

## HUMAN SETTLEMENT EVIDENCE GRID

Competency	Step A Self – Assessment	Step B List Supporting Evidence
	Nil <span style="float: right;">Expert</span> 0 1 2 3 4 5	
<p><b>Human Settlement and Community, Regional and Provincial Settings</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Able to identify lessons learned from past experiences.</li> <li>▪ Able to link lessons learned in human settlement to current and future planning challenges and opportunities.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<p><b>Influences on Communities</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Understand the role that transportation infrastructure plays in determining community structure.</li> <li>▪ Understand the roles of economic development and social service provisions, including housing.</li> <li>▪ Understand the elements of sustainable community building and ability to assess progress of initiatives.</li> <li>▪ Able to relate the influences to planning activities.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

## HISTORY AND PRINCIPLES OF COMMUNITY PLANNING EVIDENCE GRID

Competency	Step A Self – Assessment	Step B List Supporting Evidence
	Nil <span style="float: right;">Expert</span> 0 1 2 3 4 5	
<p><b>History of Planning in Canada and Other Countries</b></p> <ul style="list-style-type: none"> <li>▪ Understand the history of small and large scale community planning.</li> <li>▪ Understand the historical evolution of community planning as a function of government, as a professional activity, and as a reform movement.</li> <li>▪ Understand how to use lessons learned to support future decision making.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<p><b>Planning Theories, Principles and Practices</b></p> <ul style="list-style-type: none"> <li>▪ Understand theories, ideals and principles which have guided small and large scale community planning and its physical expression</li> <li>▪ Understand approaches to and methods of policy analysis and the role and methods of public consultation and involvement in decision making</li> <li>▪ Understanding of the concepts of community based development.</li> <li>▪ 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.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

## GOVERNMENTS, LAW AND POLICY EVIDENCE GRID

<b>Competency</b>	<b>Step A Self – Assessment</b>	<b>Step B List Supporting Evidence</b>
	Nil <span style="float: right;">Expert</span> 0 1 2 3 4 5	
<p><b>Governments and Legislation</b></p> <ul style="list-style-type: none"> <li>▪ Understand the political, legal and institutional contexts of the realm of planning practice.</li> <li>▪ Understand how legislation and laws influence and requires planning.</li> <li>▪ Understand the agency and employment relationship of planning to legislation.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<p><b>Policies and Application</b></p> <ul style="list-style-type: none"> <li>▪ Understand and able to evaluate critically policy formulation, evaluation, and tools and strategies for implementation</li> <li>▪ Understands policy application in specific planning contexts (resource management, health, environment, development etc) and how the legal/legislative context affects planning</li> <li>▪ Understand how planners support legislation, develop recommendations and advise on policies.</li> </ul> <p>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).</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

## PLAN AND POLICY CONSIDERATIONS EVIDENCE GRID

<b>Competency</b>	<b>Step A</b> <b>Self – Assessment</b>	<b>Step B</b> <b>List Supporting Evidence</b>
	Nil <span style="margin-left: 100px;">Expert</span> 0 1 2 3 4 5	
<p><b>Environmental and Sustainable Development Issues</b></p> <ul style="list-style-type: none"> <li>▪ Understand environmental management, biophysical environments and systems, ecological limits and processes, and science and sustainability.</li> <li>▪ Understand the relationship between ecological, social and economic factors in planning, including the concept of sustainable development.</li> <li>▪ 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.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<p><b>Diversity and Inclusiveness</b></p> <ul style="list-style-type: none"> <li>▪ Understand demographics of society and diversity and inclusiveness considerations including, but not limited to Aboriginal people.</li> <li>▪ Understand practices to effectively comply with legal aspects and benefit from approaches to building on diversity and difference.</li> <li>▪ Able to develop plans that build on diversity and inclusiveness considerations.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<p><b>Functional Integration of Knowledge</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Understand how to use networks and other domains of knowledge to support decision making</li> <li>▪ Able to integrate knowledge and demonstrate technical capacities to apply it to planning situations.</li> <li>▪ Able to understand how technology can support planning analysis and activities, policy development and decision making.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<p><b>Finance and Economics</b></p> <ul style="list-style-type: none"> <li>▪ Understand the economics of development (private and public perspectives).</li> <li>▪ Understand local government finance and its relationship to development.</li> <li>▪ Able to assess financial and economic considerations, and use this information to support the development of planning proposals and reports.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

## PLAN AND POLICY MAKING EVIDENCE GRID

Competency	Step A	Step B List Supporting Evidence
	Self – Assessment	
	Nil                      Expert	
	0   1   2   3   4   5	
<p><b>Planning Approaches and Focus</b></p> <ul style="list-style-type: none"> <li>▪ Understand the various approaches and instruments used in small and large scale plan making and policy development.</li> <li>▪ Able to determine the challenge or opportunity to be addressed.</li> <li>▪ Able to select an approach to and clarify the focus of the plan.</li> </ul>	○ ○ ○ ○ ○ ○	
<p><b>Developing Visions and Outcomes</b></p> <ul style="list-style-type: none"> <li>▪ Understand approaches to the development of visions and outcomes.</li> <li>▪ Able to use analysis and processes to assess possible options.</li> <li>▪ Able to develop visions and outcomes.</li> <li>▪ Able to articulate, present, and defend visions, plans and policies.</li> </ul>	○ ○ ○ ○ ○ ○	
<p><b>Strategic Information Gathering and Analysis</b></p> <ul style="list-style-type: none"> <li>▪ Understand what information should be gathered.</li> <li>▪ Able to gather information to enable a critical analysis of the situation.</li> <li>▪ Able to analyze information gathered to support development of a proposal or plan.</li> <li>▪ Understand how technology can gather input and analyze information.</li> <li>▪ Able to apply technology to support analysis</li> </ul>	○ ○ ○ ○ ○ ○	
<p><b>Obtaining Input and Approvals</b></p> <ul style="list-style-type: none"> <li>▪ Understand practices to effectively engage and gather input from key stakeholders.</li> <li>▪ Able to prepare reports and presentations to support input gathering.</li> <li>▪ Able to present analysis and reports, support discussions and make recommendations leading to approval.</li> </ul>	○ ○ ○ ○ ○ ○	

**PLAN AND POLICY IMPLEMENTATION EVIDENCE GRID**

Competency	Step A Self – Assessment						Step B List Supporting Evidence
	Nil			Expert			
	0	1	2	3	4	5	
<b>Decision Making and Risk Management</b> <ul style="list-style-type: none"> <li>▪ Understand various modes of decision making and how the technical, financial, social, environmental and political factors are integrated into sound decision making.</li> <li>▪ Understand risk management and its integration into sound decision making.</li> <li>▪ Understand land use regulations, legal, environmental, infrastructure, finance and economics, development control, and other considerations that are part of implementation.</li> <li>▪ Able to integrate information to minimize risk.</li> </ul>	○	○	○	○	○	○	
<b>Implementation Plan</b> <ul style="list-style-type: none"> <li>▪ Understand practices to develop an effective implementation plan.</li> <li>▪ Able to engage other key stakeholders in the development and review of the plan.</li> <li>▪ Able to develop and support implementation of a plan.</li> </ul>	○	○	○	○	○	○	
<b>Project Management</b> <ul style="list-style-type: none"> <li>▪ Understand basic practices of project management.</li> <li>▪ Able to apply project management techniques and tools to support projects.</li> <li>▪ Able to complete projects based on desired outcomes and targets.</li> </ul>	○	○	○	○	○	○	
<b>Finance and Administration</b> <ul style="list-style-type: none"> <li>▪ Understand finance and administration practices to effectively manage project or plan implementation.</li> <li>▪ Able to monitor and assess financial and administrative activities.</li> <li>▪ Able to report on financial and administrative activities.</li> </ul>	○	○	○	○	○	○	
<b>Evaluation</b> <ul style="list-style-type: none"> <li>▪ Understand practices to evaluate and monitor plan implementation.</li> <li>▪ Able to frame recommendations for implementation which can be monitored and evaluated.</li> <li>▪ Able to assess and determine when correction is required.</li> <li>▪ Able to direct or use evaluation processes and develop reports.</li> </ul>	○	○	○	○	○	○	

**DEVELOPMENTS IN PLANNING EVIDENCE GRID**

Competency	Step A Self – Assessment	Step B List Supporting Evidence
	Nil <span style="float:right">Expert</span>	
	0 1 2 3 4 5	
<p><b>Emerging Trends and Issues</b></p> <ul style="list-style-type: none"> <li>▪ Understand practices to monitor emerging trends and issues that relate to planning.</li> <li>▪ Able to source and critically assess external and internal environment information to support analysis of the topics.</li> <li>▪ Able to critically assess applicability to plans, physical designs, projects and activities, and report on potential innovations and improvements.</li> <li>▪ Support information exchange within the profession on trends and best practices.</li> </ul>	<p align="center">○ ○ ○ ○ ○ ○</p>	

## CRITICAL THINKING EVIDENCE GRID

Competency	Step A	Step B
	Self – Assessment	List Supporting Evidence
	Nil                      Expert	
	0   1   2   3   4   5	
<p><b>Issues Identification</b></p> <ul style="list-style-type: none"> <li>▪ Understand effective issues identification practices to determine and manage issues.</li> <li>▪ Able to identify and track emerging issues in light of project goals, resources and stakeholder interests.</li> <li>▪ Able to facilitate processes to identify issues and seek input, categorize, analyze and report on issues.</li> </ul>	○ ○ ○ ○ ○ ○	
<p><b>Problem Solving and Decision Making</b></p> <ul style="list-style-type: none"> <li>▪ Understand effective problem-solving and decision making practices and underlying values and potential ethical issues.</li> <li>▪ Able to define problems and identify viable options and possible solutions.</li> <li>▪ Able to relate activities in one area to others and assess potential for the integration of ideas.</li> <li>▪ Able to pull together diverse ideas, issues and observations into a simple, clear and useful analysis and/or presentation.</li> <li>▪ Able to support complex decision making.</li> </ul>	○ ○ ○ ○ ○ ○	
<p><b>Research and Analytical</b></p> <ul style="list-style-type: none"> <li>▪ Understand methods and practices to find relevant information and conduct an analysis.</li> <li>▪ Able to compare and integrate data from various sources and identify cause/effect relationships.</li> <li>▪ Able to analyze results effectively.</li> <li>▪ Able to evaluate results.</li> </ul>	○ ○ ○ ○ ○ ○	
<p><b>Innovation and Creativity</b></p> <ul style="list-style-type: none"> <li>▪ Understand and encourage practices to support innovation and creativity in work environments.</li> <li>▪ Use innovation and creative practices and tools to facilitate decision making.</li> </ul>	○ ○ ○ ○ ○ ○	
<p><b>Political Awareness</b></p> <ul style="list-style-type: none"> <li>▪ Understand political motives, issues and actions.</li> <li>▪ Actively follow political trends, issues and activities.</li> <li>▪ Demonstrate awareness of how political trends, issues and activities influence decision making.</li> </ul>	○ ○ ○ ○ ○ ○	
<p><b>Change Management</b></p> <ul style="list-style-type: none"> <li>▪ Understand stages within the change process and practices to implement change.</li> <li>▪ Able to monitor issues and anticipate potential changes.</li> <li>▪ Use change management processes to implement decisions.</li> </ul>	○ ○ ○ ○ ○ ○	



## INTERPERSONAL EVIDENCE GRID

<b>Competency</b>	<b>Step A Self – Assessment</b>	<b>Step B List Supporting Evidence</b>
	Nil <span style="float: right;">Expert</span> 0 1 2 3 4 5	
<p><b>Integrity and Trust</b></p> <ul style="list-style-type: none"> <li>▪ Understand the importance of maintaining high standards of integrity and trust.</li> <li>▪ Able to provide a balanced picture, respect others and build trust.</li> <li>▪ Able to set a positive example.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<p><b>Diversity and Inclusiveness</b></p> <ul style="list-style-type: none"> <li>▪ Understand the elements of diversity and difference.</li> <li>▪ Appreciate the value of diversity.</li> <li>▪ Able to apply policy and practices to accommodate diversity and inclusiveness.</li> <li>▪ Able to articulate recommendations for consideration and action.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<p><b>Facilitation</b></p> <ul style="list-style-type: none"> <li>▪ Understand the value of facilitation to plan making and implementation.</li> <li>▪ Understand practices to facilitate situations.</li> <li>▪ Able to facilitate situations to support decision making and engender commitment.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<p><b>Negotiation</b></p> <ul style="list-style-type: none"> <li>▪ Understand practices to support negotiations.</li> <li>▪ Able to support position and presents issues in a factual and persuasive manner.</li> <li>▪ Able to build on common ground and seek compromise when appropriate.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<p><b>Collaboration and Consensus Building</b></p> <ul style="list-style-type: none"> <li>▪ Understand practices to support collaboration and consensus building.</li> <li>▪ Able to assess and analyze an approach to support improvements.</li> <li>▪ Able to facilitate collaboration and consensus building situations.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<p><b>Conflict Management</b></p> <ul style="list-style-type: none"> <li>▪ Understand practices to manage conflict.</li> <li>▪ Able to assess the nature of a conflict and suggest an approach to address the conflict.</li> <li>▪ Able to address conflicts in a non-judgmental fashion, clarify differences, and build on common interests.</li> <li>▪ Able to propose recommendations for consideration and action.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

## COMMUNICATIONS EVIDENCE GRID

<b>Competency</b>	<b>Step A Self – Assessment</b>	<b>Step B List Supporting Evidence</b>
	Nil <span style="margin-left: 100px;">Expert</span> 0 1 2 3 4 5	
<b>Listening</b> <ul style="list-style-type: none"> <li>▪ Demonstrate capacity to listen effectively and understand messages.</li> <li>▪ Able to confirm messages have been received and are understood.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Written and Oral Presentation</b> <ul style="list-style-type: none"> <li>▪ Understand practices and tools to support simple and effective written, oral and visual/graphic presentations.</li> <li>▪ Able to express ideas in a clear, organized and effective manner, both verbally and non-verbally, to achieve understanding.</li> <li>▪ Able to communicate complex matters and be persuasive.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Information and Knowledge</b> <ul style="list-style-type: none"> <li>▪ Understand types of information and knowledge required to support decision making.</li> <li>▪ Able to translate and integrate various sources of information.</li> <li>▪ Able to support timely, relevant and accurate communications.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Use of Information Technology</b> <ul style="list-style-type: none"> <li>▪ Understand issues, trends and how to integrate multi-media material into written, oral and visual presentations.</li> <li>▪ Use current technology to complete work and make informed decisions.</li> <li>▪ Evaluates the use of technology and, through benchmarking (review of best practices), identify opportunities for improvement and support of technical staff.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<b>Internal and External Relations</b> <ul style="list-style-type: none"> <li>▪ Understand the importance and practices of successful media and other external relations activities required to communicate messages effectively.</li> <li>▪ Understand various types of internal communications and processes used to gather and disseminate information.</li> <li>▪ Engage in activities to improve internal and external relations activities.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

## LEADERSHIP EVIDENCE GRID

<b>Competency</b>	<b>Step A Self – Assessment</b>	<b>Step B List Supporting Evidence</b>				
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Nil</td> <td style="width: 50%; text-align: center;">Expert</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1 2 3 4 5</td> </tr> </table>	Nil	Expert	0	1 2 3 4 5	
Nil	Expert					
0	1 2 3 4 5					
<p><b>Vision</b></p> <ul style="list-style-type: none"> <li>▪ Understand the importance of values and vision, and methods and processes for vision development and promotion.</li> <li>▪ Apply a critical, integrative thinking approach to issues.</li> <li>▪ Able to support the development of values and vision, monitor progress and identify when to make corrections.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>					
<p><b>Responsiveness and Influence</b></p> <ul style="list-style-type: none"> <li>▪ Anticipates future needs and developments.</li> <li>▪ Understand how to effectively engage stakeholders in complex issues.</li> <li>▪ Understand how to connect needs and solutions and influence decisions.</li> <li>▪ Able to propose influential recommendations to key stakeholders.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>					
<p><b>Team Building</b></p> <ul style="list-style-type: none"> <li>▪ Understand team building techniques and dynamics.</li> <li>▪ Act as a leader or member of a multi-function team.</li> <li>▪ Build and motivate teams.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>					
<p><b>Climate of Excellence</b></p> <ul style="list-style-type: none"> <li>▪ Understand frameworks to support quality and performance measurement.</li> <li>▪ Understand the meaning of accountability and practices to support accountability.</li> <li>▪ Able to apply practices and tools to manage for results and achieve positive outcomes.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>					
<p><b>Managing Resources and Results</b></p> <ul style="list-style-type: none"> <li>▪ Understand policies and processes to effectively manage resources and results expected.</li> <li>▪ Able to manage human and financial resources and achieve targeted results.</li> <li>▪ Able to assess the use of resources and identify areas for improvement.</li> </ul>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>					

**PROFESSIONALISM AND ETHICAL BEHAVIOUR EVIDENCE GRID**

Competency	Step A Self – Assessment	Step B List Supporting Evidence
<p><b>Continuous Learning</b></p> <ul style="list-style-type: none"> <li>▪ Understand practices to support lifelong learning, mentorship and coaching for self and others.</li> <li>▪ Able to assess development needs.</li> <li>▪ Engage in continuous learning and promoting the value of learning for self and others.</li> </ul> <p><b>Ethical Standards</b></p> <ul style="list-style-type: none"> <li>▪ Understand ethical responsibilities and dilemmas for the professional planner.</li> <li>▪ Understand and demonstrate adherence to establish ethical standards.</li> <li>▪ Set highest standards for self and others, and monitors practice.</li> </ul> <p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>▪ Understand the role of the professionals generally.</li> <li>▪ Understand the role of the planner in the development of the profession.</li> <li>▪ Monitor changes in the profession and demonstrate professionalism.</li> <li>▪ Participate in activities to support development of the profession.</li> </ul>	<p>Nil <span style="float: right;">Expert</span></p> <p>0 1 2 3 4 5</p> <p>○ ○ ○ ○ ○ ○</p> <p>○ ○ ○ ○ ○ ○</p> <p>○ ○ ○ ○ ○ ○</p>	