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Tony Brighan
Tony Brighan
President
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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. |

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|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |

ATD The Certified Professional in Talent Development Sample Questions (Q118-Q123):

NEW QUESTION # 118

Who is responsible for learning in the inclusive leadership theory?

- A. Employees and managers
- **B. Organization and managers**
- C. Organization and employees
- D. Human resources leadership 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 # 119

A talent development (TD) professional works at a small Internet-based company. The TD professional is tasked with training a group of customer service representatives to process refunds in a new software application.

The TD professional is creating the training plan for the new software and wants to develop the learners' troubleshooting skills by incorporating unexpected complexities that staff might encounter.

The training plan is created and approved, and the TD professional develops the training materials.

The TD professional starts the training session with a short lecture, but the learners are being fairly quiet. The TD professional is worried that learners are not understanding the material but are too afraid to ask questions.

What should the TD professional do to encourage learners to ask questions?

- A. Ask learners to provide examples of situations they have experienced related to the content.
- **B. Pause intentionally and give learners enough time to think of questions.**
- C. Stay on schedule, thereby providing stability for the learners and making them more comfortable.
- D. Stop at natural points and ask if there are any questions.
- E. Have learners wait to ask their questions at the end of the lecture.
- F. Pause if two or more learners are talking among themselves, and ask if they have a question.

Answer: B

NEW QUESTION # 120

A call center manager requests refresher training for customer service representatives because the average call length has increased significantly. The manager claims nothing has changed except the return policy. Which action by a talent development professional best exemplifies taking a systems-thinking approach to this request?

- A. Design training as requested by the call center manager in order to be a valued business partner

- B. Consider possible causes and test the manager's assumptions about the return policy to see if the gap is skills-based
- C. Implement refresher training for representatives with the longest call times to ensure they understand the return policy process
- D. Review the new workflow for processing returns and design the appropriate content for the refresher training

Answer: B

Explanation:

Systems Thinking Best Practices(CPTD Outline) emphasize: "Question assumptions, identify interdependencies, and seek root causes rather than assuming the problem is training-related".

Critical evaluation before solutioning is essential.

Reference:CPTD Detailed Content Outline, Systems Thinking.

NEW QUESTION # 121

Which is the best example of an effective learning or behavioral outcome statement?

- A. Learners should understand key sales techniques for selling time-shares without error given instruction, practice by recording themselves, and feedback from colleagues
- B. Learners will be able to design a quality online course according to nationally recognized quality standards on their second attempt through the course review process
- C. Learners should be able to recall flight instruments with 90% accuracy on a flight technician qualifying exam given a detailed diagram of flight instruments, instruction about this system, and practice opportunities
- D. Learners should be able to prepare an analytical report with data analysis communication and problem- solving skills, according to the standard that defines management preferences, by the end of the course

Answer: C

Explanation:

Mager's Instructional Objectives Model stresses that clear objectives must specify:

* What the learner must do,

* How well they must perform (criterion),

Reference:Preparing Instructional Objectives, Robert Mager.

NEW QUESTION # 122

A talent development (TD) professional has been asked to analyze training effectiveness in relation to company finances. Specifically, management wants to know if the training will pay for itself in 18 months.

Which tool should the TD professional use?

- A. Return on investment (ROI)
- B. Price to earnings ratio
- C. Fixed costs to total labor ratio
- D. Break-even analysis

Answer: A

Explanation:

ROI Methodology from Phillips' Return on Investment in Training and Performance Improvement Programs (Certification Reading List) states: "ROI calculations show whether financial returns on a training initiative exceed its costs within a specific timeframe".

Break-even doesn't measure return; it measures cost recovery point.

Reference:Return on Investment in Training and Performance Improvement Programs, Phillips (2012).

NEW QUESTION # 123

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