CPA CHARTERED PROFESSIONAL ACCOUNTANTS

CPA LEADING THE WAY: COMPETENCY MAP 2.0

CM2.0

"The CPA designation has always been the backbone of business, government, and society. Our ethical mindset, varied skills, evergreen learning, and profound knowledge of accounting make us dependable allies. **But this is just the beginning**.

As a profession, we have the opportunity to apply our unique lens to the seismic shifts in society and the world at large. How we address issues and harness opportunities like automation, AI, social and geopolitical pressures, blockchain technologies and ESG initiatives today will further cement our roles as the leaders of **tomorrow**.

Our "Leading the Way" **Competency Map 2.0** is the foundation for the next step in our commitment to using our skills to shape a better world: identifying the expertise and educational standards that will ensure that we continue to be **agile**, **competitive**, and **on the cutting edge**."

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INTRODUCTION

The Canadian Chartered Professional Accountants (CPA) Competency Map (**CM2.0**) is a visionary map for the Canadian CPA profession. It sets out the skills and competencies required at the point of obtaining the CPA designation.

It is not a traditional map. Instead, it is a map that reflects a world that is in constant flux. As such, it is presented in a way that will allow it to adapt and transform as the world continues to evolve at an accelerated pace. In this respect, it is meant to be evergreen. **CM2.0** will serve as a north star to guide CPAs through an ever-changing future and ensure that CPAs remain the trusted leaders that they have always been.

Canadian CPAs have an unparalleled depth of knowledge in accounting, which they leverage to work in many arenas, including public accounting, industry, government and the not-for-profit sector. They have exclusive practice rights, which are set out in provincial legislation. These exclusive rights are an essential component of the CPA profession that will be supported through the implementation of **CM2.0**.

Their strong ethical foundation and professional commitment to protect the public and act in the public interest, along with their skills and competencies, allow them to succeed and lead in many professional roles.

> CPAs' strong ethical foundation and professional commitment to protect the public and act in the public interest, along with their skills and competencies, allow them to succeed and lead in any professional role.

People and organizations place their trust in CPAs for these reasons and because CPAs hold themselves accountable for their own actions and those of the organizations they are involved with. The Canadian CPA profession commits to meeting the standards as set out in the International Federation of Accountants' International Education Standards (IES). These international standards focus on the professional knowledge, skills and values, ethics and attitudes that a professional accountant must demonstrate. Given this, Canadian CPAs may embark on global careers through reciprocal agreements with the world's leading accounting professions.

INTRODUCTION

CM2.0 lays the foundation for the CPA certification program. The profession is now working on a project to implement and operationalize the map. This next project, Certification 2.0, will determine at a more granular level where, when and how the skills and competencies laid out in **CM2.0** will be learned and assessed. Implementation guidance will be issued as part of the Certification 2.0 project.

CM2.0 does the following:

ESTABLISHES
the body of skills and competencies required of newly certified Canadian CPAs at a high level

PROVIDES
directional guidance to post-secondary educators and program developers for the further development and revisions of their programs

PROVIDES
directional guidance to employers for the further development of competency objectives for practical experience

HELPS
guide those seeking to enter the profession understand the opportunities available to them if they choose to enter the profession

HELPS
existing CPAs to understand how the profession continues to evolve and the importance of continuing to learn, lead and grow

BACKGROUND

The world around us is changing at an ever-increasing pace. To respond, the Canadian CPA profession initiated a process to reimagine the skills and competencies required by newly qualified CPAs with the goal of creating future-ready CPAs.[1]

Leading up to and during the creation of this map, several themes emerged, including:

01 EMERGING AND GROWING AREAS OF OPPORTUNITY:

There exist significant and new opportunities for the accounting profession in the areas of data and data governance, sustainability, value creation, real-time decision-making, entrepreneurship and innovation (technological or otherwise). CPAs are able to apply their already-valued skills and competencies to these emerging and growing areas.

02 THE INFLUENCE OF AUTOMATION:

Automation is a pervasive trend, and many traditional entry-level CPA job opportunities are changing and/or disappearing as a result.

03 THE BURGEONING BODY OF KNOWLEDGE:

The accounting body of knowledge continues to expand and is overloading accounting curriculums.

04 INTERCONNECTEDNESS:

We are increasingly part of broader interconnected systems where people are connected with each other, things are connected with other things and people are connected with things (e.g., cloud computing, distributed ledger technologies, supply chains, collaborative work environments). Collaboration is increasingly prominent in and facilitated by a hyperconnected world.

05 CPAS AS LEADERS:

There is a need and opportunity to ensure that Canadian CPAs are perceived as leaders in creating Canada's future economy and society while maintaining strengths in time-honoured accounting and management competencies.

OVERVIEW OF CM2.0[2]

CM2.0 will help prepare future-ready, newly qualified CPAs who engender trust by:

01

EMBRACING

the higher calling of the profession to protect the public and act in the public interest in an increasingly complex, diverse and global environment.

02

EMBEDDING

an ethical mindset with an emphasis on integrity and ethical decision-making (in a socially aware and inclusive manner).

03

ENSURING

that they continue to bring rigour, structure and trust to the decision process even as the environment continues to change.

04

FOSTERING

human skills and values that are more resilient in the face of automation (including curiosity and creativity).

05

CREATING

professional accountants who continue to display unmatched accounting, management and leadership skills and mindset, who understand complex and interconnected systems and are tech savvy in order to take advantage of technological and other innovations.

06

LAYING

the foundations for evergreen learning in existing and emerging areas.

07

FOCUSING

on a foundational common core for all newly-qualified CPAs, which will facilitate collaboration with other experts (e.g., in the areas of sustainability and data science).

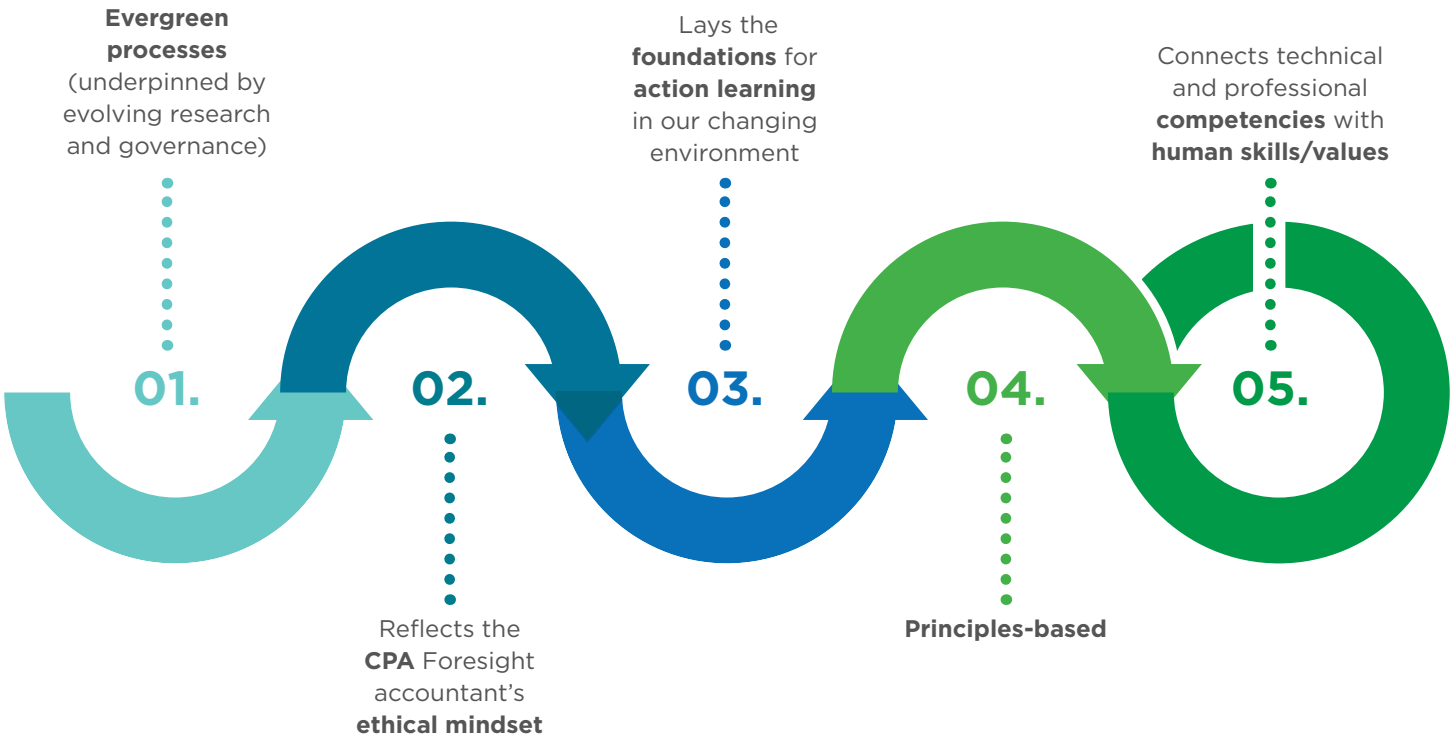
OVERVIEW OF CM2.0²

EVERGREEN LEARNING involves curiosity, a thirst for knowledge and a commitment to continually acquire knowledge and skills especially in an environment that is changing.

CM2.0 FRAMING PRINCIPLES

There are five **CM2.0** framing principles as outlined below:

FRAMING PRINCIPLES



HOW WILL THE CM2.0 FRAMING PRINCIPLES AND CPA ETHICAL MINDSET BE REFLECTED IN CM2.0?

01 EVERGREEN PROCESSES:

The evergreen nature of the map is reflected in the use of sub-foundational and foundational underpinnings and competencies identified through research and stakeholder engagement. The more general wording of these underpinnings and competencies allows for continuous change. The focus on the decision process as a framework for the competencies will allow for the map to remain evergreen as decisions change to accommodate the changing environment.

02 CPA ETHICAL MINDSET:

The CPA Ethical Mindset is reflected in **CM2.0** through the use of visualizations and through the wording of the competencies in **CM2.0**, enabling pre-certification CPAs to be future-focused and tech savvy. The mindset reflects human skills and values as well as professional competencies, including protecting the public and acting in the public interest in all decisions and actions undertaken by the newly qualified CPA. It is explained further in the next section.

03 FOUNDATIONS FOR ACTION LEARNING:

CM2.0 articulates sub-foundational and foundational underpinnings and competencies, which are grounded in existing and emerging concepts, theories and frameworks. Emphasis is placed on innovation and the use of new technological tools, models and concepts including in applied and real-world settings. These foundations support evergreen learning and ongoing action learning, allowing post-designated CPAs to continue to build skills and competencies and perform to a high standard in order to maintain relevance.

04 PRINCIPLES-BASED:

CM2.0 is principles-based as reflected in the framework used, which outlines core decision competencies and the related underlying foundations upon which they rest.

05 INTEGRATION:

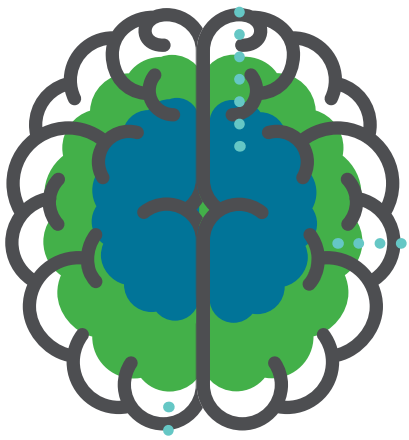
Competencies are integrated. Each competency incorporates technical and professional competencies as well as human skills and values. Technical competencies cannot be separated from professional competencies or human skills and values.

INCLUDING HUMAN SKILLS/VALUES AND PROFESSIONAL COMPETENCIES

CPA ETHICAL MINDSET[3]

The CPA Ethical Mindset reflects who we are, what we do and where we do it. It encompasses both human skills and values (e.g., curiosity, creativity and resilience) as well as professional competencies, including protecting the public and acting in the public interest and being technologically savvy.

CPA ETHICAL MINDSET



LAYER 01 - WHO WE ARE

We are ethical, protecting the public and acting in the public interest, with integrity, due care, objectivity and competence. We are innovative, collaborative, agile, curious, creative, resilient, inclusive and technologically savvy as we continue to learn, lead and grow.

LAYER 02 - WHAT WE DO

We create and sustain value for stakeholders by bringing logic, structure and trust to information as well as to the process of measuring and managing performance. We are future-focused, embracing change and technology to foresee opportunities, create and sustain long-term value and manage risk for people, organizations and more broadly, for society and the planet.

LAYER 03 - WHERE WE DO IT

We operate in a global environment that is ever-changing.

As a high-level competency, CPAs create and sustain economic and societal value for stakeholders by bringing logic, structure and trust to information, as well as to the process of measuring and managing performance. Measuring and managing performance is important to allow stakeholders to effectively allocate resources (e.g., to create or preserve long-term value, to ensure data privacy and to ensure sustainability).

CPAs bring logic and structure to measuring and analyzing data in order to turn it into trusted information that is useful for decision-making, ensuring that they understand the data provenance.[4] CPAs make sure that decision-relevant data is appropriately captured, and that data/information systems are safeguarded (including safeguarding data privacy). Maintaining the integrity of the data/information is a priority, as is ensuring that data and systems are unbiased and that the resulting information is transparent.

> CPAs create and sustain economic and societal value for stakeholders by bringing logic, structure and trust to information, as well as to the process of measuring and managing performance.

CPAs enhance the trustworthiness of information and processes in many roles by:

01.
ensuring that the information and related systems being used are relevant and reliable

and/or

02.
acting independently to provide external and internal assurance[5]

All CPAs follow the ***Provincial/Regional Body's CPA Code of Professional Conduct***[6] and apply professional skepticism. This plays a large part in engendering trust.

The ethical mindset includes human skills and values such as being innovative, collaborative, agile, curious, creative, resilient, inclusive (and others) because CPAs apply an ethical lens to these very important competencies (as well as bringing logic, structure and trust). For instance, when innovating, a CPA would innovate ethically, considering how to protect the public and act in the public interest.

CPAs apply the **CPA Ethical Mindset** to make, facilitate and implement performance-related decisions in an ethical, socially aware and inclusive manner, incorporating diverse perspectives to make more robust decisions.

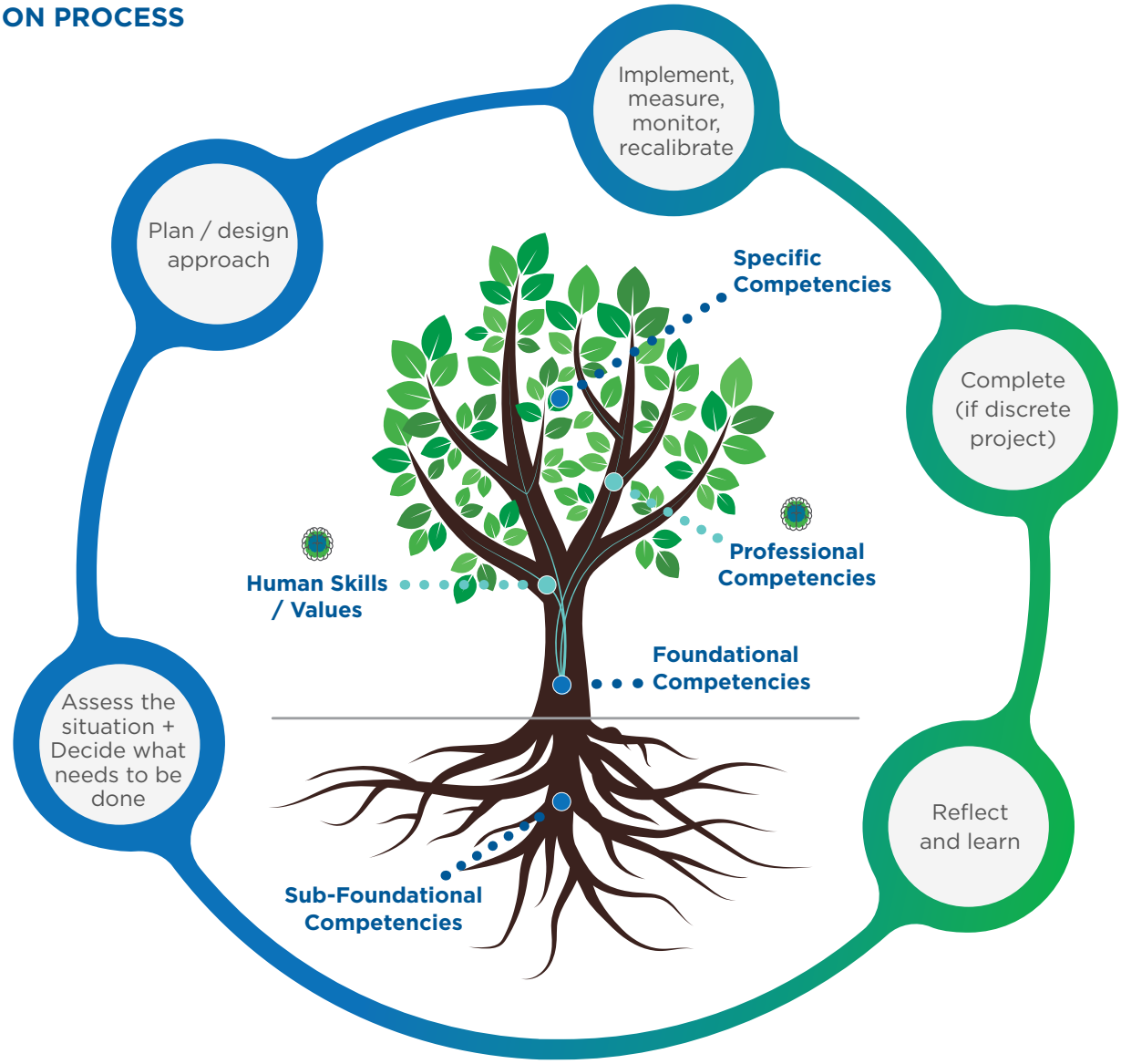
The next section articulates the Decision Competencies as framed by the Decision Process.

DECISION PROCESS

The **DECISION PROCESS** presents the pathway for making, facilitating and implementing performance-related decisions, while applying the Integrated Common Core. It identifies five steps around which Decision Competencies are grouped.

This is all reflected in the Decision Process visualization below, with the tree in the centre depicting the Integrated Common Core.

DECISION PROCESS



The Integrated Common Core is discussed in the next section.

INTEGRATED COMMON CORE

The **INTEGRATED COMMON CORE** is made up of two intertwined parts:

01

the **CPA ETHICAL MINDSET**
(human skills/values and professional competencies)

02

the **FOUNDATIONAL COMMON CORE**

The **FOUNDATIONAL COMMON CORE** represents the underlying body of knowledge and is grouped into the following three parts:

01

SPECIFIC:
reflecting the area of professional accounting

02

FOUNDATIONAL:
reflecting those areas of study that are related to business, government and other organizations and the way they are structured and operate

03

SUB-FOUNDATIONAL:
reflecting general and emerging areas that are present in the global environment in which CPAs work

Specific Competencies build on the **Foundational** and **Sub-foundational Competencies**.

The visualization presented on page 14 illustrates the integrated nature of **CM2.0** as an interconnected system. Foundational and Sub-foundational Competencies are represented by the trunk and roots of the tree and illustrate the deep-rooted, enduring qualities of the CPA as an ethical professional.

Human skills/values and professional competencies (CPA Ethical Mindset) are the nutrients that flow through the trunk and branches, playing a vital role in sustaining the tree. Specific Competencies are represented by the leaves, which are agile and adapt to the changing environment as required.

The next section identifies verbs that are used in CM2.0 to signal Proficiency Levels.

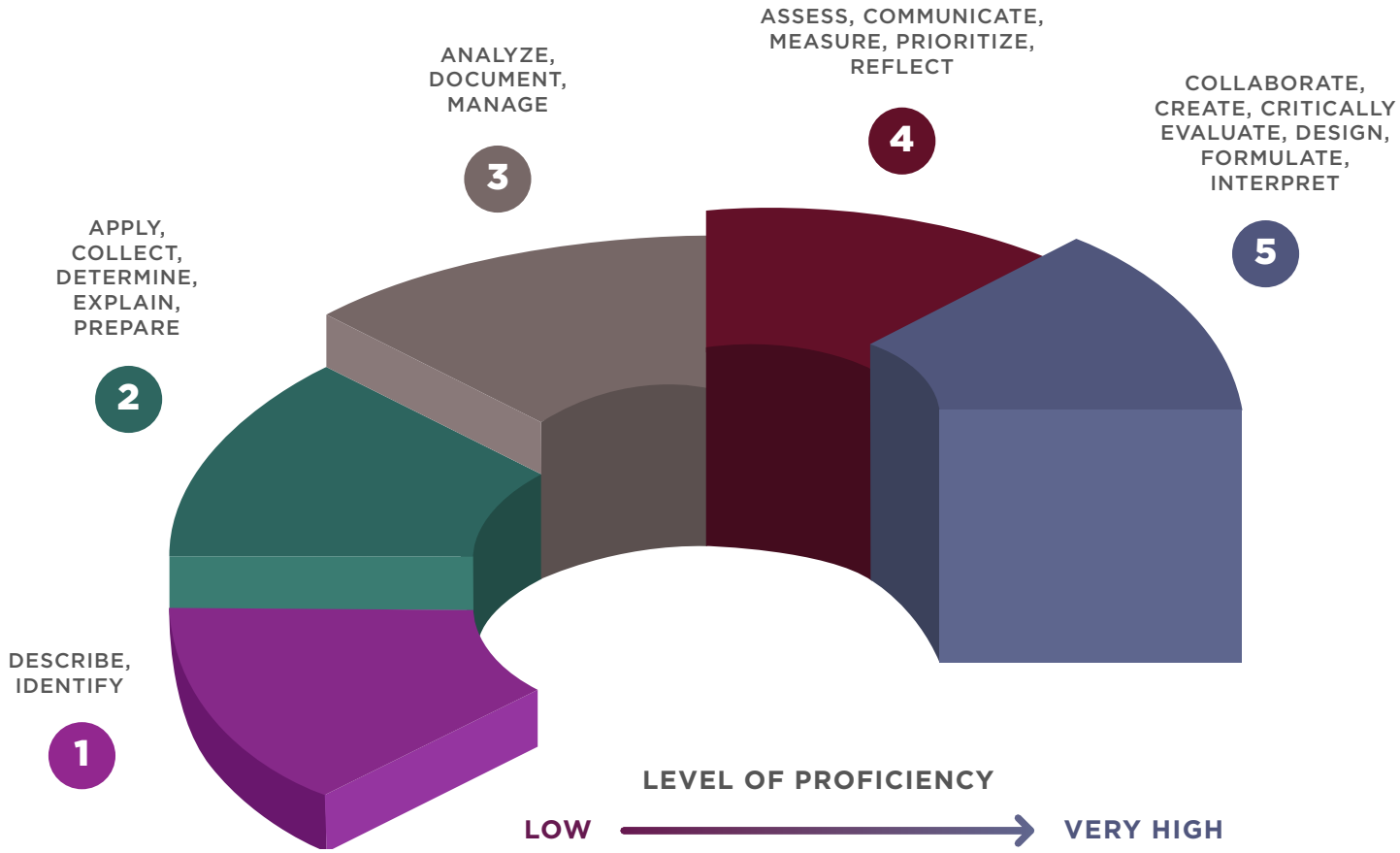
PROFICIENCY LEVELS[7]

Verbs have been used to signal Proficiency Levels as noted in the following visualization. Levels of proficiency are also signaled in the Foundational Common Core where different Proficiency Levels are assigned to each part:

- **SUB-FOUNDATIONAL COMPETENCIES**
- **FOUNDATIONAL COMPETENCIES**
- **SPECIFIC COMPETENCIES**

See the Appendix for definitions of the verbs.

PROFICIENCY SPECTRUM OF VERBS



Depth is demonstrated by the use of more verbs from the higher Proficiency Levels, the designation of Foundational and Specific Competencies at the intermediate level of proficiency or higher and the rigour reflected in the Decision Competencies.

Thus, a higher level of proficiency is expected when applying **Foundational** and **Specific Competencies** compared to applying the **Sub-foundational Competencies**.

The next two parts cover the Integrated Common Core Competencies and the Decision Competencies.

COMPETENCIES PART 01.

PART 01. Integrated Common Core Competencies
(Foundational Common Core and CPA Ethical Mindset)

The Foundational Common Core Competencies are articulated below:

FOUNDATIONAL COMMON CORE AND CPA ETHICAL MINDSET	SPECIFIC, FOUNDATIONAL AND SUB-FOUNDATIONAL COMPETENCIES[8, 9] The Foundational Common Core competencies reflect the CPA Ethical Mindset and are viewed through the lens of the other Topic Areas since many of these competencies are interconnected. Accounting builds on and draws from many disciplines. All Topic Areas should consider the rapid pace of technological innovation and automation. All verbs have been numbered (1 to 5) to correspond with the **Proficiency Spectrum of Verbs**.
SPECIFIC: Relates to professional accounting as set out below. **HIGHER LEVEL OF PROFICIENCY**[10].	
TOPIC AREAS (or bodies of knowledge)	**SPECIFIC COMPETENCIES** (SC) competencies highlighted in **light grey** are common to all of the **Topic Areas** on the left
Assurance and trust[11] **Big data** and **Data analytics** **Ethical decision-making** and **Organizational governance/data governance** (including privacy and security) **Finance** **Financial reporting** **Management decision-making and information** (data) **systems/ technology** **Non-financial reporting** **Strategy, risk management and innovation** **Tax** **Value creation**	**SC1** – **APPLY** 2 accounting and assurance standards, and tax requirements as needed (e.g. CPA Canada Handbooks,[12] CPA Canada Public Sector Handbook and Canadian Income Tax Act) by researching and analyzing issues in routine situations of low to moderate levels of ambiguity, complexity and uncertainty. Need not know all aspects of the accounting and assurance standards and tax requirements but must be able to navigate the body of knowledge as it continues to evolve.
	SC2 – **EXPLAIN** 2 the features of other standards, regulations, laws and criteria (i.e. those that do not relate to accounting, assurance and tax) relevant to the circumstances. Need not know all standards, regulations, laws and criteria but be able to research and identify the standards, regulations, laws and criteria to be applied as these evolve.
	SC3 – **MEASURE** 4 transaction-based and other information using measurement fundamentals to assess technical validity and precision of the information used in decision-making and reporting.
	SC4 – **DESCRIBE** 1 how accounting, tax and assurance standards, regulations, criteria and laws are developed and **EXPLAIN** 2 why they are important in the context of capital markets, government and society (including when they may be lacking).
	SC5 – **CRITICALLY EVALUATE** 5, **ANALYZE** 3 and **APPLY** 2 core theories, frameworks and terminology underpinning these areas in an integrated manner (including those that are emerging) to inform the decision process. For example, discussions about strategy, business models and innovation would build upon foundational knowledge of sustainability, artificial intelligence and/or value creation.
	SC6 – **EXPLAIN** 2 the impact of technological innovation and automation including how technology is changing traditional ways of doing things including business models (for example, facilitating forward looking, real-time, decentralized reporting and analysis for decision-making, and requirements for enhanced cyber-security).

COMPETENCIES PART 01.

FOUNDATIONAL COMMON CORE AND CPA ETHICAL MINDSET	SPECIFIC, FOUNDATIONAL AND SUB-FOUNDATIONAL COMPETENCIES[8], [9] The Foundational Common Core competencies reflect the CPA Ethical Mindset and are viewed through the lens of the other Topic Areas since many of these competencies are interconnected. Accounting builds on and draws from many disciplines. All Topic Areas should consider the rapid pace of technological innovation and automation. All verbs have been numbered (1 to 5) to correspond with the **Proficiency Spectrum of Verbs**.

FOUNDATIONAL: Relates to business, government and other organizations and the way they are structured and operate.
INTERMEDIATE LEVEL OF PROFICIENCY[10].

TOPIC AREAS (or bodies of knowledge)	FOUNDATIONAL COMPETENCIES (FC) competencies highlighted in **light grey** are common to all of the **Topic Areas** on the left
Economics and the underlying areas of quantitative methods and probability **Law and legal forms of business** **Organizational behaviour** - including human behaviour/bias and change/ conflict management **Sustainability** - including environmental, social and governance (ESG)	**FC1** – **EXPLAIN** 2, **APPLY** 2 core theories and terminology underpinning these Topic Areas in an integrated manner (including those that are emerging). For example, discussions about bias might include comments about specific bias inherent in individual views and group think, artificial intelligence, intelligence augmentation[13] and/or sustainability reporting/discussions about a regenerative economy.
	FC2 – **IDENTIFY** 1 related standards, regulations, laws, criteria and frameworks (e.g. sustainability standards), including those that are emerging. Need not know all standards, regulations, laws, criteria and frameworks but be able to research and identify them as they evolve.
	FC3 – **APPLY** 2 frameworks and methods for measuring and managing risk and uncertainty in decision-making and reporting contexts, including those that are emerging. For example, this may include measuring long-term financial and non-financial value streams from a multi-stakeholder perspective. Need not know all frameworks and methods but be able to research and identify the framework or method to be applied as these evolve.

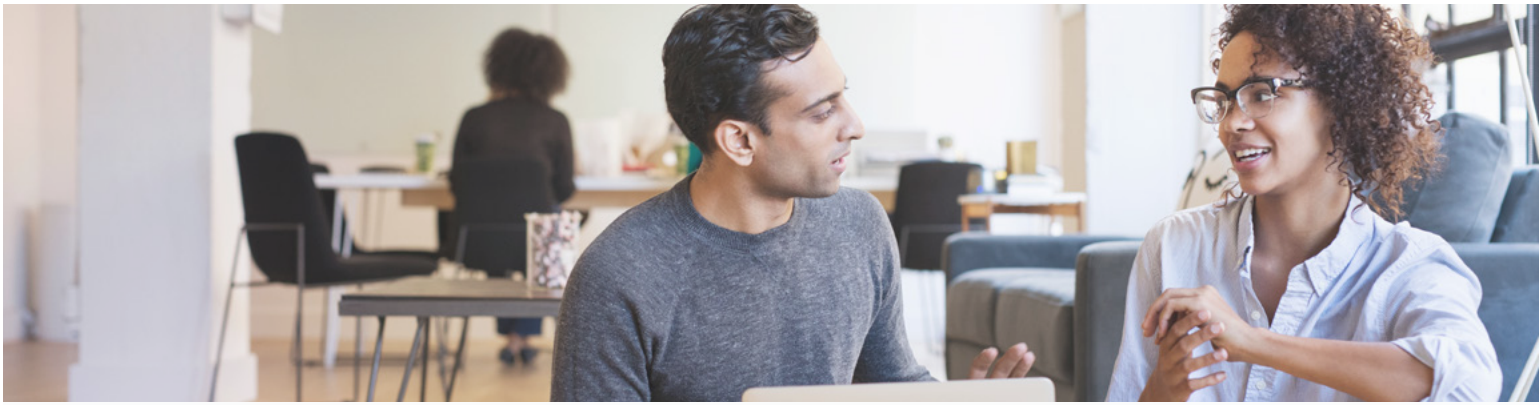
SUB-FOUNDATIONAL: Relates to general and emerging areas that are present in the global environment in which CPAs work.
LOWER LEVEL OF PROFICIENCY.

TOPIC AREAS (or bodies of knowledge)	SUB-FOUNDATIONAL COMPETENCIES (SFC) competencies highlighted in **light grey** are common to all of the **Topic Areas** on the left
Emerging and transformative technologies (e.g., artificial intelligence, intelligence augmentation, distributed ledgers and others) **Equity, Diversity and Inclusion (EDI)** **Indigenous views/indigeneity** **Systems thinking and complexity theory**	**SFC1** – **IDENTIFY** 1 core theories and terminology underpinning these Topic Areas including those that are emerging (e.g. cultural competence).
	SFC2 – **IDENTIFY** 1 related standards, regulations, laws, criteria and frameworks (for example, fair artificial intelligence and intelligence augmentation), including those that are emerging. Need not know all standards, regulations, laws, criteria and frameworks but be able to research and identify them as they evolve.

COMPETENCIES PART 02.

PART 02. Decision Process — Decision Competencies

The Decision Competencies are articulated below. Although there is always merit in considering all steps in the Decision Process, professional judgment is used in determining the specific steps to be undertaken. This determination is based on the nature and significance of the decision being made as well as associated risks. Consider the five steps as a guide. Ethics are considered at every stage of the Decision Process reflecting the fact that CPAs protect the public and act in the public interest.



STEPS in making, facilitating and implementing performance-related decisions	**DECISION COMPETENCIES** The Decision Competencies (DC) use the Decision Process steps in an integrated manner, considering the Foundational Common Core levels of proficiency. They illustrate the rigour that CPAs bring to the process of measuring and managing performance. All verbs have been numbered (1 to 5) to correspond with the **Proficiency Spectrum of Verbs**.
Overall	**DC1** – **CRITICALLY EVALUATE** 5 actions and decisions using the CPA Ethical Mindset (including exercising professional skepticism).
	DC2 – **ASSESS** 4 the need to use optimal technology and apply systems thinking at every stage.
	DC3 – **ASSESS** 4 the need to ask a more experienced CPA.
STEP 1 **Assess the situation +** **Decide what needs to be done**	**DC4** – **CRITICALLY EVALUATE** 5, **ANALYZE** 3 opportunities and risks, to determine decisions to be made and courses of action to be taken, given changing internal and external environment (e.g. understand controls and governance structure of an entity plus industry and economic trends).
	DC5 – **ASSESS** 4 (changing) information needs and expectations of appropriate stakeholders (e.g. investors, members of surrounding communities) considering potential bias, significance (e.g. materiality) of issues and long-term (multi-generational) impacts.
	DC6 – **PRIORITIZE** 4 opportunities, risks and other decision-related issues based on stakeholder information needs and expectations.

COMPETENCIES PART 02.

STEPS in making, facilitating and implementing performance-related decisions	**DECISION COMPETENCIES** The Decision Competencies (DC) use the Decision Process steps in an integrated manner, considering the Foundational Common Core levels of proficiency. They illustrate the rigour that CPAs bring to the process of measuring and managing performance. All verbs have been numbered (1 to 5) to correspond with the **Proficiency Spectrum of Verbs**.
STEP 2 **Plan/design approach**	**DC7** – Given stakeholder needs and expectations, use creativity and up-to-date insights to **DESIGN** 5 the approach. Consider opportunities to lead, innovate and collaborate with others, including experts in other disciplines, as well as best practices.
	DC8 – **IDENTIFY** 1 appropriate and up-to-date internal standards and criteria (e.g. vision, mission, strategy and entity/societal values) and/or external standards, regulations, laws and criteria (e.g. accounting, assurance and tax). For Specific Competencies articulated in the Integrated Common Core **ASSESS** 4 impact of using alternative external standards, regulations, laws and criteria.
	DC9 – **IDENTIFY** 1 key performance indicators/metrics.
	DC10 – **ASSESS** 4 level of expertise required and whether/when/how to consult/collaborate with experts in other disciplines.
	DC11 – **DETERMINE** 2 nature of data required as an input for decision-making (e.g. type [financial versus non-financial]; source [internal versus external], information systems, timeframe [past versus future], and perspective [entity versus stakeholders]).
	DC12 – **FORMULATE** 5 forward-looking assumptions, considering major uncertainties, interdependencies (e.g. tax or other implications), and reasonableness of possible options/scenarios.
	DC13 – **COMMUNICATE** 4 the approach to relevant stakeholders to ensure that it makes sense in the context of stakeholder needs.

COMPETENCIES PART 02.

STEPS in making, facilitating and implementing performance-related decisions	**DECISION COMPETENCIES** The Decision Competencies (DC) use the Decision Process steps in an integrated manner, considering the Foundational Common Core levels of proficiency. They illustrate the rigour that CPAs bring to the process of measuring and managing performance. All verbs have been numbered (1 to 5) to correspond with the **Proficiency Spectrum of Verbs**.
STEP 3 **Implement plan, including measuring and monitoring progress, recalibrate where necessary**	**DC14** – Effectively **MANAGE** 3 the work, including sharing plan, working with others, mentoring staff, identifying opportunities to innovate and delivering results on a timely basis (for example, leading assurance engagement team during site visit, supervising subordinates, managing workflows and being accountable to manager).
	DC15 – Using measurement and risk/uncertainty management frameworks, **COLLABORATE** 5 with experts in other disciplines to **CREATE** 5 and **ASSESS** 4 flexible, predictive and other models that are future-focused.
	DC16 – **COLLECT** 2 sufficient and appropriate data/evidence/inputs for decision.
	DC17 – **PREPARE** 2 data, including cleaning data and grading quality.
	DC18 – **ASSESS** 4 data integrity (e.g. trustworthiness) and technical validity/precision of measurement information (e.g. in the context of materiality).
	DC19 – Considering decision made in DC8, **CRITICALLY EVALUATE** 5 and **ANALYZE** 3 prioritized issues (and alternatives) including identifying interdependencies (e.g. financing or data privacy implications) and any biases that may be present.
	DC20 – Given stakeholder information needs and expectations, **INTERPRET** 5 findings in an integrative manner.
	DC21 – **DETERMINE** 2 optimal communication channel and form of communication (e.g. financial statements, sustainability report or speech), considering regulatory requirements, technology and stakeholder needs.
	DC22 – Effectively **MANAGE** 3 controls, systems and other activities on a continuous basis, **MEASURING** 4 against key performance indicators/ metrics and deciding if recalibration is necessary.
STEP 4 **Complete (if discrete project)**	**DC23** – **DOCUMENT** 3 and **COMMUNICATE** 4 analysis, findings, decision and next steps in a transparent and understandable manner, considering audience/stakeholders and appropriate communication channels/tools. Ensure all communications fairly reflect underlying substance.
STEP 5 **Reflect and learn**	**DC24** – **CRITICALLY EVALUATE** 5 , **ANALYZE** 3 and **REFLECT** 4 on the findings and processes in order to continue to learn and identify possible innovations that will create added value in future. This is done at individual, team and organizational levels.

VERBS[07]

APPENDIX

The following verbs are used throughout the map:

DESCRIBE	Recount the key features of something
IDENTIFY	List or ascertain possibilities
APPLY	Demonstrate knowledge, concepts, or techniques
COLLECT	Gather information considering provenance, lineage, attributes, quality and trustworthiness[14]
DETERMINE	Ascertain or conclude after careful consideration; judge
EXPLAIN	Make clear or intelligible; state the meaning of or reasons for
PREPARE	Make or get ready for use
ANALYZE	Examine methodically, by separating into parts and studying the interrelationships in order to discover and carefully judge essential features including patterns and themes
DOCUMENT	Record (information, insights, guidance) in written or other form, being careful to capture all relevant information
MANAGE	Administer and regulate (resources under one's control) adapting to changing environments
ASSESS	Judge the value, importance or qualities of something, and draw conclusions, considering differing perspectives
COMMUNICATE	Convey meaning clearly and succinctly when speaking, presenting and writing, by actively listening, and considering the needs of diverse stakeholders and selecting the most appropriate communication media/technology
MEASURE	Apply measurement bases and models to quantify items and value streams in financial and non-financial terms
PRIORITIZE	Determine the order for dealing with a series of items or tasks according to their relative importance
REFLECT	Think deeply and carefully with a view to continuous improvement

APPENDIX

COLLABORATE	Partner with individuals, teams and technology throughout an organization and with external experts. Participate in, build and lead goal and value-oriented teams and draw on the strengths and skills of diverse perspectives.
CREATE	Conceive or fashion with an innovative mindset
CRITICALLY EVALUATE	Use professional judgment to examine objectively and carefully, with curiosity, professional skepticism and without bias
DESIGN	Use professional judgment to devise the form or structure of something
FORMULATE	Devise and put an approach/plan into words
INTERPRET	Make sense of or give meaning to information

APPENDIX

The following Concepts and Topic Areas are referred to throughout the map:

ACTION LEARNING

Involves real-time problem-solving in groups, coupled with reflection, in order to identify lessons learned. Learning and reflection occurs at the individual, team and organization level. See also Evergreen learning.

ASSURANCE AND TRUST

Involves enhancing the trustworthiness of information and/or processes. This is a mindset and CPAs engender trust in all the work they do. This includes:

- ensuring that the information being used and related systems are relevant and reliable and/or
- acting independently to provide external and internal assurance

All CPAs follow the ***Provincial/Regional Body's CPA Code of Professional Conduct***, which plays a large part in engendering trust.

BIG DATA

Data sets that have the following attributes: volume (quantity of data), variety (different sources and formats including structured and unstructured data), velocity (speed of data), variability (unpredictability of data in terms of volume and speed) and veracity (quality of data) such that traditional data processing application software is inadequate to deal with them.

CPA ETHICAL MINDSET

Reflects who CPAs are, what CPAs do and where CPAs do it, as follows:

- **who CPAs are** — CPAs are ethical, protecting the public and acting in the public interest, with integrity, due care, objectivity and competence. CPAs are innovative, collaborative, agile, curious, creative, resilient, inclusive and technologically savvy as they continue to learn, lead and grow.
- **what CPAs do** — CPAs create and sustain value for stakeholders by bringing logic, structure and trust to information and the process of measuring and managing performance. CPAs are future-focused, embracing change and technology to foresee opportunities, create long-term value and manage risk for people, organizations and more broadly, for society and the planet.
- **where CPAs do it** — CPAs operate in a global environment that is ever-changing.

Encompasses both human skills and values as well as professional competencies. See separate Concepts and Topic Areas.

DATA ANALYTICS[15]

Includes establishing frameworks and processes to:

- collect, access, cleanse and assess quality of financial and non-financial data from a variety of information systems (from internal and external sources)
- identify, analyze, interpret and communicate relevant data and interrelationships for decision-making (often through visualizations and interactive platforms which may be updated real-time)

Involves using technologies, such as artificial intelligence algorithms, and working with experts.

APPENDIX

DECISION COMPETENCIES

Illustrate the rigour that CPAs bring to information and the process of measuring and managing performance when using the five-step Decision Process and the Foundational Common Core levels of proficiency.

DECISION PROCESS

Presents the pathway for making, facilitating and implementing performance-related decisions while applying the Integrated Common Core, and identifies five steps around which Decision Competencies are grouped.

ECONOMICS AND THE UNDERLYING AREAS OF QUANTITATIVE METHODS AND PROBABILITY

Includes understanding:

- microeconomics, including studying the behaviours of individuals and organizations
- macroeconomics, including monetary policy, unemployment, global trade and short- and long-term views of economic development, acknowledging that growth is not always needed, nor optimal
- statistics and mathematical modelling and analysis
- how to deal with risk and uncertainty using probability theory

EMERGING AND TRANSFORMATIVE TECHNOLOGIES[16]

e.g., artificial intelligence, intelligence augmentation and distributed ledgers and others

Includes understanding technologies that enable and facilitate:

- person-to-person and person-to-technology collaborations
- trust in decision processes and systems

in order to advance ongoing transformation.

EQUITY, DIVERSITY AND INCLUSION (EDI)[17]

Includes:

- capturing the uniqueness of the individual
- creating an environment that values and respects individuals for their talents, skills and abilities
- recognizing differences within groups of individuals

and using this understanding to achieve substantive equality and maximize performance.

ETHICAL DECISION-MAKING

Involves:

- understanding the higher level of accountability and responsibility afforded by being part of the CPA profession
- adhering to the ***Provincial/Regional Body's CPA Code of Professional Conduct*** including:
  > maintaining the good reputation of the profession, protecting the public and acting in the public interest
  > performing with integrity and due care
  > not allowing professional judgment to be compromised by bias, conflict of interest or undue influence of others
- exhibiting behaviours to comply with laws, regulations, organizational policies, societal norms and personal ideals
- identifying and raising unethical behaviours

APPENDIX

EVERGREEN LEARNING

Involves curiosity, a thirst for knowledge and a commitment to continually acquire knowledge and skills especially in an environment that is changing.

FINANCE

Includes:

- financial analysis and planning
- treasury management
- capital budgeting
- business valuation
- capital markets and corporate finance transactions
- how businesses operate and create value
- how the public sector operates and is funded (including through taxation and transfer payments)
- how high-growth areas present different challenges and opportunities within the context of finance

FINANCIAL REPORTING

Includes:

- an understanding of the importance of financial accounting and underlying systems
- an understanding of the role of financial reporting
- the application of reporting frameworks
- the reporting of routine transactions in different and emerging circumstances

FOUNDATIONAL COMMON CORE

Represents the underlying body of knowledge and is grouped (by level of proficiency/depth of understanding) into the following three parts:

1. **Specific:** reflecting the area of professional accounting (at a higher level of proficiency)
2. **Foundational:** reflecting those areas of study that are related to business, government and other organizations and the way they are structured and operate (at an intermediate level of proficiency)
3. **Sub-foundational:** reflecting general and emerging areas that are present in the global environment in which CPAs work (at a lower level of proficiency)

Specific competencies build on the Foundational and Sub-foundational competencies.

HUMAN SKILLS AND VALUES

Reflects that CPAs are innovative, collaborative, agile, curious, creative, resilient and inclusive as we continue to learn, lead and grow. This is not meant to be an exhaustive list.

INDIGENOUS VIEWS/INDIGENEITY[18]

Includes understanding:

- the effect of Canadian history on Indigenous peoples, Indigenous culture, rights, finances and perspectives
- the importance of stewardship of the land for future generations

as part of building respectful relationships and walking alongside to learn and share experiences.

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INTEGRATED COMMON CORE

The Integrated Common Core is made up of two parts:

- the CPA Ethical Mindset (human skills/values and professional competencies)
- the Foundational Common Core

LAW AND LEGAL FORMS OF BUSINESS

Involves understanding:

- the Canadian legal system
- Canadian and international laws and regulations that affect Canadian organizations, including those relating to the environment, data and information privacy and human rights
- the nature and formation of sole proprietorships, partnerships, corporations, governments, not-for-profit and other types of organizations

MANAGEMENT DECISION-MAKING AND INFORMATION (DATA) SYSTEMS/TECHNOLOGY

Includes:

- identifying information decision makers' needs and developing the systems required to meet those needs
- planning, forecasting, budgeting, cost and revenue management for an entity
- performance measurement systems
- an understanding of the importance of management accounting

Increasingly, real-time decision-making is being supported and enabled by new technologies and tools.

NON-FINANCIAL REPORTING

Includes:

- the role of reporting information about an organization's performance using non-financial data
- an understanding of the role of strategy and governance
- the application of sustainability and other frameworks
- the reporting of activities in different and emerging circumstances (i.e. beyond traditional financial reporting)

Data analytics and systems thinking are especially important in non-financial reporting.
See separate Concepts and Topic Areas.

ORGANIZATIONAL BEHAVIOUR

including human behaviour/bias and change/conflict management

Involves understanding how people interact and behave (including within an organization) to improve its performance. Includes factors impacting behaviour, conscious and unconscious bias, collaboration, change management and conflict management.

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ORGANIZATIONAL GOVERNANCE/DATA GOVERNANCE (including privacy and security)

Involves the role of corporate and data governance within an organization, including:

- understanding the organization's value proposition and strategy
- governance structures, role of auditors (internal and external), audit committees, management and internal controls, and regulatory compliance activities
- how changes (including for instance adoption/non-adoption of emerging technologies) may affect risk
- fraud prevention and detection
- assessing the provenance of data, data privacy and data security

PROFESSIONAL COMPETENCIES

Reflects that CPAs:

- are ethical, protect the public and act in the public interest, adhering to the ***Provincial/Regional Body's CPA Code of Professional Conduct*** while maintaining the good reputation of the profession
- create and sustain value for stakeholders by bringing logic, structure and trust to information and the process of measuring and managing performance
- are technologically savvy

PROFICIENCY LEVELS

Identifies the depth of competence through:

- the use of verbs, following a five-point scale (see Proficiency Spectrum of Verbs)
- classification of competencies/Topic Areas as Sub-foundational, Foundational and Specific Competencies (lower, intermediate and higher, respectively)

STRATEGY, RISK MANAGEMENT AND INNOVATION

Includes:

- understanding the organization's value proposition, risks and risk tolerance in order to formulate strategies to best achieve these
- the translation of those strategies into specific business objectives and actions
- implementation and monitoring of strategies to determine effectiveness and manage risk
- adopting a mindset[19] that encourages creative problem-solving to maximize value for stakeholders including in high-growth environments

SUSTAINABILITY INCLUDING ENVIRONMENTAL, SOCIAL AND GOVERNANCE (ESG)[20]

Includes understanding how we sustain our environment, our people, our organizations and our economy over the longer term. The following are important aspects of sustainability:

- our planetary boundaries and ecosystems
- diverse perspectives
- how to create and measure long-term value for stakeholders
- the significance of natural assets held, managed and regulated by the public sector

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SYSTEMS THINKING AND COMPLEXITY THEORY[21]

Includes understanding:

- the interconnectedness of systems, including human, environmental, technological, organizational, regulatory and social
- how organizations adapt and manage interdependencies, unpredictable interactions and uncertainties

TAX

Includes:

- basic tax compliance and reporting
- basic tax planning and implementation strategies for both corporate and personal taxpayers
- a high-level understanding of the administrative processes in Canadian taxation

VALUE CREATION[22]

Process by which an organization generates, preserves or allows to erode future financial and non-financial value streams and outcomes for the organization and its stakeholders in an ethical and sustainable manner.

REFERENCES

1. The CPA profession established the CPA Competency Map Task Force (CMTF), which first met in March 2020. The goal was to develop a new Competency Map that was valid, reflects workplace expectations and requirements and sets a reasonable expectation on the volume of knowledge, skills, attributes and competencies that can be learned and assessed – all given the unprecedented pace of change. Over the subsequent 22 months, the CMTF completed extensive research and consultation and produced **CM2.0**. **CM2.0** is informed by the CPA profession's Foresight initiative and findings in The Way Forward report.

2. **CM2.0** considers the United Nations Sustainable Development Goals (UNSDG) in its design and coverage. This is done by acknowledging the higher calling of the CPA profession, the emphasis on high-quality education and on sustainability (as a foundation for the map).

3. The CPA profession's Foresight initiative described the Foresight CPA as follows: "Each day, each CPA will bring insight about performance that enhances the ability of their organization(s) to more clearly foresee the opportunities that lie ahead, thereby ensuring their evolving work is applied more broadly and appreciated by a broader section of society." (The Way Forward, page 9).

4. Data provenance refers to information pertaining to the source of data, its origin and its journey up to the point that it is used.

5. CPAs have exclusive practice rights, which are an essential component of the CPA profession that will be supported through the implementation of **CM2.0**.

6. Rule 204: Harmonized rule of professional conduct (cpacanada.ca).

7. Based on our analysis of verbs used in other competency maps as well as Bloom's taxonomy. The verbs signal level of proficiency and each level builds upon prior levels of proficiency.

8. IFAC uses the following levels of proficiencies to group things in the International Education Standards (IES) – foundational level, intermediate level and advanced level. This is useful in that it allows us to define certain Topic Areas where the level of proficiency required overall for pre-certification CPAs is different.

9. These Topic Areas could be taught in separate courses, or as part of a larger overview course, or integrated into other courses (or some combination of these). Each area does not necessarily represent a separate course at the post-secondary institution level. More guidance will be presented through the Certification 2.0 project.

10. Intermediate level of proficiency or higher aligns with the level of proficiency set out in the International Education Standards (IES). Refer also to learning outcomes identified in the IFAC Accountancy Education E-tool.

11. All entry-level CPAs will have the same Foundational Common Core. Aspiring CPAs will be provided with the option to complete the necessary requirements, before or after the point of certification, to allow for licensure.

REFERENCES

12. The ***CPA Canada Handbook*** includes IFRS Standards, accounting standards for private enterprises and accounting standards for not-for-profit organizations.

13. Use of artificial intelligence as a tool to augment human intelligence.

14. Based on Step 5 of Corporate data policy and its elements (cpacanada.ca).

15. Based on feedback from a foundational session the Task Force held with a group of experts and guidance for CPAs in Making sense of data value chains (cpacanada.ca).

16. Based on Task Force commissioned research on the Competencies Expected by Leaders in Innovative Organizations from interviewing senior business leaders of innovative organizations.

17. Based on the description of diversity by the Canadian Centre for Diversity and Inclusion and description of equity from Teaching human rights in Ontario - A guide for Ontario schools.

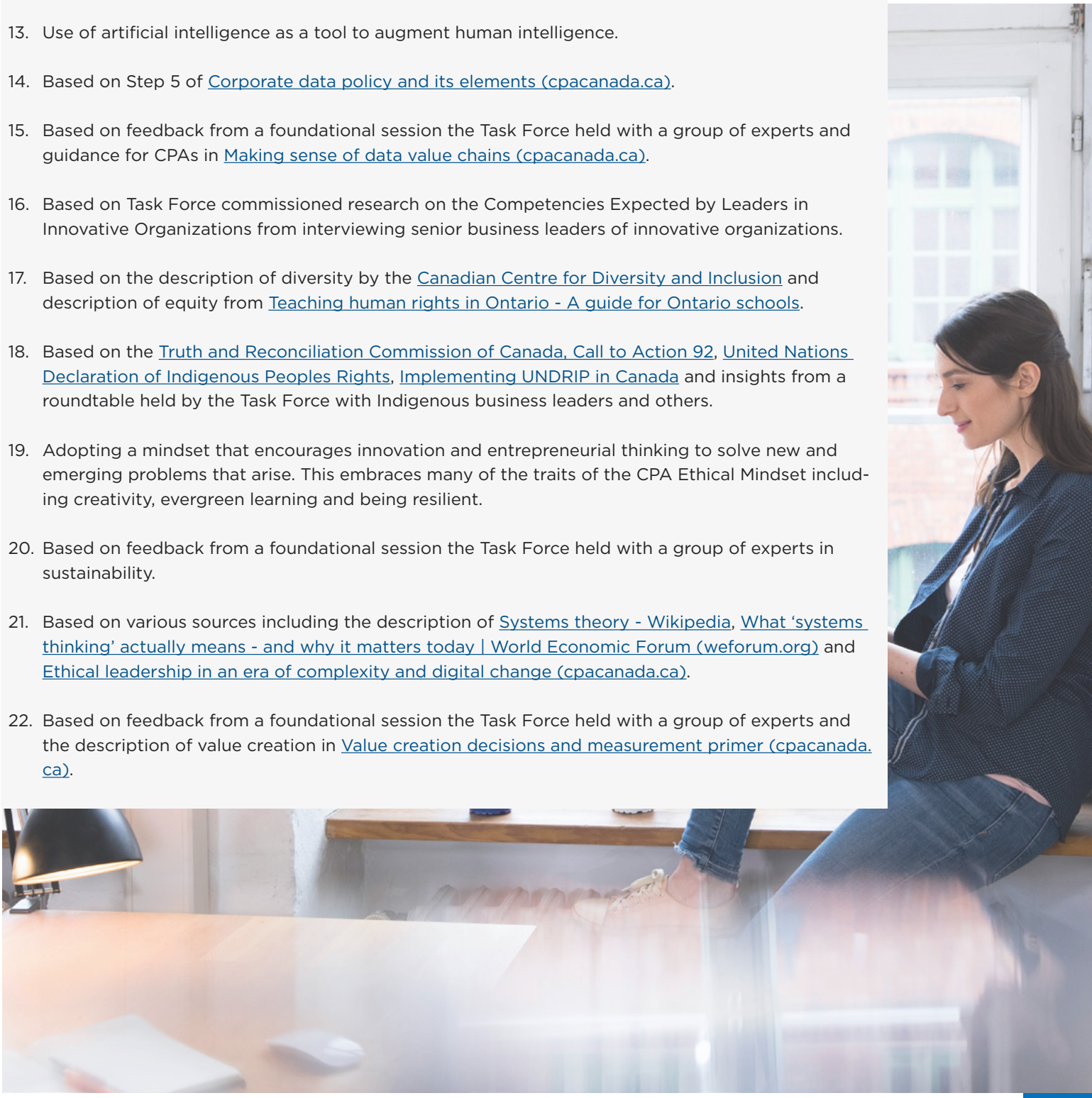
18. Based on the Truth and Reconciliation Commission of Canada, Call to Action 92, United Nations Declaration of Indigenous Peoples Rights, Implementing UNDRIP in Canada and insights from a roundtable held by the Task Force with Indigenous business leaders and others.

19. Adopting a mindset that encourages innovation and entrepreneurial thinking to solve new and emerging problems that arise. This embraces many of the traits of the CPA Ethical Mindset including creativity, evergreen learning and being resilient.

20. Based on feedback from a foundational session the Task Force held with a group of experts in sustainability.

21. Based on various sources including the description of Systems theory - Wikipedia, What 'systems thinking' actually means - and why it matters today | World Economic Forum (weforum.org) and Ethical leadership in an era of complexity and digital change (cpacanada.ca).

22. Based on feedback from a foundational session the Task Force held with a group of experts and the description of value creation in Value creation decisions and measurement primer (cpacanada.ca).



CPA CHARTERED PROFESSIONAL ACCOUNTANTS

CPA LEADING THE WAY: COMPETENCY MAP 2.0

The path forward for our profession

CM2.0