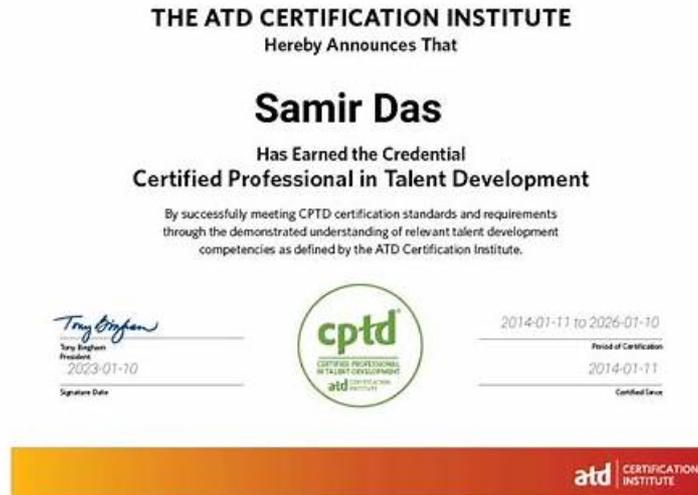


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ATD CPTD Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"> Developing Professional Capability: This section of the exam measures skills of Instructional Designers and focuses on the core functions of talent development such as adult learning theories, instructional design, facilitation, use of technology, content curation, leadership development, coaching, and evaluating impact. It emphasizes designing and delivering effective learning solutions that align with learner needs and organizational goals.
Topic 2	<ul style="list-style-type: none"> Building Personal Capability: This section of the exam measures skills of Learning & Development Specialists and covers areas that enhance individual effectiveness in talent development roles. It includes communication, emotional intelligence, collaboration, cultural awareness, project management, and ethical behavior, focusing on how professionals interact, lead, and manage themselves and others effectively within organizational contexts.
Topic 3	<ul style="list-style-type: none"> Impacting Organizational Capability: This section of the exam measures the skills of Organizational Development Consultants and involves applying talent strategies that align with business objectives. It includes business acumen, consulting, culture shaping, performance improvement, talent strategy, change management, and data analytics. The focus is on driving organizational performance and ensuring future readiness through strategic talent development.

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ATD The Certified Professional in Talent Development Sample Questions (Q89-Q94):

NEW QUESTION # 89

A talent development professional has been asked to provide feedback to a trainer about an in-person session that received poor evaluation responses. The training was for senior-level management to learn to be more strategic and collaborative in their annual planning session. The trainer presented the learners with theories and methods for strategic planning and how to collaborate. Survey responses revealed learners felt they had not learned what they expected to learn. What was the most likely problem?

- A. The training did not take into account the fact that the learners were experienced and motivated to learn
- B. The presentations were not polished enough, and the trainer should have practiced more before the session
- C. The learners were not motivated to learn the content presented to them and did not see how it related to the task at hand
- **D. The training did not provide situations where the learners could practice working as a group to come up with strategic priorities**

Answer: D

Explanation:

According to ATD's Handbook for Training and Talent Development, 3rd edition (2022), successful learning for adults requires an experiential design where "learners actively practice new skills, especially when learners are senior, experienced, and goal-oriented." The book further states, "Providing theoretical knowledge alone without practice exercises will fail to meet experienced learners' needs".

This group required strategic simulations or practice opportunities, not lectures alone. Thus, lack of practice was the key deficiency. Reference: ATD's Handbook for Training and Talent Development (2022), Adult Learning Principles.

NEW QUESTION # 90

Which statement by a talent development professional best demonstrates concise, explicit, and clear information?

- A. We are scheduled for a break at 10 today.
- **B. Our break is from 10:00 to 10:15.**
- C. Our break is scheduled for 10:00.
- D. We will take a 15-minute break at 10 a.m. in the morning.

Answer: B

NEW QUESTION # 91

Some talent development professionals skip Level 2 evaluations thinking Levels 3 and 4 are sufficient to prove success. Why is this a dangerous assumption?

- A. Level 2 evaluations are the only way to confirm application of knowledge
- B. Levels 1 to 4 must be completed in stepped order
- C. Level 4 evaluations require data captured during Level 2 evaluations
- **D. If Level 3 and Level 4 results are poor, the training quality could be questioned**

Answer: D

Explanation:

Kirkpatrick's Four Levels of Evaluation (Certification Reading List) state that "without Level 2 (learning) data, poor performance outcomes at Level 3 or 4 could easily be blamed on poor training even if external factors are responsible".

Skipping Level 2 leaves no proof of what learning actually occurred.

Reference: Kirkpatrick's Four Levels of Training Evaluation (2016).

NEW QUESTION # 92

What is the focus of design thinking?

- A. Process
- B. Problem
- C. People
- D. Performance

Answer: C

Explanation:

Design Thinking for Talent Development(Certification Reading List) stresses that "Design thinking starts with deep empathy for the people (users) affected and focuses on understanding and meeting their needs".

The human-centered design mindset puts people at the center, not processes.

Reference:Design Thinking for Training and Development, Sharon Boller and Laura Fletcher.

NEW QUESTION # 93

Which model best enables employees to continually seek new skills, enhance competencies, and expand their proficiency on their own?

- A. Adult learning model
- B. Behavioral learning model
- C. Pedagogical learning model
- D. Integral learning model

Answer: D

Explanation:

TheIntegral Learning Model(from Certification Reading List:Ken Wilber's Integral Theory) combines cognitive, emotional, behavioral, and cultural dimensions to foster self-directed, continuous development.

This holistic view supports lifelong learning, not just skill acquisition.

Reference:Integral Theory: A Comprehensive Framework, Ken Wilber.

NEW QUESTION # 94

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