

## Gray's 6-Step Mentoring Process ©1987-2006

for providing efficient & effective mentoring assistance

Best used when the Protege faces a complex, challenging or crucial situation and cannot handle this on his/her own. Such as:

- pursuing an Opportunity having pros & cons
- resolving a Dilemma with several options
- solving a Complex Problem

The **Mentoring PocketCard™** portrays Gray's Mentor-Protege Relationship Model, 4 Mentoring Styles and 26 associated behaviors. The most appropriate Mentoring Styles and behaviors to be used during each Step are listed beneath that Step. During any Step, ask permission to provide mentoring assistance not requested, so the protege will accept and utilize it. Thousands of people who have used this 6-Step Mentoring Process claim that asking permission is very important for developing a good mentoring relationship. Below, is a description of each Step and why it is essential in helping the protege handle an especially complex, challenging or crucial situation.

### Step 1. Understand Protege's Goals, Attitudes and Perceptions

When first describing a challenging situation, the protege is often functioning at an **Unconsciously Incompetent Level** – unaware of what to do and unable to do what's needed. To empower the protege to talk openly and honestly, the mentor should use the 7 Confirming Mentoring Style behaviors. This helps the protege to identify needs, goals, attitudes and perceptions that can be negative or unproductive at this point.

### Step 2. Review Protege's Actions & Consequences

The mentor helps the protege realize what she/he has done about the situation and whether this has produced desired, positive consequences. Typically, the protege's actions have not worked – that's why the mentor is helping. The mentor mostly employs Confirming and/or Guiding Mentoring Style behaviors so the protege will talk candidly.

### Step 3. Identify Protege's Real Issue

What a protege initially describes during Steps 1 and 2 is usually just the presenting issue – not the real issue causing the difficult situation. To avoid wasting valuable time and effort on the wrong issue, the mentor helps the protege identify the real issue by using Informational, Guiding and Confirming Mentoring Style behaviors.

### Step 4. Redefine Protege's Goals, Attitudes & Perceptions

At this point, the mentor employs Informational, Guiding and Confirming Mentoring Style behaviors to help the protege develop more productive goals, attitudes and perceptions. This enables the protege to become more aware of what to do. If the protege is still unable to do what's needed, he/she is functioning is at the Consciously Incompetent Level (aware, but still unable).

### Step 5. Expand Protege's Thinking to Consider New Options

Steps 1 to 4 get the protege ready to consider new options for handling the situation. The protege is now ready for the mentor to expand the protege's thinking. The mentor mostly employs Informational and Guiding Style behaviors to equip the protege directly with what the mentor knows could work, or to arrange for others to provide help.

### Step 6. Create a Mentoring Action Plan

This Step converts Talk into Action Steps that produce desired Results. By this point, the protege likely is aware of Action Steps needed to accomplish a productive goal, so Collaborative Mentoring Style behaviors are mostly used. The mentor might need to use some Informational or Guiding Style behaviors if the protege is not ready for Collaboration. Both must agree on the Action Steps, so they will mutually commit to carry them out.