



MindFrame Connect: Program evaluation



Partners



The Diversity Institute conducts and coordinates multi-disciplinary, multi-stakeholder research to address the needs of diverse Canadians, the changing nature of skills and competencies, and the policies, processes and tools that advance economic inclusion and success. Our action-oriented, evidence-based approach is advancing knowledge of the complex barriers faced by under-represented groups, leading practices to effect change, and producing concrete results. The Diversity Institute is a research lead for the Future Skills Centre.



The Future Skills Centre (FSC) is a forward-thinking centre for research and collaboration dedicated to driving innovation in skills development so that everyone in Canada can be prepared for the future of work. We partner with policymakers, researchers, practitioners, employers and labour, and post-secondary institutions to solve pressing labour market challenges and ensure that everyone can benefit from relevant lifelong learning opportunities. We are founded by a consortium whose members are Toronto Metropolitan University, Blueprint, and The Conference Board of Canada, and are funded by the Government of Canada's Future Skills Program.



MindFrame Connect is a not-for-profit created in partnership by Dalhousie University, Toronto Metropolitan University, I-INC, and Globalive. Funded through FSC, MindFrame Connect shares lessons from leading experts, entrepreneurs, and mentors in workshops, how-to videos, eCourses, academic research, frameworks and more. All content is designed to provide practical learnings on its various streams of programming – including improving the craft of mentorship and menteeship, inclusive mentorship and creating more resilient, high-performing entrepreneurs. MindFrame Connect works with accelerators, hubs, and academic institutions to provide training complementary to their current program offerings and catered to the needs of their entrepreneurs and mentors. All offerings are vetted by a team of entrepreneurs, mentors, and academics and is offered at no cost with the end goal of upskilling Canadian entrepreneurs and mentors.

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Executive Summary

Context

Mentors play a crucial role in the Canadian entrepreneurial ecosystem, and they can transfer decades of knowledge to new founders and prospective entrepreneurs. Research has found that 75% of new founders have used a business mentor. A gap remains, however, as there are few resources, especially training, to guide mentors and mentees in that often-complex relationship. Research also shows that women and racialized entrepreneurs are often disadvantaged from a network perspective, underlining the need to foster a more inclusive entrepreneurial ecosystem, including mentoring. MindFrame Connect aims to fill this gap.



*The project developed a core set of **best practices** for an effective mentorship relationship, as well as for maintaining one's well-being as an entrepreneur.*

Program design

This project set out to examine gaps in the ecosystem and then develop programming, training and research that not only fills these gaps, but also enhances the performance of Canada's entrepreneurial ecosystem. Through the engagement of more than 150 mentors, mentees and entrepreneurs in Canada, the project developed a core set of best practices for an effective mentorship relationship, as well as for maintaining one's well-being as an entrepreneur.

Specifically, goals of this project were as follows:

- > Develop and evaluate synchronous and asynchronous training modules on a nationally accessible platform to increase access to and the quality of mentorship and founder training resources
- > Foster better and more inclusive mentorship and menteeship to support entrepreneurs/ and small and medium-sized enterprises with curated content and a focus on equity, diversity and inclusion (EDI)
- > Build in evaluation and continual improvement through surveys and interviews to assess mentor and mentee satisfaction and feedback.

Program delivery

Using these best practices, asynchronous and synchronous training was developed and delivered to more than 6,000 mentors, mentees and entrepreneurs whose real-time feedback—taken via surveys—tested the program’s hypotheses and provided a framework for the program’s continual improvement. The data provided via post-session evaluation informed the development and iteration of the learning modules and skills and competencies taught, and of the corresponding materials provided.

Program evaluation

The program evaluation approach included pre and post surveys, as well as focus groups.

Findings

There were 186 workshops offered, including Principles of Mentorship, Entrepreneurial Resilience or Team Resilience, Principles of Menteeship, Employee Mentorship, Accelerator Workshop, Inclusive Mentorship, Expert Workshop (e.g., Investment, Ask me Anything) and Ecosystem Event. The workshops were attended by 6,112 participants, whose levels of satisfaction were high. The participants indicated they would apply the learnings from the workshops to their work.

Conclusions

The program helped build connections across the ecosystem and introduced more international approaches to the process of mentorship. Further research is needed to formalize and test the competencies, and to explore the impact on knowledge, attitudes and behaviour in greater detail. Finally, there is an opportunity to explore further the application of the program to entrepreneurs from equity-deserving groups and to apply a gender and diversity lens to the design of the curriculum, pedagogy and wraparound supports.



Context

For more than 30 years, research on entrepreneurship, programs and practices has stressed the important role of mentorship,^{1, 2, 3, 4} given the importance of informal rules and tacit knowledge in building successful businesses. Within the leadership and entrepreneurship literature, mentorship has become an important process in helping people navigate opportunities and “the unspoken rules.”⁵ Mentorship has been distinguished from coaching (which is performance-oriented) and sponsorship (which involves active advocacy). However, definitions and competencies associated with mentorship are not well defined.^{6, 7, 8} Studies have stressed the importance of individual characteristics of mentors (knowledge, attitudes and behaviour),⁹ as well as processes for mentoring, even proposing business coaching scorecards. However, gaps remain in the research about the impact of mentoring entrepreneurs and what works for whom.¹⁰ Much of the research is focused on case studies^{11, 12, 13} rather than general principles, theories or competency frameworks, or the needs of particular populations.^{14, 15}

Studies have focused on assessing entrepreneurship programs targeting entrepreneurs at different stages—nascent

entrepreneurs,^{16, 17, 18, 19, 20} businesses seeking investments and established business owners requiring new skills and supports.^{21, 22} There have been studies in China²³ and Norway,²⁴ and comparisons to North America.²⁵ There have also been studies on business mentoring in specific sectors and populations; for example, women in science, technology, engineering and math (STEM) often associate mentorship with increased self-efficacy and attitudes to problem solving, as well as increased interest in entrepreneurship.²⁶

At the same time, effective mentorship requires building trust,^{27, 28} and entrepreneurs are independent and often single-minded, and may not want to discuss their business or be open to advice.²⁹ Despite the assumption that mentoring is a critical part of the support offered to entrepreneurs and small businesses, and is embedded in government programs, programs offered by incubators, accelerators and other intermediaries, the function of the mentor, the process of mentoring and the outcomes of mentoring are not well understood.³⁰ A mentor’s experience and expertise are important in the mentoring process according to some researchers,³¹ while others argue for the importance of mentorship training.³²

On the other hand, several studies have argued that peer mentoring is important.^{33, 34} While mentors tend to under-estimate the impact of mentoring, both mentors and business owners regard mentoring as contributing to the development of marketing, finance and people management skills.³⁵ Factors such as capacity building, connection, chronemics, collaboration, concreteness and trust were associated with critical mentoring outcomes.³⁶

Studies have also explored the role of mentoring in entrepreneurship education, which is characterized by a significant level of experiential learning.^{37, 38, 39} As entrepreneurial skills and expertise are largely tacit and socially constructed, there is a focus on “learning by doing” in many formal and informal entrepreneurial training programs. However, there remain limited models of tested competencies (skills, attitudes and behaviour), as there is often a focus on “developing an entrepreneurial mindset.”⁴⁰



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Mentoring is often referred to in the context of entrepreneurship and is an essential part of many programs offered through the ecosystem. However, there are few empirical studies on what works for whom, in particular mentorship and processes connected to entrepreneurship as well as equity-deserving groups including women, racialized and Black entrepreneurs, newcomers, Indigenous entrepreneurs, those identifying as persons with disabilities and those who belong to the 2SLGBTQ+ community. This raised additional issues around mentoring needs at different stages of the entrepreneurial process and challenges in specific sectors such as technology. It also raised issues in the training program content design, pedagogy and approaches to assisting mentees in addressing systemic barriers, discrimination and microaggressions during the entrepreneurial process. Applying a gender and diversity lens to mentoring processes and training material helped bring to the surface ways in which materials and approaches need to be adapted to different audiences. Some of this has been embedded in other entrepreneurship training programs for women (including Black women), newcomers, Black youth and other equity-deserving groups. As a result, MindFrame Connect adjusted the program and began collecting disaggregated data to understand what works for whom. Further research and analysis is needed to explore these issues in more detail.

MindFrame Connect has conducted extensive research to inform the design, delivery and evaluation of its programs, focusing on addressing gaps and needs within Canada’s entrepreneurial ecosystem.

Key research areas, discussed in the reports below, include mentorship, mental health and skills development. Given the program's focus on self-efficacy and performance, part of the MindFrame Connect literature reviews were commissioned on the dimensions of mentorship, and the antecedents, process and outcomes, drawing on studies from sport, education and other disciplines.⁴¹ The MindFrame Connect scoping review yielded nearly 10,000 sources, with 276 relating to entrepreneurship. Some of the main findings included the following:⁴²

- ▶ Ideal mentors are respectful, responsive, empathetic and empowering, with expertise, experiential knowledge and strong communication skills. Ideal mentees are prepared, organized, accountable, reflective and learning-oriented.
- ▶ Ideal mentor-mentee relationships are built on trust, vulnerability, open communication and support. Conversely, low-quality relationships are those with unclear roles and a lack of communication and support.
- ▶ Engaging in mentorship results in positive outcomes for mentors and mentees. Mentors benefit from personal and professional growth, empowerment and skills development, whereas mentees benefit from improved well-being, personal development, confidence, self-esteem and work-related outcomes. Negative outcomes are also possible. They include anxiety, distress and emotional exhaustion, often resulting from poor or absent mentor-mentee relationships.

- ▶ Research on mentoring practices and Indigenous and racialized populations as well as from an intersectional lens is needed. One common theme is that equity-deserving groups require mentoring strategies that differ from those for the general population. For example, trust and additional strategies (e.g., open discussions about race and discrimination) are critical components of mentoring equity-deserving groups. Building high-quality relationships may require different strategies such as emotional intelligence, self-awareness and understanding intercultural communication.

These findings highlight best practices for developing mentorship programs and approaches to developing effective mentor-mentee relationships. One notable recommendation is to ensure mentors receive educational training that prioritizes experiential learning and focuses on creating supportive social environments.

Mentorship programs in the Canadian sports landscape were also examined for gaps and successes. Generally, Canadian sports mentorship programs use many mentorship best practices; however, only some implement all elements into their programs. Interviews were conducted with 16 people from mentorship programs in sports to understand gaps, successes and recommendations. Notable recommendations include the following:⁴³

- ▶ Mentorship programs must have a clear purpose, measurable objectives and desired outcomes, and robust evaluation tools should assess program delivery and the impact on participants.

- ▶ Mentors should receive relevant training and focus on how to lead by example.
- ▶ Continual feedback is a critical component of mentorship and should be tailored to individual needs and consider culture, power dynamics and gender sensitivities.
- ▶ Equity, diversity and inclusion principles should be incorporated into all aspects of the program, including considerations for more intentional supports and resources for equity-deserving groups.

Again, this research highlights an absence of mentor training, indicating that more can be done to support mentors in developing the skills to support diverse mentees.

Entrepreneurial skills are also area of focus in MindFrame Connect’s research. Through interviews with eight experienced entrepreneurs, three higher-order skills were identified as important for start-up entrepreneurs: self-awareness, a growth mindset and resilience.⁴⁴

- ▶ Self-awareness involves understanding one’s strengths, weaknesses, motivation and behaviour. It can be fostered through coaching and mentorship, critical self-reflection, feedback, evaluation and mental performance skills.
- ▶ A growth mindset is the belief that personal attributes can be developed through dedication, effort and learning. Research indicates that a growth mindset is essential for entrepreneurial self-efficacy, as it increases the likelihood of taking on new challenges.

- ▶ Resilience is the ability to overcome adversity, adapt to change and successfully navigate stressors. Social support is important in developing resilience as having a supportive relationship can provide emotional support and assistance.

Findings emphasize the interconnectedness of these skills, particularly in fostering entrepreneurial success. By overcoming challenges, entrepreneurs are able to build their resilience skills while enhancing other psychological performance skills. As such, teaching self-awareness and growth mindset skills should not be considered independent of resilience development.

Based on these findings, MindFrame Connect sought to address gaps in entrepreneurship mentorship programs. First, mentorship programs rarely offer support and training to those providing the mentoring, leaving many mentors with a limited understanding of how best to support their mentees, especially those from equity-deserving groups. Second, there is a need to support entrepreneurs by helping them develop psychological performance skills, such as resilience to thrive under pressure, and thus enhance their entrepreneurial and personal outcomes.



Program Design and Development

Objectives

The MindFrame Connect program had five objectives:

1

To provide founders with the skills needed to navigate the community-based resources (e.g., environmental, health, social and cultural) to support, maintain and enhance their and their teams' health and well-being

2

To provide mentors for founders with skills needed to become more resilient

3

To develop and test a national shared platform to service incubators and accelerators supporting founders and entrepreneurs

4

To pilot the delivery of the program through multiple regional cohorts across Canada to assess their impact and provide feedback that will be used to improve future programming

5

To assess the impact and implications for entrepreneurs, mentors, policy makers and program designers in the ecosystem.

Design

The program design included comprehensive discovery to assess needs, the design of educational resources, provision of programming and evaluation.

MindFrame Connect drew upon several areas of research to inform the design and delivery of its programming, including:

- ▶ Collaborating with academic experts to leverage existing research, entrepreneurship literature and best practices into its program design and delivery
- ▶ Leveraging its network, presentations and assessment methods to understand Canada's entrepreneurship ecosystem
- ▶ Drawing on a comprehensive meta-analysis of mentorship literature that identifies best practices for mentorship programs and support systems⁴⁵ and conducting additional research⁴⁶
- ▶ Undertaking a process involving more than 50 leaders and 200 people from the Canadian entrepreneurial community
- ▶ Compiling a portal with available tools and information.

Learning objectives

Based on the needs analysis, MindFrame Connect defined learning objectives for mentors and mentees, as well as general entrepreneurial competencies, which are outlined below.

Mentors

1. Mentors will be able to assess their ability to develop a positive social environment for their mentee.
2. Mentors will be able to differentiate among supportive, controlling and laissez-faire approaches to mentorship.
3. Mentors will be able to describe the practical application of trust development, mutual respect and rapport-building.
4. Mentors will be able to define the impacts of equity, diversity and inclusion (EDI) on the mentorship environment, and their applicability to mentoring relationships.

5. Mentors will understand the importance and impact of mentorship on the entrepreneurial ecosystem in Canada.
6. Mentors will be able to assess and describe the mentoring environment they establish with their mentee.

Mentees

1. Mentees will be able to assess their ability to communicate with their mentor effectively.
2. Mentees will identify their personal and professional development goals in their mentorships.
3. Mentees will be able to differentiate among mentor styles and identify those that work best for them.
4. Mentees will be able to describe the practical application of trust development, mutual respect and rapport-building.
5. Mentees will be able to name their own roles and responsibilities within the mentorship.



General entrepreneur resilience

1. Learners will be able to apply the use of evidence-based resilience practices to their individual circumstances as entrepreneurs.
2. Learners will be able to recognize and address their barriers to resilience and create plans to support their well-being on the entrepreneurial journey.
3. Learners will be invited to assess the most effective resilience tools for their circumstances.
4. Learners will be able to articulate why individual psychological resilience is important for entrepreneurs.

To achieve these learning outcomes, MindFrame Connect developed educational resources and programs including:

- > An extensive asynchronous resource library, open to the Canadian entrepreneurial ecosystem.
- > eCourses on mentorship, menteeship, equity, diversity, inclusion and accessibility (EDIA), and entrepreneurial resilience.
- > A “Train the Trainer” program, developed and piloted with Brock University, to provide accelerator and incubator staff with the resources required to run mentorship training using their internal teams and validated training.
- > A university-level micro-credential, delivered in partnership with Dalhousie University, that allowed certification of advanced-level mentors.

- > Collaboration with 60 global ecosystem partners to facilitate virtual and in-person workshops, along with tailored eCourses as requested. Each partner had access to a unique classroom, enabling them to monitor the progress of their cohorts.
- > Synchronous workshops on topics such as principles of mentorship, principles of menteeship, entrepreneurial resilience and inclusive mentorship.

Programming was provided in diverse learning formats, including workshops, frameworks, recorded sessions, academic research and a video content series. The content was designed to provide practical insights for entrepreneurs and mentors, facilitating real-life applications in start-up and SME scenarios.

MindFrame Connect online platform and resource library

MindFrame Connect developed an online platform to share its programming, tools, videos and resources on topics such as mentorship for entrepreneurs, menteeship for entrepreneurs, entrepreneurial resilience and EDIA in entrepreneurship. By the end of the pilot, this platform attracted, on average, 1,900 unique monthly visitors and a total of 36,000 visitors throughout the two years.

eCourses

MindFrame Connect designed and delivered several eCourses, including the principles of mentorship, menteeship, inclusive mentorship and the entrepreneurial resilience. eCourses were available to any entrepreneur, offered in

an asynchronous format through the Thinkific Learning Platform. They aimed to improve the “craft of mentorship” by upskilling mentors and mentees in Canada’s innovation and entrepreneurship ecosystem in Canada. From 2022 to 2023, the courses had more than 240 registrants.

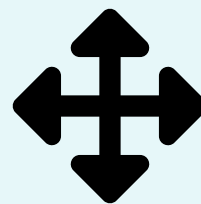
Microcredential

MindFrame Connect also partnered with Dalhousie University’s Faculty of Open Learning and Career Development, and the Office of the Vice-President, Research and Innovation to develop a microcredential, MindFrame Connect: Advanced Mentorship Skills. This course aimed to upskill mentors serving the innovation and entrepreneurship ecosystem in Canada and allow them to practise their skills as mentors. This microcredential is unique within its field as an assessment tool for mentors—allowing programs, universities and other ecosystem partners to assess an individual’s competencies in mentorship skills.

Program delivery

MindFrame Connect developed a collaboration with accelerators, incubators, venture capital firms and academic institutions. The initiative focused on piloting workshops and learning aids with more than 60 partner organizations and more than 6,000 participants, ensuring evidence-based programming to support and cultivate entrepreneurs.

MindFrame Connect employed an iterative recruitment, delivery, discovery and evaluation



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process in its first pilot year to develop programming that was responsive to the needs of the audience served. This method of program design allowed for bi-weekly and monthly revisions to workshops, as well as quarterly revisions of offerings and strategy. The iterative model worked exceptionally well with our participants as it allowed for agile responses to the needs of entrepreneurs and their support networks.

Participating post-secondary institutions, including Queens University and the University of Toronto, promoted the program. It was also promoted by personal networks, in particular, those of MindFrame Connect’s founder Brice Scheschuk. Social media and other channels were also used to promote the program. Using this process, MindFrame recruited more than 6,000 participants in its workshops over two years. There was limited screening and collection of data, however, about the participants.

Between 2021 and 2023, MindFrame Connect hosted 186 workshops, in-person and virtually. The focus of these workshops has primarily centered around the three core pillars of the project: mentorship, menteeship and entrepreneurial resilience. These workshops were facilitated by experts who were part of the MindFrame Connect project from different professional fields, including academics, founders and entrepreneurs.

Many of the synchronous workshops used Zoom to host, with staff monitoring chat, breakout rooms and questions, while a primary speaker presented the lecture followed by a Q&A session. For various workshops, or upon request, MindFrame Connect staff would implement increased interactivity in workshops based on the needs of the program. For the open-access eCourses, MindFrame Connect used the Thinkific platform, while the mentorship microcredential used Dalhousie University's Brightspace platform. Dalhousie University's Microsoft Forms contract processes all evaluation materials.



Program evaluation

Pre-and-post online surveys were conducted to assess participant perceptions and satisfaction, and effectiveness. Qualitative semi-structured interviews were conducted with entrepreneurs in Canada on mentorship (n = 150).

Surveys

For the eCourses, the following was used:

- > **Intake survey:** This survey was delivered to participants at the beginning of the program to assess their self-rated understanding of mentor or mentee skills. The survey also collected the participants' demographic information.
- > **Post-program survey:** This survey was delivered to participants at the end of the program to re-assess their self-rated understanding of mentor or mentee skills after the program. This post-program survey was also used to assess participants' general satisfaction with the programs.

For the workshops, the following was used:

- > **Satisfaction survey:** The survey was delivered to participants after the workshop or webinar to assess satisfaction with the content. The survey was updated in the second year based on feedback from the Diversity Institute's team, including demographic questions.

Focus groups

- > **Interviews:** Conducted after program completion to provide further feedback on MindFrame Connect programming.

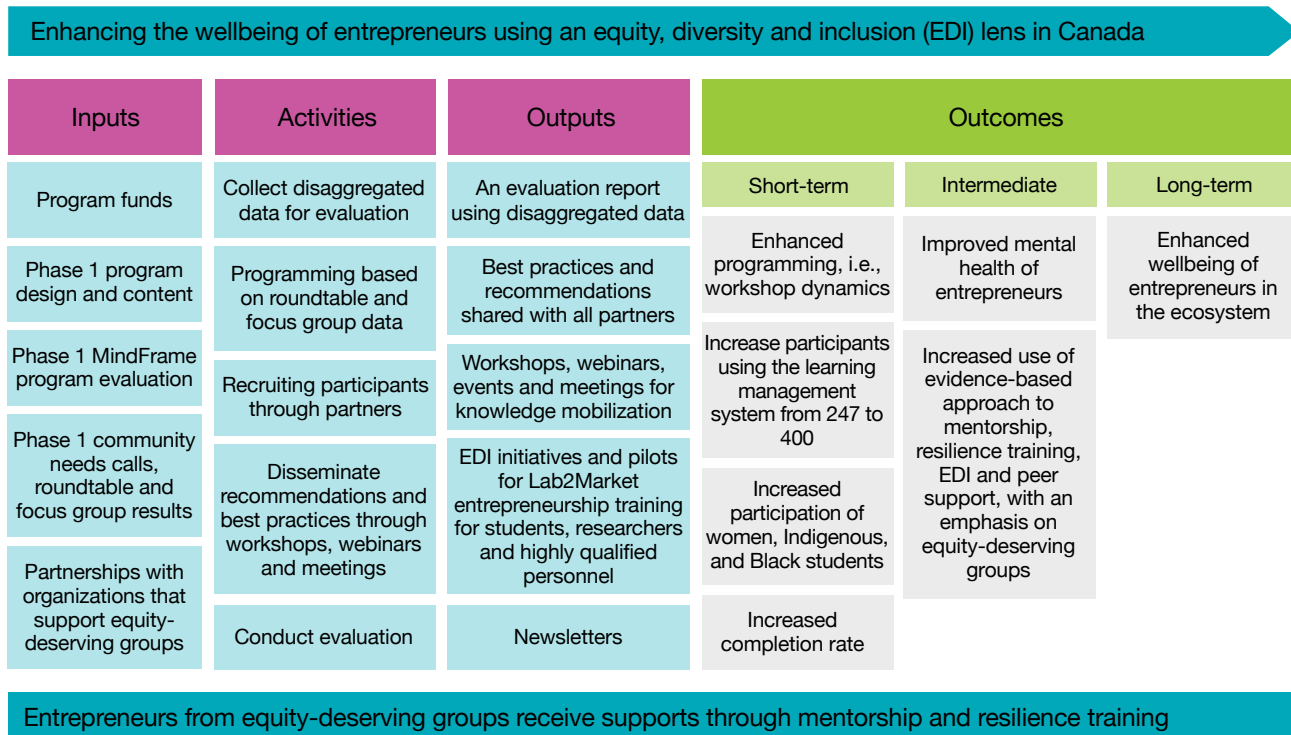
> **Focus groups:** The focus groups were conducted after the second year, at the end of all programming. They were designed and conducted in partnership with the team from the Diversity Institute. Particular attention was given to the recruitment of participants to ensure the presence of entrepreneurs from equity-deserving groups (e.g., women, Indigenous Peoples, racialized entrepreneurs, those identifying as 2SLGBTQ+, and persons living with

a disability). The emphasis was also put on participants who had completed workshops. The objective was to gather feedback on the programming and to gain insights into the unique experience of diverse entrepreneurs in the entrepreneurial ecosystem to inform future programming with a stronger emphasis on EDI.

FIGURE 1

Logic model for the MindFrame Connect program

MindFrame Connect provided the following logic model to guide the evaluation. Some anomalies in the design were addressed during program delivery.



Program Evaluation Findings

Data were collected and analyzed to track participation levels, satisfaction of participants and partners. Disaggregated data on gender and diversity was collected starting midway through the program and analyzed, but to a limited extent.

Program delivery

The program offered 186 workshops to 6,112 participants as outlined in Table 1.

TABLE 1

Participation in program activities

Program	Number of Participants
Ecosystem Education Events	1,392
Employee Mentorship	171
Accelerator Workshop	25
Entrepreneurial Resilience	1,029
Principles of Mentorship	1,574
Principles of Menteeship	1,784
Inclusive Mentorship	76
MindFrame Connect Research Presentations	54

eCourses

During the pilot, there were 247 active enrollments of 210 unique students. January 2023 was the month with the highest level of registrations (28.7%), followed by June 2023 (11.3%) and April 2023 (9.3%). The open courses had the best performance in terms of enrolled students compared to other eCourses. More than one-half of the eCourses cover the principles of menteeship, followed by the principles of mentorship (32.8%). Also, it is worth noting that 83.3% of the courses were created alongside one of our 13 partners.

Survey engagement results and programming feedback

For the eCourses, the aim was to use a pre-survey and a post-survey to assess skills improvement and course satisfaction. To that end, the pre-survey was sent to participants upon registration to the course, and the post-survey was sent to participants after completion of the course. However, due to a low response rate (only 29 of these survey were completed) across mentors and mentees, pre- and post-survey, providing limited information on skills improvement (i.e., only one of the mentees completed the post-survey skills questions).

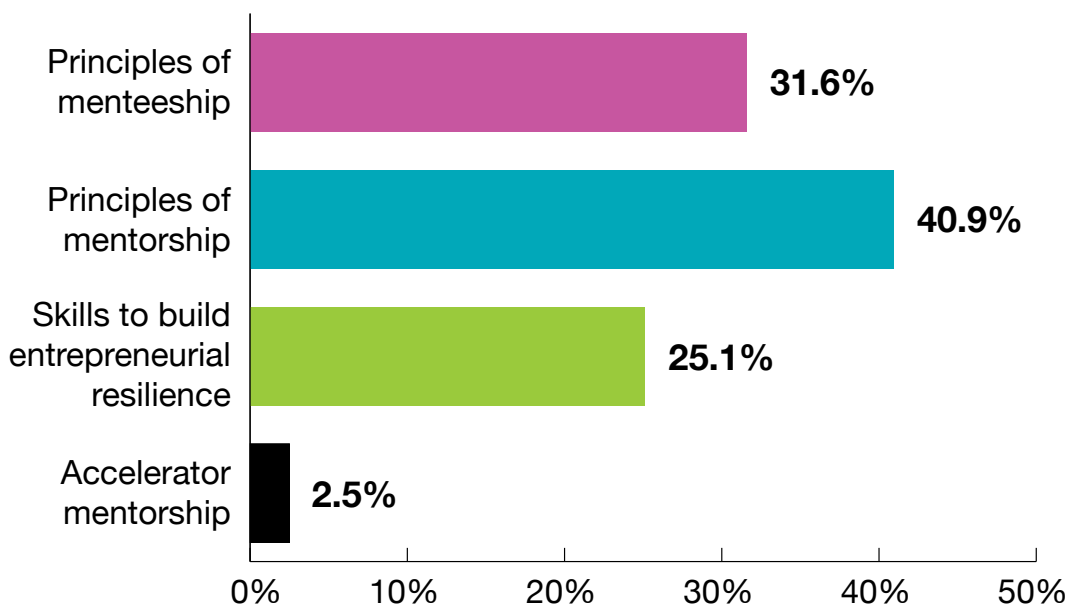
The post-survey for workshops and webinars was emailed to participants after the programs ended. It is important to note that the survey changed from year 1 to year 2 based on feedback received from the Diversity Institute. Therefore, the results from year 1 and year 2 are presented separately. In year 1, 399 surveys were completed; in year 2, 603 surveys were completed.

Year 1

Post-program survey results were captured from 399 participants, who were enrolled in a variety of workshops, including principles of mentorship (n = 163, 40.9%), principles of menteeship (n = 126, 31.6%), skills to build entrepreneurial resilience (n = 100, 25.1%) and accelerator mentorship (n = 10, 2.5%). Due to low enrollment in the accelerator mentorship workshop, analysis on this workshop was omitted (Figure 2).

FIGURE 2

Workshop participation of survey respondents

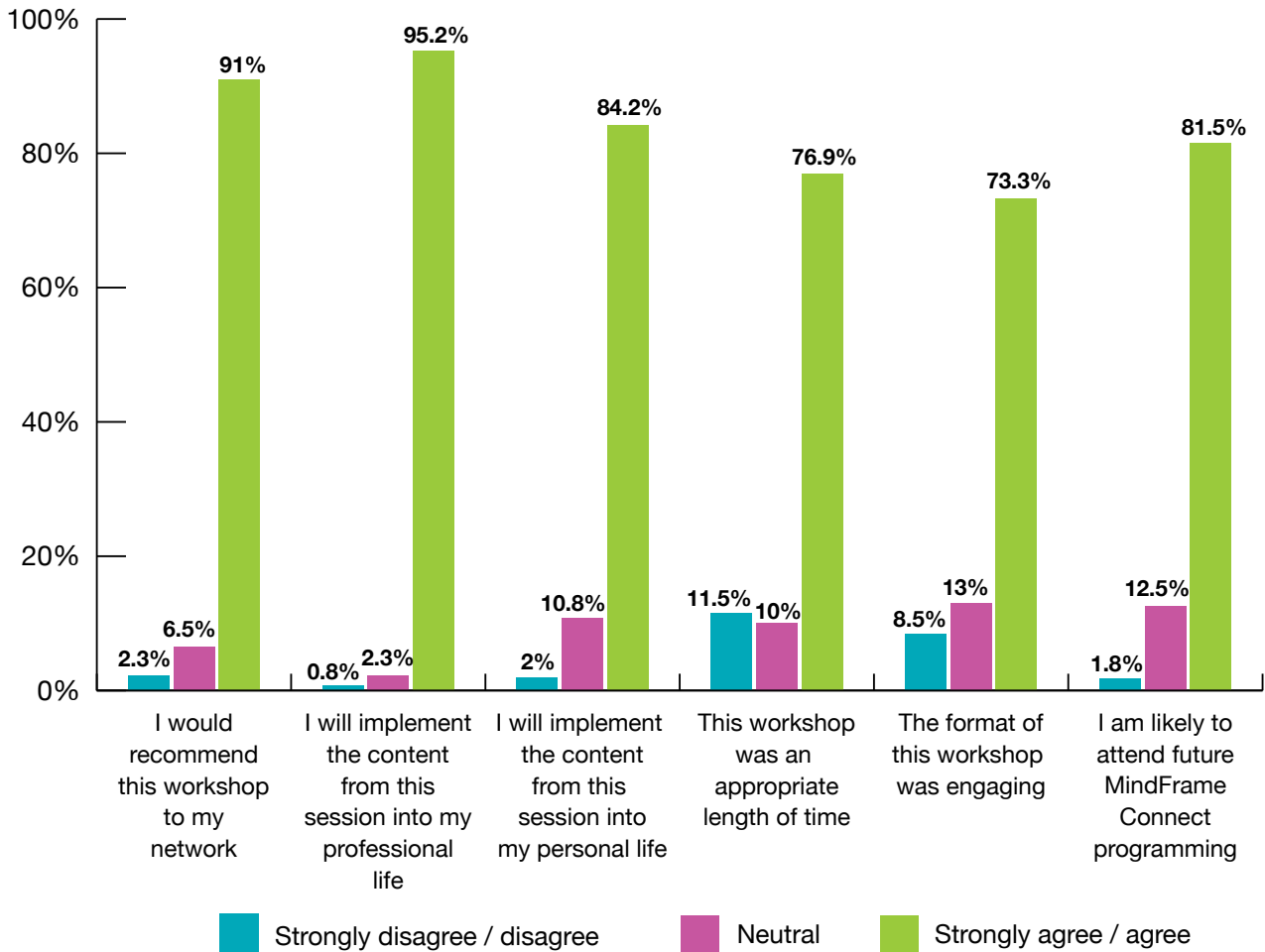


Participants shared positive experiences with the workshops, with 91% stating they would recommend the workshop to their network, and 95.2% indicating they will implement the workshop's teachings in their professional life.

Fewer participants felt the workshops were of an appropriate length (76.9%) and engaging (73.2%), indicating potential areas of improvement (Figure 3).

FIGURE 3

Overall experiences with workshops

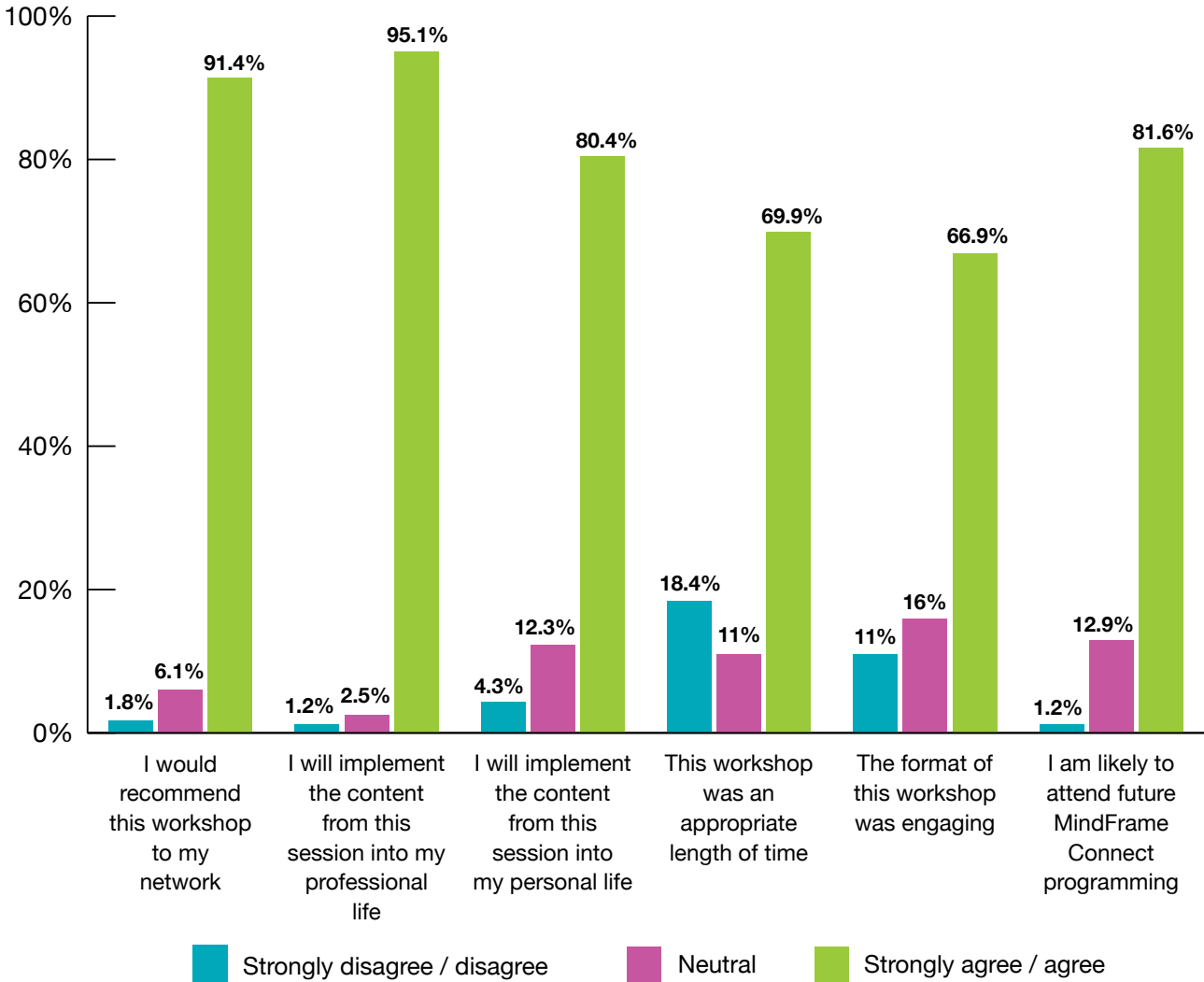


Note: Totals may not sum to 100% as some respondents opted not to provide feedback or share their opinions. This figure includes the opinions of all individuals who participated in the workshops. Subsequent program-specific experiences do not include individuals who participated in the accelerator mentorship workshop.

Looking more granularly at the individual workshops, the results were fairly consistent (Figures 4, 5 and 6). Across all workshops, more than 90% indicated they would recommend it to someone in their network.

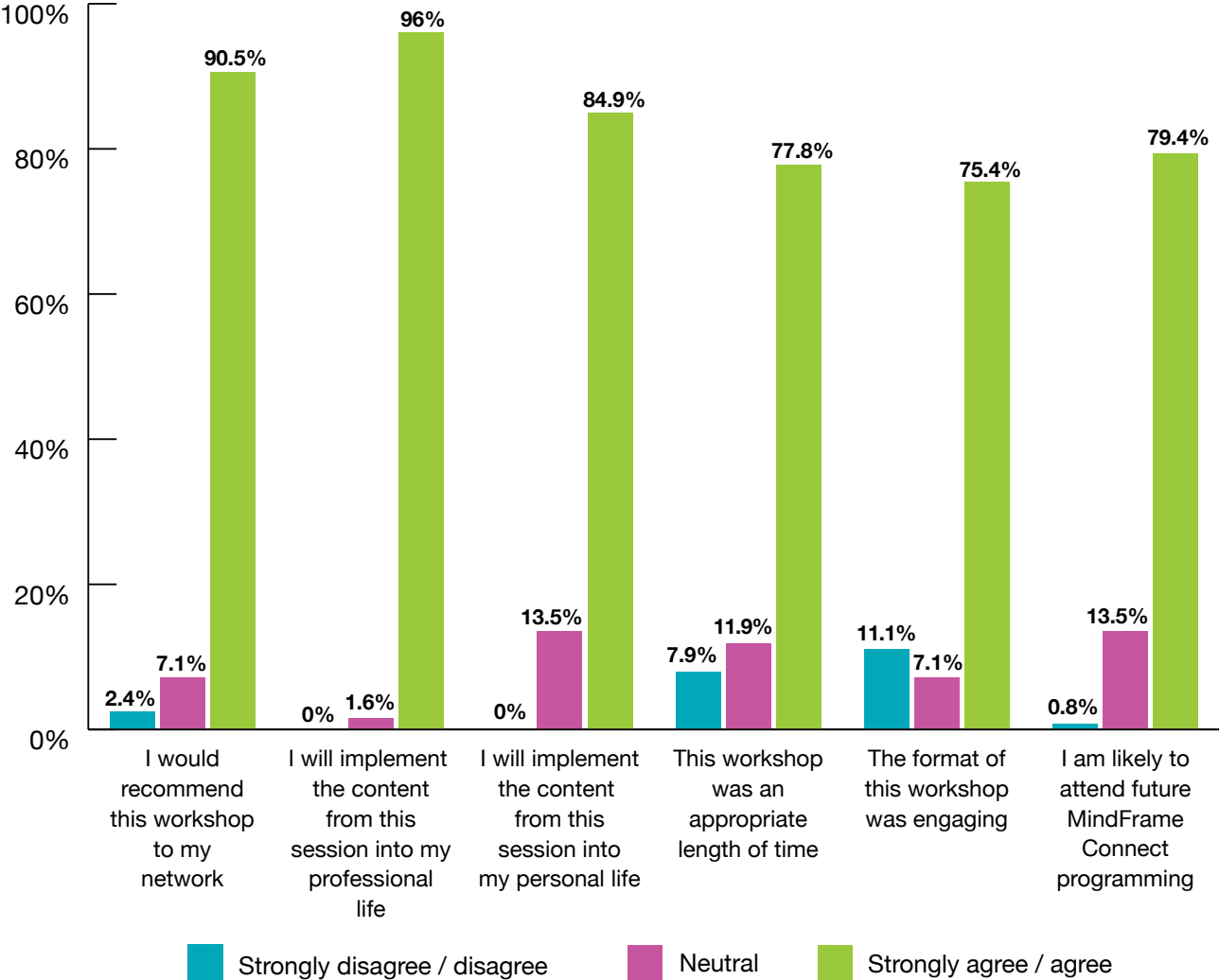
Unlike the other workshops, less than 70% of participants in the principles of mentorship workshop indicated the workshop being of an appropriate length (69.9%) and engaging (66.9%).

FIGURE 4
Overall experiences with principles of mentorship workshop



Note: Totals may not sum to 100% as some respondents opted not to provide feedback or share their opinions.

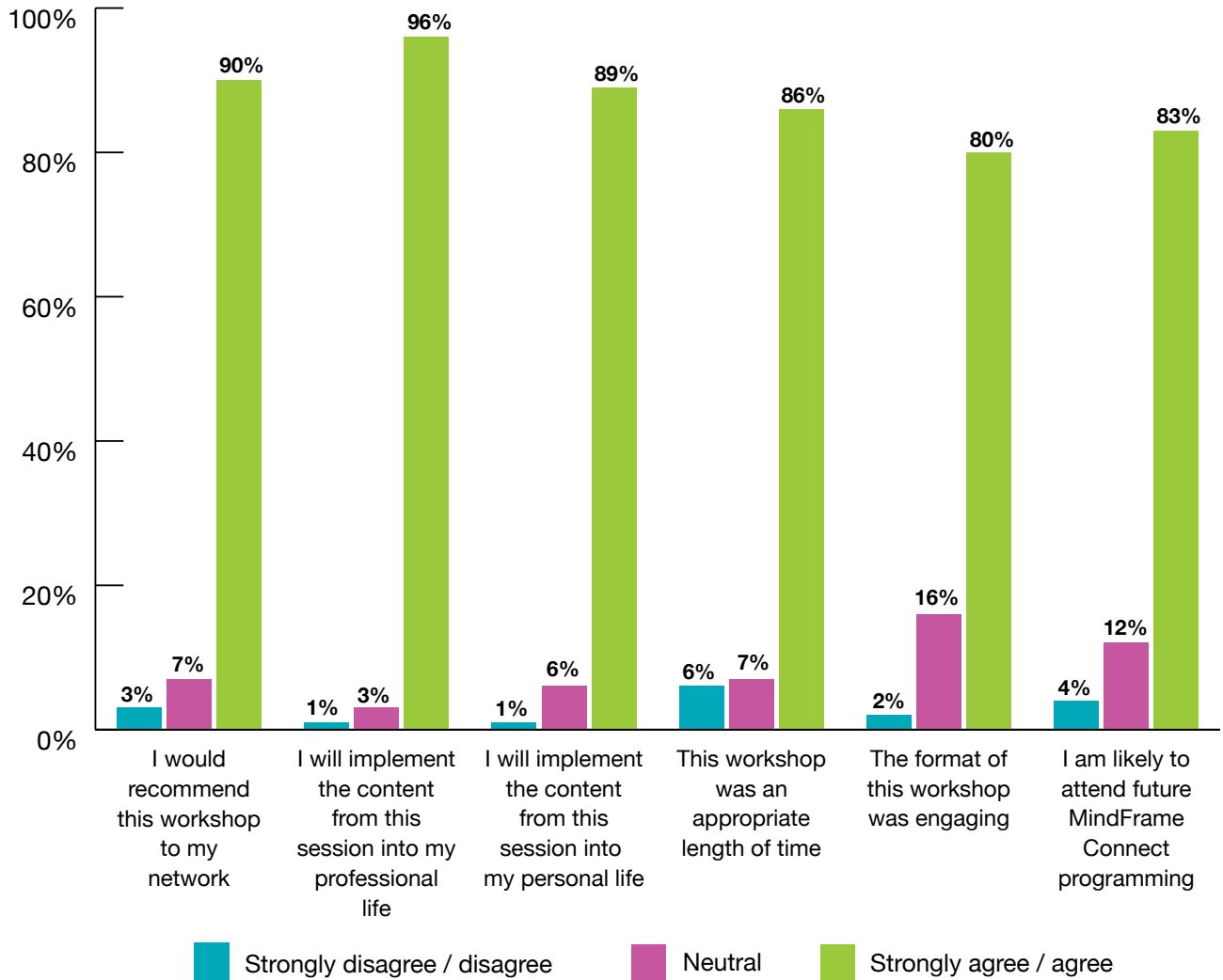
FIGURE 5
Overall experiences with principles of menteeship workshop



Note: Totals may not sum to 100% as some respondents opted not to provide feedback or share their opinions.

FIGURE 6

Overall experiences with skills to build entrepreneurial resilience workshop



Note: Totals may not sum to 100% as some respondents opted not to provide feedback or share their opinions.

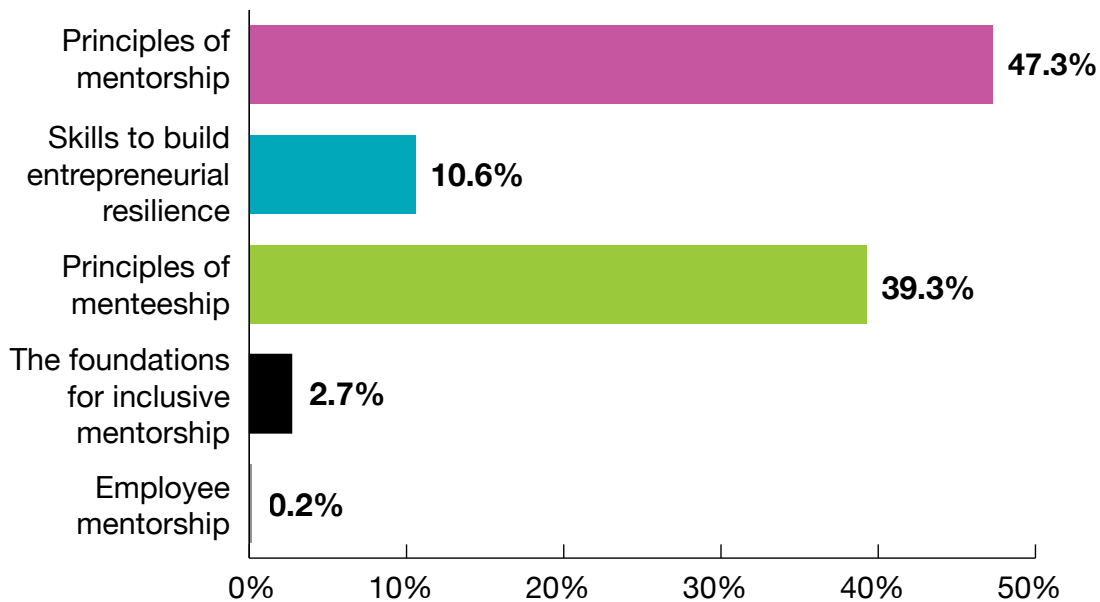
Year 2

Post-program survey results were captured from 603 participants, who were enrolled in a variety of workshops including principles of mentorship (n = 285, 47.3%), principles of menteeship (n = 237, 39.3%), skills to build

entrepreneurial resilience (n = 64, 10.6%), foundations of inclusive mentorship (n = 16, 2.7%) and employee mentorship (n = 1, 0.2%). Due to the small number of enrollments for the last two workshops, further analysis on satisfaction was not completed (Figure 7).

FIGURE 7

Workshop participation of survey respondents



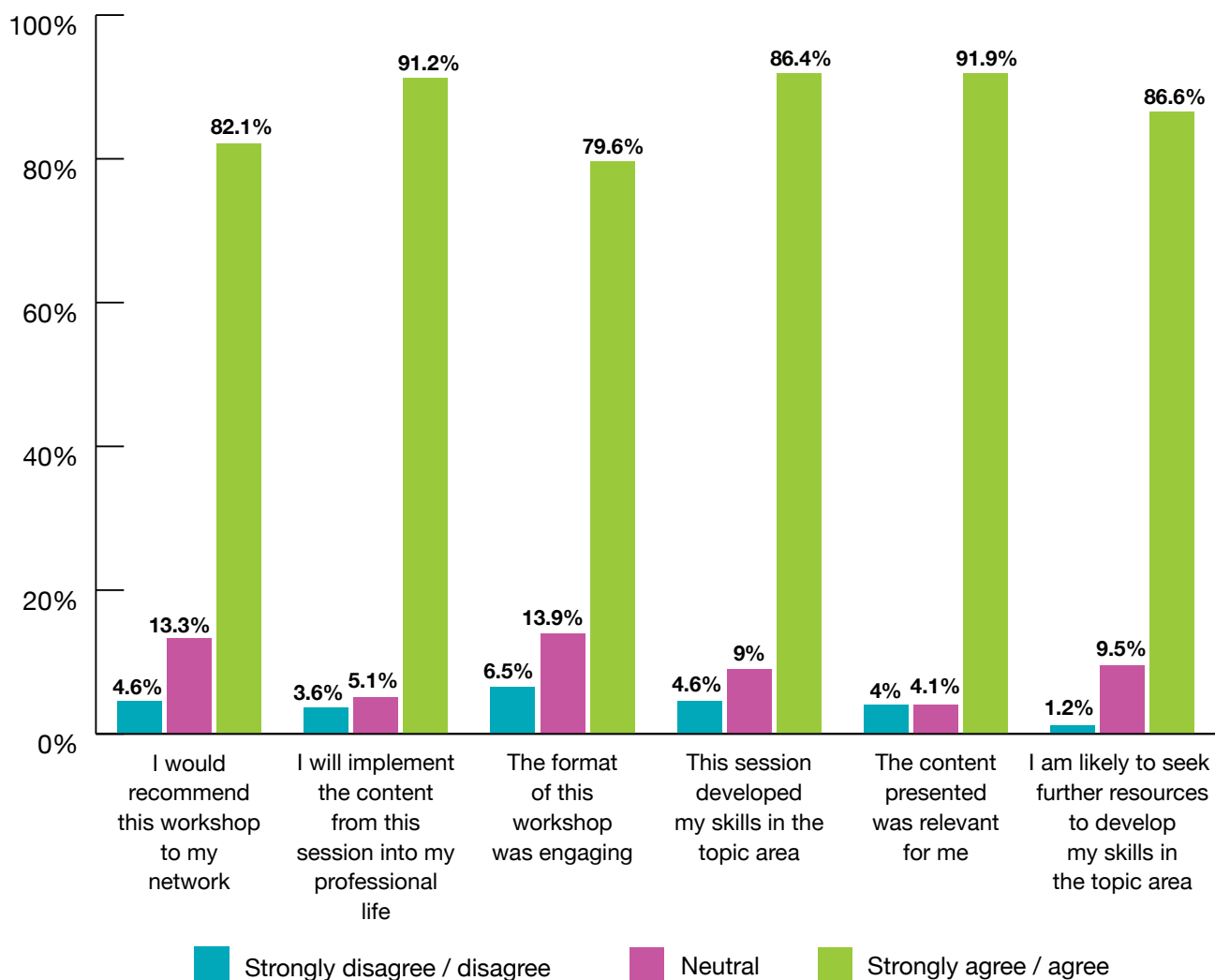
Participants also indicated positive experiences with workshops in the second year, with 82.1% saying they would recommend the workshop to their network. High proportions of participants also reported the content was relevant to them (91.9%) and that they will implement the content in their professional lives (91.2%).



There were some improvements from year 1 to year 2. In particular, engagement increased, with 79.6% of participants in year 2 indicating the content was engaging, compared with 73.2% saying so in year 1 (Figure 8).

FIGURE 8

Overall experiences with workshops



Looking more granularly at the individual workshops (Figures 9, 10 and 11), the results were fairly consistent with most participants strongly agreeing or agreeing they would recommend the workshops to their networks, would implement the content in their professional lives, and that the content was relevant to them.

FIGURE 9

Overall experiences with principles of mentorship workshop

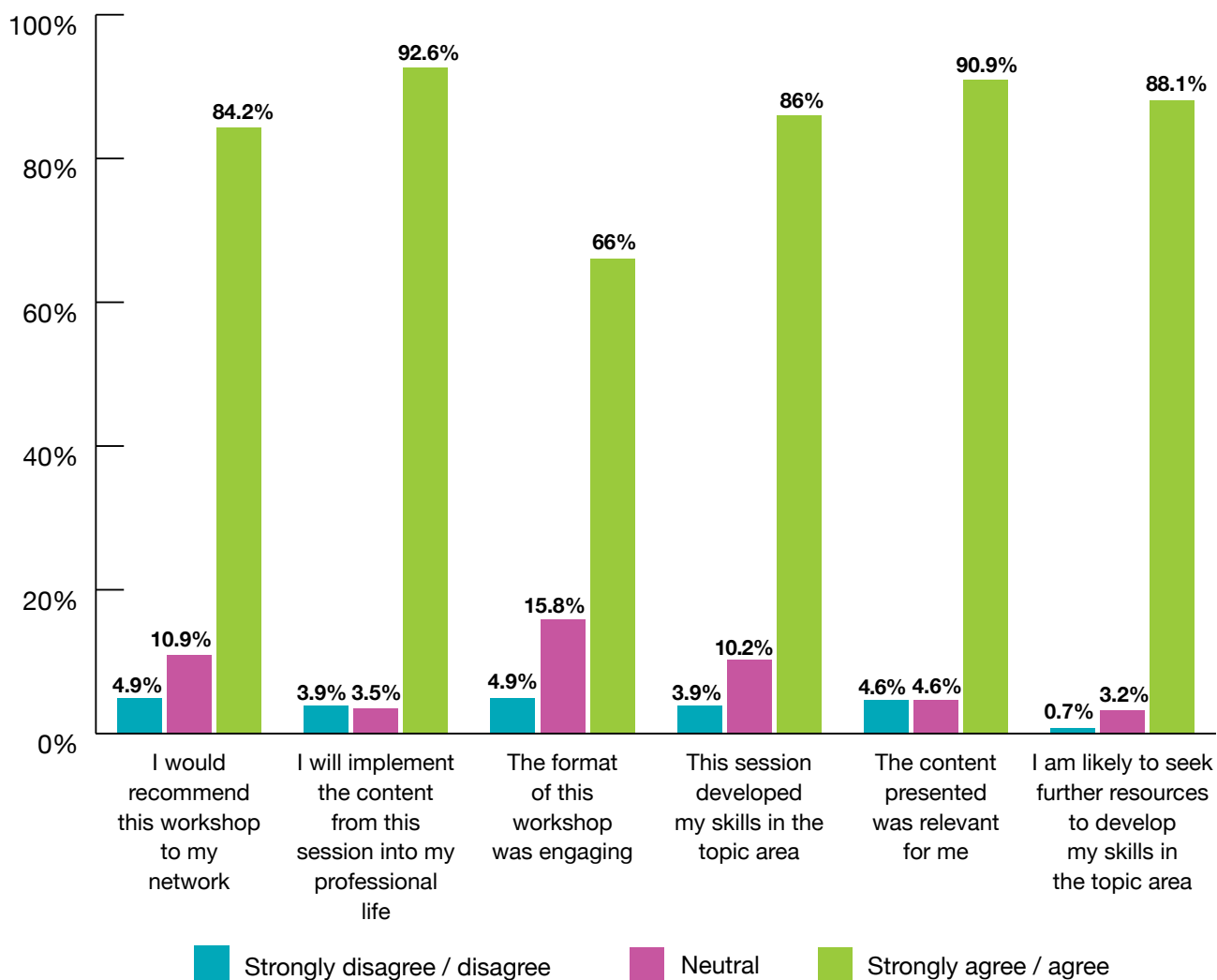


FIGURE 10

Overall experiences with principles of menteeship workshop

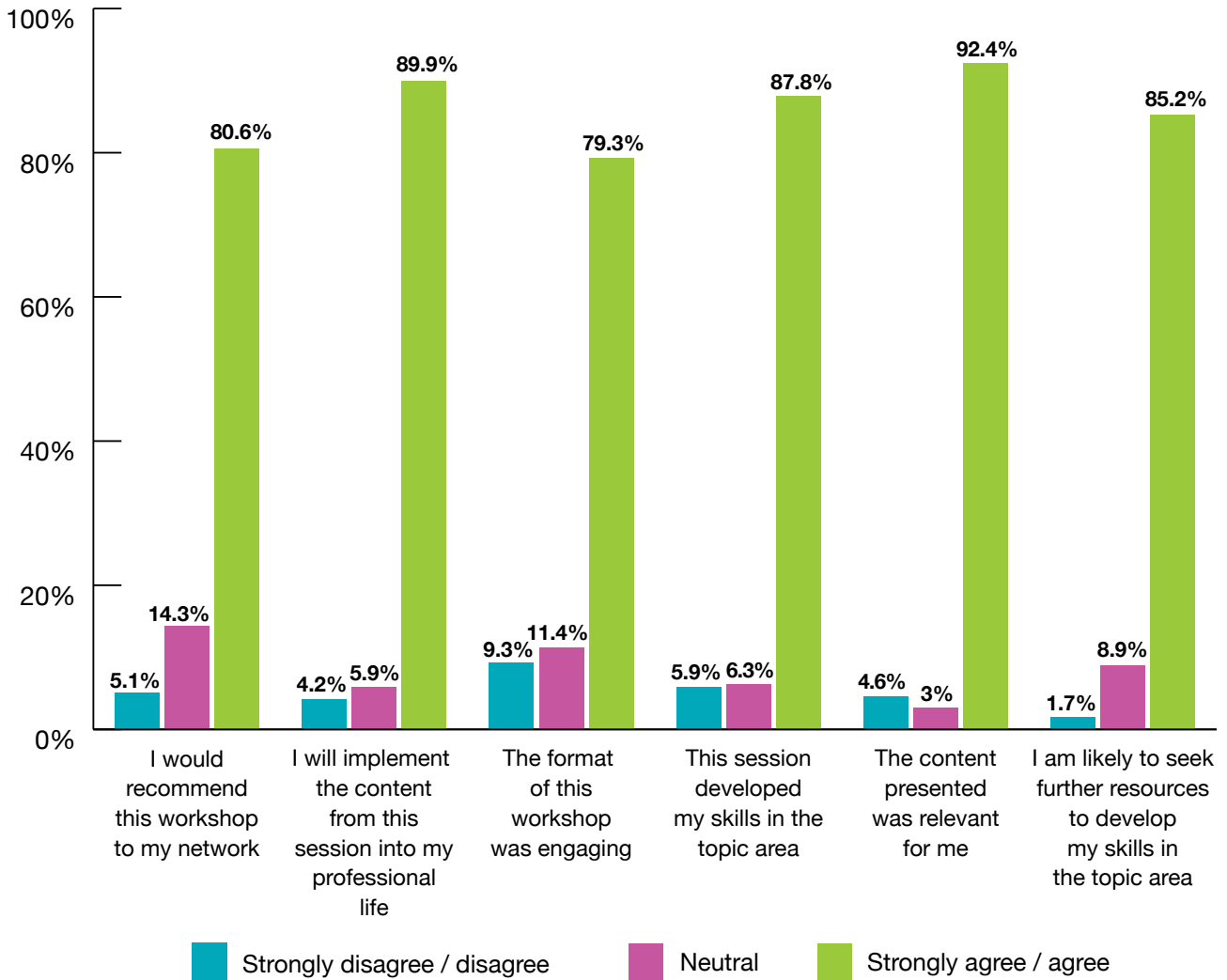
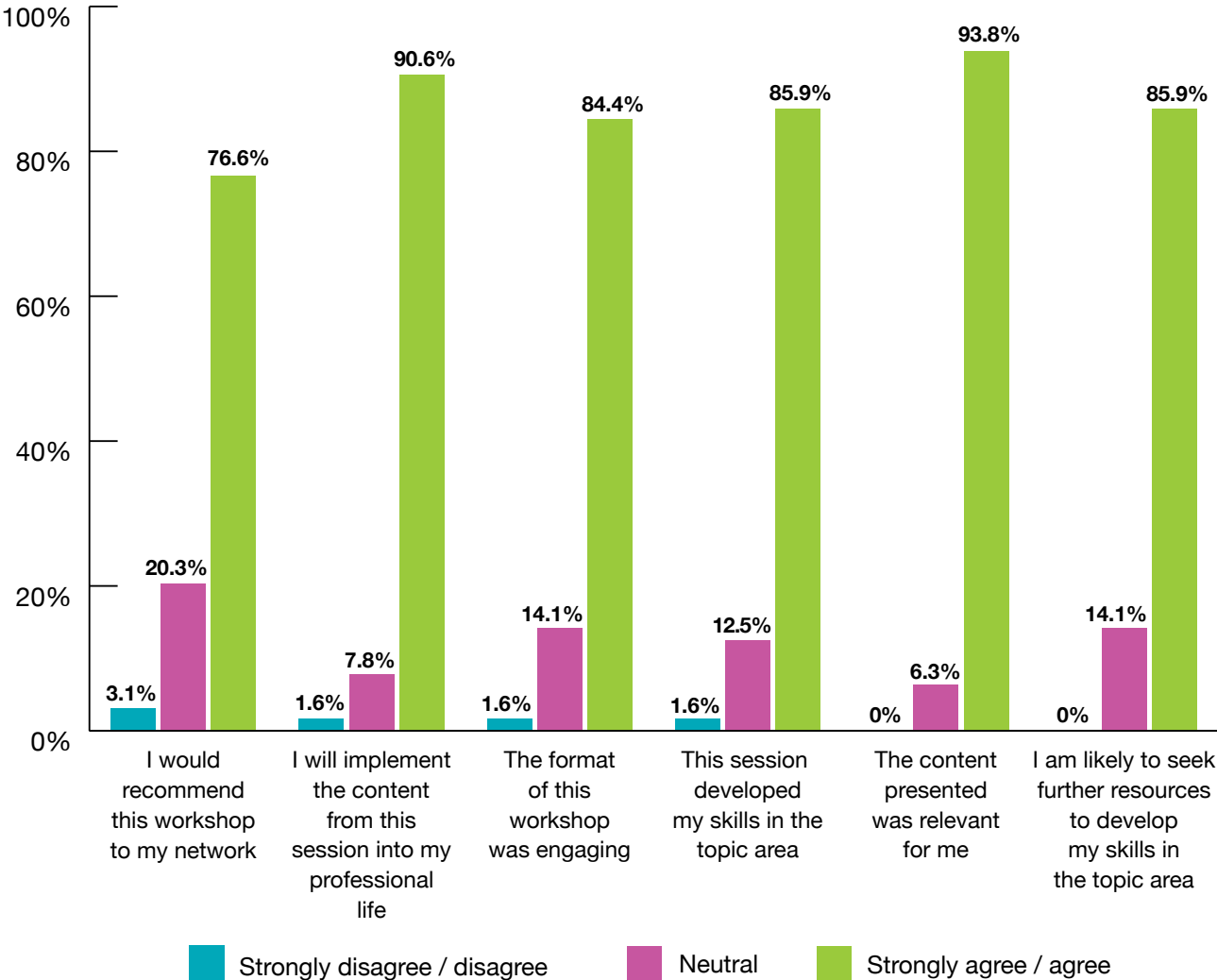


FIGURE 11

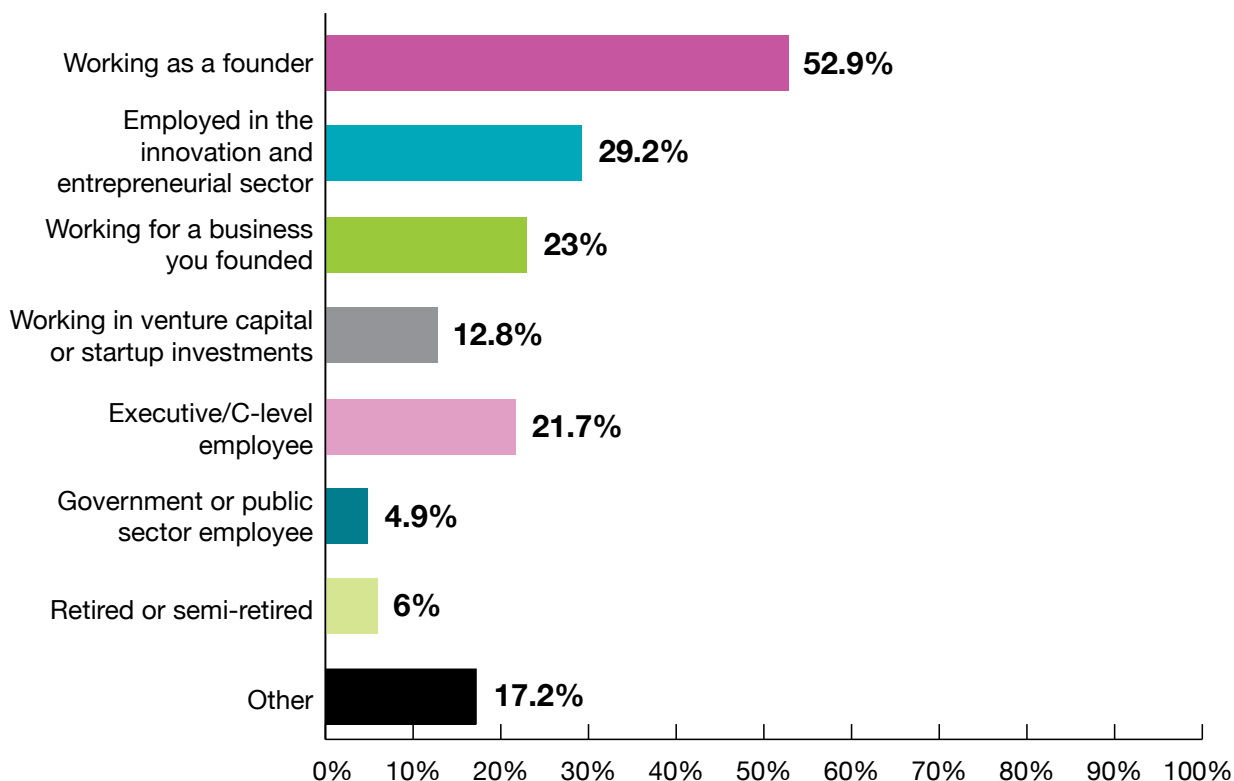
Overall experiences with skills to build entrepreneurial resilience workshop



As shown in Figure 12, most of the participants are working as founders (52.9%)ⁱ employed in the innovation and entrepreneurial sector (29.2%) or working as executives (21.7%).ⁱⁱ

FIGURE 12

Job function of participants

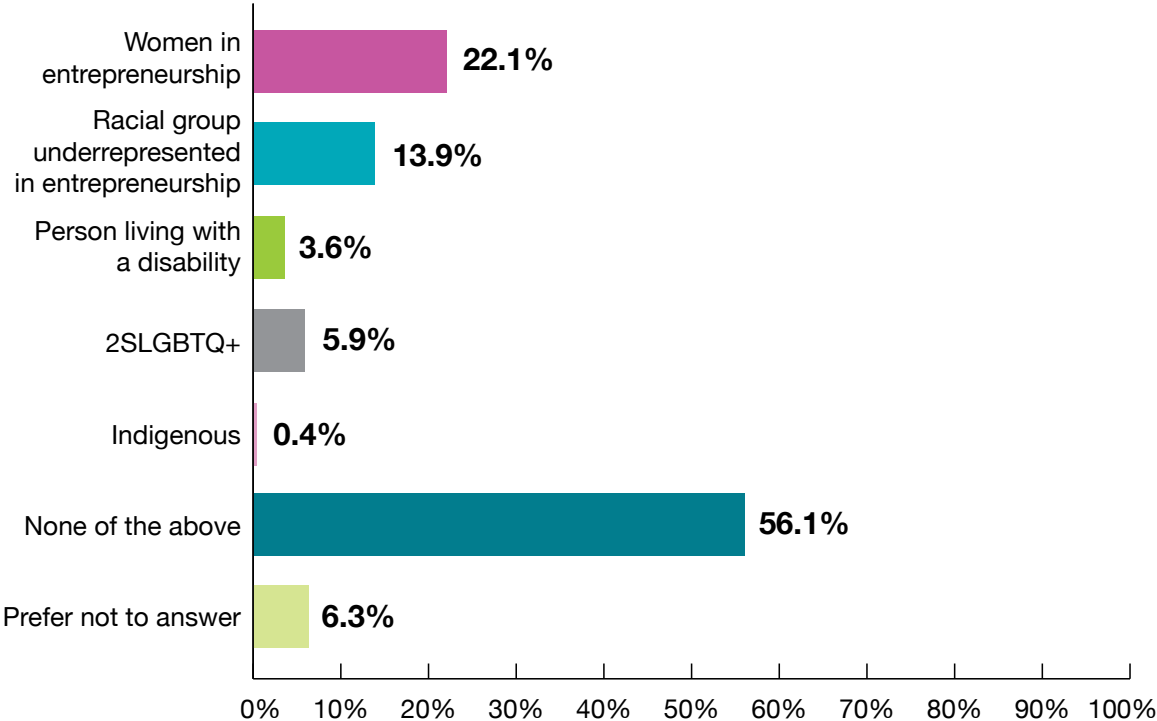


Notes: Based on 548 responses as the question was added late in year 2. The total exceeds 100% as individuals were allowed to select more than one. Additionally, in future surveys, “working as a founder” and “working for a business you founded” should be merged.

- i This number is probably higher if we add the category “working for a business you founded.” However, since respondents could select multiple answers, it is possible that some already selected both options. Therefore, it would be unwise at this point to just add them up.
- ii In year 2, based on advice from the Diversity Institute’s team, demographic questions were added. Since this happened when year 2 was already underway, demographic data was not collected for all year 2 participants. Ideally with further analysis we will be able to examine feedback from different groups.

About 22% of the participants identified as women entrepreneurs, while 13.9% identified as racialized, 5.9% as members of the 2SLGBTQ+ community and 3.6% as people living with a disability (Figure 13).

FIGURE 13
Identification of participants by equity-deserving group



Notes: Based on 526 responses. The total exceeds 100% as individuals were allowed to select more than one.

Programming feedback

In addition to the data presented above, the post-program workshop survey had an open-ended section for additional comments. Overall, the feedback was positive. The content was well-received by mentors and mentees, as indicated by the feedback shared (lightly edited for clarity).

“What really stood out to me is that [the program] focuses on helping mentors become better mentors and helps mentees become better mentees. If you focus on one, it would be like adding only two winter tires to your car. Sure, you’ll get a bit more traction, but if all four are winter tires, you can get through virtually any storm.”

“Thank you so much for sharing your time and experience with us. If every mentor in the world attended this workshop, my goodness the world would be a much better and prosperous place.”

“This was awesome. I am so excited to have our mentors and entrepreneurs engage with this material. The content is relevant and aligned. It’s going to up our game and provide our mentors with what they’ve been asking for. The mentees, too, but they don’t know what they don’t know. That’s our job together. Plus, all this with you guys doing the heavy lifting and delivering it to our door, packaged, professional and polished. I’ve been trying to come up with a suggestion and the only thing missing is an order of fries. Thanks for including Febbie and me.”

“Just amazing. Looking forward to other MindFrame Connect resources.”

“[Facilitator] is a great storyteller—the personal examples, people and quotes, principles are all tangibly helpful and engaging. The principles are organized in a way that is easy to understand, digest and remember.”

“This suite of resources is fantastic”

“Thank you [Facilitator] for a great use of time! This has been the most valuable session I have attended this year.”

“Thank you [Facilitator]. Really well done. I am really looking forward to our (3V) chat on 21 March. I feel like I am building entrepreneurial resilience because of my military training/ experience, but not in the way most people think. Throughout my 22-year career there were so many instances when I didn’t feel psychologically safe. I didn’t realize until recently (after I was out) that is what I was experiencing. I am neurodivergent—I wasn’t being understood and my strengths were being exploited to a breaking point. My resilience is because of never wanting to feel like that ever again and never wanting my employees to feel unsafe either.”



In areas to improve, given the sheer volume of information in the workshops, participants said they wanted to have something to keep.

“There is a lot of information covered in the menteeship session. Is there an opportunity for a followup worksheet or template that a founder can use to structure their next mentor meeting? Or are there tools to make this stick after the fact?”

The other main recurring theme was that the workshops’ length were too short for the volume of information. To many participants, they felt more like a presentation than a workshop. This was also reflected in the lower score observed in the engagement levels of the workshops. This feedback applies to all workshops, but mainly to principles of mentorship and principles of menteeship, as indicated in the feedback.

“You said the best thing for a mentor to do was to not give 10 commandments, and 25 commandments were given about mentorship.”

“Candidly: This could have been a blog post.”

“While the content was likely quite good and I don’t doubt the expertise and experience of [Facilitator] or others at MindFrame Connect, I didn’t find I was able to learn very much during this presentation. First of all, the presentation felt very rushed. I thought it moved so quickly to get more time on more relevant content later on, but it never slowed down! There was a lot of text on many of the slides. It would have been helpful to linger on the principles’ slides; they went by so quickly that I didn’t catch them. I normally like taking notes but gave up because we bounced from one principle to another so quickly. It was very difficult to process. The quotes may have been relevant and were likely fantastic, but they were so long! I’m a very fast reader and struggled to read some of them before the slide changed. Between trying to read quotes and listen to [Facilitator]’s anecdotes, my attention was split and I ended up not taking in very much content. The introduction was very long and could have been shorter to make time for the content. I feel like the resumé overshadowed the actual content.”

“There was a significant amount of really useful and engaging information covered. I did feel as though this was more of a presentation rather than a workshop, and as a presentation, the content on page competed with [Facilitator]’s discussion. There is an opportunity to summarize the content to ensure that it is digestible enough to absorb quickly. For example, you mentioned six personas and then dove directly into quotes onscreen. If you had summarized a few key points of each type or provided a summary much like your flywheel, then you could have included the quote that illustrated or gave more colour around the persona in the leave-behind. In a one-hour period, the quotes may be additions in the leave-behind.”

“Disagreed with the engaging question because it was a one-way presentation until Q+A. Suggest inviting comments during presentation. Would then make this a 90-minute session.”

“The message is great, but I feel like it could be communicated more efficiently. There are a lot of words, both spoken and written, and the message may benefit from some work on reducing word count and clarifying. Fonts on slides are also sometimes too small to read. Like mentioned in the talk, most entrepreneurs have little patience for things we don’t see immediate urgency for (out of necessity because we always have enough fires to put out). Maybe this workshop could benefit from a more hands-on approach, using role play or game-simulation tools to see how important these resilience concepts are and how the frameworks can be applied in a practical setting.”

“Time constraints being what they are it was great, but would have loved 90 minutes so there could be engagement after each principle to see where the room has examples.”

“The presentation was too fast. Felt like info was just crammed. There was no chance to absorb much of the content. Also, there was little variety—a lot of reliance on quotes from entrepreneurs. The message is great, but the speed and effort to cram so much within the timeframe really impacts the ‘take-away’ for me as a participant. Thanks.”

“Length of session could have been 30 minutes longer to allow for more discussion and questions. Maybe having the mentees share experiences of past mentors and what has or has not worked.”



“It would be great to have more formats within the workshop. The content was very valuable, but a chance to apply or discuss [it] would help.”

“I would have found it beneficial to have divided the presentation style. Option: present first-half principles, then some discussion, then repeat.”

“Make the workshop interactive, [with] exercises people can do in teams to cement the learning.”

“I would have preferred [if the facilitator] shortened his info or background from the 16 minutes to five or six minutes. Get to the material faster.”

“[Facilitator] talked a lot, including talking way too much about himself and MindFrame Connect. Felt more like a sales pitch than a mentorship training session. Ironically, he spoke at length about being aware of his propensity to talk too much! It would have been good to have some breakouts with experienced mentors sharing helpful nuggets to help us all to up our game. I completely agree that deliberate practice can make us all better.”



“During the session, there was much discussion about effective mentorship using Socratic learning; however, this session was delivered as a continuous monologue, with zero Socratic learning principles to engage the audience. It reminded me of some of my least favourite lectures at university. Applying the principles that we aspire to use with mentees would be useful to apply for mentors. The slides contained a lot of good information, but had way too many words. Again, we counsel entrepreneurs to show short, powerful, image-based messages on the slides so that people focus on what they’re saying, and [are] not trying to read what is on the slide and being distracted while the presenter is talking. This presentation did not apply that principal and might improve if it did.”

Attention could also be given to the tone of the workshop to incorporate more equity, diversity and inclusion principles.

“The content is all excellent, but I think it’s worth being mindful that it is presented in a very alpha/masculine kind of tone and form (and don’t mean in a gendered way, I mean in a yang side of yin-yang kind of way). As a female founder and engineer, I’ve learned to engage with this mode of communication and embody it myself, but it’s worth being mindful that it may not land well for someone who is currently running at less than 100% mentally or psychologically (who are the people that need this most!).”

“The session was very, very rushed. Most importantly, the lack of understanding around diversity, equity and inclusion was evident in the presenter and the way BIPOC individuals were spoken about in the presentation was triggering and highly inappropriate.”

“If I might be so bold, you could categorize the 25 into four. Find great mentors (1, 3, 4, 5, 6, 8, 10, 13, 14); be a good mentee (16, 21, 22, 20, 2, 25); ask good questions (18, 11, 9, 12, 17, 15); and make sure you mentor others (25).”

Regarding the workshop on inclusive mentorship, many of the participants felt they would have liked to hear more from [Woman Facilitator] and less from [Facilitator].

“I would love to see more of [Woman Facilitator] (lead) and [Facilitator] (support). I wanted to hear her more.”

“I think that given our team’s efforts toward EDI, we would like a much deeper dive with Raia. This feels very introductory which is great as an eye-opening exercise for some teams, we would love to do a deeper dive, one where we discuss our experiences and I find a lot of learning comes from the shared experiences. I also think it may be more effective if [Woman Facilitator] led; [it] felt like she had some things to share and there were perhaps a few too many quotes from the same people.”

These comments highlight there is work to be done to make the workshops more engaging and interactive. The content also needs some revision to reduce volume and focus on what is really important. Reducing the emphasis on quotes is also something that comes through strongly in the feedback.

Further topics to explore and suggestions for future programming:

- Speed mentorship.

- Venture capital mentor education around interacting with racialized founders.

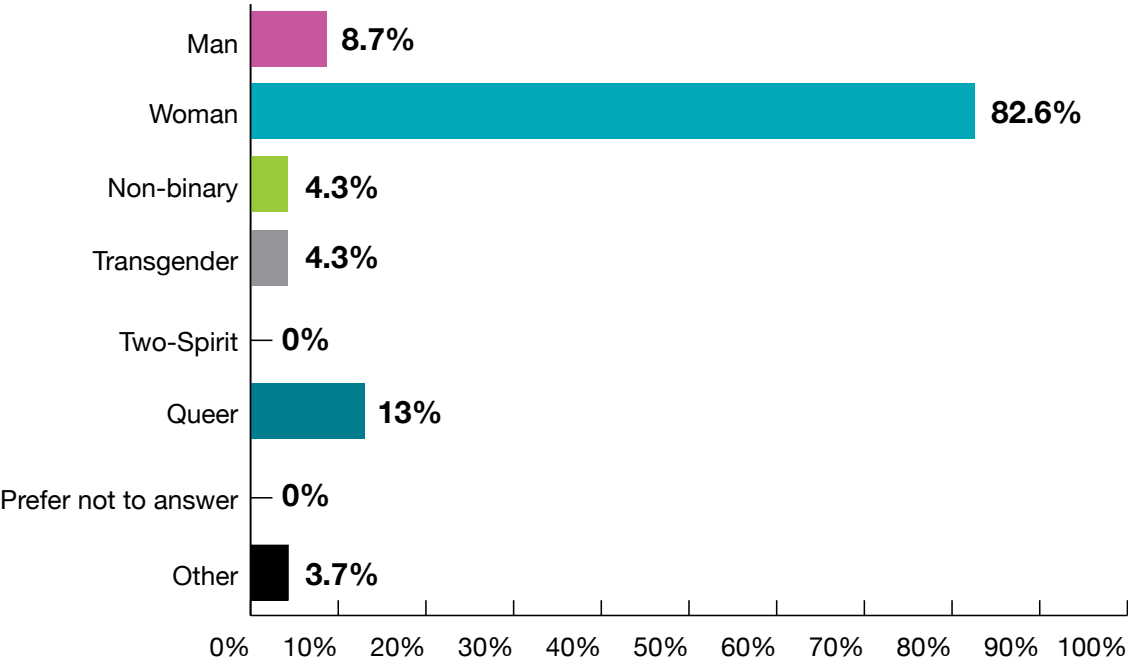
- “I think watching [Facilitator] perform a 20-minute mentor session would be helpful and powerful.”

- How many mentors to have, what is the best cadence and approach to valuing everyone’s time, and getting the most out of the relationship; how many mentors are appropriate; what is the best way to evaluate which domains you need the most help with and how to find those mentors.

Focus group participants

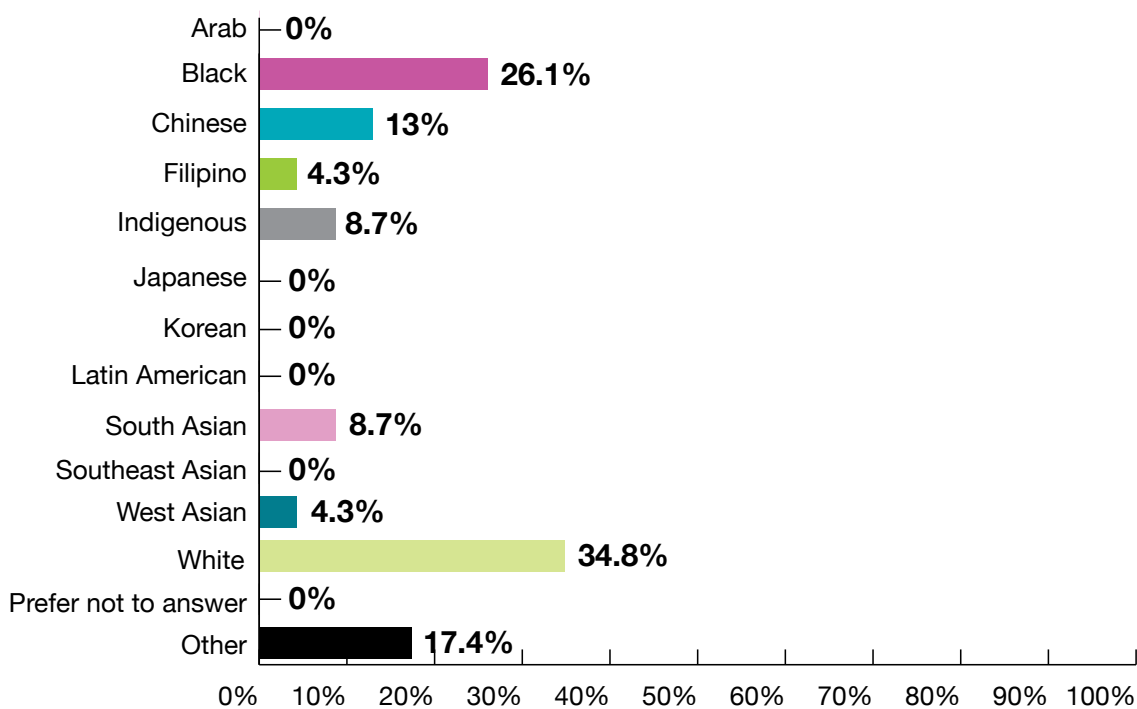
Out of the 23 roundtable participants, all but one identified as entrepreneurs. More specifically, 87% identified as founders. A majority, 56.5%, were between 25 and 34 years old; 26.1% were between 35 and 44 years old; and 17.4% were between 45 and 54 years old. Most of the participants were women (82.6.%; Figure 14).

FIGURE 14
Gender identity of participants



Nearly 35% of the participants identified as white; 26.1% identified as Black; 13% as Chinese; 8.7% as Indigenous; and 8.7% as South Asian (Figure 15). Regarding education, 39.1% of participants completed an undergraduate degree; 34.8% completed a master’s or professional degree; 17.4% went through college, trade school or apprenticeship programs; and 8.7% had a doctoral degree.

FIGURE 15
Self-identification of participants

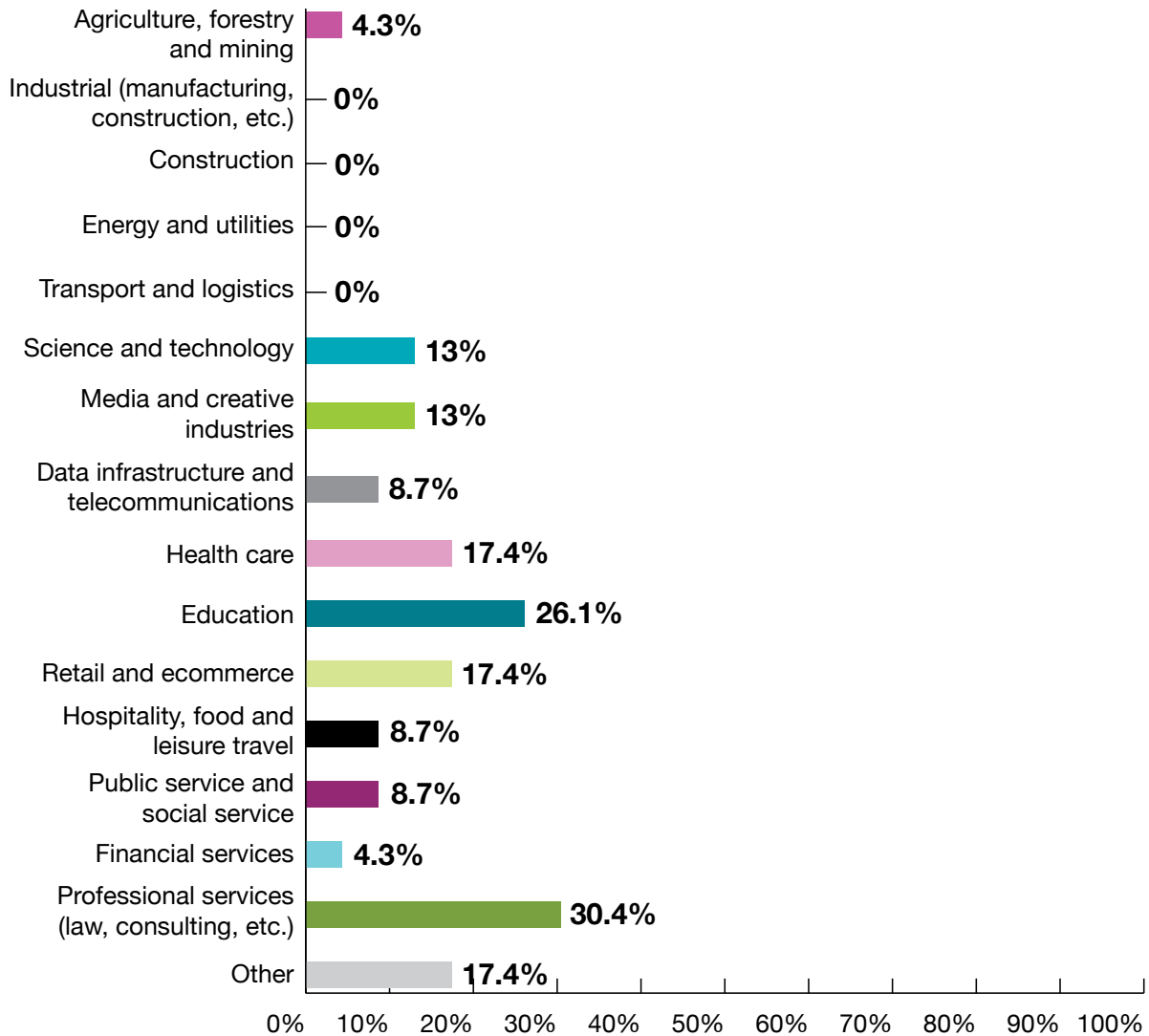


Of all the participants, 39.1% identified as immigrants or newcomers to Canada, while 39.1% identified as a parent or caregiver and 13% as living in a rural region or community. Additionally, 17.4% of the participants identified as people living with disabilities and 34.8% identified as members of the 2SLGBTQ+ community.

Most participants were from Ontario (43.5%) or Nova Scotia (30.4%), with the remaining being from Alberta and British Columbia (8.7% each). They worked mainly in the sectors of professional services (30.4%), education (26.1%), health care (17.4%) and retail or e-commerce (17.4%; Figure 16).

FIGURE 16

Sector in which participants worked



Note: The total larger than 100% as individuals were allowed to select more than one sector.

Focus group insights

To explore the implications and needs of equity-deserving groups and gather further feedback on its programming, MindFrame Connect, in partnership with the Diversity Institute, led focus groups. Select feedback from those groups is belowⁱ and see discussion guide in Appendix 1).

Experience of participants with entrepreneurial support and identification of gaps:

The consensus seems to be that while the ecosystem offers many programs and supports, it can also be difficult to navigate and is not necessarily inclusive.

“You take a whole bunch of workshops and you jam your brain full of numbers, and then you kind of walk away crying because you’re not really sure what it is that you did for the last eight months, because nobody’s accepting what you produce.”

Experience of participants with mentorship:

“So, I personally believe when it comes to youth entrepreneurs or entrepreneurs at any stages, mentorship is excessively important and access to mentorship can be very important as well.”

“Coaching can only go so far, because coaching is targeting toward a specific goal, but there needs to be some sort of guidance to help you with the emotional support, with the connecting of the gaps, or creating a road map, because it’s not very clear.”

The cost of mentorship was also highlighted:

“Mentorships, they can cost around \$700 per month or sometimes, like when you go to a mentor, when you start speaking to them, they tell you the first thing is that you need to consider a mentor that has done more ... than you so that he can guide you according to his experience. So when you go for a mentor like that, it’s at least \$2,000], \$3,000, \$4,000 per month and ... not affordable for young, specifically youth, entrepreneurs [or] any entrepreneur that’s starting up and needing a mentor. ... Why isn’t the government, why isn’t anyone, offering grants in regards to having mentorship more accessible?”

Opinion and experience regarding the state of equity, diversity and inclusion in the ecosystem:

“Some of the gaps that I’ve seen are a lack of representation. I’ve been in the community for a very short time, but that’s one thing that really stood out to me—that, when I go to these events, I look out into the crowd and I can see how many people, how much diversity, is there. So, I usually question, why is it that a lot of these entrepreneurs, like the ecosystem, tends to say that they’re welcoming. They’re, you know, they want people to prosper. They want their organizations to represent the city that they live in, but it’s really lacking—it’s there in theory, but not in action. So [it is a] huge lack of representation, and it makes me question why?- What is that gap? Why ... isn’t the BIPOC community there, or why is there so little [diversity]? Is it a matter of communication? Is it a matter of I don’t feel welcomed in the space? So that’s definitely one of the gaps that I’ve seen.”

ⁱ Responses have been lightly edited for clarity.

“Before I had my status card as an Indigenous person, the barriers that I faced were I wasn’t Indigenous enough, or I didn’t live in community, or I wasn’t this type of Indigenous, or I wasn’t this much percentage; ... it’s super frustrating. And I know from friends and family that that’s just not limited to myself. That’s a quite common barrier that ... a lot of us come across. So, ... now, I can look at some ... status Indigenous person funding, but I don’t understand why someone who isn’t [an Indigenous] status [holder] should not have that; ... that’s frustrating.”

“Well, maybe we could by making the resources more accessible. That would create a more inclusive entrepreneurship ecosystem as well. Because if the resources are more accessible, then everybody would be willing to start up their own entrepreneurship journey as well.”

“I’m not sure how this would fit in, but looking at my son, who’s 20 and on the spectrum with a learning disability as well., I know for him, he’s going to have to be an entrepreneur with what he’s studying. And while I can help him with some things, there are things that even the government of Canada or any business can help him with is sometimes automation isn’t best. Sometimes a person who has a trouble communicating verbally needs someone to just be on the phone with them and let them have space to talk slowly or to want to answer that person’s questions.”

Mental health and entrepreneurship best practices and ways forward:

“Nowadays, mental health isn’t considered important in entrepreneurship because the way the society, not just in Canada, all over the world, the way it’s molded at this certain point, entrepreneurship is like a race. If you don’t do it right now, if you don’t complete the specific task right now, someone else will come along, do it better than you, or do it before you and move on with their journey. They will end up taking over your entrepreneurship, venture, idea, X, Y, Z—whatever it may be. So what do you do for the rest of your life? You live in regret. You have no other options, or sometimes there’s no support available either. If you need guidance or anything like mentorship too, like we mentioned before, there’s nothing like that available either. So mental health is something that needs to be addressed, too, but I also can’t blame the society for not taking care of the mental health, because it is a society that has caused us to have mental health issues with entrepreneurship because of the risk they have created in our ecosystem.” I think that one of the key things connected to mental health is really the mentor. Because sometimes just speaking to somebody who has gone through it, who can give you that advice, it can make the biggest difference. So, I think one of the closest ways we can try and address this mental health gap is by having more and easy access to mentors, for entrepreneurs.

Looking at overall feedback from participants, the comments regarding MindFrame Connect were very positive:

“Absolutely. So, I’m an academic geek at heart. So I am ... specifically working with hybrid entrepreneurs and their consolidation project as well. So I’m using the MindFrame Connect mentorship program as my guideline and base, so just thank you.”

“I think as mentorship programs go, MindFrame Connect is actually the best advice; that sounds like I’m pandering to you, but I’m not. But MindFrame Connect has done a really good job at distilling the research and the understanding of the academic literature that is available.”

“But if you’re not [a tech startup], then there really is no innovation hub for physical businesses and services.”

“I think I’ve gone into a couple of workshops by MindFrame Connect, and I must say, that’s why I really wanted to participate in this group, because I find it really helped. Even about the climbing your Mount Everest, it was really helpful. It was like, oh, yeah, you need that resilience in your head and your community to get you through it. And so, I think having that, the knowledge, the resilience, the community to get you through what you’re going through, is really important in, in every stage of your journey.”

Participants found the programs useful and actionable. The workshops focused on principles and content that resonated with the audience.





Conclusion

Key outputs of MindFrame Connect programming

The project proceeded as planned and produced the following results:

- ▶ Development of an online platform with resources and training programs for mentors and mentees focused on building resilience and maximizing the mentor-mentee relationships.
- ▶ Had 6,112 participants across 186 workshops and events.
- ▶ 166 unique users participated in the eCourses.
- ▶ Over 1,000 completed surveys to assess program's effectiveness and participants' satisfaction.
- ▶ 600 email subscribers.
- ▶ 21 articles, podcasts and interviews.
- ▶ 36,000 visitors and views on the website during the pilot.

- ▶ Overall social media engagement grew 3.67 times since the previous year and impressions grew 8.99 times that of the previous year.

Entrepreneurship ecosystem network development

The program engaged with organizations across the ecosystem that participated in program development and delivery. There is no formal evaluation of the program's impact on the ecosystem, although there is anecdotal evidence that it did encourage other incubators and accelerators to think more intentionally about their programming.

Iterative program design

MindFrame Connect used diverse learning approaches and styles to meet the needs of adult learners (e.g., synchronous, asynchronous, workshops, eCourses.) and overall had high levels of satisfaction among participants. Feedback during the processes was used to formalize processes.

Standardizing expectations of mentors and mentees

The program provided a structure and intention to mentoring as well as more formal certification through the developed microcredentials.

Equity-deserving groups

Through delivering the program nationally, it became clear that the needs of entrepreneurs from equity-deserving groups differ in different contexts and that more attention to gender and diversity was required in recruitment, program design, delivery and training of mentors. At this time, there is insufficient data to assess these issues systematically.

Program design and delivery learnings

With the population of entrepreneurs, time considerations were particularly important in any interventions or programming. The most well-attended sessions were 60 to 90 minutes in length, while longer sessions were more difficult to confirm and register participants for. To this end, implementing programming for this audience would likely be most effective with repeat sessions that are no more than 90 minutes, as many entrepreneurs are unable to commit to attending longer sessions during their workdays.

Asynchronous, self-paced programming was a sought-after feature of this program, as entrepreneurs could access high-quality, evidence-based learning during the time

available to them, rather than a program-set time. Knowledge translation was also important, as research and academic, jargon-heavy language was not effective with this audience. Using skill-based, common language lessons from leaders in the field yielded the most engagement.

Having experts (e.g., successful entrepreneurs) within the ecosystem acting as presenters and facilitators appeared to improve attendance and participation rates.

Based on the feedback received in the surveys and the focus groups, more interactivity with the participants and between the participants would be valued.

Research suggests more mental health supports are needed for entrepreneurs, particularly those among equity-deserving groups and the program could place more attention on this and assess the impact of mentorship on feelings of well-being.



*Implementing programming for this audience would likely be most effective with repeat sessions that are **no more than 90 minutes**, as many entrepreneurs are **unable to commit to attending longer sessions during their workdays.***

Impacts and ways forward

The participants in the MindFrame Connect program saw value in the programming. However, there was limited data on the learning outcomes or the differentiated effects based on the characteristics of the participants. Areas for further exploration and improvement could include:

1

Developing a more robust evaluation framework that will allow measuring skills improvement pre- and post-programming. To that end, a clear strategy will have to be developed to administer the surveys at the right time and track its response rate. Additionally, appropriate tools will have to be developed to measure skills pre and post programming more efficiently.

2

Giving more attention to gender and diversity in the design and delivery of programs recognizing, for example issues related to access and affordability of online services, language challenges and other barriers including gendered and cultural assumptions in the curriculum.

3

Expanding partnerships and outreach to connect with more women entrepreneurs and entrepreneurs from equity-deserving groups.

4

Collecting more disaggregated data, including demographic data, to better target and support entrepreneurs from equity-deserving groups. This will also support the creation of more inclusive programming.

5

Updating the literature review to inform the framing of the project and competency framework.



Appendix 1: Focus Group Discussion Guide: Identifying Gaps in the Canadian Entrepreneurial Ecosystem

Entrepreneurial Support/Identified Gaps

- ▶ What types of entrepreneurial support programs or services have you used or considered as an entrepreneur in Canada? I.e., an accelerator program, workshops and/or resources.
- ▶ Have you observed and/or experienced any gaps in these programs?
- ▶ What tools and/or resources did you find most useful, and alternatively, not useful at all?
- ▶ Have you participated in educational sessions and/or workshops related to entrepreneurship? If yes, can you speak to your experience and your key takeaways?

Mentorship-Focused

- ▶ Have you had mentors before, and if so, how did you build that relationship?
- ▶ What impacts have mentors had on your entrepreneurial journey?
- ▶ Did you find it challenging to find mentors, and if so, can you share your experience?
- ▶ Did you experience any barriers when accessing mentorship, and if yes, how can they be mitigated?

Diversity and Inclusion-Focused

- ▶ Have you or others you know faced barriers related to identity when trying to access support (i.e., funding, training) within the ecosystem?
- ▶ What improvements or new initiatives could be implemented to foster inclusivity?
- ▶ Have you encountered instances of bias or discrimination within the entrepreneurial ecosystem? If comfortable sharing, could you speak to your experience?

- ▶ Do you think the entrepreneurial ecosystem adequately considers intersectionality, recognizing that individuals may face multiple forms of discrimination and/or barriers? How can these challenges be better understood and addressed?
- ▶ Are there specific areas of innovation where diversity and inclusion can play a significant role? How can entrepreneurs from equity-deserving groups contribute to innovative solutions?

Mental Health

- ▶ Entrepreneurship can be a high-stress environment, if comfortable sharing, what is your experience with burnout and other stress-related challenges in your entrepreneurial journey? What resilience tools did you use to combat this?
- ▶ What additional mental health support or initiatives do you believe would be beneficial for entrepreneurs?

Wrap-up

- ▶ Final commentary on the project and/or any next steps

Appendix 2: Workshop Data Tables

TABLE 1
Overall Experiences with Workshops in Year 1

	Strongly Disagree / Disagree	Neutral	Strongly Agree / Agree
I would recommend this workshop to my network	2.3%	6.5%	91%
I will implement the content from this session into my professional life	0.8%	2.3%	95.2%
I will implement the content from this session into my personal life	2%	10.8%	84.2%
This workshop was an appropriate length of time	11.5%	10%	76.9%
The format of this workshop was engaging	8.5%	13%	73.2%
I am likely to attend future MindFrame Connect programming	1.7%	12.5%	81.5%

TABLE 2**Overall Experiences with Principles of Mentorship Workshop**

	Strongly Disagree / Disagree	Neutral	Strongly Agree / Agree
I would recommend this workshop to my network	1.8%	6.1%	91.4%
I will implement the content from this session into my professional life	1.2%	2.5%	95.1%
I will implement the content from this session into my personal life	4.3%	12.3%	80.4%
This workshop was an appropriate length of time	18.4%	11%	69.9%
The format of this workshop was engaging	11%	12.9%	66.9%
I am likely to attend future MindFrame Connect programming	1.2%	12.9%	81.6%

TABLE 3**Overall Experiences with Principles of Mentorship Workshop**

	Strongly Disagree / Disagree	Neutral	Strongly Agree / Agree
I would recommend this workshop to my network	2.4%	7.1%	90.5%
I will implement the content from this session into my professional life	0%	1.6%	96%
I will implement the content from this session into my personal life	0%	13.5%	84.9%
This workshop was an appropriate length of time	7.9%	11.9%	77.8%
The format of this workshop was engaging	11.1%	7.1%	75.4%
I am likely to attend future MindFrame Connect programming	0.8%	13.5%	79.4%

TABLE 4**Overall Experiences with Principles of Mentorship Workshop**

	Strongly Disagree / Disagree	Neutral	Strongly Agree / Agree
I would recommend this workshop to my network	3%	7%	90%
I will implement the content from this session into my professional life	1%	3%	96%
I will implement the content from this session into my personal life	1%	6%	89%
This workshop was an appropriate length of time	6%	7%	86%
The format of this workshop was engaging	2%	16%	80%
I am likely to attend future MindFrame Connect programming	4%	12%	83%

TABLE 5**Overall Experiences with Workshops in Year 2**

	Strongly Disagree / Disagree	Neutral	Strongly Agree / Agree
I would recommend this workshop to my network	4.6%	13.3%	82.1%
I will implement the content from this session into my professional life	3.6%	5.1%	91.2%
The format of this workshop was engaging	6.5%	13.9%	79.6%
This session developed my skills in the topic area	4.6%	9%	86.4%
The content presented was relevant for me	4%	4.1%	91.9%
I am likely to seek further resources to develop my skills in the topic area	1.2%	9.5%	86.6%

TABLE 6**Overall Experiences with Principles of Mentorship Workshop**

	Strongly Disagree / Disagree	Neutral	Strongly Agree / Agree
I would recommend this workshop to my network	4.9%	10.9%	84.2%
I will implement the content from this session into my professional life	3.9%	3.5%	92.6%
The format of this workshop was engaging	4.9%	15.8%	66%
This session developed my skills in the topic area	3.9%	10.2%	86%
The content presented was relevant for me	4.6%	4.6%	90.9%
I am likely to seek further resources to develop my skills in the topic area	0.7%	3.2%	88.1%

TABLE 7**Overall Experiences with Principles of Menteeship Workshop**

	Strongly Disagree / Disagree	Neutral	Strongly Agree / Agree
I would recommend this workshop to my network	5.1%	14.3%	80.6%
I will implement the content from this session into my professional life	4.2%	5.9%	89.9%
The format of this workshop was engaging	9.3%	11.4%	79.3%
This session developed my skills in the topic area	5.9%	6.3%	87.8%
The content presented was relevant for me	4.6%	3%	92.4%
I am likely to seek further resources to develop my skills in the topic area	1.7%	8.9%	85.2%

TABLE 8**Overall Experiences with Skills to Build Entrepreneurial Resilience Workshop**

	Strongly Disagree / Disagree	Neutral	Strongly Agree / Agree
I would recommend this workshop to my network	3.1%	20.3%	76.6%
I will implement the content from this session into my professional life	1.6%	7.8%	90.6%
The format of this workshop was engaging	1.6%	14.1%	84.4%
This session developed my skills in the topic area	1.6%	12.5%	85.9%
The content presented was relevant for me	0%	6.3%	93.8%
I am likely to seek further resources to develop my skills in the topic area	0%	14.1%	85.9%

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