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### ATD CPTD Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"> <li>• <b>Building Personal Capability:</b> This section of the exam measures skills of Learning &amp; 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.</li> </ul>

Topic 2	<ul style="list-style-type: none"> <li>• <b>Impacting Organizational Capability:</b> 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.</li> </ul>
Topic 3	<ul style="list-style-type: none"> <li>• <b>Developing Professional Capability:</b> 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.</li> </ul>

## ATD The Certified Professional in Talent Development Sample Questions (Q45-Q50):

### NEW QUESTION # 45

Which is the most effective approach for a talent development professional to test and evaluate learning management systems (LMSs)?

- A. Set up a site visit to each vendor's location so that key administrators can experience a live demonstration of the LMS
- B. Request a list of available features so functional experts can conduct an evaluation of each LMS
- **C. Request access to each LMS for the review team to test out the system's functionality and features**
- D. Ask for an online demonstration of each LMS for executives and managers of the organization

**Answer: C**

Explanation:

LMS Evaluation Best Practices from the ATD Handbook state: "Hands-on testing by end users and administrators is the most reliable way to evaluate LMS performance, usability, and suitability for the organization".

Demos often hide shortcomings; direct access reveals the real experience.

Reference: ATD Handbook for Training and Talent Development (2022), Learning Technologies Selection.

### NEW QUESTION # 46

A talent development (TD) professional has been hired as a consultant for a 20-person manufacturing company. The TD professional has not worked in this industry before. Several employees have complained to the human resources (HR) department that some supervisors have been disrespectful toward them when giving feedback. The HR manager decides that company-wide training on appropriate feedback is needed.

The TD professional is assigned to conduct a needs analysis and to report the results to the HR manager in two days.

As a result of the needs analysis, the TD professional finds that some supervisors do not know how to give appropriate feedback and some employees do not respond well to feedback. The HR manager authorizes the TD professional to conduct a one-time, three-hour, instructor-led training program for all employees on giving and receiving effective feedback.

The TD professional decides to incorporate role-play in the training and plans to use the HR manager as the subject matter expert (SME) to create the necessary role-play scenarios. The training program is due in one month. The HR manager is not available in that time frame but notes that a newly hired HR intern is available and suggests that this intern act as an SME in creating the scenarios. Management has decided that the training cannot be postponed.

What should the TD professional do?

- A. Adapt scenarios on the same topic that the TD professional has used with similar organizations.
- B. Create scenarios using details from the employees' complaints.
- C. Instruct the intern in how to create role-play scenarios.
- D. Ask the HR manager to recommend a more experienced employee to act as the SME.
- **E. Create scenarios based on the information gathered in the needs analysis.**

**Answer: E**

### NEW QUESTION # 47

A talent development (TD) professional facilitates a three-week training course for all of a company's new hires. Company onboarding guidelines state that new hires must pass the course final exam with a score of 80% or higher in order to continue in the job, but the guidelines also provide for some discretion on the part of the hiring manager. Participant A fails the final exam with a score of 78%. Participant A was frequently late to training, did not readily participate, and fell asleep twice during the course.

What should the TD professional do?

- A. Redesign the course to make it more engaging.
- B. Provide the exam results to the HR department and the hiring manager.
- C. Reassess the exam scoring process.
- **D. Document the observable behaviors, and provide these data points to the HR department and the hiring manager.**
- E. Recommend termination of Participant A.
- F. Consult with the human resources (HR) department and the hiring manager, and offer to have Participant A retake the exam.

**Answer: D**

#### **NEW QUESTION # 48**

In the development of a knowledge management system (KMS), which is the best action for a talent development professional to take in order to avoid the pitfall of employees hoarding knowledge or being unwilling to share it?

- A. Create a key performance indicator on knowledge sharing
- B. Create a standard operating procedure that includes knowledge sharing
- **C. Honor and acknowledge those who contribute to and use the KMS**
- D. Have members of senior leadership set the example by sharing their knowledge

**Answer: C**

Explanation:

According to Knowledge Management Best Practices in the ATD Handbook, "Recognizing and rewarding contributions to a knowledge management system encourages participation and reduces hoarding".

Formal incentives or acknowledgment drive sharing behavior.

Reference: ATD Handbook for Training and Talent Development (2022), Knowledge Management.

#### **NEW QUESTION # 49**

A hacker was successful in accessing a financial services company's database of customer information after an employee clicked on a phishing email link. The company's chief executive officer (CEO) created a project team to address the security breach. As a member of the project team, a talent development (TD) professional is asked to evaluate the current security training for effectiveness. Since this is an urgent issue, the project team has been given 30 days to present recommendations.

Step 2

The data obtained indicates that the current training focuses on defining phishing and does not provide examples or information on how to recognize it and what actions to take.

Step 3

The project team decides that test phishing emails should be created to train employees about phishing and to collect more data on the issue.

Which step(s) should the TD professional take to analyze the effectiveness of the implemented solution?

Step 4

The test phishing emails are created, and the information technology department sets up the deployment schedule and results tracking for the emails. Over the first month, results indicate that 50% of the employees who received the emails clicked on the phishing link and received additional training on recognizing phishing emails.

- **A. Continue sending phishing emails to gather more data.**
- B. Send a Level 1 evaluation to all employees.
- C. Interview employees who clicked on the phishing email.
- D. Conduct an employee survey of the training solution.
- **E. Analyze the results for trends by job role.**
- F. Create an executive focus group to review the progress.

**Answer: A,E**

## NEW QUESTION # 50

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