PREPUBLICATION VERSION

Athena's Legacy: Preparing women for a mentoring program[1]

Abstract

Qualitative research conducted in 2004 identified a number of women from disadvantaged communities who sought mentoring in personal, educational and vocational aspects of their lives. Informed by this earlier research, a program entitled *Map Your Future* was developed and a pilot mentoring program commenced in 2005. This paper reviews the literature relating to women and mentoring, describes the preparation for mentoring component of the program and the research methodology that underpinned its development. It concludes with an exploration of the women's experiences of the program.

Key words: Mentoring, women, groupwork.

The original mentor, Athena, 'the virgin goddess of arts, craft and war' was a woman (Tripp, 1970). According to the Ancient Greek myth, Odysseus entrusted Mentor to

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[1] Published as Boddy, J., Agllias, K., Gray, M., & Gibbons, J. (2008). Athena's legacy: Preparing women for a mentoring program. *Social Work with Groups*, 31(2), 203-222.

guide his son, Telemachus, while he went off to the Trojan War. Athena is cited as assuming Mentor's form on numerous occasions to hide from unwanted suitors or give advice to Telemachus and Odysseus (Tripp, 1970). While Athena's wise counsel of many young men has been widely acknowledged (Guerber, 1965; Tripp, 1970), some claim that Athena and Mentor are one and the same (Stalker, 1994). Indeed, Hansman's (2002b) reading of Homer suggests that Odysseus asked the wise Athena to take the male form of Mentor in his absence. The concept of mentoring has continued to develop from these mythical beginnings.

Modern-day mentoring appears to have developed as a predominantly male phenomenon. Phrases such as 'the network', 'master and apprentice', 'getting a leg up' and 'the old boys club' continue to be associated with mentoring wherein more experienced men help younger ones to 'learn the ropes' in a variety of contexts. While interest in mentoring has been evident since the early 1970s (Ellinger, 2002), most early research and mentoring models were concerned with mentoring for white males in business environments (Hansman, 2002a). Men frequently have more access to mentoring than women (Braun, 1990). However, evidence from the United States suggests that mentoring programs have become increasingly linked to affirmative action for women and minorities within the workplace (Van Collie, 1998 in Ellinger, 2002). Mott (2002) argues that;

> Mentoring may be especially important to first generation college students, first generation professionals, those entering career fields dominated by persons of a different gender or race, and working class individuals pursuing higher education or career advancement (p. 7).

It is defined as a relationship, either formal or informal, between an older, more experienced person and his or her protégé, aimed at promoting personal and

professional development (Aylward Farr, 1990; Conway, 1998; Gardiner, Grogan, & Enomoto, 2000; Rhodes, 2002; Rolfe-Flett, 2002). More specifically, however, mentoring is a supportive relationship between two people (although it can occur in group settings), where the mentor, like the Goddess Athena, assists with the learning and development of the mentee by sharing his or her knowledge and experience. In the process, the mentor, having assessed what is needed at the time, advises, guides, listens, educates, coaches, confronts, and encourages the mentee. Mentoring relationships should be based on an understanding of the needs and goals of the mentee, and mutual trust, care and concern should also be present (Gardiner et al., 2000).

Mentoring is not without its problems. According to Braun (1990), mentoring relationships are not always positive and, at times, may be exploitative; the mentor may decide not to share his or her knowledge openly; there might be disagreement about goals; and dependency issues might arise (Gardiner et al., 2000). While the role of the mentor as supporter is important, patronising actions that encourage dependency rather than self-reliance should be avoided.

A targeted women's mentoring program that prepares women for the mentoring relationship can be beneficial (Conway, 1998). To overcome barriers and to open up opportunities for advancement, women from disadvantaged communities could benefit from a supportive program which builds their confidence and self-esteem (Brown & Barbosa, 2001; Benevolent Society (*Submission to the Commonwealth Government review of welfare*, 1999). In fact, mentoring programs for women from disadvantaged communities might be one way of helping women to overcome disadvantage and to develop personally and socially. According to Conway (1998), mentoring can accelerate a woman's professional development. Gardiner et al. (2000) reported that marginalised women who had been mentored into school leadership found that mentoring was

successful because it is “so powerful, the process encourages the transference of highly regarded values and attitudes” (p. 193-194).

Thus it seemed that a feminist perspective might be helpful in understanding the women’s subjective experiences (Stacey, 1997; Wearing, 1996) in light of the unequal power relationships (Dominelli & McLeod, 1989) and structural barriers that women from low socio-economic backgrounds experience. It suggested an approach which focused on the women as individuals rather than mothers and carers (Orme, 1998), and one which gave the ‘women a voice’, allowing their opinions to be heard and taken into account (Gilligan, 1982; Weick, 2000). This meant involving participants in the design and development of the mentoring program to explore their aspirations outside of their ‘traditional’ women’s roles. An empowering, strengths-based collaborative approach would situate power in the hands of clients and heralded a move away from deficits-based foci on clients as oppressed and powerless. It would draw on clients’ knowledge and experience, on their resilience in overcoming obstacles and their strengths, capacities, abilities, resources, hopes, dreams, and values (Saleebey, 1999). This would be a new experience for women who were part of a culture which placed a great deal of emphasis on the woman’s place in the home. Education and work opportunities were not seen as a priority within this social group and tensions were likely to arise once they stepped outside of their usual roles. Thus the women would need to take a critical approach and examine their experience within their cultural, historical and gendered social context (Gray, 2001).

Project Background and Rationale

Against this backdrop, the *Map Your Future* mentoring program for disadvantaged women was developed, implemented and evaluated in an intervention research project conducted by social work researchers at the University of Newcastle, in New South Wales, Australia, in partnership with the facilitator of a Schools as Community Centres Program[2] and a community development worker from the Department of Housing. The research commenced in 2004 (see Phase 1 in Table 1). The study engaged women from six disadvantaged communities in the development of the mentoring program. Thirty-one women, recruited from regional school community centres, contributed to the first phase of the project through qualitative in-depth interviews and focus groups conducted by final year social work students. Women were asked about their life experiences, their desire for change and their ideas about a mentoring program (Gibbons & Gray, 2004). The results indicated that participants had experienced considerable obstacles to setting and achieving personal goals in relation to access to child care, family obligations, low self-esteem, and chronic illness or injury (both personal and or experienced by another family member). Some of the participants felt guilty about pursuing their personal goals away from their caring role in the family. Some said that their families had little understanding of their personal goals or needs. Some participants recounted a history of family violence or domestic violence which had affected their ability to pursue personal goals. Moreover, wanting to have a life outside of the family was a risk for some of the women (Gibbons & Gray, 2004).

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[2] The Schools as Community Centres (SaCCs) Program is based in areas that are considered to experience high socio-economic disadvantage and aims to assist children aged 0 to 8 (and their families) entering and settling into school.

The women viewed mentoring as a formal one-on-one relationship. Many saw the relationship between mentee and mentor as a collaborative and reciprocal arrangement where women would learn from each other. Many women did not delineate between mentor and mentee, seeing themselves in both roles. Those seeking a mentor 'spoke of mentoring as connecting them with someone who could show them how to go about achieving their goals' (Gibbons & Gray, 2004). They sought a structured program that would prepare them for linking with a mentor, suggesting the program should include the identification and mapping of mentees' strengths and skills, take account of mentees obligations and offer them an active role in the mentor selection process. Potential mentors suggested that the mentoring program should cover topics such as professional boundaries, definition of the mentoring role and communication skills (Gibbons & Gray, 2004).

Following this study, the research participants joined with staff from local community services and academics from the University to develop the women's mentoring program. A PhD student was introduced to the project and a reference group was established to oversee the development of a 'Preparation for Mentoring' Program. Information relevant to the project (e.g., a detailed literature review, research studies and practice knowledge) was identified, selected and developed into relevant practice concepts. A research ethics application was submitted and approved and interested participants were recruited (see Phase 2 in Table 1). The outcome was the *Map Your Future* group program which commenced in July 2005 with 18 participants (see Phase 3 and 4 in Table 1). The program comprised eight monthly sessions to prepare women for matching with their mentors.

Methodology

The research methodology which guided the development of the Preparation for Mentoring Program, was an intervention research approach which drew on the principles of participatory action research (Wadsworth, 1998). Both approaches aim to link theory and research with practice.

Table 1: Overview of the Development of the Preparation for Mentoring Program

Phase	Procedures
PHASE I: Knowledge Development	Preliminary review of the literature along with focus groups and semi-structured in-depth interviews with 31 women regarding their views about mentoring conducted by final year social work students.
PHASE II: Knowledge Utilisation	A detailed literature review carried out by the researcher; relevant information (e.g. research studies, practice knowledge and a detailed literature review) identified, selected and developed into relevant application concepts and theories by the researcher; ethics application submitted and approved; and research participants recruited.
PHASE III: Design and Development	Program designed and developed in conjunction with research participants (mentorees).
PHASE IV: Implementation and Monitoring	Preparation for Mentoring Program implemented, monitored and adjusted according to feedback; research data collected through interviews, participant observation and questionnaires.
PHASE V: Evaluation	The researcher compiled and analysed data; conducted semi-structured evaluation, interviews and focus groups; modified program in response to evaluation; and refined the intervention
PHASE VI: Dissemination	Dissemination of results

Intervention Research is a methodology designed specifically for the design and development of ‘human service technologies’, such as social interventions or social

policies, that seek to improve community life, as well as individual health and wellbeing (Fawcett et al., 1994; Rothman & Thomas, 1994). It is a methodology that has been designed to work hand in hand with program development and it involves three phases:

1. *Knowledge Development*, that is, empirical research used to build knowledge of human behaviour as it relates to human service interventions
2. *Knowledge Utilisation* which is the means by which the findings from intervention knowledge development may be related to, and utilized in, a practical application
3. *Design and Development* is research that aims to develop innovative interventions

All phases are linked to each other by their efforts to create findings that will work towards development and implementation of a 'human service intervention' for women from disadvantaged communities and each phase informs the next. Although the phases are conceived of in a linear fashion, so that they are worked through in sequence, in practice there is overlap between them (Fawcett et al., 1994; Rothman & Thomas, 1994).

Given the importance of participation and empowerment in designing and implementing the Preparation for Mentoring Program, the principles of participatory action research were drawn upon. Action research is usually seen as a 'spiral of planning, observation, reflection and action moving into a new planning phase' (Alston & Bowles, 1998). It is future oriented and involves a change intervention. PAR fits well with intervention research as Rothman and Thomas (1994) explain that 'meaningful helping behaviour' (p. 13) can only be explored through participant involvement. As a result, a major focus of the project was to involve the women for whom the intervention was intended in the design, implementation and evaluation of it. Involving participants

in decision-making about the research and or intervention process is empowering and transforming. It promotes the development of new ways of thinking, behaving and practising, and of developing sustainable community-based interventions which recognise the strengths and contributions of participants (Hart & Bond, 1995; Hills & Mullet, 2000; Walker & Haslett, 2002).

Program Themes and Content

Each woman's individual experience, knowledge and meaning was valued within the group. The "Map Your Future" group program was based on an understanding of group work theory and was guided by an experience based learning model where individuals construct or co-construct knowledge through active involvement in authentic processes and tasks. Kaye and Jacobson (1996) suggest the importance of learning tasks that transcend the mentoring program, having direct relevance and application in the mentorees environment. They warn against a learning environment where members think "For these few hours, I discuss neat things with interesting people. But then I go back to my real job", (which in the case of many women in this program was mothering and domestic activity) (Kaye & Jacobson, 1996). It was therefore important to develop exercises that were flexible enough to appeal to a number of learning styles and a diversity of experience, as well as promoting self-mastery and future application. The group facilitator assisted this process by drawing on group work theory and consistently encouraging participants to apply new learning to past and present experiences as well as rehearsing skills for future application.

There were five main themes in the program. They were not sequential, but interconnected and many of the exercises and activities in the program addressed multiple themes simultaneously. Each theme was developed from the initial research, ongoing consultation with the women in the groups, and consultation with academics and industry partners. Appendix 1 gives examples of groupwork exercises used in the program.

1. Self-esteem and self-care
    - Identifying and building on strengths
    - Conducting a skills audit
    - Developing coping strategies, building support networks
2. Examining hopes and dreams for future
    - Revisiting hopes and dreams from the past
    - Exploring options outside of traditional women's roles
    - Opening up new areas of potential
    - Defining new hopes and dreams
3. Team work
    - Working with others in a group
    - Communication skills
4. Goal setting
    - Defining, setting priorities and mapping goals
    - Practical Preparation- how to write, dress and behave for the chosen activity (e.g., applying for a job or course).
5. Mentoring
    - Research about mentoring

- The role of mentor and mentoree
- How to benefit from the mentoring relationship
- Defining what was wanted from the mentoring relationship

Findings and Discussion

Thirteen participants completed the preparatory program. Of those that withdrew, one moved to another city, two had other commitments, one withdrew for health reasons and another reported that the program was not what she expected. Women ranged in age from their 20s to their 60s and were located across four different suburbs. Sixteen of the women had children, eight were partnered, two women had some form of paid employment, and seventeen engaged in voluntary work.

A number of findings emerged from the data collected during each session, periodic qualitative interviews and researcher memos. In reporting on such findings the authors do not claim to generalize themes and do not want to essentialise what it is to be a woman from a disadvantaged background or a woman in this group. Rather the findings point to the elements that these women identified as important to a mentoring group work program such as a safe environment and sharing common experiences with other members. Findings also point to the challenges that women face when trying to work in a group and change their circumstances, particularly the social arrangements and ideologies that maintain inequality in their lives.

Safety and Empowerment

Before I'd be saying 'I can't do this, I can't do this,' and now I'm going ahead

and doing stuff and just confirming that I'm making sure I did it right, and not (saying) 'I can't do this sort of thing anymore'.(Participant 1)

The process of empowerment requires the development of self-esteem and self-efficacy, along with a growing understanding of self in relation to others (Rowlands, cited in Townsend 1999, p. 63). For this to occur within a group, such as the preparation for mentoring program, the elements of safety must be present. Safety in a group is often associated with the notion of trust, which involves having a confidence or belief in the integrity, strength, ability and character of other group members, the facilitator and of the group process itself. It is often reliant on inconclusive evidence and as a result, participants of the preparation for mentoring program were invited to participate at the level that they felt comfortable. In addition, an environment where opposing viewpoints were able to coexist, and a space where women felt they could speak up was sought. This was particularly evident when one participant commented: "I don't have a very high self-esteem and I never sort of spoke up at all and it's not like other people walk all over me or anything, I've just never really said much. I still worry about what other people think, but with these sessions and stuff nobody's going to laugh at you and nobody's going to ridicule you, and I've been giving my opinion a bit more when normally I'd sit back and go with the group. I'm sort of speaking up and saying 'Well this is my opinion and I think we should do this', which is good for me." (Participant 9)

Within this context of safety and acceptance, women involved in the program experienced shifts in their self-confidence and sense of agency, as participant 5 noted, "I've noticed a few changes (in myself) and I feel like I've grown up a bit, I'm a bit more mature and I feel like I can express my feelings a bit better." Participant 1 said, "because I've been learning to speak out at the mentoring program I'm learning to speak

out in other places".

Connecting Through Shared Experiences

> *It's good to see that other women have been through the same thing and are trying to find where they belong. (Respondent 4)*

A group can be an effective strategy in the shared witnessing of the women's stories and offers women the knowledge that they are not alone and that they may share experiences similar to others (Carey, 1999). When reflecting on the preparation for mentoring sessions, participant 6 spoke about how this has occurred for her. She said, "I can go there and I'm not embarrassed about the situation that I'm in and that in normal everyday channels I wouldn't be able to share all this information". For others the realization of 'commonality' can further reduce feelings of inadequacy, guilt, isolation, sadness or shame that often result when people think that they are the only ones that are experiencing a particular phenomenon. This was particularly evident when participant 2 stated, "Just the interaction with other women that are in similar situations and seeing them all grow has helped me grow." Characteristic of the middle phase of group work, women moved from the witnessing of stories to assisting each other problem solve, while affirming their decisions. As participant 3 commented, "I think if I didn't have the other ladies to talk to I don't think I would have kept going. All the other ladies have got similar problems to what I've got and we can work it out all together. That's the thing I really like and if you're having a down day it picks you up".

In this program, group work process was prioritised. Women developed a group contract which was negotiated and revised throughout the process. The facilitator and researcher regularly checked in with the women to gauge their reactions and thoughts on

the process and content of the group and the program was adapted accordingly.

The Challenge of Difference

Doesn't mean people can shit on us just because we're from … (Participant 11)

"Focusing on women's marginalities does not mean seeing women as passive victims of an imposed social order. To the contrary, it entails seeing them as agents (Gillian, Rogers, & Tolman, 1991) who are coping with discriminatory social arrangements" (Krumer-Nevo, 2005). The above participant quote, which was directed at another group member, illustrates the women's experience of these inequalities, is not only present in society but was at times replicated within the group. In this particular instance the participant was being challenged about her views on parenting but her response indicates that she felt she was being unheard or disrespected due to the suburb she lived in. Her comment demonstrates a strength of character but also shows the inequalities and stereotypes that persistently challenge women from disadvantaged backgrounds.

It was evident that women in this program articulated their differences in a number of ways and in a number of forms, sometimes striving for recognition of their diversity and sometimes as a means of harnessing power within the group. While many of the women came from similar locations and they united through the common experience of hardship, they not only varied in their ages, level of education and living arrangements, but also had very varied opinions, life experiences, hopes and dreams. Over the course of the group an important role of the facilitator was to acknowledge and work with individual differences and general commonalities, while illuminating strengths and encouraging participants to attend to group tasks and processes.

Gendered Employment

> *I've never really done anything for myself, I've always just worked got paid and that's it. (Respondent 5)*

Women continue to be primarily responsible for family, it is more economically advantageous to be married, most unpaid work in the home is done by women, and the voluntary sphere is predominantly staffed by female labour. Many of the skills and talents that women possess are expressed and developed in the family and voluntary spheres (Baxter, 2002; Carlin, 2001), and this is particularly evident with many of the women who attended the preparation for mentoring sessions. Through discussion and exercises the women were encouraged to share what they wanted to be at an earlier stage in their life (see example exercise in table 2). With some of the women it seemed that as children they often had ideas that they would be something without having an inclination of what this meant or entailed and as they got older their choices seemed to become more about what was available to them (e.g. retail), what they were already doing (e.g. child carer or mother) or what felt fun (e.g. cutting brother's hair). The dreams stopped when the reality of the world hit including unplanned pregnancy, the need for money and relationships that promoted the 'mothering' career. Two of the women said they did not want to have children but this was expected of them if they went into a relationship and this is what they did.

Some women had trouble thinking about career, employment and education in terms of something that they would be good at or something that would be interesting. Difficulty was experienced in identifying their interests and then working this into their career plans, as if career was something you did for money rather than interest, pleasure or a sense of accomplishment. Additionally a few women had trouble finding anything

that they were interested in at all, which could be because they were unused to voicing their likes and dislikes. These women had all started to make career plans by the end of the program.

The women's discussion around their current employment and career interests also reflected that their interest in 'caring' occupations had persisted and that many would still like to pursue that path (with ideas expressed around nursing, midwifery, child care and youth work) or were currently or had been in that field. Another theme that came from this discussion was that the women found themselves interested in pursuing employment in a caring role due to their life experiences, essentially wanting to share what they had learnt as well as seeing that they would have a level of empathy that others may not have. For example, one participant who wanted to be a youth worker explained her interest as coming from her experiences in childhood and adolescence and wanting to 'help' others in that situation. Another who was interested in being a midwife saw that her experience of motherhood would be valuable to that job. Additionally, almost all of the women in this program were participating in the voluntary sector, suggesting this work provides them with a solid sense of well-being, belonging and accomplishment.

Many women's skills and talents are absorbed within the family and voluntary spheres, so there are sometimes tensions when women expand their roles. This was evident when participant 10 commented, "They (mother, sister and relatives) don't know what I'm doing simply because if I was to tell them they would bring me down so far. It's always why do you want to do that, you can't be successful, you're not good enough, and I've copped that through … and it's still there, so I have to be careful not to tell them anything, so they don't know the path I'm going down". Sometimes family

and voluntary arenas also create barriers to participation in the program. Dilemmas arise when women must choose between attendance at the MYF program and a child's doctor's appointment, or between the MYF program and canteen duty at the local school. Because women are often 'other' oriented it can be difficult for them to determine the legitimacy of their own needs. Gross (1998) proposed that when women subscribe to an intensive mothering ideology "their sense of accomplishment in other spheres of their lives, such as work outside the home, is often undermined by chronic ambivalence about the morality of their choices and the adequacy of their mothering" (p 2). Because family and community identity is often the primary source of pride and satisfaction, it can be difficult to choose a potentially uncomfortable journey over the known.

Conclusion

Unlike the young men of Greece, the women in this research did not have ready access to the mentoring offered by Athena. Models of female mentoring are rare. So it was necessary to engage the skills and expertise of potential mentorees in developing an innovative program that was responsive to their particular needs. Findings demonstrated the importance of connecting through shared experiences while respecting diversity, the value of safety and empowerment of group members, and the need for illumination and exploration of the gendered roles that women participate in. The Preparation for Mentoring Program was one stage in a larger research project. Following the group program, potential mentors were identified and trained using a similar model before being matched with the mentorees who completed this stage of the program. The authors look forward to reporting on subsequent stages.

Appendix 1: Examples of groupwork exercises

Theme	Example of Exercise	Purpose of exercise
Self-esteem and self-care	CHANGE EXERCISE. Participants are asked to brainstorm the concept of 'change', allocating their responses to a column headed either 'risk' or 'opportunity'. Participants then engage in discussion about the changes they have previously experienced and those they may experience throughout the program. Discussion might include planning for change, assessing risk and benefit and the importance of realistic self-care strategies.	• To explore the concept of change as a manageable process • To reiterate the importance of self-care strategies in everyday life and in times of change and growth • To continue thought and discussion regarding personal preparation for upcoming challenges.
Examining hopes and dreams for future	WHEN I GROW UP EXERCISE. Participants are asked to sit quietly and think about their first thoughts and ideas about being an adult with a job or hobby or career. They are asked to remember the first time they started to think about what they would be when they grew up. Participants are then asked to either write or draw this on a large piece of card. Participants are asked how this idea might have changed over time and to map the different ideas they have had about career. Some might like to include the actual jobs they held over time as well. Participants are encouraged to share their stories in the large group. Discussion might include the influences on career choice and themes and patterns in participant's choices, as well as desires that have not yet come to fruition.	• To explore the historical development of ideas about self in relation to career and education • To view exploration and change as positive and ongoing learning processes • To expand the range of career/educational possibilities for women • To remember (and maybe recapture) some of the excitement of dreaming about future possibilities • To acknowledge some of the past barriers to change/success • To trigger thought about how women might prepare for upcoming challenges
Team work	A STORY OF TEAMWORK EXERCISE (adapted from Rooth, 1995). Cover a table with about sixty pictures cut from magazines. Ask the women to browse, take their time to choose a picture that they like or that interests them. Now divide the women into groups of about five participants. Ask each member of the group to explain small group why they chose this picture and then ask the group to develop an imaginary story using all of these pictures. All pictures must be included in the story and the story must contain the words teamwork and communication in it. After each small group shares their story with the large group	• Participants to develop confidence speaking in small and large groups • To develop communication skills (particularly listening, negotiating and oral presentation skills) • To tap into the creative skills of members of the group • To encourage and develop teamwork skills • To encourage the recognition and naming of particular communication skills • To encourage reflection on teamwork roles and skills

Theme	Example of Exercise	Purpose of exercise
	discussion ensues about the communication skills demonstrated throughout the exercise. Participants are also asked to think about any communication skills that will be important for the future mentoring relationship.	
Goal setting	NOTICING AND CELEBRATING CHANGE Participants spend a significant amount of time in the group learning to set and map goals using the SMART process. While this is a very useful tool for women it is supported by regular small exercises such as the following. At the end of the group participants are asked to name one small goal they have set for the upcoming month and how they might feel if they accomplished this. They are encouraged to identify the steps involved in achieving this and to discuss this with the large group and adapt the goal if it may be unrealistic. Members are then encouraged to share their success or learning in the next session. The emphasis on this sharing is not about the completion of the goal but the learning from the experience.	• For women to practice goal setting techniques • For participants to continue noticing and mapping their responses to challenge and change • Participants to learn about the importance of planning in achieving goals • To develop realistic goals • Developing strategies to break larger goals and visions into smaller more achievable tasks to avoid becoming overwhelmed
Mentoring	SOMEONE I ADMIRE EXERCISE. Participants are asked to think about a woman they admire. This may be a friend, relative, historical figure or personality. Each participant is asked to introduce the woman to the group and name a few qualities that they admire about this person. When all answers are listed, participants discuss the qualities in terms of potential mentors. Additional qualities may be added if necessary. Women are then asked to develop a “Job Description” by listing ‘essential’ and ‘desirable’ qualities and attributes that they require of their potential mentor.	• To commence a discussion about the desirable attributes of a mentor • For participants to start thinking about and listing the qualities that they would like in a mentor • For participants to start thinking about the attributes they possess that may assist them in mentoring others in the future

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