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## ATD CPTD Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"><li>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.</li></ul>
Topic 2	<ul style="list-style-type: none"><li>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.</li></ul>
Topic 3	<ul style="list-style-type: none"><li>Building Personal Capability: 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>

## CPTD Free Practice Exams & CPTD Pass Test Guide

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### ATD The Certified Professional in Talent Development Sample Questions (Q109-Q114):

#### NEW QUESTION # 109

A claims employee at an insurance company is transferred to the talent development (TD) department. This new TD team member has previously delivered departmental on-the-job training on an informal basis, but does not have any formal TD training. A TD manager has been assigned to help the new TD team member develop TD skills. What should the TD manager do?

- A. Have the new TD team member complete the TD department's skills assessment
- B. Provide the new TD team member with a copy of the company's organization chart
- C. Provide the new TD team member with the TD department's standard career development plan
- **D. Arrange for the new TD team member to observe training events delivered by experienced TD team members**
- E. Provide the new TD team member with samples of TD department work products
- F. Assign responsibility for the next scheduled training to the new TD team member
- G. Hold a meeting to introduce the new TD team member to the TD department
- H. Have the new TD team member perform a TD skills self-evaluation
- I. Work with the new TD team member to create a TD skills development plan
- J. Schedule progress meetings with the new TD team member for every three months

**Answer: D**

#### NEW QUESTION # 110

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

**Answer: C**

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 # 111

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

**Answer: D**

#### NEW QUESTION # 112

Which learning concept is best exemplified by the question, "Why do I need to know this?"

- **A. Knowles's adult learning theory**
- B. Mager's criterion-referenced instruction approach
- C. Gagne's nine levels of learning
- D. Bloom's taxonomy

**Answer: A**

Explanation:

Malcolm Knowles's Andragogy Model explains that "adult learners are motivated to learn when they see immediate relevance to their life or work tasks".

Answering "Why?" is central to adult learning.

Reference: The Adult Learner, Malcolm Knowles.

#### NEW QUESTION # 113

What is the best way a talent development professional can create a strong business case for continuing an existing training program?

- **A. Show how the training program contributed to the achievement of business objectives**
- B. Review end-of-course evaluations to assess participant reactions
- C. Compare the amount of money spent on the program with that spent on other training programs
- D. Demonstrate how the training program improved on-the-job performance

**Answer: A**

Explanation:

ATD's Guide to Business Cases states: "The strongest business case ties the training program directly to the achievement of key business goals or results".

Participant satisfaction or costs are secondary to business impact.

Reference: ATD Handbook, Business Case Development for TD Programs.

#### NEW QUESTION # 114

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