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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 (Q36-Q41):

NEW QUESTION # 36

A talent development (TD) professional is approached by a department manager for advice on how to improve an employee's performance on assigned monthly reports. How should the TD professional approach this situation?

- A. Suggest that the manager review the yearly performance appraisal for guidance on what the employee is being measured on, and have the manager coach the employee based on the expectations.
- B. Assess the manager's relationship with the employee, the manager's leadership skills, and the manager's ability to coach this employee for improved performance.
- C. Assess the employee's last performance review against the employee's current performance, and look at the employee's full history.
- **D. Suggest that the manager define what satisfactorily completed work looks like, such as number of errors on the report, amount of time it takes to complete the work, and readability of the report.**

Answer: D

NEW QUESTION # 37

After collecting evaluation data using a detailed questionnaire, what data display should be used in the first stage of the analysis?

- A. One-way table
- **B. Frequency table**
- C. Line graph
- D. Box plot

Answer: B

Explanation:

Data & Analytics basics from CPTD Outline state that "early-stage analysis uses frequency tables to organize survey results by showing how often each response occurred".

It's the most fundamental first step before more complex analysis.

Reference: CPTD Detailed Content Outline, Data Presentation and Analysis.

NEW QUESTION # 38

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

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

Answer: C

Explanation:

The Integral 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 # 39

An engineering company utilizes two learning management systems (LMSs): one manages technical training, and the other manages professional development (or non-technical training) for all of the company's engineers. Over time, changes in reporting requirements have caused the use of two different systems to be difficult and time-consuming. It has been decided that a new LMS is to be selected, with a goal of improving the time constraints of using training information from both systems. A talent development (TD) professional is put in charge of facilitating the selection and implementation of the new LMS.

What should the TD professional do to facilitate the selection process?

- **A. Define the capabilities needed for this system, as compared to current gaps.**
- B. Select the system with the best user interface.
- C. Conduct research on what systems are being used by similar companies.
- D. Analyze consequences for keeping both systems.
- E. Have a select group of end-user engineers research and make recommendations regarding the best system.
- **F. Perform an environmental scan to determine the capabilities offered by different LMSs.**
- **G. Seek consensus of stakeholders on prioritization of system capabilities.**

Answer: A,F,G

NEW QUESTION # 40

Which is a learning activity guided by constructivist learning theory?

- A. Lecture
- B. Listening to a podcast
- C. Physically active learning exercise
- **D. Role-play exercise**

Answer: D

Explanation:

According to Constructivist Learning Theory (Certification Reading List: How People Learn, Bransford et al.), learners "construct their own knowledge through active engagement in realistic tasks," such as role-plays.

Passive listening or lecture does not align with constructivism; active problem-solving does.

Reference: How People Learn: Brain, Mind, Experience, and School (Bransford et al.)

