



PROFESSIONAL STANDARDS BOARD
For the Planning Profession in Canada

Professional Examination Study Guide Version 4.0

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Introduction

The Professional Examination is the final step before your name can be submitted to the Canadian Institute of Planners (CIP) or your local Provincial or Territorial Institute (PTIA) for admission as a full (certified) member. In order to write this Examination, you must have completed your work logging and received your Sponsor's sign-off, concluded at least a year of mentorship to the satisfaction of your Mentor and the PSB, and successfully completed the Ethics & Professionalism course and test.

Candidates are strongly encouraged to leave adequate time after the completion of the other certification steps to prepare for the Professional Examination. The Examination is rigorous and requires significant preparation, regardless of past professional planning experience. Candidates are encouraged to have a discussion with their Mentor regarding their level of preparedness to sit the Examination before they register. You are strongly encouraged to review your preparation materials, the Ethics and Professionalism course material, and this guide with your Mentor.

About this Guide

This guide is designed to assist you in your preparation for the Examination. It contains information that will help you prepare in terms of:

- What to expect in the examination process;
- Experience with the examination from prior Candidates;
- Tips and Tools for Preparing for the Examination
- Rules for Conduct of Candidates including Cheating Policies
- Information on the Major Sections of the Examination:
 - Public Interest
 - Professional Responsibility
 - Ethics
 - Emerging Issues in Planning Practice
- Additional Material to Assist in Preparation:
 - CIP Code of Professional Conduct
 - Enabling Competencies
 - Additional Readings (Separate Document)
 - Practice Examination Questions (Separate Document)

We hope you find this useful, and appreciate any feedback you may have. Kindly direct your comments to:

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Objective of the Professional Examination

Certification is the official recognition by the Professional Standards Board that a Candidate has met all the requirements specified by the Professional Standards Board and is, therefore, suitable to receive admission by your PTIA and/or Canadian Institute of Planners (CIP) as a Member and/or Registered Professional Planner (or equivalent). The Professional Examination is designed to assess whether a Candidate has the professional knowledge to provide independent professional opinion, understands and acts in the public interest, and understands the commitment of being a professional planner to practice ethically in Canada.

Overview

This study guide is for use by Candidates in preparing for the Professional Examination for planners. The guide is intended to give you information on the nature of the Examination, experience on how to prepare, and Practice questions. It is very important that you take the time to read and prepare for the Examination. Throughout the guide there are questions and study tools for you to do using your experience in practicing planning. The guide is a tool for preparation; your experience as a practicing planner is critically important.

The Professional Examination is a three-hour, closed-book, multiple-choice Examination. It is in three sections, and tests your knowledge and understanding of the following non-technical areas of planning:

- Public Interest
- Professional Responsibility
- Ethics

More details on how to prepare for each of these three areas will be provided in this guide.

You will be tested using five types of multiple-choice questions:

Standard Multiple Choice

Multiple Choice questions are composed of one question with multiple possible answers, including the correct answer and three or more incorrect answers. These questions test your knowledge on the practice of planning and key concepts from the study materials.

Case Study Multiple Choice

Case Study Multiple Choice questions are composed of a scenario ending in one question with multiple possible answers, including the correct answer and three incorrect answers.

Case studies often present a problem, scenario, or reading upon which you will apply your knowledge, professional experience and understanding of the key concepts within the study materials to answer the question.

True/False or Yes/No

True/false questions are composed of a single statement, whereby you must indicate whether the statement is true or false. Similarly, yes/no questions are a statement whereby you must indicate whether the answer is yes or no.

Scenario with Questions

You will be provided with a 1-2 paragraph scenario of a planning issue. Please read the scenario carefully. There will be 4-6 questions, multiple choice or yes/no which will follow, based on this scenario.

Fill in the Blank

Fill in the blank questions provide you with one or more sentences and one word will be blank. You will be given four or five answers of which you must pick one answer.

Examples of each of these five types of questions will be provided throughout this guide and in the supplemental document with Practice questions. The questions in this guide and the supplemental document are the types of questions you will see on the Examination.

Scoring and Results

The Professional Examination marking is such that you are not deducted marks for incorrect answers, and each question is worth only one point (e.g. questions weighted equally with no partial marks). It is in your best interest to answer every question. The Examination is pass/fail; a pass is 80%. You will be notified two weeks of writing your Examination. **Please be advised, we only report pass/fail, and not a specific mark.**

You are permitted three (3) attempts at the Professional Examination. If, after three attempts, you have not passed, you will need to go through our certification process in its entirety (work experience logging, mentorship, the Ethics and Professionalism course and test, and the Professional Examination) again if you wish to continue to pursue certification.

Examination Preparation

How to Prepare

There are a number of methods that Candidates have found useful in preparing for the Examination:

- Study the CIP Code of Professional Conduct, including the examples of possible non-compliance. Because it covers the planner's responsibility to the public interest, to clients and employers, and to the profession and other members, it bears on all three sections of the Examination. A copy of the Code is part of this guide and will be provided to you during the Examination.
- Study your PTIA's equivalent of the CIP Code of Professional Conduct. Please note, the Examination does not cover Codes of Conduct from PTIAs. However, your PTIA's Code of Conduct is based on and provides a local context to the CIP Code, governs your conduct as a Registered Professional Planner (or equivalent), and will be helpful in your future career.
- Review your work and mentorship logs. These may help remind you of the ways in which your own experience reflects the concepts covered in the Code and therefore assist you in generalizing the knowledge you gained. Reviewing the logs with a copy of the Code at hand may reinforce this.
- Study the Competencies, and especially the Enabling Competencies. Each of the Examination questions relates to several of the Enabling Competency domains and sub-domains (the relevant ones are actually included in the guidance provided to Examiners), so thinking about them may help you in writing the Examination. The Examination does not test you on the competencies and your understanding of them. Rather, you need to have a working knowledge of competencies in order to answer the questions. For example, a question on what to do about ensuring you understand the public interest in a scenario or case study will require you to understand why public participation is foundational to planning practice (a technical competency) and what good public participation involves. A detailed listing of the Enabling Competencies is included in this guide.
- Review current and past articles in *Plan Canada* and any magazines or newsletters your PTIA may publish. They may help you focus on how ethical, professional or public interest issues relate to daily planning practice.
- Study the Ethics & Professionalism course materials and review the questions and cases at the end of the modules. While the Ethics & Professionalism course is not designed specifically as a preparatory course for the Examination, it will be helpful in focusing on some of the issues likely to arise in the Examination. You may not be required to take this course given your status with the PSB and your PTIA (i.e. if you became a Candidate member before 2012). However, it is the

very strong recommendation of the Professional Examination and Education Committee of the PSB that you take the course OR purchase the material and review it. Answer all the questions in the course material.

- Review the supplemental reading list in the study guide. Many are short articles or extracts from various publications. A summary table of the Code of Professional Conduct is provided as part of this guide - this table contains each specific requirement of the Code of Professional Conduct together with reference to the supplemental article(s) and why this is being included for you to read. In many cases the articles provide real life examples of circumstances planners face in following the Code of Professional Conduct. You will NOT be tested on the content of the specific articles on the Professional Examination.
- Set aside some time to review the aforementioned materials with your Mentor and/or Sponsor to confirm your understanding of the key concepts, identify any gaps for further study, prepare for the types of questions that may be on the Examination, and ask any questions you may have about the materials or your preparedness to sit the Professional Examination. Note that this may require more than one meeting with your Mentor.
- You may know other Candidates preparing for the Professional Examination and you decide to form a group to go over material and discuss the Code, the examples, the Ethics and Professionalism Course, your notes from your meeting with your Mentor, and the readings. Here are some suggested do's and don'ts for study groups:
 - Do your own preparation as well as that of any group you may join. Don't rely solely on the group discussion for your Examination preparation.
 - Do make sure your study group is not too large, and includes planners with a range of experiences (e.g. private vs. public sector planning, working in different jurisdictions) - you want to ensure everyone can participate in the discussion and that you have a variety of perspectives.
 - Do set a schedule of meetings and a location convenient for all. Do stick to your schedule.
 - Do set a schedule of what will be discussed at each meeting so everyone is aware of the topics and dates. The group is best to set this at the first meeting.
 - Do connect your study group with one or more mentors or experienced planners.
 - Do the Practice questions in this study guide on your own. Discuss as a group.
 - Do ask questions in your group where there are differences in understanding of answers to the Practice questions.
 - Do discuss the examples of non-compliance to the CIP Code of Professional Conduct that you have prepared with your group.

NOTE: The PSB does not endorse an approach for setting up a study group or the use of study groups. The above tips are provided for Candidates in the event a group of Candidates wish to study together. Further, use of a study group should not be expected to provide an advantage to Candidates in their success on the examination. Finally, as mentioned in the Cheating Procedures, no questions from previous sitting of the Examination are allowed to leave the Examination room, and therefore, is prohibited from being use as part of a study group or as part of individual preparations.

- Attend a workshop or seminar on ethics, if your PTIA offers one.
- Attend a workshop or seminar on ethics offered by (or on behalf of) another profession, such as lawyers, accountants or architects. The issues of ethical behaviour, professional responsibility, and service to the public interest are common concerns of professions across the country and, while specific applications or methods of addressing them differ from one profession to another and specific examples might differ, you are likely to learn something that is applicable to the planning context.
- Throughout this guide you will find text in each of the sections that is titled “Preparation Exercises”. These are areas where you are strongly recommended to make notes and review them with your Mentor. It’s important that you review your study material with your mentor. If you do not have a mentor through the PSB, seek out one or more senior colleagues. This guide prompts you to review some of the recommended study exercises with your mentor. It is in your interest to pursue this feedback and discussion as the feedback and discussion will help you understand some of the complexities of ethical practice, the public interest, and the materials in this guide. Although meeting with your Mentor is not mandatory and should not prevent you from writing the Examination, discussing issues and the exercises/questions in this guide with your Mentor (or experienced colleagues) will help you prepare.
- Prepare yourself for the Examination format; practice answering multiple-choice questions in a short time frame, and determine how you will interpret and read through the questions as they are presented. Understanding what the question is really asking and pulling out key words to determine the correct answer is crucial to success in a multiple-choice Examination. You may also want to prepare techniques for how to remain calm and focused during the Examination.

Use of this Study Guide:

The PSB regularly gathers feedback from Candidates who have taken the Professional Examination. From that feedback, Candidates have provided the following about their preparation:

- 100% of Candidates Use this Study Guide
- 88% of Candidates follow the Study Guide “closely” in their preparation
- 12% of Candidates followed this Study Guide “somewhat” in their preparation

The Study Guide is provided to assist Candidates in preparing for the Professional examination. The Guide provides example questions and additional readings. The PSB strongly urges use of the Guide as do previous Candidates.

Preparation Lead Time:

Experience by previous Candidates identifies preparation starts approximately 2 months before the Examination. 88% of Candidates spend 2 months or longer preparing for the Professional Examination. Each Candidate must be guided by their own study habits and work/life commitments. The PSB strongly recommends a minimum of 2 months advanced preparation.

Preparation Time:

Experience by previous Candidates identifies the majority spend 10-40 hours preparing for the Examination (2/3 of Candidates). A further 28% spend between 41 to 100 hours of preparation time. Each Candidate must be guided by their own study habits and work/life commitments. The PSB strongly recommends a minimum of 40 hours advanced preparation.

In addition, we suggest you review the Professional Examination FAQ on the PSB website (<https://psb-planningcanada.ca/professional-examination/>)

Tips and Suggestions for Effective Preparation

** This material is based on information provided by the Law Society of Upper Canada for Candidates writing the bar examination. It is helpful information as Candidates for the PSB Examination approach their preparation and the day of the Examination. **

The preparation process for the Professional Examination is a significant component of this process. Candidates must prepare for the Examination through a self-study process.

Schedule your Preparation Time

- It is important that you set aside time well in advance of the Examination to prepare yourself. Use the experience of past Candidates (minimum 2 months lead time; minimum 40 hours) and set time aside in your calendar.
- Experience and research indicate that it is best to work in short manageable time rather than trying to spend extended hours in studying and preparing.
- It is best to work when you are freshest and most alert. For most people that is morning; however, judge when is best for you. Studying and preparing when tired limits the effectiveness of the time.
- Set specific goals for your study time - whether it is sections of this guide, sections of the Code, reading, etc.
- Start each session by going over briefly what you spent time on in the previous session to reinforce that learning.

Effectively Using your Preparation Time

- Research shows that going over material three times using different learning techniques is the most effective way to master the material. Consider using this approach:
 - Read the material over once to understand the key concepts and themes.
 - On the second reading, use highlighting and written notes in the margin to make notes on the major concepts, what you learned from this reading, and any questions that may require further research or conversation with your mentor.
 - The third reading is for reviewing the material/article to refresh key concepts and themes.

Meeting with your Mentor

Meeting with your Mentor to go over your study material and notes is strongly recommended as part of your preparation process. It is not mandatory. Feedback from

Candidates and Mentors has identified that this is an important check in for a Candidate - to review any questions you may have, to go over key tasks in your preparation where it is recommended that you review the work with your mentor, and to support your preparation. If your Mentor is not available, ask a more senior colleague to meet with you. These conversations have been valuable for Candidates in preparing for the Professional Examination. Keep in mind that your mentor may or may not have sat the Professional Examination in its current format, so you may wish to consult with other recent RPPs as well to learn how to apply your knowledge and expertise to a multiple-choice Examination.

Getting Ready for Examination Day

It is normal to feel anxious and nervous leading into this Examination because it is a new experience. Try to use the tools and tips in this section to support your well-being in preparing for the Examination.

- Do your preparation using this guide.
- Make sure you have allowed enough time in your schedule in advance of the Examination to prepare.
- Meet with your Mentor and/or more senior colleagues, as well as recent RPPs. This will help with anxiety and nerves.
- Focus on a healthy lifestyle in the days leading up to the Examination - proper nutrition for you, getting enough sleep, connecting with the people who give you support in your life.
- One week before, confirm the details of the Examination logistics (sent via email by staff from info@psb-planningcanada.ca): what time you need to log in, and what you need to bring with you.
- Get set up early on the day of the Examination. This will allow you to get checked in and set up.
- Dress comfortably for you. You are strongly encouraged to dress in layers to allow for fluctuations in temperature in the test room.
- Try to stay calm and focused. If you are feeling overwhelmed, try these tips to settle your nerves: (1) take slow deep breaths; (2) move on to another question and come back to the question that is causing the lack of calmness; (3) stay positive.

Tips on Answering Multiple Choice Questions

- The Professional Examination is three (3) hours in length and there are a approximately 90 questions. Divide up the three hours into blocks so you know approximately how many questions you need to complete in each hour. Try to stick closely to this estimate - this will help you keep moving forward and answering all questions. For example, if there are 90 questions, you will need to complete 30 questions per hour in order to answer all questions in 3 hours. You may wish to leave a few minutes at the end to go back to any questions you want to review.
- You may read a question and determine that there is no “right” answer in your mind. It is best for you to answer all questions. So in the case where you do not feel there is a right answer, select what you believe is the best fit answer.
- Read each question carefully. For multiple choice questions, there are two approaches that the research on Examination writing supports:
 - “Answer search” - read the question and try to determine what you think the answer is without looking at the options provided. Choose the option that most closely matches your answer.
 - “Elimination” - read the options provided as potential answers. Eliminate those that you believe are the not correct answer. Reread the question and choose from the remaining options available.
- If you are stuck on a question, move on and come back to it at the end. Do not dwell on any one question. You may find that by moving on, when you come back to the question other Examination questions will assist in understanding the one that was more challenging.

Examination Day – What to Expect and Rules for Conduct

1. No other person should be in the room in which you are completing the Professional Examination. The proctor can ask you to complete a scan of the room using your webcam.
2. Candidates should proceed to the Examination link that will be sent via email the day before the Examination, at least 20 minutes before the commencement of the Examination. Please note, you will not be let into the Professional Examination until the START TIME and there may be a slight queue. Ex) If you join 20 minutes early, you will be in the queue for at least 20 minutes.
3. Candidates shall have their photo identification (signed Photo ID) ready to show during the verification stage of the Professional Examination. Photo identification may include any one of the following, as long as it contains a photo and a signature: An up-to-date Passport (any country) OR current Driver's License (any country) OR current Canadian health card (any province or territory).
4. There should be no notes, books, pencil cases or cell phones present during the Professional Examination.
5. Unauthorized materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized electronic devices include, but are not limited to: cellular telephones, calculators, MP3 players (such as an iPod), Personal Digital Assistants ("PDA" such as a Palm Pilot or Blackberry), pagers, electronic dictionaries, Compact Disc Players, Mini Disc Players, Smart Watches and Smart Glasses.
6. Candidates who fall ill or feel that they cannot continue the Examination should report this operations@psb-planningcanada.ca and follow the steps below. The PSB Office will complete an incident report, which will be placed in the Candidate's file. The Candidate must immediately consult a recognized medical authority and obtain a medical note. The Candidate must submit the medical note, the next day or as soon as possible, to the Professional Standards Board at operations@psb-planningcanada.ca.
7. During the Examination, if there are any emergencies, including health issues that require an ambulance, or security-related issues, 911 should be called first. If a fire alarm sounds, evacuate immediately. Please contact the office at operations@psb-planningcanada.ca to discuss and confirm resuming the Examination.
8. If you are late for the Examination, we WILL NOT DELAY THE START OF THE EXAMINATION to help you set up.

For more information on the Virtual Examination Format, please visit: <https://psb-planningcanada.ca/professional-examination/>

Cheating Policies

Cheating, as defined by the Professional Standards Board, includes any of the following

offences:

1. Detecting materials (phones, tablets, additional computers, study aids), other than those permitted for the Examination, on a Candidate during the Examination. This includes viewing webpages on the computer used to complete the Professional Examination;
2. Removal of Examination questions from the Examination room, except by a person with designated authority to do so;
3. Any attempt to gain access to questions or information by deceit, fraud or trickery, or by some act contrary to the rules of the Examination;
4. Impersonation or attempted impersonation of a Candidate, including aiding and abetting someone to do so;

If someone is caught cheating, the following process will be followed:

1. The Candidate's Examination will be confiscated and the Candidate will immediately receive a mark of zero;
2. The invigilator will contact the PSB and provide their full report in the Incident Report Form;
3. The PSB will then contact the Candidate's PTIA. The PTIA will outline the next steps for the Candidate and status of their membership.

The identification of cheating is at the sole discretion of the invigilator/proctor.

Public Interest

Overview

Please read this section in conjunction with Section 1 of the CIP Code of Professional Conduct.

In Canada advancing the public interest is viewed as a primary responsibility for the planning profession. Through your education, work experience, and the Ethics and Professionalism Course, the public interest and how you will address working in the public interest has been discussed in detail. The Professional Examination will test your ability and thinking of how to act in the public interest as a professional planner.

Under section 1 of the Code (Planner's Responsibility to the Public Interest), a planner shall: practice in a manner that respects the diversity, needs, values and aspirations of the public and encourages discussion on these matters; provide full, clear and accurate information on planning matters to decision-makers and members of the public, while recognizing the employer or client's right to confidentiality and the importance of timely reporting; acknowledge the inter-related nature of planning decisions and the consequences for natural and human environments; and, provide opportunities for meaningful participation and education in the planning process to all interested parties.

Additionally, section 2.1 of the Code provides specific direction on a planner's responsibility to clients and employers. A planner shall, *"provide independent professional opinion to clients, employers, the public, and tribunals; perform work only within their areas of professional competence."* This has direct relevance to a planner's obligations related to protecting the public interest.

The protection of the public interest is a concept with a long history. Early attempts to improve the urban environment date back to pre-Roman times, with the application of grid patterns and sewer systems to increase the quality of life for urban inhabitants. The contemporary view of the public interest is a multi-layered concept based on reconciling different interests. At times, the public interest can be difficult to define and affirm given that there are multiple issues and views that the planner must address. This raises significant challenges for the practice of planning. While planning seeks to articulate the ideas which should direct the public policy debate, it must acknowledge the challenge of dealing with the multiple perspectives and values that are at play.

In their work, planners exercise discretion, are influenced by their personal values, and are called upon to make moral choices. These choices are informed by a system of norms that are found in the Code of Professional Conduct, through experience in the

practice of planning and applying the Code, and through experience in the courts about the role of professionals in upholding the public interest. The Code sets the standards of right and proper conduct. Those standards play two roles for practicing planners. First, they govern our judgments about the rightness or wrongness of actions, the ‘goodness’ or ‘badness’ of certain states of affairs, and the justice or injustice of social practices and institutions. Second, having set those standards of right and proper conduct, they direct us to act in conformity with those standards.

In acknowledgement of the ethical nature of our work, planners must come to understand the basis of the positions advanced in the pursuit of individual and stakeholder interests and the scope of their potential impacts on other parties. Where do planners turn to seek expressions of the public interest? Many argue that they are found in the positions taken by individual, stakeholder and lobbyist interests that coalesce around a particular planning issue. Others argue that it may be found in the interests expressed by clients. Still, others argue that there is a role to be played by government to set forth public policy which brings benefit to society as a whole. Another perspective considers the public interest to be local, context-specific and set out in the policies of community official plans. The professional planner must assess all of these elements during their work, using the Enabling Competencies of our profession, and make an independent professional recommendation.

The Code of Professional Conduct outlines a planner’s obligation to the public interest. The Module on the Public Interest in the Ethics and Professionalism Course has excellent material on the competing interests and determining the public interest. The various Planning Acts contain expectations of what the legislation is to achieve - the goals and values for planning in the province/territory - both substance and process. For example, many of the Acts contain substantive requirements to protect the natural environment, to build the social environment, to build the economic environment, to protect agriculture, to address climate change, and more. Most Acts contain requirements regarding the planning process - public engagement, notification requirements, and how decisions must be made. All of these elements of the various Acts define, at a provincial level, the public interest. Looking to the various Acts, one can see the common themes of defining the public interest. For example – housing, natural heritage protection, agricultural land protection, efficient use of infrastructure. There are differences in the legislation – some are more process oriented than specific goal driven. **NOTE:** The Professional Examination will not test you on specific provincial legislation, but will focus on national and transferable public interest matters.

In order to identify the public interest, a planner needs to identify and address the underlying concerns behind what stakeholders think and say about an issue and to balance them against each other in order to reach a recommendation. This includes

those interests that cannot easily be represented at the table, including: future generations, the natural environment, or the cultural environment to name a few.

The point is this: the public interest requires planners to use many skills – critical thinking, communications, analysis, ethical behavior – and more. Using information such as Provincial Planning Legislation; Official Plans; Secondary Plans – these are all resources available to the planner to understand what the public interest is. Information on understanding the public interest also comes from clients, residents, municipalities, and the technical issues to be addressed in every plan. Planners must apply a critical thinking approach to assessing all of this information and reaching their own conclusion on what the public interest is.

Throughout the process of determining the public interest, a planner will utilize many of the Enabling Competencies, such as: critical thinking, integrity and trust, interpersonal, creation of a climate of excellence, communications, leadership, and professional and ethical behaviour. Determining the public interest requires each planner to understand the range of planning issues and apply their knowledge and analysis of planning issues to determine their independent professional opinion. They must also take into consideration the concerns of stakeholders, the public, and the elected leaders. The planner's role is to assess all of these factors and determine their independent professional opinion.

In preparing for the multiple-choice Examination, it is critical that you review the CIP Code of Professional Conduct and Module 5 (Public Interest) in the PSB Ethics and Professionalism Course. The Code will be your guide on how you practice as a planner throughout your career. Review the examples of issues/breaches of the CIP Code of Professional Conduct for each and every requirement of the Code. These can be found in Module 6 (Professional Codes of Ethics and Conduct) of the PSB Ethics and Professionalism Course.

Preparation Exercises

1. Read the Oakville, Ontario and St. Catharines, Ontario Municipal Board cases to understand how and why this obligation of the planner is so important. Refer to the chart on the sections of the Code of Professional Conduct and the particular pages that are important in these cases. These cases each represent situations where professional planners came to opposing conclusions on the development based on competing issues in the public interest. As you read these decisions, write down what the public interest issues are, what supports the rationale for each perspective, and try to conclude on how you would make a recommendation. Then read the end

of the decision to understand how the final outcome was determined. Do you agree? Why or why not? Do you understand how key values such as legislation, Official Plans, and provincial/territorial policies become key in assessing the public interest - especially when there is more than one public interest. The purpose of this exercise is to help you experience, in real world circumstances, how competing interests come to the forefront of making independent professional opinion. Discuss this with your Mentor or a valued colleague.

2. Think of an example in your own work where you had to make a recommendation on a project that had more than one public interest? How did you decide? What information did you need to determine what the public interest was?
3. Complete the readings at the end of this section. Use the information in the readings to identify what sections of the CIP Code of Professional Conduct are relevant. Pay particular attention to the issues of professional practice – remember that you will not be tested on the content of these readings so the examples are there to help broaden your understanding of issues planners face in real life practice.
4. Think of your own examples of where you have had to determine the public interest. Talk with your Mentor and colleagues about what they have experienced as well. Pay particular attention to the Public Interest Section of the CIP Code of Professional Conduct in researching and thinking about examples. Get as many examples as you can. Discuss with your mentor and/or colleagues.

Practice Questions

Multiple Choice

Which of the following statements is correct about defining the public interest?

- a) All issues must be identified by the planner.
- b) The planner's assumptions must be transparent.
- c) Planners must consider the social issues as well as the physical issues.
- d) All of the above.

Correct Answer: d)

Rationale

Fundamentally the planner's role is to identify and understand all of the issues,

determine what assumptions are necessary to render an opinion, and do so in an honest and professionally competent manner. Thus a) and b) are completely correct. Social issues are increasingly important in land use decisions and work by planners. Refer to the article by Jill Grant (see Additional Resources) for a discussion of this point. Building cities, neighbourhoods, and communities means that the social fabric of the community – health centres, grocery stores, day care centres, homeless shelters, group homes – must be considered by the planner. There are often, but not always, land uses implications of the social fabric. The point of option c) is that social issues are as important as physical issues. One could argue that there are other choices of issues – economic, transportation, heritage, public process – that must be included beyond physical issues. That too is correct. In the context of this question, c) is also correct meaning the question's correct answer is d).

Case Study Multiple Choice

You are a municipal planner responsible for a neighbourhood plan (secondary plan/area specific plan). You've been asked to attend a meeting of the neighbourhood association for the area you're working on to give them an update. You attend and let them know some upcoming reports will be released and the specific date each will be released. Your municipality has a very strict practice that Council members get the reports first and then they are released to the public. You tell the neighbourhood association this and assure them you will release them specifically to them as soon as Council has them. The President of the neighbourhood association tells you that you are not serving the public interest by following your employer's practice and demands you release the reports regardless of when Council gets them. What do you do?

- a) Follow your employer's practice because the reports will be available prior to any decision being made on them.
- b) Release the reports prior to the Council getting them, contrary to your employer's practice.
- c) Email the link the reports to the President of the neighbourhood association as soon as they are available.
- d) a) and c)

Correct answer: d)

Rationale

Option a) is correct because you must follow your employer's practice. Making sure information is available to the public prior to a decision being made is a balancing act. The public, stakeholders, and elected leaders should have time to read and understand

the documents, especially reports that contain independent professional opinion. Option c) is also correct because you are ensuring that the neighbourhood association is given the information, which supports transparency in decision-making. Option b) is not correct: the public interest is not served by the planner violating a reasonable practice of their employer.

True or False

A planner has an obligation to the public interest and the profession to provide an honest and impartial professional opinion.

- a) True
- b) False

Correct Answer: a)

Rationale

The planner's obligation is to provide independent professional opinion in the public interest. The opinion must be free of bias and must include all information that is known to the planner. Decision makers rely on the planner's obligation to serve the public interest so the honest and impartial statements are correct.

Additional Resources

The following is a list of additional resources that present public interest issues.

1. CIP Code of Professional Conduct
2. Module 5 (Public Interest) in the PSB Ethics and Professionalism Course
3. Ontario Municipal Board Decisions

Increasingly planning decisions are being reviewed in the courts. Ontario is the only jurisdiction with a tribunal which hears appeals of land use decisions. Ethical issues do arise in hearings whether in Ontario or elsewhere. There are four cases for your review which highlight planning practice issues. Each includes commentary on the planner and their responsibility.

- a) City of Stoney Creek – The planner and ethical practice in supporting their professional opinion
- b) City of Ottawa – The planner's obligation for thorough research and analysis (refer to the section on the TDL Appeal)
- c) Town of Oakville (2 cases) – The planner's obligation for independent opinion and obligation to the public interest (particularly starting at

paragraph 34). Second case - how to assess competing public interest choices.

- d) St Catharines OMB decision – The planner’s obligation to the public interest related to heritage and community revitalization issues (particularly the Board’s findings starting on page 44 of the decision; note the commentary on the Planning Report by the City of St Catharines).
4. OPPI’s Standards of Practice
These standards of practice deal with various issues such as conflict of interest, the public interest, and trespass.
5. Acknowledgement of Expert’s Duty – Ontario Municipal Board
This form speaks to the requirement of independent professional opinion and providing opinion within the planner’s area of competency.
6. “Rethinking the Public Interest as Planning Concept”, Jill Grant, FCIP, RPP, Plan Canada

Professional Responsibility

Overview

Please read this section in conjunction with Sections 2 and 3 of the CIP Code of Professional Conduct.

Under the Canadian Institute of Planners Code of Professional Conduct, planners must fulfill fundamental responsibilities to the public interest, clients, employers, the profession and other planners. Planners must practice in a manner that is impartial to the diversity, needs, values and aspirations of the public, while acknowledging the inter-related nature of planning decisions and the consequences for both the natural and human environments. Planners must undertake independent professional judgement with diligence to serve both the client and the public without forfeiture of administrative responsibility. Planners must also maintain ongoing knowledge and education in planning theory and practice in fairness and consideration with other members. Professionalism is the manner in which you handle and are accountable for situations and behaviour with which you conduct yourself.

Registered Professional Planners must strive to maintain and promote a standard of conduct and excellence to uphold the respect of the public. Professionalism, honesty, fairness, diligence, discretion and competence are integral to all interactions, including interactions with fellow planners, clients, or employers. When moving from one employer to another, it is important to uphold confidentiality and confidence. Any knowledge gained during previous employment may continue to be relevant; however, planners must consider how to maintain confidentiality while acting in the best interest of the public, the client and the current employer.

Conflicts of interest can take a variety of forms and can have direct or indirect impact on a decision or outcome. When one party takes action without full disclosure of potential competing interests, a professional conflict of interest may occur. As a planner, you should exercise full disclosure to avoid such conflict. Consider past and present clients, employers, projects, and other activities. Any form of gain or advantage to your professional career using your employer's resources outside of the employer's knowledge and permission may be considered a compromise to the integrity of your work for the client or employer. Potential conflict of interest must be identified and addressed.

There are specific circumstances that can give rise to a planner being in an ethical dilemma. Consider:

1. Moonlighting/Wearing two hats
2. Volunteer work for community organizations
3. Attending a meeting about a planning matter in your neighbourhood

Moonlighting/Wearing two hats

Moonlighting is defined as having a second job in addition to one's regular employment. Typically having a second job or "wearing more than one hat" is not seen as problematic, however, where this becomes unclear for professional planners is when one's regular employment is in the planning field and the second job also involves or appears to involve the planning practice. As professional planners we must be certain that any additional jobs including volunteer work, services provided or activities we are involved in, do not have competing interests with our regular employment where we have or are perceived to have the ability to influence decisions or outcomes. Additional obligations outside of regular employment must not conflict in any way with the employer or the member's ability to perform his/her duties. Precise rules for moonlighting are not possible as every situation is different so members must use their conscience and professional judgement for guidance. There is a 2009 OPPI Summary of Determination and Decision that members can refer to for reference.

Volunteer work for community organizations

Numerous articles extoll the benefits of volunteering to enhance career opportunities and to develop skills that may lead to broader opportunities, including employment opportunities. Consider the jurisdiction or geographical area where you are practicing. If you are employed or are consulting within a given jurisdiction, you must not give professional planning advice, or what would be deemed to be planning advice to others within the same jurisdiction without disclosure of potential conflicts. If there is a possibility of a conflict arising, you may need to obtain written consent.

The appearance of a conflict of interest may be an issue. A planner is expected to make an independent professional opinion, even if the planner plays multiple roles, such as volunteering and working within a given jurisdiction. You are advised to review the potential for conflict with your supervisor or client, and to disclose different roles that you may play, as a consultant, an employee, a volunteer, or an appointed member of a committee. Playing multiple roles with differing interests may result in questionable conduct that may cast doubt on individual integrity, or the integrity of the profession. Planners must address their commitment to the public interest when acting as a volunteer.

(See 2009 OPPI Decision regarding Section 2.2.1 of the Professional Code of Practice, where the Member played multiple roles within the same geographic area, and where the panel determined that there could have been breaches of the Code that prevented the member from providing independent professional opinions on two projects. See Dear Dilemma- Community Conduct and Dear Dilemma- from Confused Member).

Attending a meeting about a planning matter in your neighbourhood

As a community member, you may want to participate in local events that may be related to planning matters. You may want to seek clarification, pose questions, or express your private opinion. You may be invited to provide comments. How you frame or offer comment on matters related to planning must be considered. Distinguish between personal comments and professional opinions. Personal comments must be framed as such, and must not be confused or represented as professional opinions.

Broadly speaking, conflict of interest may occur when an individual's private interest differs from his or her professional obligations. Conflict occurs when your private interests can be used to influence a professional decision, and where those decisions can be called into question. If you choose to express your opinions in public and in front of a group, consider whether your opinions could be viewed as posing a conflict, or influencing a decision for your private gain.

Where clear private gain (including financial gain) can be identified, the appearance of influencing decisions related to planning matters can be interpreted as a conflict of interest. The perception that a professional planner has acted in conflict of interest can call the public consultation process into question, and can serve to undermine the public consultation process. (See OPPI 2009 Summary of Decision)

If a conflict is presented, it is your responsibility to ensure that timely and full disclosure of a possible conflict of interest is identified to the client or employer. Disclosure of a conflict is often not enough and may require that you remove yourself from further participation in the process to avoid further conflict of interest.

Module 3 in the Ethics and Professionalism Course has additional information on Professional Responsibility. It is also important to have a thorough understanding of the Canadian Institute of Planners Code of Professional Conduct.

Preparation Exercises

1. Ask yourself any of the following questions to help identify a conflict: Is there a personal direct or indirect benefit in any form? Will the action compromise professional judgement or opinion, or what would a reasonable person think of this action? Think of examples from your own work and ask your colleagues for examples they have observed. Review your notes with your Mentor.
2. As you review these sections of the Code, consider situations and examples where a planner's responsibility may be challenged. For example, when is a planner required to notify a client or employer that there may be a potential conflict of interest? Review all the supplemental readings in this guide. Make notes on what constitutes professional responsibility regarding conflict of interest. Review your notes with your Mentor.

Practice Questions

Case Study Multiple Choice

As a planner for a municipality, you have provided a recommendation to Council to not approve an application for a freestanding sign that would allow for third-party advertising. However, after consultation with the applicant, the City manager has asked that you revise the recommendation to have Council support and approve the sign. How do you proceed?

- a) You value your employer; therefore you amend the report and recommend approval.
- b) Do nothing and stay true to your recommendation for refusal.
- c) Advise the City manager that the concern should be brought forward at the Council meeting.
- d) Provide a number of alternatives for Council's consideration without amending your recommendation.

Correct Answer: d)

Rationale

As a professional, you should include the rationale and reasoning to support the recommendation provided. It would be left to Council to review the facts and information provided in the report. The City Manager would have the opportunity during the Council meeting to bring forward concerns with the proposed recommendation and open it up for further discussion.

Multiple Choice

An objection was made against a development plan prepared by a particular planning consultant. The person filing the objection was a previous client of the consultant and has requested the development plan not move forward. The objector stated that the planning consultant had knowledge of confidential information which would benefit the development plan. The planning consultant was a previous employee of the objector, but has not worked for them for a number of years.

- i. It is the duty of the planning consultant to inform the current employer of the knowledge and information acquired from the previous employer.
- ii. The planning consultant should not be seen as expressing a different professional opinion on the development plan except where new information considerations has been acquired since working with the new employer.
- iii. The planning consultant should not use any of the knowledge or information acquired in confidence while working with the previous employer to benefit the new client.

Which of the following answers is correct?

- a) Only one statement is correct.
- b) Only one statement is incorrect.
- c) None of the statements are correct.

Correct Answer: b)

Rationale

The planning consultant should not use any information or knowledge acquired confidentially during the employment time with the objector. Benefitting for personal and professional gain would be considered as a compromise to the integrity and competence of the professional's work for the client or employer.

True or False

As a planner, you overhear your planning colleague disclosing confidential client information about a current planning project with the director of planning from a municipality outside of his/her jurisdiction. Are your colleague's actions considered a violation of the Code of Professional Conduct?

- a) True
- b) False

Correct Answer: a)

Rationale

Under the Code, client information collected through professional activity must be protected in the interest of the public.

Additional Resources

Additional readings to consider include:

1. Five Skills for Young Planners – Plan North West, Autumn 2016
This article provides insightful advice to young professional planners.
2. “Dear Dilemma” (see Public Interest section for more details)
3. OPPI’s Standards of Practice (see Public Interest section for more details)
4. Acknowledgement of Expert’s Duty – Ontario Municipal Board (see Public Interest section for more details)

Ethics

Overview

Please read this section in conjunction with Sections 2 and 3 of the CIP Code of Professional Conduct.

Planners who are practicing ethically meet two standards: competency and integrity. Competency is the commitment to planning education and learning through being a practicing planner. Competency is developed over time. Planners cannot be expected to be competent in every area of planning practice. For example, one planner may be specialized in environmental planning and natural heritage. This planner may not have knowledge in the areas of built heritage planning. The planner is competent within what their knowledge and experience in environmental planning/natural heritage has earned them.

Competency also means there is a commitment to ongoing professional education. New issues, theories, and approaches will arise. For example, a present issue is planning in the face of climate change. Climate change impacts infrastructure, neighbourhood design, waterfronts, creeks, natural heritage, and so much more. As planners, no matter what our area of competency (or areas of competency), staying current with new planning subject material is critical to maintaining competency. This means reading, learning from others, and doing professional development of ourselves over our careers.

Integrity is the second commitment by the planner to practicing ethically and within the Code of Professional Conduct of the profession. It is a hallmark of a profession to commit to ethical practice. Ethical practice means meeting obligations to clients, the public, employers, and to the planning profession. Practicing ethically also means developing independent professional judgement or opinion, based on the expected standards of conduct of planners.

Ethics and the planning profession are issues that will arise throughout every planner's career. The CIP Code of Professional Conduct is a pro-active method of providing planners with expectations on conduct. Being a Registered Professional Planner means each of us will analyze our decisions through ethical planning practice. It means we must commit to knowing and practicing within the CIP Code of Professional Conduct. It also means we must hold each member of our profession to the same standard of ethical conduct. As you prepare for the Professional Examination, knowing the CIP Code of Professional Conduct is critical. Study the Code.

As planners work in both the public and private sector, there are situations that will be specific to either one of the other. For example, planners in private practice may work for both public and private sector clients. How does one address real or perceived conflicts of interest? Should a private sector planner represent a private client in the municipality where the planner also does municipal work? What if the private sector planner is in a multi-disciplinary firm and the development work is done by engineers in the firm for a subdivision that has been approved? These scenarios present a conflict of interest for the planner.

Ethical issues and our understanding of them evolve over time. For example, at one point earlier in our profession, simple disclosure of a potential conflict of interest would be acceptable. The evolution of ethical practice now requires each of us to mitigate the conflict of interest. Mitigation is a heightened standard of practice and behaviour. This is expected of the profession because of the importance of the profession in how communities grow, the need for independent professional opinion, and a growing experience in Canada of the courts reviewing land use decisions.

Circumstances will arise in everyone's career, whether it is specific to you or a colleague that will require you to look to the CIP Code of Professional Conduct for the answers. Other resources include articles in various Planning Journals and the reading list for the Ethics and Professionalism Course. Once you become a Registered Professional Planner, it is very important that you continue to develop your understanding of ethical issues through reading, discussion of issues in your workplace, and staying current on practice decisions such as disciplinary hearing results.

How does a competent planner practice ethically? The ethical planner practices within the CIP Code of Professional Conduct for planners. The ethical planner stays current and knowledgeable about ethical issues.

The Practice questions below are taken from real life examples. Ethical issues in planning practice occur regularly. Some are obvious issues although these are rare. The most ethical issues fall into the grey zone. Be very mindful of the nuances that come with the grey zone. Competent planners stay knowledgeable and commit to lifelong professional learning in ethics and the planning profession.

You are strongly encouraged to go over Module 4 in the Ethics and Professionalism Course of the PSB. As well, at the end of the course material, there are examples of issues/breaches of the CIP Code of Professional Conduct for each and every requirement of the Code.

Now more than ever there is scrutiny of professions and professionals. The world in

which planners work is becoming more complex. There is a higher demand for professional competency and ethical conduct for planners. This section of the Professional Examination is to ensure you and the profession that the work you have done to think and act ethically and to work with professional competence has been achieved. You will not be questioned on your specific planning competencies; you will be questioned on how to work within your area of competency. Similarly, the ethical questions will present questions on the CIP Code of Professional Conduct and questions on scenarios where you will be required to make an ethical decision.

Preparation Exercises

1. It is very important that you know and understand the Code, the examples, and think of your own examples that you have witnessed, an example that could occur, and talk to colleagues about their experience. Create a chart with the sections of the CIP Code of Professional Conduct, the examples provided, and fill in your own potential examples. Interview colleagues and/or your mentor to get examples from them.
2. You are strongly encouraged to make notes on each of the supplemental readings on conflict of interest. What are the ethical issues? What do the readings tell you about the issue and how it is handled? Discuss these with your Mentor.
3. How would you answer questions such as – can a public sector planner do work in the private sector? How do private sector planners ethically work for both private clients and public clients? What steps should a planner take when doing both private and public work in the same community? You are encouraged to discuss these questions with your Mentor.

Practice Questions

Case Studies Multiple Choice

You are working in a private consulting firm representing a client on a development. A junior member of your staff, whom you've worked with on a number of files and you trust, prepares an application for rezoning of a client's property. The application is going under your signature as the representative of the firm. The junior member is not a Registered Professional Planner but is a Candidate member having graduated from an accredited planning program. It's Friday afternoon around 3:30 p.m. and you are flying overseas for a two-week vacation later that night so you're pressed for time. Prior to submitting the application, what should you do?

- a) Read over the entire application and sign it when you are satisfied with the content.
- b) Sign the application and submit it because you have confidence in the junior planner's work.
- c) Not sign the application but submit it.
- d) None of the above.

Correct Answer: a)

Rationale

The application is going under your name as the representative of the client. You must always sign documents or have your name on reports only when you agree with the content of the document. This is an example of where you must comply with Section 2.2 of the CIP Code of Professional Conduct which states:

“2.2 undertake planning services with diligence and render services with appropriate preparation.”

You have recently joined a municipality as a Manager of Development Planning (you are two weeks into the job). There is a contentious development application – although you have heard of the application you are not familiar with it. Your department, prior to your arrival, issued a letter that the development application does not require an amendment to the Official Plan. The Councillor for the area calls you about the application. The Councillor is opposed to the application. The Councillor asks you for your opinion on whether an Official Plan Amendment is required. What should you do?

- a) Listen to the Councillor and take as many notes as possible.
- b) Tell the Councillor you agree with the content of the letter.
- c) Tell the Councillor you agree with the Councillor's perspective.
- d) Commit to reviewing the file and the letter and getting back to the Councillor.
- e) a), b) and d)
- f) a) and d)

Correct Answer: f)

Rationale

Practicing in the public interest means professional planners must listen to all voices to help formulate their independent professional opinion. Listening to the Councillor and taking notes is absolutely appropriate. Committing to reviewing the file and letter, to determine your opinion, is also appropriate. You should not ever give your opinion without reviewing all issues related to a matter. In this case it would mean reading the file and the letter, reviewing any applicable documents (Provincial Plans,

Regional/County Level Plans (if they exist), Official Plan, legislation), and speaking with your colleagues (planners, your Director, and perhaps lawyers) before drawing your own conclusion. Thus options B) and C) are not appropriate because you are not familiar with the application or letter at the point the phone call occurs.

True or False

You are a Senior Planner in a municipality. You've worked there for 15 years. While recently on your annual golf trip with seven friends, three of you decide to buy a condominium together at the golf resort. You have known these friends for over twenty years. One of the other owners works with you but in another department. The third owner is a partner in an engineering consulting firm. A major bridge project is being developed by the municipality you work for. You are part of the municipal team on the project. You are aware that the third owner in the condominium may be part of a team submitting a bid on the project. You speak to your boss and advise her/him that there is the potential of a conflict of interest. Your verbal disclosure meets your obligation under the CIP Code of Professional Conduct.

- a) True
- b) False

Correct Answer: b)

Rationale

Simply disclosing it verbally as a potential conflict is insufficient. Disclosing the potential conflict in writing is absolutely necessary. While it may not be a direct conflict of interest, there is a potential perception of conflict of interest and that is what you must disclose in writing. A verbal discussion is insufficient to address your obligations as there may not be a clear understanding of the issue. Put it in writing to be clear. If the third partner in the condo is part of a submitting team, you must withdraw from the evaluation part of the project in writing.

Additional Resources

The following is a list of additional resources that present ethical practice issues in real life situations. An explanation of the importance of each is provided for your assistance. You are strongly urged to read the entire document in each case.

1. Ethical Practice and the Issue of Gifts – Plan West Article, Spring 2017
This article arises from a disciplinary matter in PIBC (Planning Institute of British Columbia). It addresses the planner's obligation for disclosure when presented with gifts from the development industry.

2. “Dear Dilemma” (see Public Interest section for further details)
3. Ontario Municipal Board Decisions (see Public Interest section for further details)
4. Recent articles from the Journal of the American Planning Association:
 - a) Introduction – Planning Ethics in the 21st Century
 - b) Special Ethical Considerations for Planners in Private Practice
 - c) Planning Experience and Planners Ethics
5. OPPI’s Standards of Practice (see Public Interest section for further details)
6. Acknowledgement of Expert’s Duty (see Public Interest section for further details)
7. “Are You Wearing Two Hats?” – Ontario Planning Journal – how planners must look at their role when acting in different capacities

Emerging Issues in Planning Practice

Overview

Planning practice evolves over time as new issues and solutions to issues emerge. Consider the historical practices where projects were approved with little to no consultation with the community. The practice of planning now includes a significant commitment to community engagement – working with communities on a variety of projects from a full municipal plan to more locally specific projects in a neighbourhood. This is one example where planning practice has evolved over time. The Professional Examination is also evolving, addressing emerging issues in planning practice. This section of the Study Guide will provide you with information on emerging issues for which there will be questions on the Professional Examination.

The Professional Examination will continue to evolve as new issues in planning practice and the role of the professional planner emerge. One of the emerging issues that will be included in the Professional Examination is the role of the professional planner in reconciliation. Please see the following sections for more information and study tools.

Indigenous Communities, Reconciliation and the Role of the Professional Planner

The Canadian Institute of Planners has provided professional planners with resources and tools to understand the role of the professional planner in Reconciliation with Canada's Indigenous communities. The foundational report is from the Truth and Reconciliation Commission. The Calls to Action in the final report include relationship building with Indigenous communities; recognizing the shared relationship on land issues with Indigenous communities; the importance of the duty to consult with Indigenous communities; and the importance of education on Indigenous history, culture, traditions, and land stewardship.

There are many important actions planners can take including our own education on Indigenous communities where we practice. It is also equally important that planners have a strong understanding of the Duty to Consult. This ensures we are practicing in the public interest by incorporating our own understanding of the community relationships with Indigenous communities and our obligations, professional practice and work with Indigenous communities on the projects, studies and applications on which we work.

The Professional Examination will include questions on the planner's role in reconciliation that are specific to the work planners do. The questions will not be specific

to Indigenous history or law in Canada nor will the questions be specific to planning in Indigenous communities.

Preparation Exercises

1. Read the Supreme Court of Canada decisions on Duty to Consult and the article from Planning West on Duty to Consult (see Additional Resources for complete references). Research the community or communities in which you work. How does the Duty to Consult get translated into planning practice where you work? Do planning studies and reports reference consultation with Indigenous communities? Why or Why not?
2. Research Indigenous history in your community so you understand the Indigenous communities where you work. Is there more than one Indigenous community? Is there a treaty or more than one treaty with First Nations? Speak with your mentor about their experience and work in consultation with Indigenous communities. Seek out examples of strong practices in Duty to Consult in your community, province and/or territory.
3. Read the reports from the Canadian Institute of Planners and the Ontario Professional Planners Institute on Planning Practice. Make notes on what you believe are important in planning practice. Review these reports with your mentor and discuss what these reports mean for your practice as a professional planner.

Practice Questions

1. Since Metis Settlements are within the jurisdiction of the provincial government, planners at the municipal level should only reach out to these communities as a courtesy.
 - a. True
 - b. False

Correct Answer: b)

Rationale

The Duty to Consult includes all Indigenous communities. Planners must actively seek out and learn about Indigenous communities in their planning practice. Metis Settlements are Indigenous communities. The Duty to Consult means that planners must actively seek out and engage with all Indigenous Communities.

2. You are employed by a municipality that is involved in intense consultations with a

local First Nation about the widening of a highway that runs through the traditional territory of the First Nation. During a particularly heated moment, you overhear a colleague make what you feel is an anti-Indigenous remark. Both you and your colleague are Registered Professional Planners. In response, as a **first** step you should:

- a) Notify the Provincial or Territorial Institute or Association (PTIA) of the dishonourable conduct of your colleague.
- b) Assume that your colleague's comment, while regrettable, was unintentional, and let the matter drop.
- c) Remind your colleague that such remarks are unprofessional.
- d) Do nothing, since your colleague's remarks fall outside of the standards set by the Code of Professional Conduct.

Correct Answer: c)

Rationale

As professional planners, it is important that each of us is actively anti-racist. The work of professional planners requires each of us to be inclusive and welcoming of all perspectives, communities, and individuals. Comments such as the one made by this colleague undermine the engagement process, the results of the engagement, and reflect a racist bias to Indigenous communities and individuals. CIP's Equity, Diversity, and Inclusivity Roadmap includes a key pillar about inclusive planning practice and our profession embracing inclusivity. This means professional planners must address the racist statement of the colleague and bring it to the colleague's attention as a first step.

Additional Resources

The following is a list of reading resources for your preparation on Indigenous issues and planning practice.

1. Final Report of the Truth and Reconciliation Commission – available at: www.trc.ca
2. Duty to Consult – Supreme Court of Canada Decisions (see Delgamuukw and Haida Decisions specifically); available at: https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/201917
3. Canadian Institute of Planners Policy on Planning Practice and Reconciliation <http://www.cip-icu.ca/getattachment/Topics-in-Planning/Indigenous-Planning/policy-indigenous-eng.pdf.aspx>
4. Ontario Professional Planners Institute, "Indigenous Perspectives in Planning Practice", Report of the Indigenous Planning Perspectives Task Force, June 2019. <https://ontarioplanners.ca/OPPIAssets/Documents/OPPI/Indigenous-Planning->

Perspectives-Task-Force-Report-FINAL.pdf

5. Patterson, Guy. "A Brief Overview of the Duty to Consult"; Planning West, Spring 2019. <https://www.pibc.bc.ca/sites/default/files/2019-08/Planning%20West%20Spring%202019-WEB-FINAL.pdf>
6. Bouvier, Noelle and Walker, Ryan. "Indigenous Planning and Municipal Governance: Lessons from the Transformative Frontier", Canadian Public Administration, March 2018. Available for purchased access or access through an institution here: <https://onlinelibrary.wiley.com/doi/full/10.1111/capa.12249>

Appendix 1 - Canadian Institute of Planners Code of Professional Conduct

This Appendix includes the CIP Code of Professional Conduct. With each section of the Code are examples of breaches of the Code. Study the Code and the example closely. The examples will NOT be tested in the examination however the examples are important to help your thinking in addressing ethical planning practice.

1. The Planner's Responsibility to the Public Interest

Members shall:

1.1 practice in a manner that respects the diversity, needs, values and aspirations of the public and encourages discussion on these matters;
[A Member unreasonably dismisses ethnic and/or religious based concerns.]

1.2 provide full, clear and accurate information on planning matters to decision-makers and members of the public, while recognizing the employer or client's right to confidentiality and the importance of timely reporting;
[A Member releases confidential information, when they have been specifically requested by a client, employer or another planner not to do so.]

1.3 acknowledge the inter-related nature of planning decisions and the consequences for natural and human environments;
[A Member recommends the elimination of an engineering requirement which they know is required to protect public safety.] and,

1.4 provide opportunities for meaningful participation and education in the planning process to all interested parties.
[A Member conducts a public hearing process without the required notice(s) or without indicating to a member of the public that their speaking time will be limited.]

2. The Planner's Responsibility to Clients and Employers

Members shall:

2.1 provide independent professional opinion to clients, employers, the public, and tribunals; perform work only within their areas of professional competence;
[A Member provides advice in an area of planning or another discipline where they do not have appropriate training and experience. An example is a Member who does not have professional competence in transportation]

planning and prepares a report with recommendations in this area.]

2.2 undertake planning services with diligence and render services with appropriate preparation;

[A Member does not take the time and care needed to provide appropriate professional advice and presents a major report which has not been well researched and is poorly written and presented without a factual basis.]

2.3 acknowledge the values held by the client or employer in work performed, unless such values conflict with other aspects of this Code;

[A Member ignores the client or employer's standards or needs in the work being done and does not adhere to the agreed-upon Terms of Reference for a project.]

2.4 respect the client or employer right to confidentiality of information gathered through a professional relationship, unless such right conflicts with other aspects of this Code;

[A Member releases information that is confidential. This right of confidentiality does not extend to, for example, a situation where the Member is required to testify before a tribunal of the Member's PTIA where a complaint has been made against the Member by the client or employer.]

2.5 inform the client or employer in the event of a conflict between the values or actions of the client or employer and those of this Code in a timely manner;

[A Member who does not immediately notify the client or employer that something they want the Member to do is in conflict with the Member's responsibilities under the Code. An example is a client asking a Member to share with them confidential information that the Member has collected in the course of conducting an assignment for another client.]

2.6 ensure timely and full disclosure to a client or employer of a possible conflict of interest arising from the Member's private or professional activities;

[A Member who does not immediately let the client or employer know of a situation where the Member believes they cannot continue to offer independent professional advice. An example is a Member employed as a consultant on the side providing professional planning advice in a municipality where the Member is employed full-time as a professional planner.]

2.7 not offer or accept any financial or other inducements, including prospective employment, that could, or appear to, influence or affect

professional opportunities or planning advice;

[A Member asks for or receives a financial or other benefit, including a job, in exchange for providing professional advice that is not independent and objective. An example is a Member providing biased conclusions, at the request of a client, in a report that will be received by a public regulatory body in exchange for gaining further work from the client.]

2.8 not, as an employee of a public agency, give professional planning advice for compensation to a private client or employer within the jurisdiction of the public agency without disclosure to the agency and written consent;

[A Member accepts a bonus payment based on a planning approval achieved] and,

2.9 not, as a consultant to a public agency during the period of contract with the agency, give professional planning advice for compensation to others within the jurisdiction of the agency without disclosure to the agency and written consent in situations where there is the possibility of a conflict of interest arising.

[A Member acts as a consultant providing professional planning advice to a developer on a project in a municipality at the same time as the Member is providing professional planning advice to the municipality on matters that may affect the developer's project.]

3. The Planner's Responsibility to the Profession and Other Members

Members shall:

3.1 maintain an appropriate awareness of contemporary planning philosophy, planning theory and practice by obtaining professional education throughout their planning career, including complying with the Institute's continuing professional learning requirements;

[A Member ignores the PTIA requirements for continuous professional learning]

3.2 not in professional practice, extra-professional activities or private life, engage in dishonourable or questionable conduct that may cast doubt on the their professional competence or integrity or that may reflect adversely on the integrity of the profession;

[A Member at a conference spends all of the program time outside of the conference in a disorderly and disruptive manner.]

3.3 ensure that advertising or promotional activities fairly and accurately

communicate the expertise and skills offered, including professional qualifications and affiliations, education and experience;
[A Member provides false or misleading information on a CV or corporate brochure]

3.4 act toward other Members and colleagues in a spirit of fairness and consideration and not falsely or maliciously injure the professional reputation, prospects or practice of another Member or other colleagues;
[A public sector Member, when asked to recommend a good planner for employment purposes by the public or developer, continuously gives a specific reference rather than referring to an approved list or the PTIA's Directory of Planning Consultants]

3.5 respect colleagues in their professional capacity and when evaluating the work of another Member, show objectivity and fairness and avoid ill-considered or uninformed criticism of the competence, conduct or advice of the Member;
[A Member makes derogatory comments at a Public Hearing on a planning matter about the work performed by another Member.]

3.6 not attempt to supplant another Member once made aware that definite steps have been taken toward the other's employment;
[A Member offers a discount or other incentive to lure a client's business when that client is in the process of securing a contract with another planner.]

3.7 only sign or seal a final drawing, specification, plan, report or other document actually prepared or checked by the Member;
[A Member seals a final site plan, prepared by a friend, who is a non-member, without checking the plan and thoroughly understanding the project.]

3.8 report to the Institute the behaviour of any Member believed to be in breach of this Code in a timely manner; *[In spite of extensive media coverage and personal knowledge, a Member does not report that a fellow CIP member has vociferously criticized a planning scheme proposed by the firm of another Member.]*

3.9 only make public statements on behalf of the Institute if authorized to do so *[In the media a Member states that members of the Canadian Institute of Planners are opposed to the demolition of a local heritage building when no such statement has been made];*

3.10 comply with any reasonable request of the Institute for information or for the co-operation of the Member in pursuit of any Institute objective;
[A Member refuses to co-operate in an investigation by the Member's PTIA of alleged professional conduct by either the Member] and,

3.11 respect the process and decision of any discipline proceeding affecting a Member.
[The Member, who is the subject of a disciplinary matter, makes light of the procedure and does not prepare for and participate in the procedure in a professional manner.]

Discipline PTIAs shall establish by By-law policies and practices necessary to administer their Codes of Professional Conduct to ensure the proper handling of complaints, investigations, disciplinary reviews, sanctions, and appeals, and to reduce risk and liability. Such information shall reflect legal requirements and best practices used by professional associations. *Reference to the "Institute" refers to CIP.

Appendix 2 - Enabling Competencies

Domain: Critical Thinking:

Sub-domain: 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.

Sub-domain: 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.

Sub-domain: 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.

Sub-domain: 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.

Sub-domain: 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.

Sub-domain: 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.

Domain: Interpersonal:

Sub-domain: 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.

Sub-domain: 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.

Sub-domain: 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.

Sub-domain: 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.

Sub-domain: Collaboration and Consensus Building:

- Understand practices to support collaboration and consensus building.
- Able to assess and analyze an approach to support improvements.
- Able to facilitate collaboration and consensus building situations.

Sub-domain: 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.

Domain: Communications:

Sub-domain: Listening:

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

Sub-domain: 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.

Sub-domain: 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.

Sub-domain: 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.

Sub-domain: 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.

Domain: Leadership:

Sub-domain: 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.

Sub-domain: 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.

Sub-domain: Team Building:

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

Sub-domain: 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.

Sub-domain: 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.

Domain: Professional and Ethical Behaviour:

Sub-domain: 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.

Sub-domain: 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.

Sub-domain: 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.

Appendix 3 – List of Additional Readings

Please see the Additional Readings document for more helpful articles and resources to help you prepare for the Professional Examination. Please also refer to the attached summary table which links the articles to the CIP Code of Professional Conduct in greater detail.

- Five Skills for Young Planners – Plan North West, Autumn 2016 (page 2)
- Planning West Spring 2017 – *Gifts and other inducements* (page 3)
- “Dear Dilemma” excerpts (page 9)
- Ontario Municipal Board Decisions (page 22)
 - Oakville (3 cases) (page 22)
 - Ottawa (page 67)
 - Stoney Creek (page 91)
 - St. Catharines (page 108)
- Journal of the American Planning Association Articles (page 175)
- OPPI’s Standards of Practice (page 213)
- Acknowledgement of Expert’s Duty – Ontario Municipal Board (page 229)
- Rethinking the Public Interest as a Planning Concept – Article by Jill Grant, FCIP, RPP (page 230)
- “Are You Wearing Two Hats?” – Ontario Planning Journal (page 233)
- OPPI Summary of Determination and Decision (page 234)
- Patterson, Guy. “A Brief Overview of the Duty to Consult”; Planning West, Spring 2019.
- Bouvier, Noelle and Walker, Ryan. “Indigenous Planning and Municipal Governance: Lessons from the Transformative Frontier”, Canadian Public Administration, March 2018.
- CIP Code of Professional Conduct Sections and Alignment of Readings (page 235)