

CMIT Mentor Guide



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CMIT MENTOR PROGRAM

Background

The purpose of the CMIT Mentor Program is to provide guidance for early-career professionals, graduates, and recent graduates to assist them in becoming successful leaders within the CM industry. The program is a part of the Construction Management Association of America (CMAA) and is designed to help mentees gain the skills and knowledge necessary to succeed in the industry.

The CMIT Mentor Program is a voluntary program that provides a supportive environment for growth and development in which mentors provide guidance, share experiences, and offer advice and support to CMIT mentees. The program is designed to help mentees gain the skills and knowledge necessary to succeed in the industry.

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The CMIT program works to continuously promote and enhance the expanding community of aspiring professionals and students in the CM industry. The CMIT program encourages professional growth, facilitates new connections, and offers guidance through mentorship. After an individual applies for the CMIT and subsequently passes the exam, they then enter the mentor phase of the program.

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Mentoring is a human development process that facilitates personal and professional growth. As a part of the process, a relationship is formed in which an experienced individual shares their wisdom and knowledge, while providing support, advice, and counsel that helps less-experienced individuals to grow, develop, and eventually assume positions of greater authority and responsibility.

Purpose

The purpose of the CMIT Mentor Program is to provide guidance for early-career professionals, graduates, and recent graduates to assist them in becoming successful leaders within the CM industry.

Mission

The mission of the CMIT Mentor Program is to provide a supportive environment for growth and development in which mentors provide guidance, share experiences, and offer advice and support to CMIT mentees.

Vision

The vision of the CMIT Mentor Program is to connect mentors with CMIT mentees that will enable them to become successful professional construction managers.

CMIT Mentor Guide

This guide describes the CMIT Mentor process, including:

- 9 Mentor guidelines
- 9 Mentee guidelines
- 9 Mentoring program phases
- 9 Tools and tips to assist throughout the mentoring process
- 9 Sample forms and templates

Disclaimer

All individuals who have signed up to be a mentor for the CMIT mentor program are volunteers. CMCI does not guarantee mentoring or career advancement through the

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Role and Responsibilities

&0&, DSSUHFLDWHV WKH FRPPLWPHQW ÌH[LELOLW\ DQG DYDLODELOLW\ mentors can provide while working with mentees and UHFRJQL]HV WKDW DV OHDGLQJ LQGXVWU\ SURIHVVLRQDOV PHQWRUV are volunteers and will often be busy. Mentors should also be knowledgeable, patient, respectful, and supportive. All PHQWRUV ZKR ZLVK WR EH UHFRJQL]HG IRU SDUWLFLSDWLRQ LQ WKH program must register on the [CMAA website](#).

7KH PHQWRU"V UHVSQRVLELOLWLHV LQFOXGH EXW DUH QRW OLPLWHG WR the following:

- 7DNLQJ WLPH WR XQGHUVWDQG PHQWHH"V FDUHHU DQG SHUVRQDO aspirations.
- Offering knowledge, insights, perspectives, wisdom, and IHGEDFN DQG VKDULQJ H[SHULHQFHV XVHIXO WR WKH PHQWHH"V growth.
- Providing insights to the mentee on different aspects of the industry and offering advice.
- Creating an open and candid relationship to encourage growth and trust.
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- 6XS\$WRLLQJ DQG IDFLOLWDWLQJ WKH PHQWHH"V GHYHORSPHQW of professional and interpersonal competencies through

TOOLS AND TIPS

Possible Challenges and How to Overcome

Below are some examples of challenges other mentors and mentees have faced and resolved.

Challenge - not enough time in the day: The most common
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in the relationship that you want. Despite good intentions,
other priorities from both work and personal life can possibly
interfere or create a disturbance in the relationship.

Solution: Focus on the smaller aspects rather than the bigger
picture ones, especially in the start of your relationship.
This will help you to focus on each step and not become
overwhelmed with the tasks ahead. It is also important for
both the mentor and mentee to avoid promising more time

TOOLS AND TIPS CONTINUED

Challenge - conquering differences: Differences will become apparent from the very beginning, but they should be seen as a catalyst, not a hindrance to building the relationship.

Solution: In addition to discovering all the similarities, which is done during the interview process, mentors and mentees should also work to identify the differences between them. Once the differences have been stated, mentors and mentees can break through any barriers that might exist by communicating about them directly. Differences should not be seen as negative, but as an opportunity for learning and

TOOLS AND TIPS CONTINUED

Listening Skills

Effective communicators are also the best listeners. Listening is more than just hearing what has been said. Listening shows genuine interest in the other person, lets them know you are concerned for them, and makes them feel comfortable in sharing their ideas and feelings.

Understanding of what another person is saying. Active listening is an important skill used to obtain information about what the other person is thinking and feeling.

Remember that developing good listening skills are an important part of your professional growth in CM. The components of good listening skills include:

- **Silence:** Use silence effectively. Listen quietly to what others are saying.
- **Attentiveness:** Acknowledge the speaker. Maintaining eye contact, using body language such as gestures, movements, and facial expressions to promote or discourage participation, or acknowledging with a brief, one-word phrase or expression your understanding or approval of what the other person is saying.
- **Paraphrasing:** Restating in your own words what you thought the speaker said without adding any judgment or interpretation.
- **Clarifying:** Clarifying the feelings you think the other feels to show empathy.
- **Open-ended questions:** Using questions that require extended responses or encourages others to talk provides you with more information and assists you in clarifying issues. Open-ended questions begin with words such as what, how, or could.

USEFUL FORMS

- ▶ [Mentor Evaluation form](#)
- ▶ [Mentee Evaluation form](#)
- ▶ [Declare Your Mentor form](#)
- ▶ [Mentor Sign-Up form](#)
- ▶ [Appreciating Differences form](#)
- ▶ [Work Plan](#)

USEFUL FORMS

Work Plan

Instructions to the protégé: Completete this worksheet with your Mentor.

GOAL(S) Use the space below to record your goal(s).

OBJECTIVES

Use the spaces below to identify objectives to accomplish your goal(s). Then assign a priority to each action step and record the number in the box

USEFUL FORMS

Work Plan

Instructions to the protégé: Use the space below to identify actions to overcome barriers that may prevent you from completing your objectives.

POSSIBLE BARRIERS	ACTIONS TO OVERCOME BARRIERS

