

Manitoba Professional Planners Institute

Report on Trends in Continuing Professional Development

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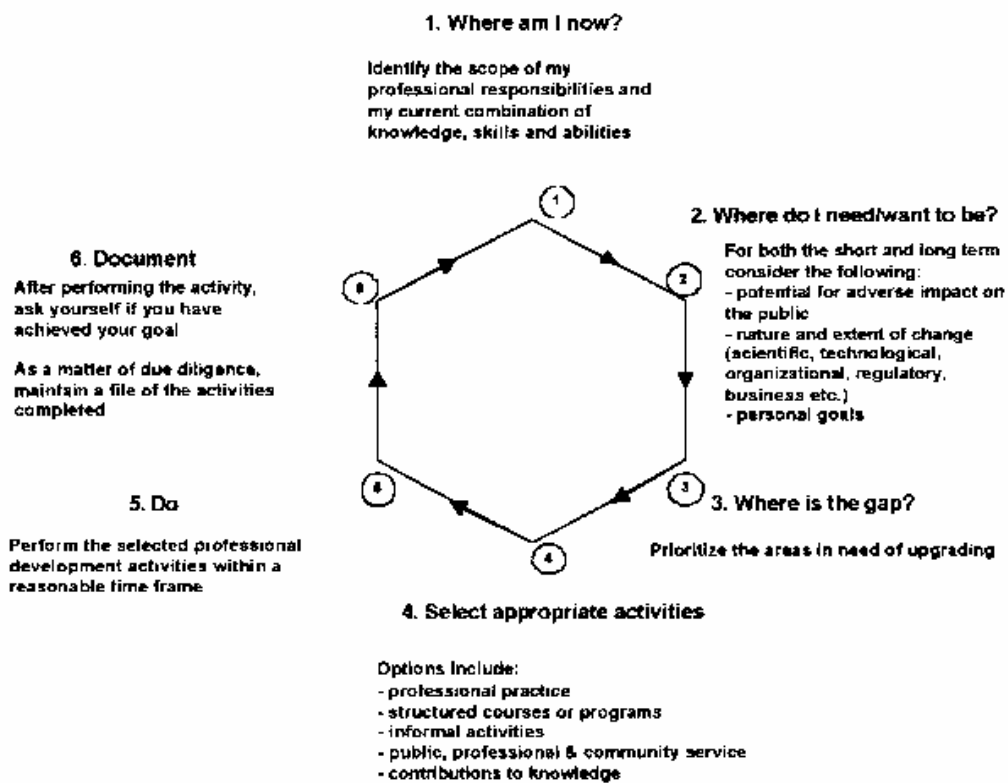
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1.0 Introduction

1.1 Definitions of Continuing Professional Development

Professional development is the primary method by which planners and members of other professional organisations can gain and improve on the skills and knowledge sets they need to perform their duties in their working lives. It is best thought of as a process or an ongoing acquisition of knowledge and skills. The Association of Professional Engineers and Geoscientists of Manitoba uses the follow diagram to outline an ideal process of CPD:

Figure 1: The Professional Development Process



1.2 Why is Continuing Professional Development Important in the Planning Profession?

The planning profession is essentially concerned with change. Recently, however, it has been the skills and knowledge required to work effectively that have been changing. Planners are now confronted with a public that is skeptical of professional knowledge. Legal and administrative frameworks for planning are also changing as provincial governments rethink planning legislation and local governments become increasingly “entrepreneurial.” A new focus on conflict resolution and more collaborative forms of planning represent a challenge for many planners trained for more technical roles. Technology itself is another area where CPD seems prudent given the increased importance of the Internet in the communication of plans and projects and in community participation processes. Furthermore, the changing population of our cities and towns present new issues for planners to consider and new problems that need to be addressed. Of significance in Manitoba are the opportunities and barriers stemming from the involvement of aboriginal people in the planning process.

The CIP Code of Conduct offers us a framework for examining the importance of CPD in the planning profession. The three principal responsibilities of planners outlined in the Code lend credibility to the need for CPD in Manitoba.

1. The Planner’s Responsibility to the Public Interest

The public is the principal client of many professional planners in the Province of Manitoba. The public clearly benefits when planners maintain and upgrade their skills and knowledge components on a continuous basis. The need for CPD has become more acute recently as the ability to define a unified public interest has come under question.

2. The Planner’s Responsibility to Clients and Employers

CPD benefits clients and employers of professional planners through ensuring that work performed by MPPI members will meet high standards and reflect current planning thought and methods. Organisations, public or private, can claim due diligence when relying on professional planners with up to date skills and knowledge sets.

3. The Planner’s Responsibility to the Profession

The success of the planning profession and of MPPI is reliant upon the quality of the contributions of its members. An effective CPD program will help to ensure that the competence and quality of members work is maintained. Continued work of high quality will contribute to the acceptance of the profession by both citizens and decision-makers.

The PIBC report, “Continuing Education for PIBC Members: Mandatory vs. Voluntary Certification,” added another point to those outlined in the Code of Conduct. A program of CPD is useful to individual practitioners for both professional and personal reasons.

CPD allows practitioners to gain skills and knowledge sets that might have been missed in planning school. These new skills and knowledges will help practitioners to work effectively and to better represent themselves in a competitive job market.

1.3 Structure of this Report

This report will discuss the possibilities for the delivery of continuing professional development opportunities for the members of the Manitoba Professional Planners Institute.

Section 2 will briefly examine the current situation through a look at CPD opportunities offered by MPPI and the Canadian Institute of Planners.

Section 3 will address trends in CPD in other professional planning organisations including the American Planning Association/American Institute of Certified Planners (APA/AICP), the Royal Town Planning Institute (RTPI) and the New Zealand Planning Institute (NZPI).

Section 4 will look at professional development programs and opportunities offered by several CIP provincial affiliates. The report will address the Planning Institute of British Columbia (PIBC), the Alberta Affiliate of the Canadian Institute of Planners (AACIP), the Association of Professional Community Planners of Saskatchewan (APCPS) and the Ontario Professional Planners Institute (OPPI).

Section 5 will examine the provision of CPD opportunities by other professional organisations in the Province of Manitoba. Programs offered by the Association of Professional Engineers and Geoscientists of Manitoba (APEGM), the Institute of Chartered Accountants of Manitoba (ICAM), the Manitoba Institute of Agrologists (MIA) and the Manitoba Association of Architects (MAA) will be discussed.

Sections 3 through 5 will conclude with point form summaries of professional development trends in planning organisations and other professional organisations respectively. These summaries can be quickly referenced for a snapshot of CPD activities offered by other professional organisations.

Section 6 will then move on to discuss the development of a CPD program for MPPI. This section will address the structure and content of the program, possibilities for regional delivery of CPD opportunities and the role of partnerships in the development of those opportunities.

Finally, a summary of the findings and areas of further research, and the next steps that can be taken towards the development of a professional development program, will be addressed.

2.0 The Current Situation

2.1 The Canadian Institute of Planners CPD Program

The Canadian Institute of Planners administers a Voluntary Certificate Program of CPD. The CIP program counts as professional development all activities in the following categories:

- Work Experience
- Education and Training Courses
- Professional Activities
- Personal Development

To receive a Continuing Professional Development Certificate, the member must complete a minimum of 20 CPD points within a two-year period. Over a two-year period, the member must claim a minimum of 6 and a maximum of 12 points through professional practice. This is calculated as 1 point per month of full time employment. Education and training courses can be counted to a maximum of 12 points calculated on a basis of 1 point per contact day. Professional activities can be completed to earn a maximum of 8 points over the two-year period. These activities include attending conferences and presentations, publishing articles or books, and self-directed study. Each of these activities is arbitrarily assigned a number of points by the CIP. Finally, a maximum of 4 points can be earned through personal development defined as involvement in activities not related to planning or activities in service to the community.

Figure 2: CIP Continuing Professional Development Certificate Requirements

Categories	Minimum	Maximum
Work Experience	6	12
Education and Training Courses	0	12
Professional Activities	0	8
Personal Development	0	4

2.2 Continuing Professional Development Opportunities in Manitoba

CPD opportunities for professional planners in Manitoba are quite limited and are generally carried out as part of the CIP Voluntary Certificate Program. MPPI members rely primarily on attendance at the national CIP Conference. For CPD activities within the Province of Manitoba, planners must turn to self-directed studies or participation in formal training or education courses. MPPI offers relatively little assistance to its members regarding even the identification of CPD opportunities.

The annual Planning District Conference in Manitoba has significantly increased the opportunities for planners to take part in CPD activities. The Conference is organised and sponsored collaboratively by Intergovernmental Affairs, MPPI and UMCP. It not only represents an opportunity for planners and municipal officials in Manitoba to get together and share ideas; it also helps to address the difficulty of reaching MPPI members who practice outside the City of Winnipeg. The most recent conference was held in Morden and addressed issues related to leadership in municipal governance and planning.

2.3 Discussion

The CIP Voluntary Certificate Program has not been a successful vehicle for the encouragement of CPD in the professional planning community in Manitoba. While the program lays out definitions and criteria for CPD, it offers little support for members attempting to further their education in planning. There are also few incentives for practicing planners to take part in the program and no penalties for not upgrading skills and knowledge sets. In short, the voluntary CIP program uses neither carrots nor sticks to promote participation, and does very little to facilitate participation apart from providing a basic framework. As a result, participation in the program has been very limited both across Canada and in the Province of Manitoba.

Figure 3: Continuing Professional Development Certificates Awarded by Affiliate

CIP Affiliate	API	OUQ	OPPI	MPPI	APCPS	AACIP	PIBC	INTL	TOT
Certificates Awarded	11	5	43	6	5	11	11	5	97
Certificates Awarded (%)	11%	5%	44%	6%	5%	11%	11%	5%	100%

3.0 CPD in the Planning Profession

Many professional planning organisations with which the CIP has formal ties offer CPD programs. This section will address these programs as they are offered by the American Planning Association/American Institute of Certified Planners (APA/ACIP), the Royal Town Planning Institute (RTPI), and the New Zealand Planning Institute (NZPI).

Discussion will focus on the following points:

- definitions of professional development;
- the structure of the program;
- the administration of the programs including monitoring and certification; and
- the types of CPD opportunities offered.

These points will make up the basis for a discussion of trends in CPD in other professional planning organisations.

3.1 The American Planning Association/American Institute of Certified Planners

The APA/AICP promotes the importance of CPD by focusing on the responsibility of the professional planner to society and the requirement in the AICP Code of Ethics for certified members to maintain currency in skills and sets of knowledge. To meet these requirements, APA/AICP coordinates a Continuing Professional Development Program.

The Continuing Professional Development Program (CPDP) is a voluntary program administered primarily through the Chapter Offices in individual states. Each chapter appoints a Professional Development Officer (PDO) who is responsible for the CPDP for chapter members. It is the task of the PDO to identify all potential professional development opportunities within the chapter region and to review the quality of those opportunities for CPDP accreditation. The PDO then supplies a list of these opportunities to the national office and advertises them among Chapter members.

The role of the national office in the program is primarily to coordinate and evaluate the CPD efforts of members. It is also responsible for the issuing of certificates to members who meet the requirements. Another key role for the national APA office is to act as a clearinghouse for CPD materials and self directed study opportunities. These materials include audio and visual training packages available through mail order, as well as on-line training packages on a wide variety of subjects. The Planners Book Service is another source of CPD materials. In addition, the APA holds audio conferences that are delivered over speakerphone. An entire planning office staff can dial in to the conference for \$90 US. Recent conference topics have included sessions on affordable housing, economic development and the use of scientific information in planning analysis.

In order to be certified a member must complete 60 contact hours of CPD activities over a continuous 3-year period. Participants in the CPDP must keep a log of all activities. The log should include the name and address of the provider, the program title, dates of

attendance, and the number of credits assigned as a result of the course. Logbooks are available from the Chapter PDO, however the national organisation checks logbooks and awards certificates to successful participants.

The AICP identifies the following as appropriate sources of CPD courses:

1. **American Planning Association Offerings** which are designed to meet a specific training objective. They must be led by experts on the subject, and offered by organisations or individuals that are approved APA providers as considered by the chapter PDO.
2. **Offerings of Other Organisations** that adhere to the criteria set out by the International Association of Continuing Education and Training. Among these criteria are that providers be chartered or incorporated, have a well defined organisational structure with responsibility for education clearly delegated, and have an administration capable of ensuring that criteria are met. Examples of organisations that meet these criteria are other professional associations such as the American Institute of Architects, government agencies, and recognised university planning programs.
3. **Self-Directed Study** is also recognised as an important CPD option for those members who have difficulty meeting the contact hour requirements through other means. A program of self-directed study should be developed in consultation with the AICP and the chapter PDO.

Note: The AICP requires that at least 50% of all contact hours be filled through APA sources or through courses at accredited university planning programs.

3.2 The Royal Town Planning Institute

The Royal Town Planning Institute (RTPI) is the only professional planning organisation in the world with a long-standing tradition of mandatory professional development. Continuing Professional Development is defined as:

...the means by which members of professional associations maintain, improve and broaden their knowledge and skills and develop the personal qualities required in their professional lives (RTPI Code of Conduct).

The concept of responsibility to the “public interest” is invoked as justification for the necessity of the mandatory program.

The RTPI Code of Conduct requires all full members to complete 50 contact hours of CPD activities over a 2-year period. Members must maintain a Professional Development

Plan throughout their careers and keep up a CPD record. Monitoring is done through a random sample of all RTPI members. Selected members are required to submit their Professional Development Plan and CPD Record to the national office.

Under the RTPI program, accreditation of CPD courses and programs is considered in relation to the goals outlined in each member's Professional Development Plan. It is a system of self-selection in which the member examines the Plan and designs a program of CPD to achieve the outlined goals. CPD activities are divided into modes of learning including,

- Home-based learning (structured reading, audio-visual packages, distance learning)
- Action-based learning (problem solving/management in the workplace)
- Preparation of material for courses, meetings, or for publication
- Supervised research
- Work-based development (research into new methods to address a new problem at work)
- RTPI activities
- Conferences
- Qualification through formal courses of instruction.

RTPI recommends that members attempt to design a CPD program that allows them a variety of educational opportunities from diverse sources.

RTPI offers many services both nationally and through regional offices to aid members in achieving their CPD goals. There is a national professional development coordinator and a regional coordinator in each branch office. Conferences and seminars are offered through RTPI at several locations throughout Britain on a rotating basis. Season ticket packages and corporate packages are offered to encourage attendance and reduce fees. A Planners Aid Service is also organised through RTPI that allows planners to volunteer and gain experience in new settings. Planning Aid provides free consultation services to individuals and community groups that could not afford to hire a consultant.

Recently, an initiative to bring CPD into the office has been developed through the use of a video subscription. Dubbed *The Planning Channel*, organisations or individuals can subscribe to receive 2 videos per month on topics ranging from rural planning to managing diversity and managing stress in the workplace. Study papers that can be used as follow-up information and added to CPD contact hours accompany the videos. The Einstein Channel Group, as part of an expansion into distance learning, produces the videos. Initial feedback has been very positive primarily due to the flexibility and convenience associated with this form of CPD.

3.3 The New Zealand Planning Institute

The New Zealand Planning Institute (NZPI) is currently developing a mandatory program of CPD. The program will be modeled on the RTPI program. NZPI cites the changing framework for planning and the change in required technical skills as important factors in the development of the program. It also cites the importance of maintaining consistency with the RTPI and other international planning organisations.

NZPI has rejected the concept of a highly directed and closely managed program. The cost of such a program would be too high for a small organisation. In addition, NZPI believes that planning professionals already have values and ethics that encourage them to recognise the need for ongoing education. The members do not need to be closely scrutinized.

Monitoring of the membership will take place on an annual basis through a 10% random sample. Members are required to keep a record of their CPD activities individually on a form provided by NZPI. The audit will be carried out by a national CPD Convenor and the Executive Director of the Institute.

Members are required to complete 50 contact hours of CPD activities in a 2-year period. Fifty percent of activities undertaken must be directly related to planning. These activities may include seminars, lectures, conferences, or writing research papers. The other 50 percent of a CPD program should address “non-planning” related knowledge. Suggested areas for professional development opportunities include human relations, management, legal knowledge, personal knowledge and financial management.

3.4 Trends in CPD in Professional Planning Organisations

- The trend in continuing professional development in the planning profession appears to be towards mandatory programs.
- Professional planning organisations adopt a broad definition of professional development including participation in conferences and seminars, formal courses, problem solving in the workplace, self-directed study and volunteer planning work.
- Professional development coordinators are critical to the success of CPD programs in other countries. Each State Chapter of the APA has a Professional Development Officer that coordinates all CPD activities for chapter members.
- Planning organisations work to provide their members with distance learning opportunities. The APA teleconference system and RTPI’s use of instructional videos are key examples.
- Websites form the basis of the professional development programs in most other planning organisations. The Internet is used to inform members of upcoming CPD opportunities and to offer web-based courses. APA uses the

national website as a clearinghouse for professional development materials including books and instructional guides and videos.

- Professional planning organisations rely on partnerships with universities and distance learning providers to offer CPD opportunities to members.

4.0 CPD in Provincial Affiliates of the CIP

Provincial Affiliates of the CIP generally face similar challenges as MPPI in providing a program of professional development for members. With the exception of the Quebec Affiliate (OUQ), all provincial affiliates rely on the CIP national voluntary certificate program to provide structure to CPD activities. Most affiliates do, however, provide their members with as many opportunities and events as possible. The analysis of professional development opportunities offered by CIP affiliates will therefore focus on efforts to develop a program of CPD and events and opportunities currently offered to members. This section will address CPD activities offered through the Planning Institute of British Columbia (PIBC), the Alberta Affiliate of the Canadian Institute of Planners (AACIP), the Association of Professional Community Planners of Saskatchewan (APCPS), and the Ontario Professional Planners Institute (OPPI).

4.1 The Planning Institute of British Columbia

PIBC relies on the CIP voluntary program for accreditation of professional development activities. Recently, however, the affiliate has focused significant time and resources on developing a program of CPD. A task force was struck in 2000 with two initial goals. First, trends in professional development were investigated and written up in a report by Dang (2000). Second, a discussion paper was written focusing on the debate surrounding mandatory versus voluntary programs.

Currently, the PIBC Professional Development Task Force is developing a strategic plan for the promotion and delivery of a CPD program. In developing this plan, a needs assessment was carried out by UBC planning students. In addition, discussion is being facilitated through the PIBC website and at PIBC sponsored events. The Task Force is also working on several concrete initiatives. The establishment of a professional development Internet database is being researched. Funding options are being examined through foundations and private sponsors to expand the number of CPD events offered. The Task Force is also working to develop a credit course in urban design offered jointly by the School of Urban and Regional Planning at UBC and the Simon Fraser University City Program. Similarly, PIBC is working to develop a Planning Technician Program at Langara College in Vancouver.

In terms of current CPD opportunities, the annual conference is the main source for PIBC members. The conference offers the usual mix of networking opportunities and the presentation of papers. PIBC also uses the conference as a vehicle to provide fully sponsored short courses on topical issues in planning. In addition to the annual conference, PIBC also publishes the *PIBC News*. This journal provides members with education pieces, current events in BC planning, and news about upcoming events.

PIBC is also divided into four chapters that provide varying degrees of CPD opportunities. These events range from informal gatherings with a few presentations to

full day intensive seminars. A recent seminar sponsored by the North Vancouver Island Chapter and the Simon Fraser University City Program focused on *Economic Tools in Property Planning and Development*. The cost to members was significant at \$250. Chapter events are more commonly held as lunch hour talks featuring experts in various fields of planning. Cost for these sessions in 2001 ranged from \$10 to \$35 for PIBC members.

4.2 The Alberta Affiliate of the Canadian Institute of Planners

The AACIP is not currently undertaking the extensive CPD planning that is occurring in British Columbia. There are, however, many CPD opportunities offered to CIP members in Alberta. The annual conference is the main vehicle for CPD opportunities and is viewed as a chance to learn and network. The AACIP conference is regularly held in the resort towns of Banff or Jasper allowing members to mix recreation with professional development. It does, however, result in elevated costs to individual members.

Following each conference, AACIP posts an evaluation form and professional development survey on their website. Questions focus both on the quality of the conference in terms of professional development opportunities, and on member preferences for future AACIP events. Topics covered in the survey include willingness to pay for CPD opportunities, locational aspects and willingness to travel, topics to be covered, and the method of delivery (workshops, seminars, etc.).

AACIP offers several other CPD opportunities to members. A luncheon series has been established in both Edmonton and Calgary, the cost of which ranges from \$15 to \$20 for members. While the Edmonton sessions are primarily geared toward networking, the Calgary sessions are used to provide professional development opportunities. A recent luncheon in Calgary, for example, featured presentations on regional partnerships in the context of emerging regional planning efforts in the Calgary area. AACIP also keeps a planning library of books, periodicals and videos that are available on loan to members. A newsletter is also produced to keep members up to date on upcoming events.

4.3 Association of Professional Community Planners of Saskatchewan

APCPS currently offers one Professional Development Program to members annually. It is always held in conjunction with the Annual General Meeting, and traditionally takes place in September. The venue for the two-day Conference and AGM changes annually. (1997 - Prince Albert; 1998 - Moose Jaw; 1999 - Saskatoon; 2000 - Yorkton; 2001 - Regina; 2002 - Jack Fish Lake) This Conference is viewed as an opportunity for members to learn and network. The cost to attend the annual Conference and AGM is reasonable at \$95 a person (not including accommodations).

The goal of APCPS, as set out in the strategic plan, is to offer four Professional Development Programs per year. In 2002 the Association expects to host three Professional Development Programs: September 19 & 20th, 2002 (Jack Fish Lodge - Annual Conference and AGM); November 8th, 2002 (World Town Planning Day), and February 22nd, 2002 (Zoning Administrators Workshop). The current Program Chair is in the process of developing a strategic plan (operational plan) for the promotion and delivery of Professional Development Programs for APCPS members.

In terms of partnerships, in the past (in 1999) APCPS has organized the annual conference jointly with SEDA (Saskatchewan Economic Development Association). This included offering a Zoning Administration Workshop to SEDA delegates (who are typically non-planners) and a Planning Issues Workshop to APCPS members. A joint luncheon was coordinated for all delegates (keynote speaker: David Foot, author of *Boom, Bust & Echo*). The Conference was held in Saskatoon and was very well attended by both APCPS members and SEDA members. APCPS is currently planning on holding a similar Zoning Administration Workshop (for non-planners) in Regina in February 2002.

4.4 The Ontario Professional Planners Institute

The Ontario Professional Planners Institute is by far the largest CIP provincial affiliate, in some ways rivaling the activity and organisation of the national body. While OPPI still relies on the CIP voluntary program for structure, it is not surprising that a broad range of CPD opportunities are available to Ontario CIP members. Like other affiliates, OPPI holds an annual conference that is a focal point of professional development. In addition, OPPI sponsors and coordinates a number of professional development opportunities throughout the year.

CPD programs are offered by OPPI on several topics primarily aimed at skills development. These courses are outlined on the Institute website. *Plain Language for Planners* helps planners make the transition from the academic writing of planning school to technical report writing. *Planner as Facilitator* is a two-day course focusing on facilitation techniques and group work. OPPI has also developed a course on Alternative Dispute Resolution in partnership with the Ministry of Municipal Affairs and Housing and the Society for Conflict Resolution in Ontario. These courses are valuable skills building workshops for OPPI members.

Like PIBC, OPPI is divided into four districts and each district provides their own professional development opportunities. For example, the Eastern District holds a series of urban forums and publishes a district journal/events letter titled *Vibrations*. The South West District offers educational events to members. A recent workshop examined *What Planners Need to Know about the New Condominium Act*. In addition to these events, each district holds an annual meeting separate from the provincial annual conference.

Policy development is another key area in which OPPI is active. Members are directly involved in developing policy papers on a wide range of issues. OPPI recently held a policy symposium to discuss a working paper on growth management and develop an Institute policy. The title of the symposium, *Exploring Growth Management Roles in Ontario: Learning from 'Who Does What' Elsewhere*, points to the opportunities for learning that exist for OPPI members through involvement in policy development.

4.5 Trends in Professional Development in CIP Affiliates

- With the exception of OUQ, all CIP Affiliates rely on the national voluntary program to frame and accredit CPD activities.
- PIBC is actively investigating the potential of a more structured and developed program of CPD. APCPS is also working to develop a more extensive program of professional development opportunities.
- All provincial affiliates examined hold an annual conference and use this conference as a vehicle for CPD opportunities.
- Where it is accomplished successfully, regional delivery is achieved primarily through the use of districts or chapters within the affiliate.
- Informal gatherings, such as luncheons or evening sessions featuring presentations on topical issues, have been used with success and at minimal cost in several affiliates.
- Partnerships have been developed, particularly by PIBC and OPPI, to deliver formal courses or intensive seminars to members. Partners have included provincial government ministries, universities, other professional organisations and non-profit societies.
- The Internet has been used sparingly by CIP affiliates. Professional development web pages function primarily as bulletin boards informing members of upcoming events.

5.0 CPD in Professional Organisations in Manitoba

Unlike planning organisations in other countries and provinces, professional organisations representing other professions within the Province of Manitoba face many of the same challenges as MPPI in the administration and encouragement of a professional development program. For this reason, an examination of CPD programs offered by other professional organisations in Manitoba may prove more relevant to the development of a program for MPPI. The examination will focus on the following points:

- definitions of professional development;
- the structure of the program;
- the administration of the programs including monitoring and certification; and
- the types of CPD opportunities offered.

These points will make up the basis for a look at trends in CPD in other professional organisations in the Province of Manitoba.

5.1 Institute of Chartered Accountants of Manitoba

The Institute of Chartered Accountants of Manitoba (ICAM) has a mandatory Continuing Professional Development Program as prescribed in legislation. For ICAM, CPD is defined as, “the program of formal education which has relevance to the individual member’s professional needs.”

A minimum of 36 contact hours of CPD activities must be completed in every 2-year cycle. All members must complete a Continuing Professional Development Report form and submit it to the Institute in March of each year. Wide ranges of activities count as professional development. These are defined in the legislation as, “formal courses, seminars, conference sessions, and in-house study programs.” Research towards the preparation of an article or materials for publication is also considered valid.

ICAM offers CPD opportunities to members through three key mechanisms. First, ICAM develops and offers one-day courses on key topics. The courses that have been developed are offered in 4 modules that focus on different technology and computer applications in accounting.

Second, ICAM has developed many partnerships with providers of continuing education. A partnership with Productivity Point International in Manitoba allows ICAM members to access computer training at a reduced price in either Winnipeg or Brandon. The Institute has also partnered with interactive distance learning companies to offer courses in a variety of fields. For example, Indigo Seminars offers management learning seminars over the Internet. YouAchieve.com is also a partner with ICAM, offering courses in negotiation, management and marketing in several web-based formats. ICAM members can log on to these sites for significantly reduced fees. Through web-based learning,

ICAM addresses the difficult problem of regional delivery of CPD opportunities that is particularly acute in Manitoba.

Finally, ICAM also provides members with the contact information of other organisations that offer continuing education courses that may qualify as professional development for accountants.

5.2 Manitoba Institute of Agrologists

The Manitoba Institute of Agrologists has been struggling for several years with the development of a CPD program. MIA does not currently have a mandatory professional development requirement, however they intend to institute a mandatory program beginning in 2002. MIA currently offers members several courses and seminars on technical issues, but has had difficulty coordinating skill development opportunities in other areas.

In an effort to develop a CPD program, MIA has taken several steps. An Education Committee was formed and began research on professional development in other organisations and barriers that those organisations have met. Key barriers identified were limited volunteer time, small budgets and a small number of participants. In response to these barriers, and as a result of the realisation that all professional organisations seem to be confronted by the same challenges, a number of organisations have begun work on a joint Library concept. A Professional Development Library would act to:

- Identify and collect educational opportunities for all member associations;
- Provide reviews of seminars, speakers and literature through patron feedback;
- Assist groups in encouraging enough participants to effectively run a program;
- Undertake needs assessments of all member associations on issues such as delivery mechanisms, costs, time and program offerings; and
- Liaise with educational institutions to help them meet the needs of member associations.

The Library concept is currently being discussed through joint meetings with several organisations. MIA believes that it will prove to be an economical way to offer a wide range of CPD opportunities to the members of several professional organisations in Manitoba.

In terms of the logistics of the mandatory CPD requirement for MIA members, a 50 contact hour per year requirement is anticipated. While this requirement seems high relative to other professional bodies, it is in line with the requirements of the Saskatchewan and Alberta Institutes of Agrologists, both of which already have mandatory CPD programs.

5.3 Association of Professional Engineers and Geoscientists of Manitoba

APEGM has a voluntary program of professional development. The justification of the need for CPD is the same as that of the CIP. APEGM focuses on the responsibility of the professional engineer to the public, to the employer, and to personal development. CPD is defined as a continuous cycle beginning with an identification of current sets of knowledge and skills. Next, the member should identify where they want to be and the skills that will be required for them to get there. The member should then select appropriate CPD opportunities and carry them out. The final step in the cycle is to document CPD activities. When professional development goals have been achieved, it is up to the member to reassess their current knowledge and skill sets (see Figure 1).

While APEGM allows that appropriate professional development activities are dependent on the gaps in knowledge and skills identified by the individual practitioner, a list of potential activities is given. Appropriate CPD activities include,

- professional practice and on the job learning;
- structured courses or programs offered through a university or a professional training program offered by employers;
- informal activities such as self-directed study or attendance of conferences,
- public service including serving on public bodies that draw on professional expertise, acting as a mentor to a student, or even acting as a judge at a science fair; and
- contributing to the body of knowledge through publishing papers or developing codes and standards.

APEGM acts primarily as an information provider to members seeking CPD opportunities. Through its website, the Association informs members about upcoming events including conferences and seminars. It also provides information on continuing education courses offered through universities and technical schools. Links to other related professional organisations and to the CPD opportunities they offer are also available on the APEGM site.

5.4 Manitoba Association of Architects

The Manitoba Association of Architects implemented a mandatory program for CPD in 1995. The program is administered and evaluated on an annual cycle running from June to May. Members of MAA are required to attend two of the three Association courses offered each program year, and complete at least one self-directed study.

Association courses are offered on a variety of subjects, but tend to focus on issues pertaining to the protection of the public. Recent topics have included the role of the prime consultant, Codes and Acts, building envelope, costing, ethics and ecology. The three courses offered in the 2000-2001 program year, for example, were *Glass and*

Glazing, Digital Technology in Relation to Architecture, and Design/Build: The Consultant Agreement.

Several Association course equivalents have also been identified. Each course is video taped, and these recordings are available for viewing at the MAA offices or on a rental basis. Viewing of video recordings does not, however, fully equate to course attendance. Courses offered through the National Practice Program Forum count as full equivalent to MAA courses, as do courses offered by other professional architectural associations. The Architectural Institute of British Columbia's building envelope course is one example.

Self-directed study, according to MAA, consists of three possibilities:

- Reading books,
- Attending lectures or seminars offered by schools of architecture, other professional organisations, or technical organisations,
- Attending additional MAA courses (in excess of the required 2).

In order to monitor CPD activities, a declaration form is sent to members each year. On these forms, members must declare that they have completed the requirements, having attended two MAA courses and undertaken one self-directed study. In 1997, the MAA Council passed an enforcement policy to ensure that members were not delinquent in meeting CPD requirements for more than one year.

5.5 Trends in CPD in Manitoba Professional Organisations

- Most professional organisations in the Province of Manitoba have, or are currently developing, a program of mandatory professional development.
- Professional development is defined broadly by Manitoba professional organisations. The APEGM view of CPD as a continuous cycle of identifying and fulfilling professional development needs is instructive.
- Some professional organisations organise CPD events and courses specifically for their membership. ICAM offers one-day courses in 4 modules that address computer skills in accounting.
- The professional organisations in Manitoba rely heavily on partnerships in providing CPD opportunities to members. ICAM has developed partnerships with distance learning and continuing education providers that allow members to access courses at discounted prices.
- MIA is currently working to develop partnerships among many Manitoba professional organisations. The establishment of a **Professional Development Library** that will coordinate CPD activities and resources on topics of interest to all member organisations is anticipated. These topics include management, communications, and technical skills.
- The Internet is the key tool used in the development of CPD programs in the Province of Manitoba.

6.0 Developing a CPD Program for MPPI

6.1 Activities and Opportunities Offered through a CPD Program

6.1.1 Content and Format of the Program

Most professional organisations offer few professional development opportunities directly to their members. Typically, professional organisations rely on large national, provincial or state wide conferences to meet the needs of members. Further CPD opportunities are normally developed in partnership with educational institutions and continuing education providers. Each of these models of CPD delivery pose problems in terms of regional delivery. In the Province of Manitoba, with the majority of MPPI members located in the City of Winnipeg, delivery of professional development opportunities to members in small towns and rural areas is particularly difficult.

Any CPD program developed by MPPI would have to be carefully designed to meet the needs of members in terms of both content and format. A recent survey conducted by the Alberta Association of the Canadian Institute of Planners found that Alberta planners favored skills based professional development opportunities. Planning law refreshers and conflict resolution/community participation techniques lead the list of skills planners in that province seek to develop. In terms of planning issues, methods of providing affordable housing and planning for sustainable development were most highly sought after followed by agricultural issues such as controlling Intensive Livestock Operation development.

AACIP members favored a format of hands on workshops and seminars. In addition to format, timing has been cited as a crucial factor in designing CPD events that meet the needs of members. Using the lunch hour is one method of fitting CPD opportunities into the schedule of members. Several planning organisations including the AICP Washington State Chapter, RTPI and OPPI have held brown bag lunch seminars with great success. Additionally, early evening seminars have been well attended by members of several professional organisations.

6.1.2 Addressing Geographic Dispersal of Membership

Workshops and seminars are effective ways to add to the CPD possibilities for MPPI members located in the City of Winnipeg. However, in order to meet the diverse needs of MPPI members located throughout the province, new CPD delivery methods should be developed. First, MPPI should adopt a broad definition of what qualifies as professional development. Members working in small towns and rural areas may have difficulty participating in conferences and seminars that most often take place in Winnipeg. For those members, self-directed study should be considered a valuable alternative to participation in workshops or seminars. In addition, MPPI could be directly involved in

supporting self-directed study efforts of members. AICP offers several self-directed study opportunities over the Association website. In addition, Chapter PDOs are responsible for helping members design appropriate self-directed CPD programs.

The annual Planning District Conference is another venue for professional development that is accessible to small town and rural practitioners. The 2000 and 2001 conferences, held in Gimli and Morden respectively, were very well attended. While the Planning District Conference is the best source of professional development for MPPI members outside the City of Winnipeg, it does not solve the difficulty of reaching members from more remote areas of the province. In the AACIP survey, few members indicated that they would be willing to travel farther than 150km for a full day of professional development. This would likely hold true in Manitoba as well. Conversely, holding the conference in the Interlake or Northern Manitoba, far removed from the concentration of members in Winnipeg, could reduce conference attendance.

Distance learning has been an effective CPD delivery technique for several professional organisations. In the field of planning, professional organisations use a variety of techniques to reach members outside of major urban areas. The AICP has developed online seminars and an extensive book service. Teleconferencing is also used to reach members. RTPI uses videos developed by a private sector partner to reach members throughout Britain. A subscription to the service brings 2 videos per month along with educational support information. A service such as this could supplement the CPD program of a MPPI member in the City of Winnipeg, or form the core of a program for a member working in a more remote location.

Other professional organisations in the Province of Manitoba also rely heavily on distance learning for professional development needs. ICAM offer many of its CPD opportunities through partnerships with web-based distance learning providers. As a result of these partnerships, members can log on to online courses for discounted prices.

6.2 Structure of the Program

6.2.1 Mandatory vs. Voluntary Professional Development

The participation rate in the CIP Voluntary Certificate Program has been extremely low. Less than 100 CIP members have earned CPD certificates of which only 6 were MPPI members. In the United States, APA/AICP have experienced similar participation rates in the voluntary professional development program. In the process of developing a CPD program, MPPI should consider trends in other professions as well as the arguments for and against a mandatory certification process.

The trend in other professional planning organisations seems to be toward the RTPI model of mandatory professional development. RTPI has had a long-standing program of mandatory professional development that has reportedly been quite successful. NZPI is currently in the process of phasing in a mandatory CPD program loosely based on the RTPI model. The argument that professional skills need to be maintained is augmented by a desire in NZPI to stay on an even footing with other professional planning bodies. The reciprocal arrangements that exist between international planning associations could certainly be strengthened through the institution of similar professional certification and education programs.

In the Province of Manitoba, other professional organisations also appear to be adopting mandatory CPD programs. ICAM has had mandatory CPD for several years and the Manitoba Architectural Association has required members to undertake a CPD program since 1995. The Manitoba Institute of Agrologists, citing the importance of maintaining professional currency, is in the process of developing CPD opportunities. A program of mandatory professional development will be instituted as soon as sufficient CPD options are put in place. Of the organisations surveyed, only the Association of Professional Engineers and Geoscientists of Manitoba did not require its members to upgrade their professional skills. APEGM does, however, have a well developed voluntary CPD program.

The PIBC report discussing the pros and cons of a mandatory program highlighted several arguments for and against such a program. The report also highlighted arguments for and against voluntary CPD.

Figure 4: Key Arguments For and Against Mandatory CPD

Arguments For Mandatory CPD	Arguments Against Mandatory CPD
Voluntary programs have not elicited participation from practitioners.	Mandatory programs are difficult to force on unwilling participants.
Voluntary programs are inadequate if planning is to be recognised as a full profession.	Potential for increased costs to MPPI members and to employers, and an administrative burden for MPPI.
Mandatory programs ensure at least a minimum standard of skills and knowledge in professional planners.	There are currently no similar requirements in other provincial affiliates or at the national level.

Figure 5: Key Arguments For and Against Voluntary CPD

Arguments For Voluntary CPD	Arguments Against Voluntary CPD
Allows members to learn at their own speed and desired level of participation.	No means of ensuring professional standards are maintained.
No financial burden on MPPI members or employers.	Leaves professional status of MPPI members open to question.
No need for MPPI to develop the capacity to deliver, monitor, and evaluate a program.	Does little to improve on low levels of participation.

A mandatory program would require the development of the capacity within MPPI to administer and monitor the program. It would also press MPPI to provide more CPD opportunities to its members. In addition, Members themselves would be required to make a much more conscious effort to fulfill CPD requirements. Despite these potential obstacles, a mandatory program would ensure a greater degree of participation in professional development. As a result, high standards and professional currency could be ensured. The development of a mandatory program would also lay the groundwork for statutory professional status in the future.

6.2.2 Administration and Monitoring of a Program

The need to administer a program of professional development is a major obstacle to the development of a program for MPPI. The Institute membership and budget are relatively small and a sophisticated program would certainly stretch these limited resources.

In looking to administrative models for a CPD program, MPPI could readily adopt many aspects of the AICP program. The AICP program philosophy, to act primarily as a clearinghouse for materials and information on CPD opportunities, is probably a good fit considering MPPI's limited resources. MPPI could work to inform members of CPD opportunities offered by other organisations and institutions. It could also suggest readings as part of a program of self-directed study. Facilitating learning over the Internet is another area of opportunity that MPPI could develop.

In order to provide these services to members, the appointment of a Professional Development Officer (PDO) as a volunteer position on the MPPI executive would be an important first step. Following the AICP model, the PDO would be responsible for gathering information on CPD opportunities including formal courses, seminars and conferences that would be of interest to members. The PDO would then advertise these opportunities and be available to members to help facilitate their participation and answer any questions.

Administration and delivery of a CPD program through MPPI following the AICP model would also require significant development of the MPPI website. The use of the Internet for notification and advertising of CPD opportunities would rely on frequent updating of the site. In addition, the website itself offers an opportunity for professional education. The AICP site currently offers online courses in several subject areas including public participation techniques and the use of GIS in planning. Several of these educational sites have been developed in partnership with university planning departments.

The issue of documentation and monitoring of member's progress in professional development only becomes important if MPPI decides to institute some form of mandatory CPD program. Clearly, an extensive program of certification would be a significant burden to MPPI given its small volunteer staff and limited budget. Virtually every program surveyed for this report used a system of self-documentation of CPD

activities. The AICP provides the documentation forms through the chapter PDO. RTPI requires all members to develop a Professional Development Plan (PDP) and explicitly outlines both the required contents of the plan and the appropriate process for development of the plan. Monitoring involves members submitting both their PDP and documented evidence of CPD activities.

NZPI, faced with many of the same constraints as MPPI, has developed a simpler and more easily administered mandatory CPD program. In fact, NZPI explicitly rejected a highly directed and closely managed program primarily due to the difficulty of administration. NZPI provides members with a simple form to track their CPD activities and code them according to general types of education. The form is provided through the Institute website. Monitoring is done through a 10 percent sample survey of the membership carried out once per year. It is the responsibility of the CPD Convenor and the Executive Director to evaluate the CPD activity forms of 10 percent of the membership.

In administering, delivering and monitoring a program of continuing professional development, MPPI would be well served to adopt a policy of simplicity. The addition of an executive position with the responsibility to organise the CPD program, based on the American PDO model, would be an important first step. The MPPI website represents an existing resource that could be developed for notification of CPD opportunities and the provision of online courses. Should a program of mandatory CPD be instituted, the NZPI model of monitoring appears to be the most easily adopted for MPPI purposes. Ten percent of the membership of MPPI would represent less than 10 members per year to be evaluated. The MPPI executive, with the help of a new CPD coordinator, would not likely be overly burdened by the evaluation of 10 members per year.

6.3 The Potential Role of Partnerships

Partnerships would be crucial in the delivery of a CPD program. Partnerships would allow MPPI to offer members CPD opportunities on a range of topics. In addition, partnerships with other professional organisations would increase the number of potential participants in MPPI sponsored events. MPPI should continue to explore partnership opportunities both with other professional planning organisations, and with other professional organisations in the Province of Manitoba.

Canadian planning organisations including other provincial affiliates and the CIP represent important partnership opportunities. PIBC has already shown interest in partnering with MPPI for the purpose of researching professional development needs of members. Partnering with APCPS and OPPI (particularly in Northern Ontario) in delivery of CPD opportunities should be pursued by MPPI. The ScenarioPlus newsletter has - in the recent past - provided the Prairie planning organisations with an effective communication tool through which shared CPD events could be advertised. MPPI should also seek greater support from the CIP national body. PIBC identified a lack of support at the national level as one of the key barriers to the implementation of a mandatory

professional development program. The CPD programs in the United States, Britain and New Zealand are all supported by coordination efforts at the national level beyond the simple development of a certificate program.

Partnerships could also be sought with planning organisations south of the border. The APA Planners Book Service is already available to CIP members and offers planning guides and books on various topics of interest to Canadian planners. Contact should be established with the APA/AICP to investigate access to other CPD opportunities such as the teleconference educational sessions. In addition, Chapter events held in the states located directly south of Manitoba could offer excellent CPD opportunities. The Minnesota Chapter, for example, holds several CPD events each year including a Chapter Conference.

Partnerships with other professional organisations in Manitoba should also be investigated. ICAM has set an example in the province by developing many partnerships with providers of continuing education. These partnerships allow ICAM to offer its membership diverse CPD opportunities and has helped to address the problems associated with regional delivery through the use of Internet based continuing education institutions. MIA has initiated a “Library” concept involving many Manitoba professional organisations in a single professional development program. While professional agrologists and professional planners would not appear to have the same CPD needs, it is important to note that most CPD programs emphasize the importance of non-planning related skills and knowledge development. Many Manitoba professional organisations, including MPPI, would benefit from partnerships in the delivery of education in management, communications and computer skills among other topics.

Summary of Findings

- MPPI currently relies on the CIP Voluntary Certificate Program for professional development. Participation in the program has been very low and MPPI and CIP do little to coordinate CPD events and opportunities.
- Professional planning organisations in other countries currently have, or are in the process of developing, mandatory CPD programs.
- Professional planning organisations in other countries offer members a range of CPD opportunities. Conferences and seminars are standard CPD events, but partnerships with continuing education providers and web-based learning are increasingly used.
- Most professional organisations in Manitoba have, or are developing mandatory CPD programs.
- Content and format are critical to the success of CPD events. Skills-based hands-on workshops appear to be the preference of professional planners in other affiliates.
- The membership should consider the pros and cons of mandatory and voluntary programs of professional development.
- Administration and monitoring of the program should be kept as simple as possible. The appointment of a professional development officer should be considered. If a mandatory program were developed, a 10 percent annual sample of the membership would be a manageable monitoring method.
- Regional delivery of CPD opportunities poses a problem for all professional organisations. It should be addressed by adopting a broad definition of professional development and developing distance learning and self-directed study opportunities. The Internet is an increasingly important tool and MPPI should look into improving the use of its website.
- Most professional organisations rely on partnerships to provide CPD opportunities. Partnerships between professional organisations, and with continuing education and distance learning providers, are widely used.
- Professional development is currently a pressing issue in many professional organisations. Research into CPD is extremely timely and MPPI should capitalize on the many opportunities available to improve the quality of continuing education for members.

Next Steps and Further Research

- MPPI members will be surveyed to assess CPD needs and the preferred methods of meeting those needs.
- Developments in other professional planning organisations should continue to be monitored and the potential for partnerships should be investigated further. PIBC has expressed interest in undertaking joint research on the development of a CPD program. APCPS and OPPI are potential partners in the delivery of CPD opportunities.
- A dialogue should also be opened with other professional associations in Manitoba. The Manitoba Institute of Agrologists is currently coordinating the development of a Professional Development Library involving several Manitoba professional organisations.

Suggested Reading

Dang, S. 2000. *Current Trends in Continuing Education and Professional Development*. Task Force on Continuing Education and Professional Development, Planning Institute of British Columbia.

Task Force on Continuing Education and Professional Development. 2001. *Continuing Education for PIBC Members: Mandatory vs. Voluntary Certification*. Planning Institute of British Columbia.

Note: Both documents are available online at the Planning Institute of British Columbia website.

<http://www.pibc.bc.ca/profdevt.htm>