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ATD CPTD

The Certified Professional in Talent Development

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ATD CPTD Exam Syllabus Topics:

Topic	Details
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Topic 1	<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.
Topic 2	<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 3	<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.

ATD The Certified Professional in Talent Development Sample Questions (Q149-Q154):

NEW QUESTION # 149

Which needs statement is most likely to encourage a stakeholder to support the investment around developing skills in retail sales?

- A. Feedback from their top sellers indicates that in the majority of instances clients were inclined to buy more items, versus a single item, when they could see how everything came together as a cohesive outfit.
- B. Feedback from associates indicates that they would prefer annual training opportunities to learn new skills from the top sellers, in order to improve their opportunity to earn large sales commissions.
- C. Store managers have requested a two-day workshop that can be delivered at each store, focused on teaching their associates how to sell more items, thereby earning larger sales commissions.
- D. **Store managers indicate they are not ready for the upcoming holiday season, due to inconsistent skills and capabilities among their teams, thereby preventing them from meeting their targeted revenues.**

Answer: D

NEW QUESTION # 150

A talent development (TD) professional has been contracted to design a training program on cross-cultural communications. The organization's goal is to foster a more inclusive workplace environment. Which action would best help the TD professional assess the organizational environment to identify specific performance objectives?

- A. Evaluate performance reviews to assess ratings and written narratives
- B. **Facilitate focus groups with employees across all levels**
- C. Read the results of exit surveys and interviews
- D. Discuss performance gaps with external clients and senior leadership

Answer: B

Explanation:

According to ATD Needs Assessment Best Practices, 'Focus groups with cross-level participation provide rich, context-specific insights into organizational dynamics, uncovering barriers and enablers to inclusion'.

It gives deeper, actionable data than archival reviews alone.

Reference: ATD Handbook, Focus Groups for Organizational Assessment.

NEW QUESTION # 151

A talent development (TD) professional has been tasked with training a group of managers on how to be better coaches. The managers have been in their roles for one to three years, have some prior knowledge, are self-motivated to learn, and lack guidance.

What is the most effective approach for the TD professional to take?

- A. Provide information about coaching and allow learners to practice coaching each other
- **B. Engage learners with opportunities to practice coaching and receive feedback from peers and TD professionals**
- C. Disseminate information about coaching theories to learners with explanations of what a good coach embodies
- D. Organize learners into small groups to discuss coaching ideas and receive feedback from peers

Answer: B

Explanation:

The ATD Handbook recommends for experienced, self-motivated learners: "Practice opportunities with structured feedback are essential to move from theoretical understanding to skill mastery".

Engagement plus feedback leads to real coaching behavior change.

Reference: ATD Handbook for Training and Talent Development (2022), Coaching Skills Development.

NEW QUESTION # 152

Who is responsible for learning in the inclusive leadership theory?

- A. Employees and managers
- **B. Organization and managers**
- C. Human resources leadership and employees
- D. Organization and employees

Answer: B

Explanation:

Inclusive Leadership Models(ATD Inclusion Training Guide) assert: "Learning responsibility falls jointly on organizational leadership to set inclusive structures, and on managers to model inclusive behaviors".

Employees are not solely responsible; leadership must drive inclusion.

Reference: ATD Handbook, Building Inclusive Leadership.

NEW QUESTION # 153

Which is an example of both learning through experience and learning through influence by interactions with people?

- A. Conceptualism
- B. Relativism
- **C. Constructivism**
- D. Behaviorism

Answer: C

NEW QUESTION # 154

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