

Online Self-Assessments

For Individuals and Organisations of European Solidarity Corps Projects

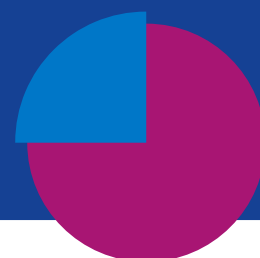
Mentoring under construction



Working with the Mentoring Competence Framework



Mentoring Assessment Tools



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Online Self-Assessments

**For Individuals and Organisations of
European Solidarity Corps Projects**

**Mentoring Assessment Tools
Mentoring under Construction 2026**

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Online Self-Assessments

For Individuals and Organisations of ESC Projects

Mentoring Assessment Tools, Mentoring under Construction 2026

Online Self-Assessments are two assessment tools for ESC mentors and ESC organisations. The assessments allow mentors to evaluate their mentoring practice, while organisations can evaluate their mentoring support system. They help identify areas of strengths and improvement, and provide recommendations on how to raise the quality of mentoring. The tools are based on the **Mentoring Competence Framework for the European Solidarity Corps (ESC)**, structured along the **focus areas of mentoring** and the **ethical guidelines for mentoring**.

Focus	Mentoring practice of ESC mentors Mentoring support system of ESC Organisations
Target group	Mentoring practitioners, e.g. mentors/tutors, project coordinators, project managers, etc.
Aims	Evaluate mentoring practices / Evaluate mentoring support system Identify areas of strengths and improvement Decide on steps to develop mentoring competence / Decide on steps to raise the quality of mentoring support
Time	10-15 minutes for the assessment + 20-30 minutes for reflection
Links	Online Self-Assessment for individuals Online Self-Assessment for organisations
Created by	Andreea Buzec & Michael Kimmig, Mentoring under Construction
Supported by	The assessment has been developed in the frame of the NET working activities "Mentoring under Construction". Mentoring under Construction is supported by the National Agencies of Romania, Sweden, France, Austrian National Agency, SALTO European Solidarity Corps Resource Centre and SALTO EuroMed.
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How to use the online assessments

The online assessments guide you step-by-step through a reflection process that helps you evaluate mentoring practices of mentors with the help of the Mentoring Competence Framework.

Introducing the four cardinal directions

	<p>NORTH – Ethical foundations (values, mindset, ethical guidelines)</p> <p>EAST – Providing guidance (local and cultural integration, well-being, managing difficult situations)</p> <p>SOUTH – Increasing impact (learning, programme values, inclusion)</p> <p>WEST – Enhancing collaboration (integration, co-operation, documentation)</p>
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Each cardinal direction comes with symbolic meaning: **NORTH** represents our core values. It anchors mentoring in integrity, clarity, and shared ethical principles. **EAST** brings light to new beginnings. Mentoring offers orientation, cultural insight, and support through unfamiliar situations. **SOUTH** symbolizes energy and growth. It encourages learning, inclusion, and purposeful engagement within the programme. And finally, **WEST** is the place of reflection and connection. It fosters cooperation, integration, and meaningful documentation of shared experiences.

	<p>NORTH Ethical Foundations <i>values, mindset, ethical practice</i></p> <p>North is our moral compass, the steady anchor that keeps mentoring aligned with purpose and integrity. North symbolizes clarity, wisdom and direction, especially in navigating ethical dilemmas and staying grounded in shared values. North invites us to reflect on our intentions, values and responsibility.</p> <p>🧭 North asks: <i>What are our guiding values, mindset and principles?</i></p>
	<p>EAST Providing Guidance <i>local and cultural integration, well-being, managing difficult situations</i></p> <p>East, the direction of sunrise, represents awareness, learning, and fresh perspective. East symbolizes the start of a journey, where mentoring illuminates paths and helps volunteers find their way in new environments. East encourages curiosity, cultural sensitivity, and supportive presence.</p> <p>☀️ East asks: <i>How do we support others orient themselves in new realities?</i></p>
	<p>SOUTH Increasing impact <i>learning, programme values, inclusion</i></p> <p>The South brings energy, creativity, and growth — ideal for expanding learning and fostering inclusive action. South represents the vital force of mentoring: encouraging confidence, embracing difference, and sparking engagement. The South inspires us to contribute meaningfully and grow from the experience.</p> <p>🌱 South asks: <i>How can we learn, include, and empower for greater impact?</i></p>




WEST Enhancing Collaboration

organisational integration, co-operation, documentation

West, where the sun sets, signifies completion, reflection, and connection.

West emphasizes mutual understanding, the value of shared learning, and the importance of documenting experiences. West encourages closing loops with care, and building strong, lasting connections.

 West asks: *What can we built together? How can we sustain it?*

Assessing Mentoring Practices / Mentoring Support System

STEP 1: “Mapping” - Assessing mentoring practices

STEP 2: “Your mentoring profile” - The results

STEP 3: “Moving the needle” - Interpret the results and create a learning & development plan (for mentoring practitioners)

“Moving the needle” - Interpret the results and create an action plan (for organisations)

STEP 1: “Mapping” - Assessing mentoring practices

Click the link to the online assessment and follow the instructions

-> [Online Self-Assessment for individuals](#)

-> [Online Self-Assessment for organisations](#)

STEP 2: “Your mentoring profile” - The results

After the assessment, participants will receive an email that includes:

- **A mentoring profile** (guide, explorer, cartographer, pathfinder, or wanderer),
- **A summary of main areas of strengths and improvements**, based on the Mentoring Competence Framework.
- **Practical recommendations for follow-up steps:** ideas for a personal learning and development plan (for mentors) or a conversation guide for a team discussion to create an action plan (for organisations)

Here, it is helpful to consult and explore the [Mentoring Competence Framework](#). Each competence includes clear examples of behaviour and the knowledge, skills and attitudes that are necessary to carry out that behaviour.

Step 3: “Moving the needle” - Interpret the results and create a learning & development plan (for mentoring practitioners)

First things first, interpret and reflect on the results...

Reflection

What resonates the most with your experience as a mentoring practitioner?

Which competence would you most like to develop over the next few months?

Which insights are helpful from the Mentoring Competence Framework?

Additionally, sharing the results and talking about them with another mentor helps gaining clarity and gives extra insights.

The learning and development plan doesn't have to be over-complicated. It can start with one small, concrete step.

Instructions

Choose one competence you want to strengthen.

Decide on one new practice you want to include in your mentoring. For example, “I'll end each meeting with a question about what the volunteer learned this week.”

Observe what changes — in yourself and in the volunteer.

Reflect and adjust regularly. Note what worked and what didn't, then adjust.

Step 3: “Moving the needle” - Interpret the results and create an action plan (for organisations)

For organisations, the results are not just a score; they're a conversation starter. They help identify what you already do, what might need more attention, and which competences from the Mentoring Competence Framework are most relevant to your next steps.

The feedback email includes a tool that facilitates a debriefing session with the organisation's team debrief and helps creating an action plan

1. Prepare the discussion
2. Explore the results
3. Identify priorities
4. Create an action plan
5. Review and repeat

Good questions to start with...

What do these results tell us about how mentoring support really looks in our organisation?

What are we proud of?

What could we strengthen or formalise?

What small step could we take next?

Example for an action plan

Focus area	Competence	Action step	Responsibility	Time
<i>e.g. facilitating learning and development</i>	<i>e.g. supporting reflection and assessment of learning and development</i>	<i>e.g. introduce short reflection questions at the end of each volunteer activity</i>	<i>Who will do it</i>	<i>By when</i>
...

Editorial

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[The Swedish Agency for youth and civil society, MUCF](#)

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[Mentoring under Construction Community](#) (linktree)

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