

INNOVATIVE APPROACHES TO MENTORSHIP – AI AND WOMEN IN THE FILM INDUSTRY

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ABSTRACT

This study explores the need for a mentorship app incorporating AI technologies to support women in the film industry and enhance their mentorship programs. Building on a theoretical framework that suggests a sequential effect across four mentorship dimensions – Mentor presence, Mentor addressing personal issues, Mentor stimulating reflection, and Mentor stimulating behavioral change – the study examines their collective impact on the perception of the need for such an app. A mixed-methods approach, combining quantitative and qualitative research, was employed with 41 women in the film industry from various countries, approximately half of whom are participants in the Her Story, Her Future mentorship program. Although the results indicated limited enthusiasm for the app and its AI features, the study suggests further exploration in future editions of the Her Story, Her Future project, along with plans for a follow-up study to provide comparative insights.

KEYWORDS: *artificial intelligence, film industry, gender bias, mentorship, tech solutions.*

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1. INTRODUCTION

Women in the film industry face unique challenges, ranging from underrepresentation and limited access to professional networks to fewer opportunities than their male counterparts. These barriers can hinder career advancement and contribute to professional support and recognition disparities. Mentorship has long been recognized as a key factor in overcoming such challenges, offering guidance, skill-building, and support that can be especially vital in creative and competitive fields like film. Through mentorship, individuals gain access to insider knowledge, expand their networks, and develop both personally and professionally. These experiences have generally proven invaluable for building successful careers in complex fields.

Recent technological advancements have opened new possibilities for delivering mentorship through digital platforms that connect mentors and mentees without being limited by geographical boundaries. These platforms allow for a more flexible and scalable type of mentorship relationships that fits the needs of busy professionals. Moreover, artificial intelligence (AI) has the potential to enhance these platforms further by offering a series of advantages, such as personalized resource recommendations, tracking progress, and adaptive feedback.

This study seeks to explore the perceived need for a mentorship app that could integrate AI technology to support women in the film industry. The findings are intended to inform future iterations of a particular mentorship program, *Her Story, Her Future – the mentorship program for women in the*

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film industry, and to provide a foundation for further research into the integration of AI in mentorship applications tailored to meet the specific needs and preferences of women in this field.

2. WOMEN IN THE FILM INDUSTRY AND THE NEED FOR MENTORING

2.1 Gender inequality in the film industry

The film industry struggles with widespread gender inequality despite its famous glamorous image. This inequality manifests in different forms, such as the pay gap between male and female professionals, the underrepresentation of women in key creative and decision-making roles, and limited opportunities. The consequences are not related only with the missing careers of many talented women. It also shapes the narratives and perspectives presented on screen, influencing society's views on gender roles and equality.

The historical exclusion of women from key creative roles has led to a masculinization of the industry, limiting opportunities for women and perpetuating a narrow range of perspectives in storytelling (Mahar, 2001). Over time, women have faced high barriers in traditionally male-dominated fields such as film composition, including lack of mentoring, gender discrimination, and professional isolation (Grills, 2019).

A study of EWA Network found a high underrepresentation of female directors at all levels of the European film industry despite equal film school graduation rates (European Women's Audiovisual Network, 2013). The data showed that women directed only 21% of films, and about 84% of funding went to male-directed films. This disparity highlights the urgent need for initiatives supporting and promoting women filmmakers, as advocated by French (2012) and Huwiler (2022). A more recent study by the European Audiovisual Observatory (2023) revealed that women hold only 26% of directing roles, 11% of cinematography, 29% of screenwriting, 35% of production, and 33% of editing roles in European films. In the US, the situation is similarly concerning. The "Celluloid Ceiling" report indicates that women account for just 22% of directors, writers, producers, executive producers, editors, and cinematographers in top-grossing films in 2023 (Lauzen, 2023). These figures clearly show the high gender imbalance in the film industry.

By building a supportive network through mentorship, women can gain access to valuable resources and build confidence in their abilities. They can challenge the status quo that has historically marginalized their contributions to the art of film. Sedgwick (2019) stated that mentorship provides a supportive network for women in film, enabling them to challenge sexism and contribute to a more inclusive and equitable industry.

2.2 The need for mentoring – Is AI useful?

In recent decades, mentorship has emerged as a powerful strategy for progressing women's careers in the film industry. Mentoring relationships have proven their value over time in general and are likely to continue expanding, with career and psychosocial support remaining at their core (Mullen & Klimaitis, 2019). As Tran (2016) states, mentoring initiatives offer essential psychosocial support and guidance, which is particularly crucial in such a competitive field. Khalid et al. (2017) further underline the importance of mentorship in overcoming cultural barriers and stereotypes that hinder women's professional advancement.

The absence of female role models and mentors aggravates the underrepresentation of women in leadership positions (Lantz-Deaton et al., 2018; Natkarni, 2015). Women often face challenges in balancing personal and professional responsibilities, further impeding their career progress (Grills, 2019). Mentorship can play a pivotal role in addressing these challenges. As Liddy (2020) argues, it is essential to address underrepresentation and foster equality in storytelling and production opportunities. By reclaiming creative roles and countering sex-typing, women can achieve greater

autonomy and influence (Hurd, 2006). Additionally, mentorship can significantly contribute to work-life balance, an essential factor in the high-demanding film industry (Capron, 2014).

Mentoring relationships can significantly boost women's confidence and career trajectories, enabling them to navigate the glass ceiling (Lantz-Deaton et al., 2018). Formal mentoring programs can create supportive environments that empower women to pursue leadership roles, and a diverse range of mentorship relationships, including peer and sponsor relationships, are essential for fostering women's growth in the industry (Murphy et al., 2024). By investing in mentorship programs and fostering a culture of support, the film industry can create a more inclusive and safer environment where women's voices are heard and valued, leading to a richer industry.

The intersection of artificial intelligence and competency-based education presents a range of opportunities and challenges (Radu et al., 2024). Similar dynamics are likely to emerge in the integration of AI with coaching and mentoring. In the context of technical developments and innovations in recent years, AI-powered mentorship systems are emerging as a valuable tool for providing guidance and support. AI mentors can provide unbiased feedback and avoid emotional biases (Arora et al., 2023). By introducing an intelligent chatbot, mentees can access a personalized and confidential mentoring service 24/7 to address their questions about studies, careers, and personal growth (Sharma & Kumari, 2023). Bagai and Mane (2023) highlight the potential benefits of MentorAI, such as personalized guidance and career advancement, while acknowledging potential challenges like data privacy and ethical concerns.

In our project, we are not focused on creating an AI mentor; instead, we aim to develop a process that enhances and facilitates human mentor-mentee interactions.

2.3 Her Story, Her Future – Empowering women in the film industry through mentorship

Her Story, Her Future – the mentorship program for women in the film industry is a Romanian initiative established in 2023 to create a safe space for professional growth and empower women within the film industry. With a holistic approach, this mentorship program brings together in a supportive and inspiring environment women of diverse roles in filmmaking – producers, directors, screenwriters, editors, curators, and festival organizers – who can connect, learn, and inspire each other.

The tailored mentorship scheme pairs each Romanian mentee with an experienced industry professional recognized at the international level. These one-on-one sessions provide personal guidance, addressing specific challenges and aspirations.

Complementing the individual mentorship, group sessions with different coaches and psychologists enable participants – both mentees and mentors – to share experiences, exchange ideas, and expand their professional networks.

In order to enhance industry exposure, participants are invited to attend renowned film festivals such as the Palic European Film Festival and the Alexandre Trauner Art/Film Festival. In Alexandre Trauner Art/Film Festival, the mentees are part of a special jury that awards an honorific mention for the best short film made by a female director.

The culmination of the program is the international pitch event. Mentees can present their film projects to an international jury comprised of established women professionals. This platform showcases their talent and offers a chance to win a €1,000 prize.

The program's impact extends beyond individual growth. *Her Story, Her Future* is actively contributing to a more equitable and diverse film industry.

Therefore, recognizing the evolving needs of the industry, *Her Story, Her Future* is embracing technological advancements. In 2025, the program aims to introduce an AI-powered mobile app designed to provide participants continuous support and personalized guidance. This tool could offer features such as personalized recommendations, AI-powered chat support, progress tracking, and a community forum.

3. RESEARCH METHODOLOGY

3.1 Main objective and hypotheses

The main objective of this study is to explore the need for a mentorship app that potentially incorporates AI technologies to support women in the film industry.

Our theoretical framework suggests a sequential effect between four different mentorship dimensions (*Mentor presence* → *Mentor addressing personal issues* → *Mentor stimulating reflection* → *Mentor stimulating behavioral change*) and a final impact on the perception of the need for a mentorship app. Our research has four main hypotheses:

- *Hypothesis 1: Mentor presence* positively influences *Mentor addressing personal issues*.
- *Hypothesis 2: Mentor addressing personal issues* positively influences *Mentor stimulating reflection*.
- *Hypothesis 3: Mentor stimulating reflection* positively influences *Mentor stimulating behavioral change*.
- *Hypothesis 4: The four dimensions of mentorship – Mentor presence, Mentor addressing personal issues, Mentor stimulating reflection, and Mentor stimulating behavioral change – collectively influence the perception of the need for a mentorship app.*

3.2 Participants

A mixed-methods research approach, combining quantitative and qualitative techniques, was conducted with a non-probability sample of 41 participants – women in the film industry from Romania, Poland, Ukraine, Bulgaria, Serbia, Lithuania, Egypt, France, the USA, Argentina, and Canada. The participants’ ages range from 20 to 51 years, with an average age of 34.39 years and a standard deviation of 7.08. Table 1 presents the participants’ profiles, including their primary domain of work and their involvement in a mentorship program, indicated as either “Yes” or “No” (which may refer to the program *Her Story*, *Her Future* or other mentorship initiatives).

Table 1. Profile of participants

No.	Domain	Yes	No	Total
1	Acting	5	2	7
2	Cinematography	0	2	2
3	Editing	3	1	4
4	Festival	2	0	2
5	Film Criticism	1	0	1
6	Film directing	7	4	11
7	Film production	3	0	3
8	Marketing & Communication in Film	2	1	3
9	Other	3	3	6
10	Production Design	0	1	1
11	Scriptwriting	1	0	1
12	Total	27	14	41

Source: Developed by the authors

3.3 Design, procedure, and instruments used

The research design was non-experimental, cross-sectional, and exploratory. For this study, we designed a questionnaire in GoogleForms, for which participation was voluntary, ensuring confidentiality. For this particular study, we received responses during the last week of September and the first two weeks of October 2024, while data collection was still ongoing at the time of writing this paper.

The following items were selected and adapted from the mentoring dimensions developed by Heeneman and Grave (2019); they represent a subset of the original items designed to capture various aspects of mentoring:

Mentor presence

- 1. The mentor should discuss the importance of the portfolio with me.*
- 2. A good mentor clearly sets the boundaries of her support (for instance by means of referral).*
- 3. The mentor should share her thoughts and feelings about incidents that occur during the mentor meetings.*
- 4. The mentor should pay attention to my emotional experiences (both in workplace and private life).*
- 5. The mentor should discuss my insecurities about the portfolio assessment / assessment feedback.*

Mentor addressing personal issues

- 1. The mentor should encourage open discussion of my personal experiences affecting my work.*
- 2. A good mentor should discuss the balance between my work and private life with me.*
- 3. The mentor should discuss with me my insecurities with respect to the choices I need to make about my career.*
- 4. A good mentor discusses my experiences with planning and time management.*
- 5. The mentor pays attention to my incentives to work (i.e., motivational ups and downs).*
- 6. The mentor thoroughly discusses lows / problems with regard to the progress in my work.*

Mentor stimulating reflection

- 1. The mentor should encourage me to reflect on specific personal experiences.*
- 2. A good mentor challenges me to deepen my reflection.*
- 3. A good mentor encourages open discussion of my personality traits (i.e. perfectionism, dominant behaviour, etc.).*

Mentor stimulating behavioral change

- 1. A good mentor helps me formulate learning objectives in competency domains that are rather thorny (i.e. health advocate).*
- 2. The mentor should discuss with me how I can pursue my learning objectives in practice.*
- 3. The mentor should follow up on the attainment of my predefined learning objectives.*
- 4. For the most part of the meetings the mentor should assume a guiding role (giving suggestions and advice).*

Also, we created new items specifically for this study, in order to measure participants' need for mentorship:

- 1. How useful would you find a mobile app that connects you with a mentor and provides personalized resources based on your career development needs?*
- 2. How important is access to resources (articles, videos, podcasts) in a mentorship app?*
- 3. How useful would it be for you to track your career progress within a mentorship app?*
- 4. How helpful would it be to connect with other mentees in an online community within a mentorship app?*
- 5. How important would notifications and reminders be in a mentorship app?*

The reliability and convergent validity of the instruments used are presented in table 2.

Table 2. Constructs reliability and validity

No.	Construct	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
1	Mentor presence	0.794	0.798	0.855	0.542
2	Mentor addressing personal issues	0.840	0.841	0.883	0.560
3	Mentor stimulating reflection	0.743	0.778	0.851	0.658
4	Mentor stimulating behavioral change	0.719	0.732	0.826	0.543
5	Usefulness of a mentorship app	0.839	0.926	0.883	0.604

Source: Developed by the authors, using SmartPLS 4

Given the limited sample size (n=41), we employed SmartPLS 4 to perform the data analysis, allowing for robust insights despite the smaller participant pool. Additionally, we conducted a concise content analysis using QDA Miner (Provalis) to examine qualitative responses further.

4. RESULTS

The structural equation model we aimed to test using SmartPLS 4 is shown in figure 1. We hypothesized that the four dimensions of mentorship follow a sequential dependency, with each dimension contributing to the need for a mentorship app.

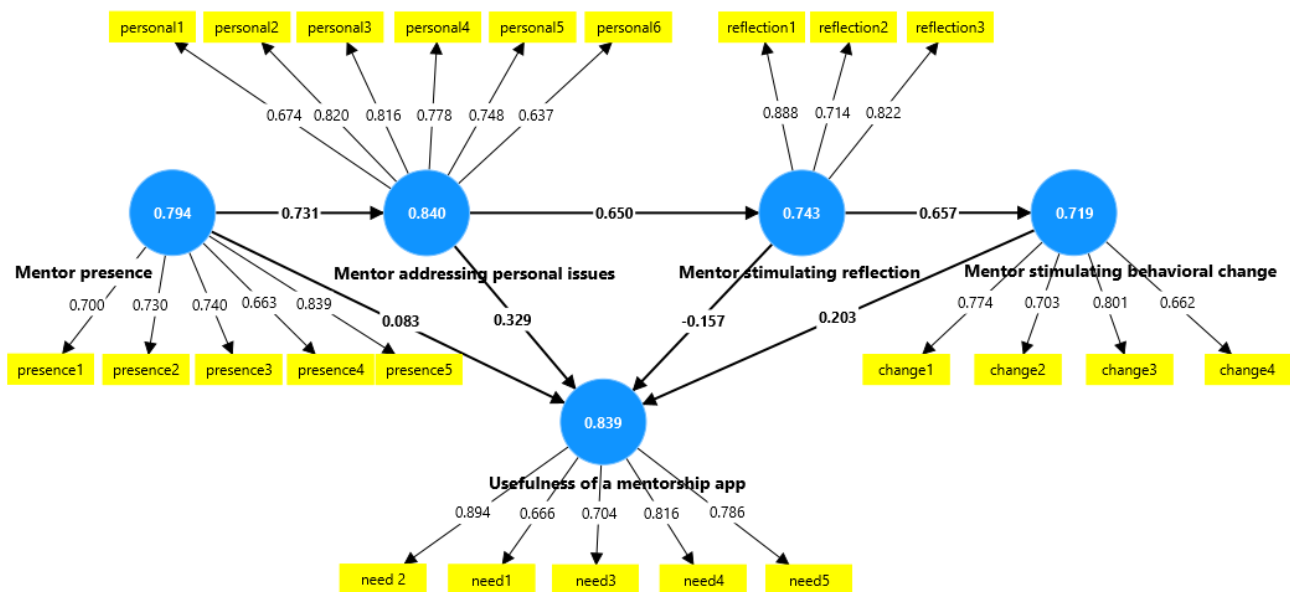


Figure 1. Mentorship and the usefulness of a mentorship app

Source: Developed by the authors, using SmartPLS 4

Following the construct reliability and validity assessment, we conducted a discriminant analysis using the heterotrait-monotrait ratio (HTMT) and the Fornell-Larcker criterion. The HTMT values are presented in table 3.

Table 3. Discriminant validity - Heterotrait-monotrait ratio

No.	Constructs	Heterotrait-monotrait ratio ↔ (HTMT)
1	Mentor presence ↔ ↔ Mentor addressing personal issues	0.832
2	Mentor stimulating behavioral change ↔ ↔ Mentor addressing personal issues	0.808
3	Mentor stimulating behavioral change ↔ ↔ Mentor presence	0.741
4	Mentor stimulating reflection ↔ ↔ Mentor addressing personal issues	0.776
5	Mentor stimulating reflection ↔ ↔ Mentor presence	0.654
6	Mentor stimulating reflection ↔ ↔ Mentor stimulating behavioral change	0.897
7	Usefulness of a mentorship app ↔ ↔ Mentor addressing personal issues	0.485
8	Usefulness of a mentorship app ↔ ↔ Mentor presence	0.373
9	Usefulness of a mentorship app ↔ ↔ Mentor stimulating behavioral change	0.414
10	Usefulness of a mentorship app ↔ ↔ Mentor stimulating reflection	0.260

Source: Developed by the authors, using SmartPLS 4

As shown in table 3, the HTMT values fall below the threshold of 0.85 for all construct pairs, except for the pair *Mentor Stimulating Reflection* and *Mentor Stimulating Behavioral Change*, which exhibits a value of 0.897. Although values up to 0.90 can be acceptable in certain contexts, we recognize this as a potential limitation of our study, as respondents may find it challenging to differentiate between these two constructs. By contrast, the Fornell-Larcker criterion does not indicate any issues, as detailed in table 4.

Table 4. Discriminant validity – Fornell-Larcker criterion

No.		Mentor addressing personal issues	Mentor presence	Mentor stimulating behavioral change	Mentor stimulating reflection	Usefulness of a mentorship app
1	Mentor addressing personal issues	0.748				
2	Mentor presence	0.731	0.737			
3	Mentor stimulating behavioral change	0.628	0.563	0.737		
4	Mentor stimulating reflection	0.650	0.519	0.657	0.811	
5	Usefulness of a mentorship app	0.414	0.356	0.353	0.233	0.777

Source: Developed by the authors, using SmartPLS 4

As the square root of the AVE for each construct is greater than the correlations between constructs, discriminant validity is supported.

For our SmartPLS model, the coefficients of determination (R^2 values) are presented in table 5.

Table 5. Coefficients of determination (R^2 values)

No.	Dependent variable	R-square	R-square adjusted
1	Mentor addressing personal issues	0.534	0.522
2	Mentor stimulating behavioral change	0.431	0.417
3	Mentor stimulating reflection	0.423	0.408
4	Usefulness of a mentorship app	0.201	0.112

Source: Developed by the authors, using SmartPLS 4

The first three lines correspond to different dimensions of mentorship, and the values obtained suggest a substantial level of explanatory power for the constructs in the model. In the case of the fourth line, for the dependent variable *Usefulness of a Mentorship App*, the R^2 value, while still above 0.10, is lower, indicating acceptable, though more modest, predictive power. In table 6 we presented effect sizes (f^2 values).

Table 6. Effect sizes (f^2 values)

No.	Relationship	f-square
1	Mentor addressing personal issues → Mentor stimulating reflection	0.733
2	Mentor addressing personal issues → Usefulness of a mentorship app	0.048
3	Mentor presence → Mentor addressing personal issues	1.144
4	Mentor presence → Usefulness of a mentorship app	0.004
5	Mentor stimulating behavioral change → Usefulness of a mentorship app	0.025
6	Mentor stimulating reflection → Mentor stimulating behavioral change	0.758
7	Mentor stimulating reflection → Usefulness of a mentorship app	0.015

Source: Developed by the authors, using SmartPLS 4

An analysis of the f^2 values reveals that the relationship between *Mentor Stimulating Reflection* and the *Usefulness of a Mentorship App* exhibits a negligible effect. Additionally, the other relationships with *Usefulness of a Mentorship App* as the dependent variable show moderate effect sizes. In contrast, the relationships among the mentorship dimensions demonstrate large or even very large effect sizes.

In figure 2, we present the average scores for eight potential functionalities of a mobile mentorship app based on responses on a scale from 1 to 5. As shown, most functionalities are regarded as quite important, with particularly high ratings for access to various resources, the online community, direct mentor-mentee messaging, and the provision of personalized resources. In contrast, the functionality related to AI-based personalized recommendations received a moderate average score, suggesting that respondents in the film industry may have reservations about using AI in mentorship applications.

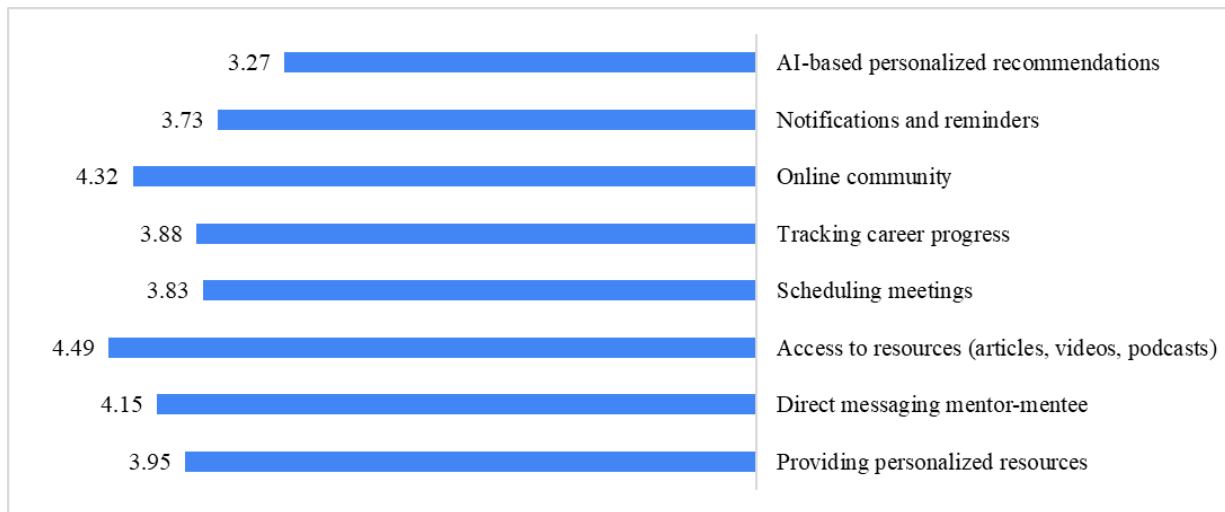


Figure 2. Mentorship and the usefulness of a mentorship app

Source: Developed by the authors, using Microsoft Office Professional Plus 2019

Although still in an incipient phase, we began analyzing the open-ended responses from participants to gain deeper insights into their needs. The main challenges highlighted by participants are presented in table 7.

Table 7. Coding frequency – Challenges

No	Challenge	Cases	% Cases
1	gender bias – male-dominated environment	11	26.80%
2	work-life balance	5	12.20%
3	finding projects to work on	5	12.20%
4	focus, balance between art and money	3	7.30%
5	need for funding – lack of resources and budget	2	4.90%
6	creating teams – niche – hard to find somebody working in the same field	2	4.90%
7	lack of a strong visible functioning practical international community	1	2.40%

Source: Developed by the authors, using QDA Miner 5

We were also interested in finding the main functionalities required, and the results are shown in table 8.

Table 8. Coding frequency – Use of app – functionalities

No	Functionality	Cases	% Cases
1	support community, networking	18	43.9%
2	database, portfolio and opportunities, including funding	17	41.5%
3	library of resources, including for writing projects, marketing and work-life balance	16	39.0%
4	guidance, goals, progress (including progress bar) and feedback	13	31.7%
5	direct messaging, video call option, virtual coffee chats or speed mentorship sessions	10	24.4%
6	safe space forums and groups	6	14.6%
7	matching mentor-mentee	6	14.6%
8	calendar with events	4	9.8%
9	scheduling meetings and reminders	4	9.8%
10	personalized recommendations	3	7.3%
11	success stories	3	7.3%
12	core search fields	2	4.9%
13	reflection journal	2	4.9%
14	rating and feedback system for participants	2	4.9%

<i>No</i>	<i>Functionality</i>	<i>Cases</i>	<i>% Cases</i>
15	possibility of having both roles – mentor and mentee	1	2.4%
16	AI-powered chat support	1	2.4%
17	friendly interface	1	2.4%
18	no ads	1	2.4%
19	space for materials in cloud	1	2.4%
20	tracking statistics and problems for quantitative and qualitative analysis	1	2.4%
21	possibility to have multiple mentors	1	2.4%
22	possibility to turn off AI algorithms, if needed	1	2.4%
23	including men for fostering mutual understanding	1	2.4%
24	project collaboration tools	1	2.4%
25	signaling when a break is needed	1	2.4%

Source: Developed by the authors, using QDA Miner 5

Given that the results indicated a limited preference for AI among participants, we sought to further explore their main concerns. The findings are presented in table 9.

Table 9. Coding frequency – AI - Concerns

<i>No</i>	<i>Concern</i>	<i>Cases</i>	<i>% Cases</i>
1	impersonal, losing the personal connection	11	26.8%
2	fakeness - simulated warmth	2	4.9%
3	risk of perpetuating biases in the algorithms	2	4.9%
4	algorithm not always transparent - how it works, how it trains	1	2.4%
5	risk of replacing self-trust with the authority and trust offered to artificial intelligence	1	2.4%
6	providing fast answers without any work limits development	1	2.4%
7	privacy concerns	1	2.4%

Source: Developed by the authors, using QDA Miner 5

However, we cannot conclude the Results section without presenting the advantages that participants acknowledge AI brings. These advantages are outlined in table 10.

Table 10. Coding frequency – AI – Advantages

<i>No</i>	<i>Concern</i>	<i>Cases</i>	<i>% Cases</i>
1	tailored resources, personalized guidance	8	19.5%
2	fast analysis of complexity	6	14.6%
3	real time support, 24/7 accessibility	3	7.3%
4	planning and organizing activities	3	7.3%
5	connection in an expanded network	3	7.3%
6	personalized mentor-mentee matching process	2	4.9%
7	summarizing conferences and events	1	2.4%
8	tool for stimulating creativity	1	2.4%
9	scalability	1	2.4%
10	bias reduction	1	2.4%

Source: Developed by the authors, using QDA Miner 5

5. DISCUSSION AND CONCLUSIONS

The results of the study provide strong support for the first three hypotheses. Specifically, *Hypothesis 1*, which stated that *Mentor presence* positively influences *Mentor addressing personal issues*, was confirmed, as was *Hypothesis 2*, which suggested that *Mentor addressing personal issues* positively influences *Mentor stimulating reflection*. Furthermore, *Hypothesis 3*, which proposed that *Mentor stimulating reflection* positively influences *Mentor stimulating behavioral change*, was also supported by the data.

However, *Hypothesis 4*, which hypothesized that the four dimensions of mentorship – *Mentor presence*, *Mentor addressing personal issues*, *Mentor stimulating reflection*, and *Mentor stimulating behavioral change* – collectively influence the perception of the need for a mentorship app, was only partially supported. Upon examining the path coefficients, the relationship between *Mentor presence* and *Usefulness of a mentorship app* seems to be minimal (0.083), while the relationship between *Mentor stimulating reflection* and *Usefulness of a mentorship app* is negative (-0.157). Although evidence of a relationship exists between the other mentorship dimensions and a positive perception of the app, the strength and nature of these relationships were not as robust as initially anticipated, suggesting the need for further investigation.

The results indicated a relatively limited enthusiasm for the app, particularly for using AI features. Despite this, we remain interested in exploring the potential of such an app in the future editions of the project *Her Story*, *Her Future*. Additionally, we plan to conduct another study to investigate these findings further and enable a comparative analysis.

Our study has a series of limitations, out of which we also derived a series of future areas of research. This study, while providing valuable insights, has several limitations that should be considered in future research. First, the sample size of 41 participants is relatively small, which may limit the generalizability of the findings. To enhance the robustness and applicability of the results, future studies should aim to increase the sample size.

Second, while this research primarily focused on the perception of the need for a mentorship app, future studies could expand to examine not only these perceptions but also the actual willingness of participants to adopt and engage with such an app. This would provide a more nuanced understanding of potential usage patterns, preferences, and barriers to adoption.

Third, our study combines women’s responses across different film industry subfields (directing, acting, editing, production, scriptwriting, etc.). This aggregation may obscure the distinct needs and preferences of each subfield. Future research would benefit from analyzing these subgroups separately, in order to better capture the unique mentorship needs of each sector.

Last but not least, given our main result of relatively limited enthusiasm for AI in this study, further exploration is needed to understand how artificial intelligence could be effectively integrated into mentorship apps in a manner that aligns with women’s specific needs and preferences in the film industry. Future studies could investigate how AI can complement human mentorship rather than replace it, exploring functionalities that may better resonate with potential users. The concept of AI as a tool to enhance the mentorship process, rather than a substitute for human mentors, is crucial and should be a key consideration in designing such apps in the future.

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