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## ATD CPTD Exam Syllabus Topics:

Topic	Details
Topic 1	<ul style="list-style-type: none"><li>• <b>Developing Professional Capability:</b> 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>• <b>Building Personal Capability:</b> 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>
Topic 3	<ul style="list-style-type: none"><li>• <b>Impacting Organizational Capability:</b> 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>

## ATD The Certified Professional in Talent Development Sample Questions (Q115-Q120):

### NEW QUESTION # 115

A talent development professional is planning a company-wide volunteer day event. One of the risk factors identified is the possibility that too few volunteers will participate. What are the two primary considerations in evaluating this risk?

- A. Can the risk be prevented, and what should be done if it occurs anyway?
- B. Who can help mitigate the risk and will they accept full responsibility?
- **C. How likely it is that this particular risk will occur and what is the impact if it does occur?**
- D. Is it reasonable to accept this particular risk, and if so, how can it be prevented?

**Answer: C**

Explanation:

Per the CPTD Detailed Content Outline in Impacting Organizational Capability, effective risk management involves assessing "the probability of occurrence and the magnitude of the impact".

Evaluating both likelihood and impact allows the TD professional to decide whether mitigation or contingency planning is necessary.

Reference: CPTD Detailed Content Outline, Risk Assessment in Organizational Projects.

### NEW QUESTION # 116

As part of an evaluation, a training manager observes role-plays among participants. Which is the highest level of evaluation that can be achieved through this method?

- A. Learning
- **B. Behavior**
- C. Reaction
- D. Results

**Answer: B**

Explanation:

According to Kirkpatrick's Evaluation Model, observing behavior (Level 3) is about assessing whether skills are being applied, not just whether knowledge was gained (Level 2).

Role-play observations show applied skills in a simulated context.  
Reference:Kirkpatrick's Four Levels of Training Evaluation (2016).

#### NEW QUESTION # 117

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.

Step 2

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.

Step 3

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

What should the TD professional do to prepare for the delivery of in-person training?

- A. Avoid overpreparing in order to keep the training spontaneous.
- B. Speak out loud when practicing delivery.
- C. Arrive early and set up well in advance.
- D. Review the training plan and list all the logistics that need to be addressed.
- E. Rehearse all mechanics of the training delivery, including transitions and media use.
- F. Confirm that all learners will have access to the software during the training.
- G. Assume that all learners have reviewed the software manual.

Answer: C,D,E,F

#### NEW QUESTION # 118

A talent development (TD) professional has been given the task of implementing a content management system in an organization. How will the TD professional know that this implementation is a success?

- A. All of the organization's content has been successfully uploaded to the new system.
- B. All of the organization's employees have been trained on how to use the new system.
- C. The TD professional completes the implementation on time and under budget.
- D. The TD professional can capture knowledge, archive it, and retrieve it later.

Answer: D

#### NEW QUESTION # 119

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 # 120

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Inlike other teaching platform, the The Certified Professional in Talent Development study question is outlined the main content of the

