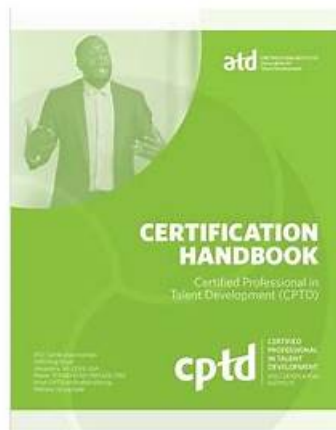


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ATD CPTD Exam Syllabus Topics:

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">• 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 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.

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ATD The Certified Professional in Talent Development Sample Questions (Q132-Q137):

NEW QUESTION # 132

A new manager has a team comprised of four different generations of employees. Which action by the manager would be most likely to minimize intergenerational conflict within the team?

- A. Listen actively to each team member
- B. Poll each team member
- C. Define what is important to each team member's generation
- **D. Acknowledge the diverse viewpoints of each team member**

Answer: D

Explanation:

According to the ATD Talent Development Capability Model under Cultural Awareness, minimizing generational conflict requires recognizing and acknowledging diverse perspectives rather than stereotyping or categorizing by generation.

Building awareness and respect for different values and communication styles is fundamental.

Reference: ATD Talent Development Capability Model, Personal Capability - Cultural Awareness.

NEW QUESTION # 133

A new manager has been assigned to meet with a talent development (TD) coach. At the first meeting, the manager states "I am who I am, and no amount of coaching will change me." Which should be the TD coach's top priority?

- A. Help the manager to understand how being "uncoachable" puts the manager's job at risk
- B. Report the manager's attitude to a senior leader
- C. Help the manager to develop a career transition plan for a role that is a better fit
- **D. Discover the personal triggers that may help the manager become more coachable**

Answer: D

Explanation:

Coaching best practices from the ATD Handbook emphasize that "before offering solutions, uncover internal motivators and triggers that may create openness to development".

Building trust and emotional buy-in precedes behavior change.

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

NEW QUESTION # 134

Who is responsible for learning in the inclusive leadership theory?

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

Answer: C

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 # 135

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

Answer: A

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 # 136

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.

Participant B fails the final exam with a score of 60%. Participant B arrived early every day during training to request additional help, actively participated in group activities, took copious notes, and got along with everyone in the course.

What should the TD professional do?

- A. Offer to provide one-on-one coaching to Participant B.
- B. Research other jobs within the company for which Participant B might be more qualified.
- C. Meet with Participant B, and explain the exam results.
- D. Document the observable behaviors, and provide these data points to the HR department and the hiring manager.
- E. Provide the exam results to the HR department and the hiring manager.
- F. Advocate to the hiring manager on Participant B's behalf.

Answer: A,F

NEW QUESTION # 137

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