Guide for Candidate Members & Mentors
For Completion of the
PSB Mentorship Requirements

1.0 INTRODUCTION:

All Candidate members of the Provincial and Territorial Institutes and Associations (PTIAs) seeking eligibility for entry into Registered (Certified) Membership as a Registered Professional Planner are required to participate in a mentorship program through the Professional Standards Board (PSB) to support the practical work experience requirement.

Successful completion of the requirements is, along with completion of the practical work experience requirements and the Ethics & Professionalism Course, required by all Candidate members prior to any application to write the Professional Examination and ultimate admission to Registered (Certified) Membership.

The mentorship requirement involves the participation of the Candidate member and a Mentor – a Registered (Certified) Member of a PTIA in good standing who has more than three years' of experience as a Registered (Certified) Member. Candidate members will be asked to initially identify a Mentor at the time of application for entry into PSB's process and admission to Candidate membership. It is also the Candidate member's responsibility to initiate and develop the required relationship(s) with the Mentor (as well as with a Sponsor for the practical work experience requirements). This is a voluntary relationship; the Mentor does not receive any monetary compensation.

2.0 Mentorship Requirements:

Before undertaking the mentoring program it is important for Candidate members to understand the standards set by the profession. The current standards set the following mentorship requirements:

- All Candidate members must undertake, complete and record a minimum of **one year** of mentorship by a Mentor. Candidate members are asked to identify a suitable Mentor at the time of their application for consideration for Candidate membership.
- Within **ninety days** of admission to Candidate membership, a Candidate member and their Mentor must complete, sign and submit a formal ***Mentorship Agreement*** (available on the PSB website) to PSB at certification@psb-planningcanada.ca to confirm that the mentorship program has commenced.
- Upon completion of the one-year mentorship period, the Candidate member and Mentor must complete, sign and submit a ***Record of Mentorship*** (also available on the PSB website) to PSB. The Record summarizes the meetings held during the mentorship period, the work accomplished, and critically reflects upon the competencies and areas of practice covered during the mentorship relationship.
- All Candidate members will provide their Mentor with a copy of this Guide at the commencement of the mentorship program. To enhance the quality of the Mentor - Candidate member experience it is strongly suggested that all Mentors undertake the simple Mentor orientation offered by PSB.

3.0 The Mentor

The role of the Mentor is to provide key collegial advice, assistance and guidance to a Candidate member as they undertake their practical work experience requirement and seek entry into Registered (Certified) Membership as a Registered Professional Planner.

The Mentor must be a Registered (Certified) Member of a PTIA in good standing who has more than three years' of experience as a Registered (Certified) Member. The Mentor's role with the Candidate member is intended to be collegial, and therefore it is anticipated that the Mentor will often be a supervisor, close work colleague, or other close professional colleague of the Candidate member.

While it may be desirable for the Mentor to live in the same location or area as the Candidate member; it is also possible – when necessary – to have a long distance mentoring relationship, provided all the goals and objectives of the mentorship program are met.

As noted previously, it is the responsibility of the Candidate member to identify and secure a Mentor prior to undertaking and completing the mentorship program. Only in exceptional circumstances, if a Candidate member is unable to successfully identify and secure a Mentor, will the PTIA provide assistance.

The Mentor must agree to the Candidate member's request to serve as his/her Mentor, and should be provided with this Guide upon agreeing to serve as a Mentor. Mentors should carefully review and familiarize themselves with this Guide, and use it for reference as they undertake their role. Mentors are further strongly encouraged to take the simple Mentor orientation offered by PSB.

4.0 The Mentorship Program:
Mentorship provides a great opportunity for aspiring, new and experienced planners to exchange experiences and knowledge. Mentorship programs in a wide range of professions provide solid evidence that rewards accrue to both mentors those being mentored. Serving as a mentor can broaden your professional network, build your résumé, enhance your analytical skills, and provide opportunities for professional exchanges with a fresh perspective.

In a professional setting, mentoring typically means a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with an agreed-upon goal of having the latter grow and develop specific competencies. Other general goals include giving prospective members of the profession insights into how its members function, helping them make career choices, socializing with (and perhaps recruiting) new members, generating mutual learning, and encouraging reflective practice. (Adapted from M. Murray and M. Owen, *Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program,* Jossey-Bass, 1992.)

Some of the broad values and purposes of mentoring include:

- Encouraging the growth of the profession and advancing the principles of the PTIA
- Creating and enhancing a network of contacts in the planning profession
- Sharing knowledge and ideas among professional planners
- Introducing potential or new members to the profession and the PTIA
- Providing ongoing guidance throughout the membership certification process
- Easing and encouraging the transition from Candidate to Registered (Certified) Membership
- Facilitating the dissemination of information on emerging trends and issues

The Canadian Institute of Planners and the Provincial/Territorial Institutes and Associations (PTIAs) wish to encourage experienced Registered (Certified) Members to share their professional experience with the many eager and upcoming planners. In recognition of the value of mentoring in a professional setting, the Certification Standards of the planning profession in Canada require that each Candidate member seeking eligibility for entry into Registered (Certified) Membership as a Registered Professional Planner participate in a mentorship program to support the practical work experience requirement.

The objective of the mentorship program is to ensure that Candidate members are exposed to, and cover a range of professional topics while completing their practical work experience, including: the candidate's area of specialization, an understanding of the scope of planning practice, professional accountability and ethical standards, the planner's responsibility to the public interest, and the candidate's commitment toward the PTIA, as well as achievement of an acceptable level and range of the profession's competencies.

Mentorship involves two principal groups of participants:

- **Mentors** – More experienced and senior professional planning practitioners who are Registered (Certified) Members with more than three years' of experience as a Registered (Certified) Members.
- **Candidate Members** – Planners employed in planning, who have submitted an application for and been accepted as a Candidate member of the Canadian Institute of Planners and/or the Provincial and Territorial Institute and Association (PTIAs), and have been accepted into PSB's process.

The mentorship program officially commences when the Mentor and Candidate member complete, sign and submit a formal *Mentorship Agreement* to the PSB at certification@psb-planningcanada.ca. Either the Candidate member or Mentor may terminate this agreement (and their mentoring relationship) for any reason by advising PSB in writing and indicating the termination date. The Candidate member is then responsible for identifying a new Mentor, completing, and submitting a revised *Mentorship Agreement* to the PSB at certification@psb-planningcanada.ca. Credit for accumulated experience by the Candidate member while working with his/her initial Mentor is retained.

The Mentor will guide a Candidate member for a *minimum* period of **one year** to ensure the Candidate member gains a thorough understanding and knowledge of the professional planner's ethical responsibilities towards the profession, responsibilities towards colleagues, and an understanding of the public interest.

The Mentor and the Candidate member will also work cooperatively to ensure that the Candidate member has a plan to achieve an acceptable level and range of the profession's competencies while the Candidate member completes the practical work experience requirements (see Appendix 1 for the competencies). Also refer to the *Guide for Candidate Members & Sponsors* (available from the PSB website) for more details and information regarding the practical work experience requirements.

Candidate members and Mentors are reminded that the mentorship time requirement of one year is a *minimum* expectation, and that only when the Candidate member and Mentor agree that the program's goals and objectives have been met, and the Candidate member has completed the practical work experience requirement, should they complete and sign off on the *Record of Mentorship*.

As noted previously, successful completion of the mentorship requirements is, along with completion of the practical work experience requirements and the Ethics & Professionalism Course, required by all Candidate Members prior to any application to write the Professional Examination and ultimate admission to Registered (Certified) Membership.

5.0 Getting Started – Suggestions for Participants:
The relationship between Candidate members and Mentors is intended to be positive, collegial, professional and mutually rewarding. Mentors and Candidate members can work on a number of activities together to fulfill the goals and objectives of the program. It is hoped that the relationship is a two-way street. Depending on the participants involved, either the Mentor or the Candidate member may initiate the activity. Participants are encouraged to be creative and flexible!

Here are a few possible ideas to help get participants started:

- Initial Meeting: As a kickoff for the relationship, hold an initial meeting – go for a coffee, breakfast, lunch or dinner. Discuss where you both work, areas of mutual interest, positions and work experiences. Discuss your views on how the partnership should work. Describe how you like to interact. Jointly work on a mentoring plan. Set another date to get together.
- Familiarity with Requirements: Both the Mentor and Candidate member should familiarize themselves with this Guide, the profession's competencies (see Appendix 1), and the practical work experience requirements at the commencement of the mentorship program.
- Technology: Where necessary, take advantage of technology to connect through video, voice or text.
- Share Experience: Attend meetings/professional activities together. Afterwards, discuss them privately to learn about people, politics, procedures, styles, etc.
- Share Resources: Loan some materials to each other (e.g. reports, books, and articles, one of your favourite designs or models) that have impressed you. Read and discuss them later.
- Share Contacts: Introduce your mentor or candidate to your colleagues. Point out specific ways in which your contacts can potentially help each other.
- Share Practice: See each other in action completing various work-related tasks. Later, discuss with each other what you were attempting to do and how you analyze your own effectiveness.
- Share Feedback: Offer ideas to each other on how a product or procedure could be more effective.
- Share Communications: Make an important telephone call while your Candidate member or Mentor listens. Discuss the call afterward, and talk about next steps.
- Offer to listen to and evaluate an upcoming oral presentation to be made by your Candidate member or Mentor. Later review and provide feedback.
- Share Professional Development: Undertake various practice and professional development activities together, such as:
    - Go together to hear an especially effective speaker or presenter. Discuss the strengths (and any possibilities for improvement) afterward.
    - Do an oral presentation together.
    - Edit a document either of you is working on. Review strengths and, where appropriate, alternate ways of presenting the information.
    - Write an article or other publication together.

- Plan some learning activities together. Undertake research for classes, conferences, or other events that would help both of you.
- Share Ideas and Opinions: Seek each other's opinion on various problems, ideas, proposals and tasks.

6.0 Key Topic Areas to Be Covered By the Mentorship Program:

Although each mentorship relationship will be somewhat unique, based on the individual participants, in order to ensure that the goals and objectives of the program are met with respect to the progression of the Candidate member towards Registered (Certified) Membership as a Registered Professional Planner, the following core topics/issues must be covered during the period of the mentorship program:

- The CIP Code of Professional Conduct
- The Provincial Planning Institute and Association's (PTIA) Code of Ethics or Professional Conduct or equivalent
- The role of the 'public interest' in professional planning.
- The role of the profession in maintaining standards of competency, ethics and professionalism.
- A broad range of the profession's competencies (see Appendix 1).

The completed *Record of Mentorship* should clearly document and reflect that these core topics/issues have been covered and addressed during the period of the mentorship program.

7.0 Mentor Guidelines and Tips:

The following guidelines are intended for Registered (Certified) Member Mentors participating in the mentoring program:

- The Mentor should make him/herself as available to the Candidate member as is reasonably possible. Use technology, where necessary and feasible.
- Take the simple Mentor orientation offered by PSB.
- Ask to see the Candidate member's resume and additional information about their background.
- Mentors should prepare for the first meeting. Take some information about yourself to the meeting, and be prepared to answer questions from the Candidate member about your background in the planning profession and the role of the profession.
- Mentors and Candidate members should plan a regular meeting schedule and honour those commitments. This demonstrates to each participant that he other is dependable, consistent and trustworthy. The Candidate member and the Mentor should meet in person (preferable) or hold a telephone meeting at least once every two months. Having an agenda of topics or issues to be covered is helpful, ensuring focused and productive interactions.
- The Mentor should engage the Candidate member in discussion and interaction which reflects a range of professional topics including: the candidate's area of specialization; an understanding of the scope of planning practice, professional accountability and ethical standards; the planner's responsibility to the public interest; and, the candidate's commitment toward the PTIA. It is important that the Mentor and Candidate member review the competencies (see Appendix 1) and practical work experience requirements at the initial stages of the program.
- Mentors are (where applicable by provincial/regional Affiliate) eligible to earn Continuous Professional Learning/Development Learning Units for participation in the mentoring program.
- The Mentor should serve as a resource to and interact with the Candidate member to guide and initiate him/her into the profession and offer helpful advice as a practicing member.

- The Mentor will ensure the Candidate member maintains a complete record of meetings for submission (as the *Record of Mentorship*) within one year after the relationship has concluded. The *Record of Mentorship* must be reviewed and signed by the Candidate member and the Mentor to attest to its accuracy and completeness. This record summarizes the work accomplished and critically reflects upon the period of the mentorship program.
- Both Mentors and Candidate Members must always act professionally, and respect the professional, collegial nature of the relationship. Respect issues of confidentiality – in other words, set an example by exhibiting integrity, professionalism and ethical behaviour. After all, integrity breeds trust.
- If the relationship between the Mentor and Candidate member is being terminated prematurely, the Candidate member should prepare and submit a partial *Record of Mentorship* covering the period of the mentorship (up to termination) to PSB, ensuring that the Mentor has signed the document.

8.0 Candidate Member Guidelines & Tips:

- The Candidate member is responsible for initially identifying a Mentor at the time of application for admission to Candidate membership. It is also the Candidate member's responsibility to initiate and develop the required relationship(s) with the Mentor. Only in exceptional circumstances, if a Candidate member is unable to successfully identify and secure a Mentor, will the PTIA provide assistance.
- Once a Candidate member is admitted to membership, within ninety days, the Candidate member will ensure that the formal *Mentorship Agreement* is completed, signed and submitted to PSB at certification@psb-planningcanada.ca.
- The Candidate member will provide to the Mentor a copy of this Guide, a copy of their resume and any relevant background information. The Candidate member will confirm that their Mentor has reviewed the guidelines and whether their Mentor has taken the simple Mentor orientation offered by PSB.
- Mentors and Candidate members should plan a regular meeting schedule and honour those commitments. This demonstrates to both participants that each is dependable, consistent and trustworthy. The Candidate member and the Mentor should meet in person (preferable) or hold a telephone meeting at least once every two months. Having an agenda of topics or issues to be covered is helpful, ensuring focused and productive interactions.
- Both Mentors and Candidate Members must always act professionally, and respect the professional, collegial nature of the relationship. Respect issues of confidentiality – in other words, set an example by exhibiting integrity, professionalism and ethical behaviour. After all, integrity breeds trust.
- The Candidate member is responsible for recording and documenting the meetings and interactions between himself/herself and his/her Mentor by completing the *Record of Mentorship*.
- The *Record of Mentorship* should identify the date and length of each meeting and the general content of the topics and issues covered – including professional and ethical issues, competencies, etc. The record should ultimately summarize the work accomplished and critically reflect upon the period of the mentorship relationship.
- The Candidate member should have reasonable expectations regarding the availability of the Mentor to engage in the mentorship program, and respect the Mentor's time, other commitments, and their voluntary role.

- At the completion of (a minimum of) one year of mentorship, the Candidate member will be required to submit the completed *Record of Mentorship*, signed by the Candidate member and the Mentor, to PSB at certification@psb-planningcanada.ca
- If the relationship between the Mentor and Candidate member is being terminated prematurely, the Candidate member should prepare and submit a partial *Record of Mentorship* covering the period of the mentorship (up to termination) to PSB, ensuring that the Mentor has signed the document.
- Submission of the completed *Record of Mentorship* (as well as submission of the completed *Record of Practical Work Experience* and successful completion of the Ethics & Professionalism Course) is required by all Candidate members prior to any application to write the Professional Examination and ultimate admission to Registered (Certified) Membership.

9.0 Submission and Acceptance:

Candidate members submit the entire completed, signed *Record of Mentorship* upon completion of the mentorship program to PSB at certification@psb-planningcanada.ca

The following checklist should be used by Candidate members prior to the final submission of their completed *Record of Mentorship*:

- Each *Record of Mentorship* should be complete with all required information, including logging all meetings/interactions held, activities undertaken, topics/issues covered, etc.
- The *Record of Mentorship* should include information clearly documenting that the core topics/issues have been covered during the mentorship program.
- Confirmation and signature from the Mentor confirming that the Mentor has reviewed, verified and signed off on the completed *Record of Mentorship* where specified.

The *Record of Mentorship* submitted will be considered by PSB at the same time as the *Record of Practical Work Experience* and the Candidate member's application to write the Professional Exam. PSB will provide notification of acceptance to the Candidate member if all is in order.

10.0 Rejection and Appeals:

In the event that a Candidate member's *Record of Mentorship* is rejected by PSB as incomplete or insufficient with respect to meeting the requirement, the Candidate member will be given reasons for the rejection as well as feedback to assist them in successfully completing the requirement through a revised submission. If a Candidate is asked to resubmit a revised *Record of Mentorship*, the revised record must also be reviewed and signed off by the Mentor.

In any case of a rejection, the Candidate member shall have the right to appeal the acceptance of their *Record of Mentorship* in writing, in accordance with the Appeals policies established by PSB. Candidate members should consult the Appeals policies of PSB for more information regarding such appeals.

11.0 More Information:

For more information, or any questions regarding the mentoring experience and sponsorship requirements, please contact the PSB.

APPENDIX 1 – Competencies:

A – FUNCTIONAL COMPETENCIES:
Human Settlement:

Human Settlement and Community, Regional and Provincial Settings:
- Understand knowledge of human settlement, its evolution and history, influence of natural setting and site context, geography, economy, environment and sustainability issues, changing forms and political and social structure.
- Able to identify lessons learned from past experiences.
- Able to link lessons learned in human settlement to current and future planning challenges and opportunities.

Influences on Communities:
- Understand local government and relation to provincial government, finance and land use, and the broad principles that guide the physical design of communities and the design and operation of infrastructure and services.
- Understand the role that transportation infrastructure plays in determining community structure.
- Understand the roles of economic development and social service provisions, including housing.
- Understand the elements of sustainable community building and ability to assess progress of initiatives.
- Able to relate the influences to planning activities.

History & Principles of Community Planning:
History of Planning in Canada and Other Countries:
- Understand the history of small and large-scale community planning. Understand the historical evolution of community planning as a function of government, as a professional activity, and as a reform movement.
- Understand how to use lessons learned to support future decision-making.

Planning Theories, Principles and Practices:
- Understand theories, ideals and principles which have guided small and large scale community planning and its physical expression
- Understand approaches to and methods of policy analysis and the role and methods of public consultation and involvement in decision-making
- Understanding of the concepts of community based development.
- Understand the strengths, limitations, and uncertainties associated with the political, social, environmental, cultural and economic nature of public interest and the roles of professional judgment, expertise and advice within these frameworks.

Governments, Law and Policy:
Governments and Legislation:
- Understand the political, legal and institutional contexts of the realm of planning practice.
- Understand how legislation and laws influence and requires planning.
- Understand the agency and employment relationship of planning to legislation.

Policies and Application:
- Understand and able to evaluate critically policy formulation, evaluation, and tools and strategies for implementation
- Understands policy application in specific planning contexts (resource management, health, environment, development etc.) and how the legal/legislative context affects planning
- Understand how planners support legislation, develop recommendations and advise on policies.
- Understand methods for implementing public policy and planning within the framework of Canadian law and the process of government (Includes planning law, community development processes and plans, zoning and other implementation techniques, urban design, governments systems, political and organizational behaviour, public finance principles, evaluation methods, impact assessment, and litigation).

Plan and Policy Considerations:

Environmental and Sustainable Development Issues:
- Understand environmental management, biophysical environments and systems, ecological limits and processes, and science and sustainability.
- Understand the relationship between ecological, social and economic factors in planning, including the concept of sustainable development.
- Able to assess issues and the effects on development actions and able to debate and link the relationships by using planning as a positive influence.

Diversity and Inclusiveness:
- Understand demographics of society and diversity and inclusiveness considerations including, but not limited to Aboriginal people.
- Understand practices to effectively comply with legal aspects and benefit from approaches to building on diversity and difference.
- Able to develop plans that build on diversity and inclusiveness considerations.

Functional Integration of Knowledge:
- Understand basic elements and interactions between the following functional areas and other areas that have a relationship to planning: transportation; facilities; economics; social; urban design; legal; resources; environment; recreation; housing; infrastructure; land use; development control; etc.
- Understand how to use networks and other domains of knowledge to support decision making
- Able to integrate knowledge and demonstrate technical capacities to apply it to planning situations.
- Able to understand how technology can support planning analysis and activities, policy development and decision making.

Finance and Economics:
- Understand the economics of development (private and public perspectives).
- Understand local government finance and its relationship to development.
- Able to assess financial and economic considerations, and use this information to support the development of planning proposals and reports.

Plan and Policy Making:

Planning Approaches and Focus:
- Understand the various approaches and instruments used in small and large scale plan making and policy development.
- Able to determine the challenge or opportunity to be addressed.
- Able to select an approach to and clarify the focus of the plan.

Developing Visions and Outcomes:
- Understand approaches to the development of visions and outcomes.
- Able to use analysis and processes to assess possible options.
- Able to develop visions and outcomes.
- Able to articulate, present, and defend visions, plans and policies.

Strategic Information Gathering and Analysis:
- Understand what information should be gathered.
- Able to gather information to enable a critical analysis of the situation.
- Able to analyze information gathered to support development of a proposal or plan.
- Understand how technology can gather input and analyze information.
- Able to apply technology to support analysis

Obtaining Input and Approvals:
- Understand practices to effectively engage and gather input from key stakeholders.
- Able to prepare reports and presentations to support input gathering.
- Able to present analysis and reports, support discussions and make recommendations leading to approval.

Plan and Policy Implementation:

Decision Making and Risk Management:
- Understand various modes of decision making and how the technical, financial, social, environmental and political factors are integrated into sound decision making.
- Understand risk management and its integration into sound decision making.
- Understand land use regulations, legal, environmental, infrastructure, finance and economics, development control, and other considerations that are part of implementation.
- Able to integrate information to minimize risk.

Implementation Plan:
- Understand practices to develop an effective implementation plan.
- Able to engage other key stakeholders in the development and review of the plan.
- Able to develop and support implementation of a plan.

Project Management:
- Understand basic practices of project management.
- Able to apply project management techniques and tools to support projects.
- Able to complete projects based on desired outcomes and targets.

Finance and Administration:
- Understand finance and administration practices to effectively manage project or plan implementation.
- Able to monitor and assess financial and administrative activities.
- Able to report on financial and administrative activities.

Evaluation:
- Understand practices to evaluate and monitor plan implementation.
- Able to frame recommendations for implementation which can be monitored and evaluated.
- Able to assess and determine when correction is required.
- Able to direct or use evaluation processes and develop reports.

Developments in Planning:
Emerging Trends and Issues:
- Understand practices to monitor emerging trends and issues that relate to planning.
- Able to source and critically assess external and internal environment information to support analysis of the topics.
- Able to critically assess applicability to plans, physical designs, projects and activities, and report on potential innovations and improvements.
- Support information exchange within the profession on trends and best practices.

B – ENABLING COMPETENCIES:
Critical Thinking:
Issues Identification:
- Understand effective issues identification practices to determine and manage issues.
- Able to identify and track emerging issues in light of project goals, resources and stakeholder interests.
- Able to facilitate processes to identify issues and seek input, categorize, analyze and report on issues.

Problem Solving and Decision Making:
- Understand effective problem-solving and decision making practices and underlying values and potential ethical issues.
- Able to define problems and identify viable options and possible solutions.
- Able to relate activities in one area to others and assess potential for the integration of ideas.
- Able to pull together diverse ideas, issues and observations into a simple, clear and useful analysis and/or presentation.
- Able to support complex decision making.

Research and Analytical:
- Understand methods and practices to find relevant information and conduct an analysis.
- Able to compare and integrate data from various sources and identify cause/effect relationships.
- Able to analyze results effectively.
- Able to evaluate results.

Innovation and Creativity:
- Understand and encourage practices to support innovation and creativity in work environments.
- Use innovation and creative practices and tools to facilitate decision making.

Political Awareness:
- Understand political motives, issues and actions.
- Actively follow political trends, issues and activities.
- Demonstrate awareness of how political trends, issues and activities influence decision making.

Change Management
- Understand stages within the change process and practices to implement change.
- Able to monitor issues and anticipate potential changes.
- Use change management processes to implement decisions.

Interpersonal:
Integrity and Trust:
- Understand the importance of maintaining high standards of integrity and trust.
- Able to provide a balanced picture, respect others and build trust.
- Able to set a positive example.

Diversity and Inclusiveness:
- Understand the elements of diversity and difference.
- Appreciate the value of diversity.
- Able to apply policy and practices to accommodate diversity and inclusiveness.
- Able to articulate recommendations for consideration and action.

Facilitation:
- Understand the value of facilitation to plan making and implementation.
- Understand practices to facilitate situations.
- Able to facilitate situations to support decision-making and engender commitment.

Negotiation:
- Understand practices to support negotiations.
- Able to support position and presents issues in a factual and persuasive manner.
- Able to build on common ground and seek compromise when appropriate.

Collaboration and Consensus Building:
- Understand practices to support collaboration and consensus building.
- Able to asses and analyze an approach to support improvements.
- Able to facilitate collaboration and consensus building situations.

Conflict Management:
- Understand practices to manage conflict.
- Able to assess the nature of a conflict and suggest an approach to address the conflict.
- Able to address conflicts in a non-judgmental fashion, clarify differences, and build on common interests.
- Able to propose recommendations for consideration and action.

Communications:

Listening:
- Demonstrate capacity to listen effectively and understand messages.
- Able to confirm messages have been received and are understood.

Written and Oral Presentation
- Understand practices and tools to support simple and effective written, oral and visual/graphic presentations.
- Able to express ideas in a clear, organized and effective manner, both verbally and non-verbally, to achieve understanding.
- Able to communicate complex matters and be persuasive.

Information and Knowledge:
- Understand types of information and knowledge required to support decision making.
- Able to translate and integrate various sources of information.
- Able to support timely, relevant and accurate communications.

Use of Information Technology:
- Understand issues, trends and how to integrate multi-media material into written, oral and visual presentations.
- Use current technology to complete work and make informed decisions.
- Evaluates the use of technology and, through benchmarking (review of best practices), identify opportunities for improvement and support of technical staff.

Internal and External Relations:
- Understand the importance and practices of successful media and other external relations activities required to communicate messages effectively.
- Understand various types of internal communications and processes used to gather and disseminate information.
- Engage in activities to improve internal and external relations activities.

Leadership:

Vision:
- Understand the importance of values and vision, and methods and processes for vision development and promotion.
- Apply a critical, integrative thinking approach to issues.
- Able to support the development of values and vision, monitor progress and identify when to make corrections.

Responsiveness and Influence:
- Anticipates future needs and developments.
- Understand how to effectively engage stakeholders in complex issues.
- Understand how to connect needs and solutions and influence decisions.
- Able to propose influential recommendations to key stakeholders.

Team Building:
- Understand team building techniques and dynamics.
- Act as a leader or member of a multi-function team.
- Build and motivate teams.

Climate of Excellence:
- Understand frameworks to support quality and performance measurement.
- Understand the meaning of accountability and practices to support accountability.
- Able to apply practices and tools to manage for results and achieve positive outcomes.

Managing Resources and Results:
- Understand policies and processes to effectively manage resources and results expected.
- Able to manage human and financial resources and achieve targeted results.
- Able to assess the use of resources and identify areas for improvement.

Professional and Ethical Behaviour:
Continuous Learning:
- Understand practices to support life-long learning, mentorship and coaching for self and others.
- Able to assess development needs.
- Engage in continuous learning and promoting the value of learning for self and others.

Ethical Standards:
- Understand ethical responsibilities and dilemmas for the professional planner.
- Understand and demonstrate adherence to establish ethical standards.
- Set highest standards for self and others, and monitors practice.

Professionalism:
- Understand the role of the professionals generally.
- Understand the role of the planner in the development of the profession.
- Monitor changes in the profession and demonstrate professionalism.
- Participate in activities to support development of the profession.