to build rapport and connect with you on a scale from one to ten?"

"Ten over ten…full connection."

"Great! You're so lucky. Does this difference in culture affect your learning positively or negatively…?"

"No…it is actually a different nationality.""

"I am concerned about the background…"

"You see…he is very knowledgeable and…he…always question[s] me…"

"How is he similar or different from you? His character, personality, culture… Let's say similarities…"

"Similarities between me and him?"

"Yes…'coz you connect so well with him…"

"Yeah…I mean he knows what I want before I say it…I need not to explain too much…even if I have some issue[s] with him…we joke…he…ask[s] about my family…I…ask about his family…it's not only work…[and] this is the good thing…"

"There are similar things?"

"Yeah…very similar…"

"…And how are you different?"

"Yes…for sure…he is smarter than me…(laughs)…"

"I am talking about cultural things…background?"

"Background? He is more experienced…he connect[s] with people more than me…he understands the rules in that company more than me…"

"Difference in values, way of thinking, knowledge, work ethics…"

"Work ethics…ok…he can understand what's behind the scene…if I want something in my technical job he told me, 'Ok…but be careful…coz in the next step you'll face that one…ok? So are you ready for those things?'…"

"So he has insight?"

"Insight…yeah…the most interesting [thing] about this guy is [that] he can understand the person in front very quickly…"

"So by coming from another culture your mentor is still able to motivate you?"

"Yes…for sure…"

"How do you feel that…he brings this energy in you to learn?"

"To be honest…when I first came here, I was very scared…very shy…I didn't have that confidence (laughs)…[but] when he came, he told me, 'You need to be powerful in communication…you need to speak…to order [give instructions]…to have confidence. So, he built all these things…I still remember last six years…he told me, 'In the future, you'll be in my place…[you'll be] the boss and you need…confidence …and he's right…"

"Did you have at any point a threatening relationship with your mentor?"

"Never."

"Do you think that you would have been better with a Qatari mentor?"

"No. I don't think so, coz as I told you in the beginning it is not about…Qatari or non-Qatari…it depends on the guy himself."

"Personality you mean?"

"His personality…knowledge…even if this guy is a Qatari…if the guy is taking care of me…has this knowledge and…trying to develop my skills I'll be thankful…"

"Can you provide specific examples on what aspects of your work were encouraged?"

"You know the list we mentioned…good things…bad things…weaknesses…[for example] I don't like to read, so he give[s me] a lot of equipment manuals…to read, because he's saying, ''Yeah…I'll be questioning you…ok?'...This is one thing, the second thing, I was weak in writing report[s] he told me, 'Ok…I'll be waiting for your report each Thursday…for the activity you did.'…"

"What aspects of your mentoring would you have liked to be encouraged?"

"He give[s] me everything."

"What aspects were encouraged by your mentor?"

"He told me to build a relationship with my team…this is the most important…because he told me, 'You'll be part of this family...coz each one of them [has] different knowledge, thinking…so to…lead…them, you need to understand them one by one.' So he told me, 'Try to…meet…with each one of them at least

15 minutes, so that you can open…with them'…and actually he was doing this…when I was still a technician…"

"So the mentor encouraged you to connect with the people around you…do you think that he was keen that you make progress?"

"Yes."

"How did you know that he cared for you?"

"Coz he told me, 'Come to my office.' He was sending…emails, 'We need to discuss with you…developee plans…to discuss with you next year…and…meet with the GM.' That's why I know…and the other thing…is that…we are almost 10 Qatari[s] in maintenance, so we are not that much…they need to take care of us…[and] develop us."

"How does your mentor boost yourself confidence and your belief in your capabilities?"

"Actually…as I said in the beginning, I was scared to communicate with other people and…while I'm learning there [are] many questions I want to ask, but I was shy…hesitant…so I was writing my questions in my log book…so [when I] see my boss…my mentor [and] ask him those questions…then he told me, 'Why you don't ask other technicians…your friends?' …and I tell him, 'I was not ready, I was shy.' He told me, 'Why…you can…speak.' So slowly, he gave me confidence."

"Did this enhance your job performance?"

"Yes…for sure."

"How does your mentor encourage you to be independent and responsible?"

"Yes…I have one example…each four years…we are making all the equipment shutdown…[where] all the furnaces…compressors…become down…nothing is working, because we are making full maintenance for everything. So, my boss told me, 'We are putting your name for that shut down,' I told him, 'But this is a big job…it takes one month…six to six…[while] my normal working day [is] from seven to three.' He told me, 'Cause in shut down, you can see the equipment shut down, [get] maintained and…going to work again…otherwise you need to wait another four years…for this opportunity. So the first shutdown…I did a great job…the next shutdown…I was more confident…"

"So, your mentor encouraged you to be independent?"

"Yes."

"Is it due to his personality or due to the system?"

"You can say both coz…that time I am the only Qatari…the company set the rule [that]…any person [who] develop[s] any Qatari guy…will…be promoted to [a] higher position…so…everyone [was] trying to mentor me."

"Were you given the opportunity to participate in areas reserved for management such as directing, planning or controlling of activities?"

"Yes…coz part of my developee plan [was] to…plan…for four months…to understand how the company work[s]…coz…[a]…maintenance guy…need[s] to understand the planning [and] how materials…come…"

"So you were part of doing management issues…"

"Yes."

"What features of the program would you like to improve?"

"I would add more of site training…outside and inside [in-house training and external training]."

"Can you be more specific…what kind of training?"

"I am not talking about general training like leadership…but technical…coz some companies outside give training, so they send us…to see how it works…this will be very good experience…"

"What features of the program you'd like to keep?"

"Everything!"

"Are you presently mentoring?"

"Yes, I have one guy…I am giving him a hard time …[laughs]…four months now …actually that guy is extra shy…he's not interacting with people...always sitting alone…you can see that expression on his face so, 'Are you sad…happy?'….so I'm trying to help him."

"Is he getting better?"

"He started to speak with everyone…he's having lunch with us…"

"Thank you very much…and good luck…"

10. **ABDH**

"Tell me a bit about your mentoring experience...has it been a good learning experience?"

"Ok…[my] first development plan…was in 2008…when I completed my diploma in engineering…I had to go through the development plan so, I had to ha[ve] a mentor. Every time I completed a task he would ask about some small report to be filled in a form that was created [and] was signed by…the lead of the area…if there [was] more improvement which required time…and…based on that he decide[d]…."

"And was mentoring a good learning experience?"

"Good learning in terms of development plan?…Oh yeah!..."

"Personal and professional…both?"

"Yes, I would say, if you don't have a development plan you will not know where to start and [in] which area…to improve. For example, if you are in [the] maintenance department you're dealing with different parties, so you have to go through all the work process[es] to understand what's going on."

"Do you feel that your mentor helped you learn and develop?"

"Like I said…during that time…you go to the specific unit and they would …assign you one of the workers…you go through the work process with them and…take over for a certain period of time…you do the job yourself and the guy...is mentoring you."

"Did you have to ask the management to change your mentor at any point during your mentoring period?"

"No, I didn't."

"Let's start with the period from 2008. How did you connect with your mentor, though he comes from a different background and culture…I mean values, way of thinking, reactions…?"

"Yes, we connected...I used to go a lot and ask him questions…"

"Did you connect with him professionally and personally…?"

"Basically, [we]…were in the same department, then he moved to [the] training department…[so]…we kind of know each other…that's why it was easy and there was no issue…"

"To what extent is your mentor able to build rapport and connect with you?"

"I was really comfortable…I had no problem."

"How did this difference in background and culture affect your learning?"

"I think…it was positive…they know what we Qataris have to go through...and what we need to learn to be able to lead in the future and be successful…so…he asked me to do something…tough…[or] put us under pressure, but…really trying to have system in place…asking…[me] to fill a report with technical details of the learning and conclusion…I think this is all good for us…it was really positive for me…"

"How are you different or similar? What are the things that you liked in him?"

"He is really nice and…patient."

"…But professionally…?"

"Professionally, he has some technical background…he was working in planning, so his experience about planning was really good and also [the] technical side, instrumentation, and electrical, that's why he is able to guide people…"

"Did he give all his heart about what he knows?"

"Yes."

"Do you think that by coming from a different culture, your mentor is still able to motivate you to learn?"

"Well…they all say…now you are the star of the QCOG…you're the future…you're hard working…stay the same…one day you'll be at [a] high level…this is the motivation…I hear all the time…"

"They motivate you with good words…"

"Yes."

"Did you think that at any point during this period a threatening atmosphere prevailed?"

"No."

"Do you think that you could have identified better with a Qatari mentor during the training period?"

"No…for me doesn't make a difference…it depends on the person himself…not the nationality."

"Can you provide examples on what aspects of your work were encouraged?"

"I remember we were doing some trouble shooting in the field with the engineers there was a technical issue…I had the idea to replace a plastic belt with a regular belt, as with time plastic will elongate…I was told it was not feasible…[but] within a few days I had to go for a field visit to some other facility, and my idea was already there and working, so when I came back, there was…a progression meeting with the plant manager and the department manager…so I told them about my idea and they were all…impressed…they liked the way I think and work…I was encouraged by…the plant manager…"

"What aspects of your work would you have liked to be encouraged?"

"I would say my leadership [skills]…I think I feel I was leading people…and I understood from higher level that I can't lead people yet…[but] I think I can…"

"So you needed them to tell you that you were good at leading others…"

"Yes."

"Do you think that your mentor is keen that you are making progress?"

"Yes."

"How did you see this in him?"

"Well…there is some communication…some effort…when [a] task is completed, the mentor will get the paper signed for each task and each task is completed…make sure I finished on time or before time…so yes…"

"So he was always following up on your work and that made a difference…"

"Yes…there are two development plans I'm telling you about the bigger one…"

"Well, it is the whole experience this or that doesn't matter…does your mentor boost your self-confidence and your belief in your capabilities?"

"I think the recent one no, but previously, yes."

"So it depends on the mentor…how did he build your self-confidence?"

"In the previous one can see me as a leader…and other technical…aspects."

"So at the beginning how was your self-confidence boosted…as opposed to now…?"

"The previous development plan…I was given the confidence that…I can do…special assignments…[like] leading people. For example, in 2008, we had a turnaround I was given an assignment…to lead 30 laborers in the field to make some maintenance activities…it was my first time…I get the support from my manager that I can do it. So, based on that I was able to see and explore…that I was building my leadership skills…so…they throw you there…and I like it this way…"

"How does this enhance your job performance and make you more productive?"

"Well…when people believe in you…you give your best…so I always try to give my best…I like to be distinguished among others…give my time…and commitment…so this is…the way…I do my business here…that's why there is always development for the better…"

"Does this boost your feelings of achievement?"

"Oh yeah…absolutely!…When I started in the company in 2001, I was a welder, and currently I'm a superintendent…so to be honest…I couldn't imagine being a superintendent in this company…[and]…this is what I tell my new Qatari friends…set a goal and try to achieve it. When I joined the company, my first goal was I need to become an engineer…so I had to work hard every time…every day…working overtime…doing my best…until one day I was elected to be the first one to get the scholarship and there started my progression…"

"So how did your mentor encourage or motivate you to become independent and responsible with accomplishing your tasks?"

"To be successful, a mentor tr[ies] to give…guidelines and watch the person…achieve things. This is what I was getting all the time…some guidelines and you just go and find out yourself the information. I think with time you…get used to the process itself and how to achieve things...[so] if you have…questions…you…go and find out the answer yourself."

"Did you think that at some instances independence wasn't encouraged?"

"Well…the recent development plan, I felt that way…maybe because I felt I should be higher than this level, and now I am back to [being a] developee, and instead

of doing things I have to go back and get some approvals to proceed. It's basically a feeling, but it's the right way…you have to go through the channels."

"What effect has this on impeding your development and progress?"

"Well…I felt little sad…discouraged…then said, 'Calm down…this is the way it is...just be patient until you complete your development plan.' My last development plan was from August till last week for six months [and] my promotion was last week…"

"Congratulations! ...Were you given the opportunity to participate in areas reserved for management such as planning, directing, or controlling of activities?...You just told me about the shutdown…"

"Oh yes! A lot of activities...the turnaround was one example…then I became in charge of logistics area [where] I was assigned as a mechanical engineer. I was leading also [and] this helped me develop my skills…then I moved from maintenance, in 2010 to production [and] the good thing [is] somebody nominated my name to come and join the production…the guy left...I told him my knowledge is zero in production, 'Don't worry we'll support you'…He was American…so he gave me that new role. I was also leading people there it was something new to me and I gained a lot...it was really amazing…he kind of put me with the right people, so I was leading. I really liked the idea of moving from maintenance to production, then…I moved to logistics area and there I was promoted from supervisor to operations' specialist…this mentor was able to see the talented, hard working, dedicated people…so you try to take those guys under your umbrella, 'coz you know they have…potential and they can become something in the future, so you…take them [and] develop them in the future…"

"So he was able to see your potential?"

"I guess yes…"

"Do you think you could be similar to this mentor or different?"

"I think I would be the same. I still look for the young, hardworking, and talented Qataris to come to join logistics, so that I can make sure they will go through the right partaking…the right mentoring and training…, and the right supervision…coz when they succeed it will be my success as well…"

"What features of the program would you like to improve?"

"Well…the feedback for each developee…there is [a] quarterly feedback with higher level, but in between…when I was going through…I did not really get a formal feedback on how is the performance…how was I doing…where can I improve more…do I need some specific training. So…that aspect has to be improved…I don't think we have to wait for the quarterly review meeting with the higher level, but there should be more frequent, scheduled meetings once a month with the lower level management, at least to sit with the developee…go through, 'How things are going?'… 'Is anything bothering you?'…Maybe some people are doing that, but I don't see emphasis on doing that regularly…"

"What features of the program you'd like to keep?"

"The program itself would have your…target position defined so this is something good and clear and then training and courses and things to be accomplished in order to proceed. The other really good thing is they always say it is…performance-based, not time-based. You have different people, different capabilities, and skills…some people can do it ahead of time, some…can do it one time, and some…will need extension…so performance-based is really good for me…I appreciate it from higher level…"

"Are you involved in teamwork?"

"Team work is the way we do it in this company, but not with other developees, coz they have other stuff to do. So basically among your team there is team work all the time…"

"What assignments do they give you as a team?"

"You'll be assigned to a team, for example, you'll be assigned to the planning team, and in the planning team, one guy will be assigned to give you training."

"But you don't accomplish something in teams?"

"No…during the development plan I can't remember …"

"Tell me a bit about your experience as a mentor, what are you avoiding or stressing? Having been a mentee you can see it from a mentee's view point?"

"I got the opportunity to mentor an engineer developee in 2011…I guess he was assign[ed] to go through a rotation from one unit to another, until he was assigned

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in our department, which is logistics. So, I made sure that he will come to me directly [and] that he would receive the right information, coz I know what things are required from him to learn to be able to understand what's going on in the field. I had to go with him through the orientation unit itself…I even tried to go more in depth [through] technical stuff to make him understand [where to] get the knowledge [and] find information. For example, you can get from the P& ID drawing lots of info…when I joined as a developee I didn't get the opportunity to see that side, especially in the maintenance side, until I moved form maintenance to production…[then] I had to deal with P&ID, especially in projects. So, I was amazed with how much knowledge and info you can learn from the drawings only. So [when] I got the chance to be a mentor for this guy for one week, I tried to give him my best in this short time…[though]…it is difficult to give everything in one week. But when I had the chance to be his mentor, I tried to cover for him what was not covered for me. Another thing, there is one Qatari in my unit, who is going through school now…I guess when I joined logistics, he was still there…to be honest he was neglected for a long time…until I joined the team. Then I had to go through the channel to push for [a] scholarship, coz he was a hardworking guy…"

"How can you identify these guys?"

"Basically, when you are working in a unit…you'll be able to see them and see their performance, punctuality, and knowledge. So, I saw his potential and…hard work…so I went all the way and got him [a] scholarship, and currently we are working on a development plan for him, so when he gets back [we'll] cover his development needs."

"Thank you…and all the best…."

11. **Mandy**

"Tell me a bit about your mentoring experience…"

"My first mentors [were] really good…whenever you talk to them or ask them questions...they don't hide info from you and…they are really open to help…"

"How do you feel about having a mentor? Has it been a good learning experience?"

"Well, sometimes knowing that someone will do your work when you can't…is…not good [as] you become lazy. If they leave me and I'm the only person

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to take care of this unit, I'll be responsible. Now I know…if I can't do it, someone else will do it, but if it's only me, then I'll be forced to do it…I've to find a way…now…something I don't know, I ask and sometimes he'll do it."

"So you feel you are dependent?"

"Yes…but maybe…it's partly my mistake coz after getting married and having my baby…I feel my performance…and my priorities chang[ed]…so now I don't give my work all my attention."

"Did you have to ask the management to change your mentor at any point during your mentoring period?"

"No."

"Is your mentor from a different culture and background?"

"Yes."

"Do you connect well with your mentor though he comes from a different background and culture?"

"Yes."

"To what extent is your mentor able to build rapport and connect with you?"

"To a great extent…sometimes I talk to him when I have a problem with someone else [and] he's really helpful and give[s] me some advice."

"So, there is friendliness?"

"Yes…I don't make friends easily, but he's very nice and approachable…not the kind of person who will not care…if your are sick today or in [a] bad mood and you have to do the work, 'How do you feel today?'…If I can't do the work today, for example, my son is sick and I'm not in the mood for work, he'll consider that."

"So this difference in background and culture doesn't affect your learning…"

"No."

"How are you similar?"

"We are both chemical engineers…"

"Are there any differences?"

"He is different, he comes from a different country, he has a different religion, different background, but this does not affect our relationship."

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"Do you think that by coming from a different culture your mentor is still able to motivate you to learn?"

"Having him non-Qatari is easier for me, 'coz he's from a different culture. I feel if he was [a] Qatari male it will be hard to connect."

"How does he motivate you?"

"…For example, he will give me a task and he'll say like if you finish it and did well…we'll present it to management…so I'll be more excited to work…"

"Do you think that you could have identified better with a Qatari mentor during the training period?"

"No."

"Why?"

"… Maybe coz of the social barriers."

"Can you provide examples on what aspects of your work were encouraged?"

"Working on projects or working in the field. I can't do the big projects by myself so he was supporting me…"

"And now you can do it on your own?"

"Yeah…"

"What aspects of your work would you have liked to be encouraged?"

"Nothing…"

"Do you think that your mentor is keen that you are making progress?"

"Yes 'coz, you know, we get lazy…he never give[s] up…he will force us to finish the task. Sometimes you feel that you don't want to do the task, but he's behind us till we finish…"

"What is his nationality?"

"Palestinian with a Canadian passport…he's the one hunting us and forcing us to do the work...(laughs)…and my mentor who is responsible for the unit with me…is Indian."

"It is interesting how he chases you to do the work…"

"Yeah…he's a supervisor who cares…if you don't want to do the work he doesn't give you 'low performance,' but…he really care[s] about my development."

"How does your mentor boost your self-confidence and your belief in your capabilities?"

"By forcing us to do the task, so when you finish it you say, 'I was able to do it, but I was lazy and I didn't have confidence in myself.' but [by having] him forcing us…when you finish the task you, say it was easy.'

"And you become proud of yourself…does this make you more productive?"

"Yes…"

"How?"

"Like now there is a project that I had to work on and do a report…I was postponing it…then he called us for a meeting and…gave us…a weekly meeting just to check our progress…to make sure that I [am] working on it. First…he asked me and later he asked the whole team to do the same report...then he'll be checking our progress."

"Is there like sort of competition?"

"No…coz first he asked me…for my unit…now everyone has to do it for their unit. Before…I felt, 'Why I have to do it and it is so boring and it'll take time,' but now since everyone will do it, I'm forced to do it…"

"Are you motivated?"

"Yes…coz all [are] doing the same thing…"

"Does your mentor encourage or motivate you to become independent and responsible with accomplishing your tasks?"

"We deal with 'production' a lot but…sometimes they ask us to do some stuff [that] we shouldn't do and they should do, so he…encourage[s] us to…speak up and tell them, 'It is not our job.' I mean he asks us to think about the job and see if it fits into our area."

"But how do you become independent and not rely on your colleagues?"

"He gives us a task [to] work on and if you are stuck in something go and ask, but first you think about it by yourself…"

"Is it coz of the mentor's personality?"

"Yes and maybe coz…the management…want[s] us to develop [as] Qataris, so they ask the mentor to make us depend on ourselves, coz one day we would be holding this position without any help."

"And you feel you'll be independent one day?"

"Inshalla…I'm done with my development plan, but coz I still don't have the experience that…senior engineers have…"

"When do you expect to be ready?"

"Well…I think I'll be ready in five years…"

"Where you given the opportunity to participate in areas reserved for management, such as planning, directing, or controlling of activities?"

"Right now the GM asked me to attend a meeting every month [for] building an Research and Development Center for Petro-chemicals. He wants me to attend the meetings on his behalf…to be like a representative from QCOG. Although I told him that all the people seem to [have] twenty years of experience and…are managers [but]…he said, 'Just be there and if you have any questions, you can ask me or ask anyone.' So the GM nominated me to attend this meeting…and whenever there is a meeting they send…Qatari[s]…"

"And how do you feel about that?"

"Well…I learned a lot and it's really an honor to be selected by the GM…"

"And do you come back with information?"

"Yes."

"Do you have to write a report after that?"

"No…just…I am there and whenever they discuss any thing I don't understand, I just ask…someone here at work…"

"What features of the program would you like to improve?"

"I feel that…as [a] Qatari female engineer, they don't treat us the way they treat the…non-Qatari engineers. I want to do field training, when we first joined they didn't send us to the field, they were afraid [that we]…refuse. So I feel that they should develop us like other engineers…"

"What extra things do they offer other engineers?"

"Like the others do shifts and…work in the field, but for us when you have the option to work in the office, of course you choose to be in the office…so I feel that they kind of spoil us…"

"What features of the program you'd like to keep?"

"Everything…having a mentor that help[s] me, at least for the first year when you don't know the unit. It is really good that you have someone to depend on, but with time they should give us more responsibility."

"So you like to be independent…"

"Although…they teach us, but knowing that someone else can do my work make[s] me lazy…"

"But Rabab (a female mentor) was keen to find a Qatari female to teach her field work so maybe you can take advantage…"

"Yeah."

"Thank you for accepting to be interviewed."

"You're welcome and it was really nice meeting you…"

Appendix D

Informal conversation with three Qatari female mentees

Interviewer: *"Ok…welcome to this get together ladies…"*

All: "Thank you…"

I: *"Are you proud to be part of QCOG?"*

All: "Yes…"

Mandy: "I'll talk about myself…I feel that they focus on the young Qatari, especially… females, 'coz you don't see Qatari females working in a plant. So…when they hire females, they really care about their development…and I feel that they are proud that they have a female Qatari working on the plant…and whenever there is a conference they nominate us to represent the company…"

Jihan: "For me, I'm proud to be at QCOG coz their reputation for developing the Qatari is very good, so…our friends in other companies always complement QCOG's development plan for the Qataris and for [the] knowledge [we gain]. I think we know a lot of stuff in industry than them and some of them…rarely work in projects on daily basis for six months,…so this is a huge difference between us with learning."

Hana: "It's just they want to develop you to grow someday and it is a great opportunity to be here, coz we are moving as a society. To have us females here… is a stepping stone into a great and better future. We're here…in the prime years…so I find it really fascinating that we are… the…pioneers…"

I: *"So you have feelings of ownership…and commitment that this is your place while you are here…"*

Hana: "Dedication…"

I: *"Why are you satisfied with your jobs? Is it because of QCOG's values and goals, or because you are well paid?"*

Mandy: "…About money…we are the least paid…"

Jihan: "If you talk about money, we should be somewhere else…not in QCOG, but we like it coz they care a lot about safety, so we come here and we know that inshalla we'll be safe. The second thing…development here…is very strong."

Mandy: "…And we have a regular meeting with the GM [to] check out our development…twice a year…so we meet the plant manager, whenever we have any concern…"

Jihan: "Twice a year…they meet with us…"

Hana: "…What keeps us going on, is the milestones that the company has…our achievement altogether is great …"

I: *"So, is it part of your personal goals to develop?"*

Jihan: "Yeah…coz we stayed four to five years at university and we were the first batch to have this chemical [engineering] degree. It was very hard for us to get this degree, so we want to work and make use of this certificate. One of our friends…came here for training for six months, she was sitting with us in the office and…said, 'Oh my God!' …When I see what you…work…I get to know that I'm not getting anything in my company…there, we're like…tables…we don't do anything.' Yeah! and…just for your information, she gets paid [QR]12,000 more than me…"

I: *"Did you complain?"*

Jihan: "We talked to the GM about our salaries here is very low and the Qataris here are really…"

Altogether: "A minority…"

Jihan: "…He said, coz we are the downstream companies…petro-chemicals… petrol and oil are the upstream [companies], so they get paid more. But…QCOG is still the lowest among the other downstream companies…"

Interviewer: *"Do you fully agree?"*

All: "Yes!"

Interviewer: *"…But you have professional goals and you are pursuing them, right? What's your dream?"*

Mandy: "…To be a department manager."

Hana: "…I only want to be a superintendent."

I: *"…(Laughs)…Did your families encourage you to continue your education to go to work and be professionals?*

All: "Yes…"

I: *"How does this compare with the past? I mean…getting education during your mothers' and grandmothers' times? Can you tell me your stories?"*

Mandy: "Now in Qatar they focus on education…for example, I was the first batch in Texas A & M University in Qatar. When I joined…it wasn't common to have a mixed [university]…Qatar university…have…not mixed female and male building, but for Texas A&M it was mixed. So many people…told my mom, 'How can you allow her to be in a mixed university?' Many people tried to discourage her, 'coz my mom got married and…didn't finish her university studies, so she wanted us all to be university graduates…all my brothers and sisters finished university studies…"

Jihan: "For me my parents refused [that I] go for a mixed university, till I grew up to them…like after college so that I…work..."

I: *"So you fought for it? …That's brave!…"*

Jihan: "Yeah…[it's] education…"

Hana: "I just go…"

Jihan: "For me…I had lots of problems. To work here, they had to convince my family. All my older brothers…came here to check the environment and…(laughs)…and the GM said, 'I still remember your brothers'…"

I: *"What about your fathers and mothers?"*

Jihan: "You know fathers are different from…brothers. Here in our culture…brothers are stronger…but not all of them…"

I: *"Ok…during your mothers' times how was education…I mean women's situation with education?"*

Mandy: "My mom is not very old so…"

Jihan: "For me she is very old…"

Mandy: "…The difference between me and my mom is 17 years, so she's not very old..."

Jihan: "Yeah…she's her friend…"

Hana: "Mine…just dropped out coz of marriage…"

I: *"At that time, were they able to get education?"*

Hana: "Yeah, she went to university…but then…you know…as she got married, she had to drop out...but her family was strict about being in school and stuff, she came from a very strict background…her parents were uptight, so it is…a little battle for her to be in college and university. So, when she went in and got married she kind of …lost [this battle]…"

I: *"So in the past…families didn't encourage their females to continue their education?"*

Hana: "It wasn't as good as now...now it's at its best, coz you know…now we have attention…"

I: "Coz of Qatarization?"

Hana: "Yeah…you can say that…"

Mandy: "Are you talking about females…or both…?"

I: *"You can tell me about both …but because you are females…"*

Mandy: "…During our fathers' times…you rarely saw females get education…"

Jihan: "…It was more for males than females, coz education was not supporting females…"

I: *"But what triggered or made this change?"*

Jihan: "I think it became obvious after Sheikha Moza…"

Hana: "Yeah…she started that…"

All agreed…

Mandy: "…And of course now we have many universities in Doha…before, you studied in Qatar University and it's hard for a female to study abroad. So, if they don't want Qatar University there's no other place…but now we have many universities and more options…"

Jihan: "George Town is here for politics, Texas A&M…for…engineering, Cornell… for…medicine…Carnegie Melon…for Business and IT…so there is any major you want…"

I: *"Do you pay tuition as locals?"*

Mandy: "If you graduate with a high average you get a scholarship."

Hana: "…Scholarship…"

I: *"Excellent…you have everything on a golden plate…!"* (All laugh)

Mandy: "Just go and study…"

I: *"Right…just do it. Ok…how is your high performance rewarded?"*

Mandy: "Some people get certificates recognized by the general manager [and] there is a Qatari Town Hall meeting…for outstanding Qataris…they will be recognized if you do something beyond your normal duty…"

Jihan: "But for all employees here…every April we have a personal appraisal…"

Hana: "Yeah…every April."

I: *"Every April? And you get paid extra…"*

All: "Yeah..."

I: *"Do you get help with setting your goals?"*

"All: "Yeah we have mentors…"

Jihan: "Coz we are…junior engineers and they are senior engineers…they have…14 years of experience and above..."

Hana: "…Me she's my coach, so I just hang on with her…that's all…"

I: *"Do you feel that you compete with male developees?"*

All: "No…"

Mandy: "Now there are male engineers, but they [have] 20 years of experience, so they are seniors."

I: *"And how do you communicate with male developees and staff, despite the cultural barriers and separation of males and females?"*

Mandy: "It's ok…"

Jihan: "Aslan (in reality) …we rarely work with them…"

Mandy: "Here, it is more comfortable for us…coz compared to other companies the number of Qatari is very…"

Jihan: "…Yeah very little…you rarely see the Qataris here…"

I: *"So mostly, there are international people here…and there is no problem with that…but why is that?"*

Hana: "Donno…it is just a social barrier…"

I: *"They are…or you are...?"*

Hana: "It's just the way we were raised and taught…we donno how to deal with each other…"

(All talk together…and agree…)

Jihan: "I hate to work in Doha, 'coz lots of Qataris and local. For me…here is full of international [people]…so I am more comfortable working here…"

I: *"But why do you think?"*

Hana: "We never had contact with them until college…"

(All laugh…)

Jihan: "Boys and girls here are raised separate, so when we get together…"

Hana: "…It's awful…"

Jihan: "…Maybe they will get misunderstanding…"

I: *"…Misunderstanding about your work?"*

Jihan: "They start to speak outside work…"

I: *"Ok…do they want to flirt?…"*

All shout : "Yeah!..."

Jihan: "…And Doha is very small…"

All agree.

Jihan: "…And they start to gossip, 'She wants to talk to me...she likes me….'…"

(All laugh…)

Jihan: "Yaani…come on…"

Mandy: "…If people saw you talk to someone, 'Oh my God! She's standing with him'…So it is better to stay away from them…"

I: *"Thank you ladies for this excellent opportunity to know more about your culture…it was interesting and informative."*

Key personnel interviews

<u>1.</u> **Roy**

"Please introduce yourself and your role…"

"I am the training and development superintendent which looks after two primary areas "Training" and "Qatarization." Training is the basic part of the program; it is a team of people who look after individuals who come new to the organization, give them orientation and…job-specific training in the operation side (technical), and looks after general refresher training, cross-training and other training programs on the technical side. So they look after all the technical training as well as compliance and safety training in the organization. We have three locations: Ras Laffan, Immeseid, then SAR Tower, which is the Head Office and we provide training at all three sites [for] over 1200 employees. The Qatarization unit looks at developing Qataris, identifying candidates to go to college, recruiting candidates to go to university…overseas…helping them, supporting them, putting them through development programs, and training courses and …checking their progression through the organization…that in a nut shell what my job is…"

"That's a big job!"

"Yes…it is pretty broad…"

"So…when did the mentoring program at QCOG start?"

"Before that I'd like to add that QCOG's philosophy [is that] when employees come in they're always assigned a mentor, particularly in the production section, for production operators. When new operators come into the organization they get assigned another operator to help and mentor them through the learning phases…part of promotion requirement for us is that they have to mentor other operators as well, so that's a requirement, but going back into the Qatarization side of it, we get new Qataris that are on the development plan and they get assigned a mentor and that mentor is responsible to guide and direct the person through his development program and answer any questions…leading the right person to get

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the right questions and answers...really help that person stay on track in that development program. So upon my arrival in 2006, it was an informal process; in 2008, the more formal process of supporting Qataris through mentoring took place, by having [a] development plan for every developee and assigning her/him a mentor.

"So did you witness the start of this program or did you join later?"

"Well…I joined in 2006 when the mentoring took place, but the Qatarization mentoring I've implemented…"

"Can you provide more detail about the background of the program?"

"We have a number of developees in the organization they will finish their studies at university or the national diploma at a college, they come back and a development plan is put together for them for two, three, four, or five years to target a position in the organization. So, once we assign a position for them in the program, we assign a mentor to get support and direction to achieve the outcomes of the targeted position. They meet frequently, then they meet with the department manager at least twice a year. Meetings with the general manager (GM), deputy GM, admin manager, and myself are held to provide feedback on how the program is going. We do provide recognition to mentors in Qatarization, and that their job is performed according to company's goals and objectives and that they support Qataris and Qatarization."

"So you think that the program has developed since its beginning?"

"We have a mentoring course that we've developed, so we take employees through it from time to time. As we do with every employee, we have been running out training sessions three to four times a year…we've taken everyone through…we have recently revamped the program and…will inform our employees about it."

"How did you revamp it?"

"We looked at the content…is it meaningful?…is it achieving objectives?…looking at some feedback that we had received...the new Qatarization supervisor that arrived…has some mentoring experience…he looked at it as well [with] new fresh eyes…"

"Do you follow a specific model for mentoring?"

"I can't say it's model A, B, or C it's just something that seems to work…but I think it's something we, as expats, know our reason for being here [i.e.,] to develop the Qataris, so it is almost a given that everyone should be a mentor."

"Is there a specific form that the mentor has to fill out during or after every mentoring session?"

"Yes…there is a form…"

"So, through this form you as management and the mentor can follow the progress of the mentee, right?"

"Yes…we can follow that progress…look at attendance, attitude issues, performance…"

"How does the mentor inform the mentee about his progress, is it in writing or orally?"

"In writing, through the written review that they have, as well as their informal discussion…so that when we get to the formal discussion [we make sure that] objectives and goals have been met…"

"How does the mentee respond to the comments of the mentor…is there something in writing?"

"Yes…verbal…informal talk. It depends on the relationship between the two parties. In some instances, we have mentors that are trying to hold back information and not want to support the mentee, in fear that their job will get nationalized or Qatarized…they maybe don't want to give too much information. Then the mentee would respond in writing, 'Yes, I agree, or no, I do not agree with the comments.' Yes…there are some challenges with the roles and responsibilities and concerns about [the] future."

"Is there transfer of knowledge and skills to mentees, and how are you able to keep track of that as management?"

"I think, yes. There is a transfer of skills…there has been many opportunities for people to fill vacant positions and we've seen nationals filling target positions, so because they are actually filling positions, the program is working and people are reassigned to new tasks...so I would say it is working. In instances where we've

seen it is not working, we have our senior management reviews with the developees…and the mentors have been called in and…asked what the problems are, and plans of action is taken to rectify the issues."

"How do you choose your mentors?"

"There is now a formal process like a given that everybody would be a mentor, so for example, if I have a Qatari national that is to become a training development superintendent, I would effectively become his/her mentor…so…it depends on what kind of process in that job would be identified to mentor that person. You may have three…or four people in the same positions…we would probably get the most advanced person from work experience point of view, and also with a good way of teaching others…we have a couple of guys that are really good mentors."

"Are these mentors expats?"

"Yes…there is one or two nationals that are mentors as well."

"They became mentors?"

"Yes. They became mentors."

"So…how do you match the mentor and the mentee?"

"They are just assigned into that area…so basically we take a production department…we've got different units, and we say, 'Go to Ethylene unit.' Ethylene unit has a superintendent…so the superintendent has a bit of idea of where this person is going to be positioned and assign[s] a mentor to that particular mentee."

"Does the cultural or social difference between mentors and mentees affect the learning in some instances?"

"Yes, it does. We've seen in some instances, as I mentioned earlier, as a result of fear to lose their job [example] holding information back, or not releasing enough information, just showing the basic and minimum…they're frightened to share their job."

"Are there specific nationalities that do this…hold info?…Coz I suppose some cultures are not used to team work and sharing…"

"Yes, there are some nationalities that hold information…"

"Would you like to tell me about their nationalities?"

"I prefer not to…"

"Are they from Asia or Europe?"

"Well…I can say from the Asian subcontinent…"

"Do you recall any incident where there was a clash between both parties for socio-cultural differences or any other reasons?"

"I can't think of them specifically but there have been a couple of incidents there's one in IT…there was a clash between the supervisor and the mentee."

"How did you deal with that?"

"We had to take it up to the senior management level in our annual review with our developee and our supervisor."

"Was it the developee who didn't want to cooperate?"

"There was resistance from the mentee to being allocated certain tasks, the mentor was giving out assignments that he should be giving out and wasn't getting the feedback that he should be getting from the mentee, so there was this problem. They couldn't get along with one another."

"And did you change the mentor at that point?"

"Well…the mentee wanted to change job roles, so he moved into a new job role and things I think are much better now…the mentee didn't fit into the kind of job he wanted…"

"So, what advice do you provide to mentors in case of resistant mentees?"

"Well…they need to…sit with the manager, and involve myself, the training manager, the superintendent, and the Qatarization supervisor and then…talk it through with the mentee as well…try to uncover what the issues are, before it goes to a senior management level. Unfortunately, sometimes we don't hear about it, only at the review meeting when the mentee has a lot to say and shares the information, which we then suddenly are surprised at. So, it is kind of a give and take [and] that's why it is really important to have these on-going meetings, so that the communication channels are constantly open and there is no surprises on our bi-annual meetings."

"It is bi-annual, right?"

"Yes."

"Do you think that the mentees get motivated through mentoring?"

"It depends…some are more motivated than others…there are some instances because the program is perceived to be long and wanting to come to the target position sooner than later…with not having completed all the tasks…so frustrations occur for the main mentors lose hope and so try and manage. Attitude and attendance has always been an issue, if you can manage attendance and attitude then the job is much easier."

"So, sometimes they don't show up to work…which delays the program, right?"

"There is absenteeism all the time, which delays the program, which then frustrates the mentor, coz he wants to get that person through the program. The mentee comes back and wants to complete the program, regardless of the absenteeism…so they are pushing for the target position, but there are some gaps that occurred on the way…and we make it quite clear [that] promotions are based on performance and not based on time…so if the program is three years long and they can do it in 18 months, then good luck as long as we can do the job. The time for making them ready varies per person and per development plan…a typical development plan could be three years, but we say that end result is dependent on individual, so if they can do it in 18 months…with the help of the mentor and the rest of the team, we'll promote them…but then once we get the senior management's review…the justification would be strong enough that the managers and everybody else saying this person [is] competent [that is] they understand the safety culture, they work safely, [and] they can do the work…we would then sign them off."

"What's the percentage of these people who finish in 18 months?"

"It is difficult to say percentage…I would say there have been quite a number of cases where people have finished earlier…we've had people who have been as operators and really junior, and needed to get certified in two areas after they finish their certification program…but they've been doing it together with the certification program. As a result, they have changed the way of the program, [by] do[ing] it during their certification, instead of after it…has reduced some of the time of…development. So…developees or trainees have corrected…development pathways...[by] their attitude, their attendance, and willingness to work."

"I understand that the ultimate goal of the program is to turn present mentees into mentors…"

"No. I wouldn't say that necessarily coz everybody would become a mentor. The expectation of the organization [is] that everyone should be a mentor, so it is not to turn people into mentors…once you get into a target position, you should be able to mentor somebody else."

"Do you think that the present Qatari mentees will be able to mentor other Qataris?"

"Yes, if in target positions doing their job, because they will be giving the support, outside training, and in-house training, they will be successful."

"You have some people who are Qatari mentors?"

"Yes…I'm trying to implement a very high level mentoring focal point. For example, at…university, they are not mentoring, but they are...focal points…people of influence…[or] national mentors get all the nationals…instead of one of the nationals… …[and] are actually being successful, just naturally drawing other nationals."

"In this sense, you feel that your program is addressing the needs of the Qatarization process, right?"

"Yes…I think we can do better…we can…have a more robust program and I don't think we have been pushing mentoring…as much as we could. I think there is room for improvement."

"Did you expect any questions that I didn't ask or cover?"

"I guess…is there any training that the mentors and the mentees would go through…"

"Ok…"

"We do train mentors, but mentees need to be trained in terms of their roles and responsibilities, though we would mention that they have roles and responsibilities that they need to adhere to, but I've seen certain mentoring programs…I don't see our program as a structured program…I see it as part of our culture…it is part of the way we do our work."

"You achieve the goal of learning…"

"Yes…our mentoring is embedded in the culture of QCOG."

"Do you like your job?"

"I do indeed, but…it's a lot of work and responsibilities. We have 70-80 students at the college, CNAQ, ten in Qatar university, three in Texas A&M. So that is off site…and I have about thirty in-house in the organization, that we have to look after."

"And you have to look after this with no assistance?"

"I've got three supervisors…and I've recruited one assistant within my department. The training technical coaches within my department help develop the technical plan from a technical point of view, helping the three supervisors, coz they are not technical, but it is the day-to-day issues with the college, promotions, attendance, [and] attitude. We have problem with attitude; young kids coming out of school expect to get paid, but they spend 40% of their time at the college, so they don't attend college. We put them on probation and when we sign them off a year probation and it's a year, we terminate the contract and then they have to pay what we pay at…college."

"So they pay?"

"Some do and [for] some it is taken away from their bonus."

"You're quite tough…"

"We have to, but I think it is important to know that our senior managers are very supportive to me and to Qatarization. Our GM being a national is supportive of good work ethic. The GM has been through as an operator, worked himself up to GM, so he hasn't just got a degree; he has been upgraded though the organization. He understands the issues and concerns, he is considerate and is saying, 'If they are not hard working we'll terminate them'. So, if they listen, we give them the chance. We have to be firm. Some mentees do care [when] they understand the big system that, 'They're watching me.' When they're caught out, they comply, and that's one of the roles of the supervisors, being the daddy at the college, going visiting with them. Unfortunately, they don't come to the meetings…they come to class."

"Thank you Roy…this was very informative…"

2. Salem

"In your opinion why do Qatari trainees like to join QCOG? What are the factors that motivate Qataris to want to be part of this organization?"

"One of the things [is that] QCOG wants to develop people, it's not only part of the goals of the company, but it is one of the goals of Qatarization. A major item…[is] that people are looking for development [and] there is good professional (development) plans which you cannot find in other companies. Not only that, but we review these programs on monthly basis with [the] recruitment manager [and] plant manager, [and] twice per year by the GM, and again this is a big plus for the company. So, that's one major item…the follow-up makes the nationals interested in our company…"

"Is that because of QCOG's values, ethos, goals that they would like to be members of QCOG?"

"You mean the employees or the people who are interested in joining…?"

"Yes…the interested people…why do you think they join the company?"

"This is done by the training department; they visit several colleges [like] CNAQ, Texas A&M and QP…looking for trainees, or some schools visit us and we share with them the goals…and I think this year, one of the presentations is showing the Qatari development through career fairs. We visit colleges now so most people know that QCOG is doing a great job in the country."

"Because of its clear goals?"

"Exactly…the goals of the company and the yearly goals…you know...the main goals of each department or each facility…"

"Are there major goals for QCOG?"

"Not only for QCOG, but…goals for each individual. So, in their performance appraisals you find [that] one of the goals to achieve is development of the Qatari for Qatarization…"

"What are the values of QCOG…like with discipline issues, attitude, time keeping?"

"Yes…and…the good thing in QCOG [is that] from day one you know the procedures, the rules…safety. So, when people enter the plant they watch the safety video and [are] show[n]…a brief about QCOG…and it was done with you.

Another good thing here at QCOG, which you cannot find in most companies, [is] we have something called (NAO) and General Orientation Training (GOT), and this is done by [the] training department, and [during] these two trainings…we train people the major procedures…the HR, discipline, safety, environment and…that's interesting for them and it gives them from day one what's our procedure, directions, expectations, rules…and also each section ha[s] their own training to train the people, plus they will receive a message from the plant manager, what we call the tenets or principles of operations…it's like rules, ok?...So from day one they are clear about these principles…"

"How long do the developees stay in their job at QCOG after they finish their training and development? Do you think that people are interested to join you for a long time?"

"I think most of them yes…like me…since I joined I won't leave…"

"Can you tell me about the reasons?"

"If you ask me…the way you develop the Qatari, the way you treat the Qatari…is completely different. From my side the company gave me this development and [I] reached [to become] a technical manager, so now it is my turn to pay them back and stay longer with them…and I think it is the same thing with most of the Qataris, but like most companies, some people like to stay or move…for personal, or…family reasons…especially…women [who] want to get married, so they don't want to travel one hour long, but I think most of them stay longer…"

"How do your leadership skills as a Qatari national coming from the same culture affect the mentees motivation to develop and change?"

"Once you reach certain levels and show them how you are committed to the company and be a role model…in attendance…like get on time…and stay longer hours…commit to work…being responsible, not only the nationals, but the non-nationals, they take you as their model…you're doing something different or extra. So, people like that, and they want to do something extra. So, also at my level, I should be committed more than others. Also coz I know that people, Qatari and non-Qatari, are watching me as a Qatari, and as a leader in the company, I should be a role model for them. Once you become a leader it is either you take it to be

taken negative or positive…[if] you are doing something positive, they will copy you…if they take it negative, then it is something which will affect the organization…"

"As a Qatari national coming from the same culture and being in your position, how did you influence the Qatari developees to improve their job performance?"

"Ok this is a very good question, especially for the new comers…one step for development …I give them more responsibility and motivate them. So, for me I sit with them frequently…and try to motivate them [give them] more tasks to be more responsible, either a direct task or tell the head of section, 'Let this person be responsible in their area and make sure they develop and [get] motivated…"

"So you resort to the person developing them directly…"

"Yeah…"

"So you think that you are a role model for them?"

"Yes…in general…people are interested and willing…and ready to work."

"What are the problems that you might face with the developees?…Example… resistance…lack of interest…"

"Misbehavior of mentees…example absenteeism…or lack of motivation. It changes from department to department, and from person to person, but again it is the mentor…if the mentor is interested to train his people…he'll motivate them; if the mentor wants to…be on their side…give them direction…[so]it depends on the mentor…"

"So you think it is the mentor?"

"Yes exactly…the mentor is the major part in developing the Qatari; if mentors are willing to teach the people…motivate them…give them more responsibility…be close to them...[then] these people will for sure relax. Again the mentor is the key person in developing the person…it is like a teacher…if you have [a] good instructor, believe me he will remain the whole time in your mind…I can give you…one story that happened with me…when I was a child at school. I was eight years old…I still remember…the Arabic teacher was absent and the math teacher replaced him. So, the math teacher asked us what's the subject for today…we said we reached this and he asked one of us to go to his office and get the Holy Koran.

I still remember the color of it…and the subject he taught us about Prophet Yusuf and...explained to us about him. The way he explained it was very interesting. Really…which shows how a teacher makes a difference, and believe me since that day it stayed in my mind and from time to time I read it 'Ayat Yusuf,' not only that, I promised myself that if I get a boy I'll call him Yusuf and I did, one of my sons is named Yusuf. This shows…the mentor to be a key person with people…what's missing…to be honest with you…is that we're missing a counselor…not a technical coach… he can counsel these people…in a nice way. If they have an issue with their boss, he will guide them with issues of promotion, with progression…can direct them to the right path according to company goals. This should not be part of the training department, but he should report to higher positions…coz he needs to approach whatever person in the company. It is amazing…he'll become like a friend to all nationals and any national who goes to his office, leaves his office with a smiling face. We had one before, who passed away, we entered his office with an issue or a complaint we left the office with a different mind…different thinking. He'll become like a friend to everybody and he'll play a good role…he'll counsel even people higher than me in position."

"So you think that the reason for developees not meeting their expected goals is because of their mentors?"

"I think so…but it depends on the person…again if we've counseling, he'll directly advise them plus it should be part of the mentor's job, but maybe the mentor is not capable…[and] need[s] training…"

"Do you train mentors?"

"Some need training [to deal with] the national…in addition to [training for] leaders…also the managers to ensure that the mentors are doing the right thing with the nationals, so we should do training for mentors and I do that…"

"You do the training?"

"Yes."

"And how often do you do the training?"

"On monthly [basis] with the mentors, but when I find that there is need I do it. I do a monthly review with the developees, after that I sit down with the mentor…and

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you see the pluses and the negatives and ask the mentor to do this and that [take action]. So again it depends from person to person. Some people are interested to be in higher positions, so they will work hard, but I'll be honest with you…most Qataris at QCOG are doing [a] great job; our development program is competence-based, which depends on the performance, it's not time-based which is completely different. So this motivate[s] Qataris to perform better…to complete their tasks better with quality. The reason for quality is they know that we do the monthly review with them, and they'll be asked several questions and they've to be ready for these questions. not only by the GM [which is] twice a year, [but] from different people and this is part of the quality…the GM sits with every single developee…"

"So the whole committee sits with the develpee and questions him and he has to answer?"

"Yes…we ask how you do this and that…what's the benefit of this and that…but all people will be sitting around him…"

"So he must be confident…"

"Yes…exactly…we build confidence in Qatari developees…[it's] very important…"

"Did you have any developees that moved from complete disinterest to complete interest and what action was taken to make this change happen?"

"In my department, no…but it happened in other departments…people moved from the lab to [the] training department or to HR. It really benefits the company and strengthens the people. For example, if you find someone really strong and…has a good mentor, I will put him in the leadership direction for sure. We'll do coaching for this reason…he reached the limits in his grade or level, and was doing a great job in his work, but for sure, 100%, that with time, his interest curve will decline…he'll stay for some time, [he'll leave]…if there is no motivation - people are motivated either by money or by promotion - so when there was a vacancy for a higher position, he was moved there, coz that person had strengths…then management told me this person doesn't have skills, so we gave him four months training, and believe me, this person is the best…better than previous heads. In one year, he was promoted to HR manager…he has [a] good technical background…now he is the admin and HR director…"

"At QCOG?"

"No."

"It is really lucky if you're observed by someone who'll know your capabilities and locate you…"

"Exactly…this would be part of the counseling…knowing people's strengths and working on it [them]. [A] major issue is that mentors focus on areas of improvement instead of focusing on areas of strengths…"

"Can you tell me a bit about the cultural background regarding educat[ing] females and males and compare…the past [with] the present?"

"It's a big change…30 years ago if people finished secondary school then wow!...Now…if you finish college, it is not enough…people continue their education. So, it's a big difference. When I was in primary school some students were five years older than me in my class, coz in those days people were not interested in education. Now the focus is from parents so people are more interested in studying higher and higher…"

"What about females?"

"Wow! It is completely different; in the past people resisted sending their females abroad for studying, not coz they didn't want her to study, but coz they were afraid and worried [that] she can't handle things, [and] it happened with my sister [when] she asked me, 'Can I study abroad?' I said 'Yes, why not?' She said, "But I'm worried about people's gossip…' She wanted to study medicine…I said, 'Go ahead and do it.' So, she went to Bahrain and she became a doctor, coz she had 90% in high school. She chose Bahrain coz of its closeness to Qatar. At that time people started talking, 'How do you allow her, etc..' [Though] twenty years ago this was a challenge, [but] after a few years people started to do the same coz things became different. Again it depends how people behave when they're abroad…for example, if you go now to Qatar University most students who are engineers are females, I think 60 to 70 % are females studying chemical engineering…"

"And where do they get their school education?"

"Mostly in public schools, but now…they are going to private schools…"

"Well…this is a great change in mentality…so generally parents are ok with education for girls you don't have people resisting that?"

"No…not now 20-25 years ago…yes…they never allowed females to work…in the past they don't find working women…"

"Do they mix with men?"

"Yes and you see them here…and not only in QCOG , but in most national companies ."

"Are they separated men and women or do they work together?"

"For some…we separate them coz they want to be more comfortable, but as work they work together…I think you've been introduced to some of the female engineers…"

"Thank you Mr. Salem…"

"You're welcome…but in conclusion, not because I work for QCOG, but working here is a plus for the Qatari. If someone wants to be followed-up for improvement…for future life and career, then QCOG is the place, and there is commitment from higher positions for the Qataris' development [I mean] managers, technical support and this is the addition…plus …support from HR, which is another plus. I'm really very proud at my level, my friends at other companies are getting higher salary than me, but the company here developed me and this is the reason I stayed. I am loyal and I've [a] good position and my reputation. So, money isn't everything…[what's the] most important is [that] I am happy with my work, interested in [my] work and [in] developing Qataris."

"Thank you so much Mr. Salem."

3. Joseph

First key personnel to be interviewed to provide direction to the researcher as an outsider…and get to meet other key persons…

"Can you tell me about the people who can be useful for my research, what their specialties are, their roles…I understand that there is one lady who has been there since the beginning of the program…right?"

"Yes…her name is Rabab; she's a Texan married to a Palestinian…she's American as you can get and she put together the training on mentoring. She is a

good place to start. She used to be in the training department [and] she's been recently sent back to the unit, so she is not working as an operator in the AEN unit. The plant…is broken up into different areas…we've got the different units within the process areas…the…Sulphur area, ENO, the TANEX (names of chemical processes) where they store it all…all [units] have superintendents, supervisors, and a number of different mentors..."

"Is Rabab an engineer?"

"She is a process operator…she is not a university engineer, but through experience and workshop qualifications on-the-job, she's qualified as a process operator. She was the first in Texas and she's definitely the first in Qatar, and I think she has mentored a lot of female engineers. We've got the first ENO operator Qatari female and she…(what we've done is we've given you the names of every single supervisor or superintendent and which areas they are in they are around…"

"But I need like seven…"

"So perhaps you can email them if a couple agree to be interviewed that would be good…"

"But may I know what their jobs and roles are…"

"One group are those...on the field…the technical practical experts. The next group are the trainers and the technical coaches…they've been on the units, so they've been pulled out of the units, and now report to Roy, the training and development superintendent, in the training area. So they will be from maintenance, from process, emergency response areas, and they provide training to new people joining the business, or they help people to renew their technical training. So, they are technical trainers…probably coaching and mentoring at the same time, but perceive themselves as coaches. It is all technical skills. There is an attempt to begin to do more mentoring, so I coach some sort of senior categories. The leadership development facilitation skills or influencing skills become more like mentoring …there are some senior Qataris in the business, so we are spending more time with junior Qataris and they are doing mentoring, so I hope you'll be able to meet a couple of those and some developees as well."

"So…who are the mentors?"

"We don't have any specific mentors…they're called mentors, but they're not and that's the issue you need to look into, but I don't want to pre-empty your investigation. I think what they are doing is coaching and not mentoring. Mentors will be the likes of the senior managers, Kev in production, Salem, a Qatari, in the technical unit, Abdulla, a Qatari, in maintenance, and they do mentoring, coz they're Qataris that've been through the system, they are trained as engineers who have worked on the plant, they can identify with the young Qataris, and I think they are providing mentoring, but they are not called mentors they are just called managers. So, there are the trainees that become developees and they reach a post (they become post holders) and then they are watched…they are put on a development plan that lasts from three to four years…if they are identified as high flyers, or as people who will remain in the business and they want to be invested in, they are designated as progressors. That gets a bit convoluted…and they get another plan which takes them to a senior level, [i.e.,] a superintendent or management level, but management gives it about two years between developee and progresee. Sometimes they're sent overseas to study Masters or undergrad degrees, and when they come back, they're put on fast track programs to senior positions. The reality is that the company wouldn't recruit an engineer from India or Europe or anywhere in the Middle East with less than 15 years of experience. Our Qataris in terms of their development are getting there in five or six years, so there is an issue there…the programs are speeded up…so it requires a lot of attention from the company to make sure that they get the necessary skills. It also takes a lot of effort from the Qatari themselves. So if the Qatari is not putting in the hours…they get into the end of the five years and although they've ticked all the boxes, they are not fully operational so…if they are not properly mentored and coached they spend the danger of not really becoming an engineer with the title of an engineer, but they need to be watched constantly by someone else…there's hand-holding constantly for another 10 years or something…the company doesn't want that they are wanting them to be 100% operational without oversight after five years, so it is a big task…a big challenge…"

"So, I might be interviewing mentors from different backgrounds?"

"The majority of the coaches are South Indian, so you have mainly Indians passing on the skills to Qataris in English. Sometimes there are issues with understanding the accents. The Qataris would understand English, but would struggle to understand an Indian speaking English…so this is the issue…the Qataris have same issues they might learn English with Canadian instructors and come to the plant and have to listen to English spoken by an Indian. Sometimes it can be difficult, I struggle sometimes…they speak very well technically but in terms of handling the language…the language transmission [is an] issue."

"If I can get to meet three of the seven coaches and three or four of the mentors and the rest are trainees and there is Roy and you…What's your role?"

"I am in the Qatarization unit…so what we have to do is we need to…take Qataris from school…all the way to senior management levels and be. So, we look at the whole life cycle; I suppose the title of what we do is talent management, we have to develop their talent from schools with very little English. We have to make sure they get the math and the English skills too, then, enroll in the Diploma courses. Or…if they have those skills they directly head to university, then what we do is we regularly follow up with them…their instructors, their lecturers, and there is this constant…what I would call… counseling – scholastic counseling – so, 'How are you doing in your courses?'…' 'Why are you having problems with math?'….'I have an issue with the lecturer …'…. 'Ok…let me speak to the lecturer…'…."

"Like a counselor or a go-betweener…"

"At that stage…yes…then once they move into the developee stages, just making sure that they get the development they need, so if, for instance, a mentor, or a coach, or a manager is not providing them with what they need, then we need to step in and make sure that if that manager or supervisor or superintendent doesn't have the skills to coach or mentor…then we need to be able to give it to them. So that's what we should be doing and then for the senior guys the progresees I was telling you about…they actually provide one-on-one coaching or mentoring. The big issue we have is the volume issue; there is one in the department me, and just recently recruited another, so that's the two of us… and we have an admin assistant who has just arrived and she's quite new in the ropes. She's kind of

Qatari…married to a Qatari and…about to become a Qatari…one almost Qatari in our department. The big thing is volume…dealing with 120 Qataris or shall I say young adults at CNAQ, Texas A & M,….or studying overseas…so it's just the volume of coordinating all of those people on the plant…we're dealing with another 56 people…so we're trying to give them the focus that they need. Other companies would have a team of 50 people, so you have supervisors, superintendents, and coordinators, and then admin assistants - a team of 10 to 15 people dealing with almost the same numbers. We're finding it very difficult to recruit into our department. Our first choice is to find Qataris…for some reason, they even find better salaries elsewhere, where they don't actually do this kind of work. It is very political…you know…you need to get real training, to get promotions, different job titles…it can become quite political…example, if somebody is pushing for a promotion or pushing for a job increase…grade increase, they can put pressure at senior levels…what slightly I had to get used to is that most large companies I've worked for, generally there is a hierarchy, so if an employee has an issue he would go to his supervisor…if the issue remains, he'd go to the manager and he would move up that way…I am finding at the company…if the guy has a problem coming straight from school, and goes straight to the managing director…we'd get a phone call from the managing director saying that there is this technical preparatory program TPT guy…first year of college…and he has an issue with his grade….sort it out…so…instead [of]… trying to solve it at the lowest levels, they go immediately to the highest levels…"

"So…what do you do in this case?"

"This is quite political…it's kind of difficult to manage…there is kind of frustration…we have policies and procedures, but sometimes they change and they're changed."

"How would a first year trainee get the advantage of a fourth year…what does he want?"

"He wants a grade faster or he wants a promotion sooner or he doesn't want to be a trainee…"

"…But then he needs to qualify for the job…So what happens? If he doesn't go through these channels, then how is he going to qualify?"

"Exactly…one of the frustrations is there's a good 20% of Qataris put a lot of effort in and they really work hard. There are a large percentage that are not attending lectures and are not doing the work that is required, etc. and I think that those are the difficult ones to manage. So when you want to terminate their contract they are surprised…so we speak to certain people in the organization to give them a chance…and they get another chance…it depends on how close they are to the management."

"So, can you provide advice on how to get the best out of the interviews…?

"You may want to ask the mentors of what strategies are effective and what are they currently doing are they doing the right thing? Is it helping the Qataris in the business? What are the things that aren't…? What are the blockages their experiences is it language…is it lack of focus from the Qataris…is it lack of focus from the mentors, coz we also have issues with the mentors…there is an issue with some mentors who haven't been mentoring, because of job protection and fears, coz if they are mentoring a Qatari, then they will lose their job and they will be sent to India or the Philipines or whatever. I must say the management has been good with dealing with it they'd be either moved or sent back and if they are identified as being good coaches or good mentors they get the rewards for that. If there are promotions, they will be considered first. So, I must say that's really a positive. The other issue that sometimes happens is it's easier if there are behavioral or disciplinary issues…arriving late…leaving early constantly… they are not doing the work that's required. Some supervisors will turn a blind eye to that. Work is not about coming late to work, [or] leaving when you want, or spending most of the time on your mobile phone, and smoking, and chatting with your friends. So, there is one extreme…there are some guys that are doing nothing, there are some guys that turn the blind eye to disciplinary issues, and there are some guys who are making it really difficult for the Qataris so they'll make it extra hard for them. So, if there is a certificate that requires a 70% pass they say, 'No, coz you're a Qatari and you'd eventually be the leader you need 80%'…"

"So how do you make a balance here?"

"You have to deal with it case by case…leave it to the supervisor or the superintendent to deal with the issue…you meet with them and you say that there are conflict issues here…I have a report that your Qatari mentee is saying that you're doing this…Is it true? You get their view and the view of the Qatari and there is a conflict resolution meeting that you have. So, there is a bit of industrial relations that goes on, so it is kind of case by case. If there is a disciplinary issue,…the development plan is suspended. Then, he'll be counseled and told that development plan will end…leaving early, or not focusing on the job…when that guy picks up, they get the development plan back again."

"The Qatari managers are the mentors?"

"If you go by the definition of what a mentor is, it is the managers that are the mentors. If you look at the disciplines in occupational psychology, the managers fit into the mentoring role whereas the mentors are coaches targeting job-specific skills…technical skills."

"Things take time here, when I joined, they said I'm going to be working with a team of four people and eventually then they hinted that I'll be leading the team and I ended up working on my own for six months maybe eight months before my assistant arrived…the secretary has been there for about a month…"

"Why aren't you recruiting people?

"They almost recruit and last minute they turn it down Qatarization is very political, the general manager, and the admin manager…have to have a say on every recruitment for Qatarization, because it is…so important to them. First value in the organization is safety, the second is Qatarization, the third is diversity. They report to the minister on the number and what they are doing so when I got interviewed for this job, I had about five or six interviews; I had to be interviewed by the HR man, the admin man, the GM, and the deputy GM. So by the time they go through all of those, it takes three months and then they turn us down and start the process all over again."

"And no local wants to be in these positions?"

"We almost had one local and he was offered a position, but he said he doesn't want to work at the plant…he wants to work at SAR Tower and…to go to the plant once a week. The GM said, 'No…you've got to be where the people are, which is the plant, so it is the other way round, once a week at SAR Tower and the rest at the plant.' They're quite fussy and they've got crazy salary expectations…2012 there was a doubling of salaries…they have huge bargaining rights and if you lose one Qatari it is a huge issue for the company, 'coz it affects their percentages that they have to report on to the government. The government system that 50% of oil and gas companies have Qatari participation. We're sitting at 16% and that needs a lot of effort and the target is 50%. When I arrived 15 months ago, it was sitting at 12% and it went up to 16%...so 50% is a long way to go…the total is 1,200 in the business in the whole company and 120 of these are looked after by the Qatarization, the others are in jobs for security."

"The job grades are fluid in the organization somebody might be of a lower grade and would be earning more than the person in the higher grade. They get water, electricity, all is free, plus the bare necessities."

"Thank you so much…that was very helpful…"

Appendix F

Correspondence with key QCOG personnel for their consent

1. Dear Mr. Maxwell,

My name is Najwa Fakhouri. I am in the fourth year of my doctoral studies at the Institute of Education (IOE), University of London. I enrolled in the doctoral program in fall 2010 while I was a teacher mentor in the Graduate School of Education at the American University in Cairo. My research interest is mentor/mentee relationships and their effect in improving a mentee's/employee's work practices.

I wish to obtain your consent to conduct my research on the mentoring program at your company, QCOG, where I understand that you have an established mentoring system for Qatari employees.

The main purpose of my research is to explore the effect of mentor/mentee relationships in improving a mentee's work practices in your organization, given the cultural mentor/mentee differences. My findings will inform QCOG mentors whether their cultural differences have a negative or positive effect on their relationship to improve mentoring outcomes and ways to overcome these differences.

I hope to collect data in the spring of 2014 from 20 to 25 volunteer employees who are enrolled in the mentoring program at QCOG, and from 7 to 9 QCOG mentors.

The tools which I intend to employ in my study will be:

a. One-on-one interviews with volunteer male and female Qatari QCOG employees.

b. One-on-one interviews with volunteer mentors from QCOG.

Your participation will be appreciated greatly,

Kind Regards,

Najwa Fakhouri

Doctor in Education student (EdD)

Institute of Education

University of London

London-United Kingdom

Tel: ██████████

2. Dear Mrs. Fakhouri,

Thank you for your email. Your research looks interesting and an opportunity to get feedback about our mentoring program.

We look forward to receiving you at our premises to conduct your research. Please arrange the dates of your visits with Roy Michaels.

Best wishes

Ben Maxwell

3. Dear Roy,

I hope all is well with you.

I would like to meet with the mentors who will take part in the interviews. During the meeting, I will introduce myself and my research and build rapport with them prior to data collection. I trust this request will not disturb the mentors' schedules and commitments.

Please note that the mentors', mentees', and key personnel's emails will be needed to contact them for their consent to participate in the research.

Kind regards,

Najwa Fakhouri

Appendix G

Correspondence with QCOG mentors, mentees, and key personnel/managers for their consent

<u>**1.**</u> Dear Colleagues (mentors),

My name is Najwa Fakhouri. I am in the fourth year of my doctoral studies at the Institute of Education, University of London. I enrolled in the doctoral program in fall 2010 while I was a teacher mentor in the Graduate School of Education at the American University in Cairo (AUC). My research interest is mentor/mentee relationships and their effect in improving a mentee's/employee's work practices.

I am approaching you to obtain your consent to participate in my research, which is designed to explore the effect of mentor/mentee relationships in improving mentees' work practices in the context of the cultural differences between you as expatriate mentors and your Qatari mentees. My research will contribute to understanding the effect of sociocultural issues on learning and professional and personal change of the Qatari mentees when you, as expatriate mentors, try to help them.

I intend to collect data in the spring of 2014 through one-on-one interviews, please sign the attached consent form if you wish to be interviewed. Your participation is appreciated greatly.

<u>**2.**</u> Dear Colleagues, (mentees)

My name is Najwa Fakhouri. I am in the fourth year of my doctoral studies in the Institute of Education, University of London. I enrolled in the doctoral program in fall 2010 while I was a teacher mentor in the Graduate School of Education at the American University in Cairo. My research interest is mentor/mentee relationships and their effect in improving a mentee's/employee's work practices.

I am approaching you to obtain your consent to participate in my research, which is designed to explore the effect of mentor/mentee relationships in improving mentees' learning and development, given the cultural differences between you, as Qataris, and your expatriate mentors. My research will contribute to understanding the effect of sociocultural issues on your learning and professional and personal change as Qatari mentees when your expatriate mentors help you.

I intend to collect data in the spring of 2014 through one-on-one interviews, please sign the attached consent form if you wish to be interviewed. Your participation is appreciated greatly.

3. Dear Colleagues, (key personnel/managers),

My name is Najwa Fakhouri. I am in the fourth year of my doctoral studies at the Institute of Education, University of London. I enrolled in the doctoral program in fall 2010 while I was a teacher mentor in the Graduate School of Education at the American University in Cairo (AUC). My research interest is mentor/mentee relationships and their effect in improving a mentee's/employee's work practices.

My research is designed to explore the effect of mentor/mentee relationships in improving mentees' work practices in the context of the cultural differences between the expatriate mentors and the Qatari mentees. My research will contribute to understanding the effect of sociocultural issues on learning and professional and personal change of the Qatari mentees through mentoring.

I intend to collect data in the spring of 2014 through one-on-one interviews; I am approaching you to obtain your consent regarding sharing your experiences about issues, problems, and obstacles in managing the mentoring program at QCOG.

Please sign the attached consent form if you wish to be interviewed; your participation is appreciated greatly.

Letter of consent[8]

A Trajectory to Empowerment and Independence: An Approach to Mentoring in an Organizational Context

- I ………………………………………………….. voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without consequences of any kind.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that participation involves answering questions about my experience with (*Please circle one*):

  a. my mentor   b. my mentees   c.   the   mentoring programme
- I agree to my interview being recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that some information I provide for this study will be shared with management to make appropriate changes for the mentoring program.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising

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[8] The consent letter was adapted from:

https://www.tcd.ie/swsp/assets/pdf/Participant%20consent%20form%20template.pdf

any details of my interview which may reveal my identity or the identity of people I speak about.

- I understand that disguised extracts from my interview may be quoted in a dissertation, conference, workshop, or any other published work.

- I understand that I am free to contact the researcher to seek further clarification and information.

Name of Researcher

Najwa Fakhouri

Doctor in Education Candidate (Research)

Institute of Education (IOE), University of London

London - UK

Signature of research participant   Date

………………………………….

………………………

I believe the participant is giving informed consent to participate in this study.

Signature of researcher   Date

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