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ATD The Certified Professional in Talent Development Sample Questions (Q113-Q118):

NEW QUESTION # 113

When encountering an emotional trigger, what does cognition control?

- A. Self-awareness
- B. Fight-or-flight impulse

- C. Immediate response
- D. Course of reaction

Answer: D

Explanation:

According to Emotional Intelligence Research (Daniel Goleman, Certification Reading List), "cognitive processes regulate the course of an emotional reaction, though the immediate response may be involuntary".

We control how we act next, not the initial impulse.

Reference: Emotional Intelligence, Daniel Goleman.

NEW QUESTION # 114

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?

Over the past six months, 40% of new hires have failed the final exam. The human resources manager questions why the failure rate is so high and asks the TD professional to assess the training course.

- A. Change the percentage of correct answers required to pass the final exam.
- B. Revise the training to be more interactive.
- C. Conduct a survey of failed candidates.
- D. Review and update the course's learning objectives.
- E. Conduct an item analysis on the final exam.
- F. Compare the course's learning objectives to the knowledge, skills, and abilities covered in the final exam.

Answer: E,F

NEW QUESTION # 115

A talent development (TD) professional is asked to offer training to entry-level employees on a new online software that will change many processes in their work. Which is the best way for the TD professional to prepare a learner-centered course?

- A. Research how the new online software works, collect screenshots for job aids that will be distributed during the training, and outline the training in a logical order based on the steps of the new process to match the job aids
- B. Research how the new processes will flow, outline the training in sequential order based on the processes, and verify with subject matter experts that the content is correct
- C. Collect information on what the organization expects from employees, research commonly used terms, and understand potential barriers to learning
- D. Collect information on the employees' current job functions and how the software will change their work, understand employees' fears about the new software, and research how the new software will benefit them

Answer: D

Explanation:

The ATD Instructional Design Model emphasizes: "Design must start from the learner's perspective, understanding current workflows, fears, and motivation for change".

Empathy-driven design ensures relevance and adoption.

Reference: ATD Handbook, Learner-Centered Instructional Design.

NEW QUESTION # 116

A talent development (TD) professional has gained upper management's support to introduce individual development plans (IDPs) as a tool for employee development. Which first steps should the TD professional take to launch a successful IDP program?

- A. First, create a company-wide communications plan to promote the program launch; second, educate employees on goal-setting best practices as they complete their IDPs
- **B. First, create an IDP framework that links to the organization's business strategy; second, support and educate managers on their role as they initiate the process with their direct reports**
- C. First link the IDP framework to the organization's mission statement; second collect and share data to show executives the impact of IDPs on employee skills development and attrition
- D. First, create an IDP framework and formal check-in timeline; second require managers to submit IDP progress reports on a quarterly basis or risk having their network access blocked

Answer: B

Explanation:

The ATD Talent Development Capability Model explains under Career & Leadership Development that effective individual development planning "must link to the organization's strategic goals and must be manager-driven to ensure relevance and commitment". Educating managers helps embed IDPs into ongoing performance management processes, ensuring they are not seen as an HR formality.

Reference: ATD Talent Development Capability Model, Career and Leadership Development capability.

NEW QUESTION # 117

Which level of Kirkpatrick's model should a talent development professional use to measure the impact of learning during and after a training course?

- A. Level 4
- B. Level 1
- **C. Level 3**
- D. Level 2

Answer: C

NEW QUESTION # 118

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