



atd CERTIFICATION INSTITUTE
Association for
Talent Development

STUDY PLANNING GUIDE

Certified Professional in
Talent Development (CPTD)

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cptd

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Introduction to CPTD: Study Planning Guide

Congratulations on your decision to pursue the Certified Professional in Talent Development (CPTD). A CPTD holder has direct experience in the field of talent development. CPTDs understand and can affect the value and impact employee learning and development strategies bring to the success of an organization. A CPTD holder can develop, implement, and evaluate solutions that affect an organization's ability to achieve its goals and drive competitive advantage. The key capabilities for a CPTD are defined in the [Talent Development Capability Model](#) and include key personal, professional, and organizational skills.

This study planning guide is designed to help candidates prepare for the exam they will need to pass to achieve their ATD CI credential.

Why Do I Need to Take an Exam to Become a Better Talent Development Professional?

A professional credential, such as the CPTD, is designed to provide objective proof that the credential holder possesses the knowledge and skills required to be successful in their field. An exam, administered by an independent credentialing body, provides the concrete evidence that certified individuals are competent to practice in their fields. Most professional credentials require candidates to pass an exam and meet eligibility requirements such as education or work experience. For the CPTD, candidates must meet the [eligibility requirements](#) and pass a professionally developed and administered exam in order to achieve the credential.

Talent development professionals who have attained an ATD CI credential report that exam preparation helped them to fill knowledge gaps, update their skills, and build confidence. Certificants also say that achieving the credential has advanced their careers, improved their earning potential, and provided an extensive peer network.

Who Decides What Skills and Knowledge Are Needed to Be a Successful Talent Development Professional?

The ATD Certification Institute (ATD CI) is an independent organization that was created by the Association for Talent Development (ATD) in 2001. ATD CI's mission is to set industry standards for the talent development profession, provide an independent validation of those standards, and confer credentials. The industry standards developed by ATD CI are formulated based on occupational surveys administered to large samples of talent development professionals and validated by panels of subject matter experts.

What Is the CPTD Exam Based On?

The Certified Professional in Talent Development (CPTD) is one of two professional credentials administered by the ATD Certification Institute. The CPTD exam is based on the new [Talent Development Capability Model](#) that was released in January 2020.

The [Talent Development Capability Model](#) considers what talent development professionals should know and do to be successful. The model was developed based on an occupational survey that was administered to a large, representative sample of talent development professionals worldwide. More than 3,000 professionals from 73 countries provided complete responses (23 percent of the participants were located outside the United States). Respondents evaluated the importance of 197 competencies for successful job performance now and in the next three to five years. The CPTD exam is designed to measure the

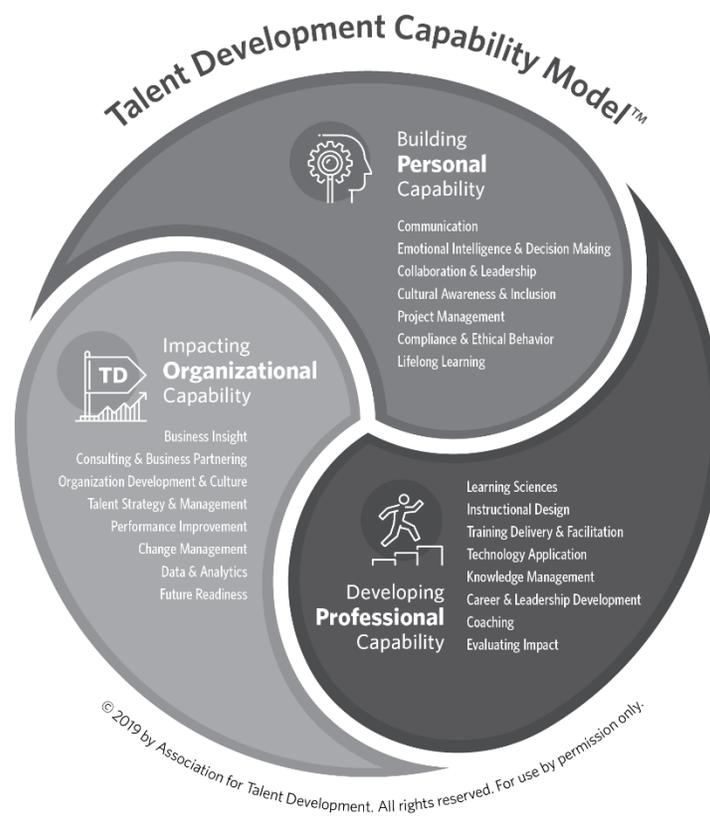
subset of skills and knowledge required for success after five years of experience as a talent development professional.

What Is Included in the Talent Development Capability Model?

The Talent Development Capability model is structured around three domains of practice:

- capabilities that derive from interpersonal skills
- capabilities that come from building professional knowledge related to developing people and helping them learn
- capabilities that affect an organization’s ability to drive toward results and mission success.

Twenty-three (23) capabilities detailing the core components of the field are included within the three domains as shown below. See our website for more information about the model (td.org/capability-model).



What Capabilities Are Tested on the Exam?

The CPTD exam tests a subset of knowledge and skills found in the Talent Development Capability Model. This subset of knowledge, skills, and abilities (KSAs), which are appropriate and necessary for someone after five years of experience, were identified using research data and subject matter experts.

On the CPTD exam, 20 percent of the questions will come from the personal capability domain, 45 percent will be drawn from the professional capability domain, and 35 percent will be from the organizational capability domain. Questions on the CPTD exam are designed to test knowledge and skills

that talent development professionals would be expected to have after five years of experience. See **Appendix A** for [content outline](#) of the exam. The CPTD exam is designed to test a candidate's critical thinking and professional judgment as they are asked to apply their skills and knowledge to typical scenarios encountered by talent development professionals.

What Type of Exam Will I Need to Take?

Achieving the CPTD credential requires passing one exam that includes 150 measurement opportunities that cover all three domains with 90 questions in multiple choice format and 10 in a case management format. The exam will be divided into two distinct parts, one with the multiple-choice questions and one with the case management questions. Each section will be timed separately, with the total time of the exam being 3 hours. All ATD CI certification exams are computer-based and can be taken at a secure testing center or via remote proctoring.

What Is a Case Management Type Question?

Case management questions assess candidates' abilities to analyze situations that may be encountered by TD professionals and make appropriate judgments. Each case has three or more steps. In each step, information relevant to the case is provided on the left side of the screen, and a question appears on the right side of the screen. Additional information is added at each step in the case. For each step in a case, test takers indicate actions that are needed to appropriately respond to the situation presented based on the information provided at that point. Test takers should **only** select actions that are **necessary**, not those that are optional. For examples of multiple-choice and case management questions, see **Appendix B**.

Who Writes the Exam Questions and How Are They Pre-Tested?

The exam questions are written by current credential holders and subject matter experts in the field, guided by a research firm that specializes in professional certification and testing. The questions are then validated during a pilot phase to ensure that the questions are measuring what they are intended to measure: mastery of talent development knowledge and skills.

When Will I Learn if I Passed the Exam?

Candidates will receive their results on the same day they take the exam.

Will I Have to Take the Exam Again to Recertify?

Once candidates have passed the certification exam, they will not need to take it again to recertify, although that is an option. Instead, credential holders must accumulate recertification points earned through professional development activities. CPTD credential holders must earn 60 recertification points every three years. Recertification points may be earned in several ways, including but not limited to formal workshops and continuing education. For more specific information on recertification see our website at www.td.org/certification/recertification-program

Are the CPTD Exam Questions the Same in Every Country?

Yes, the exam questions are the same in every country and all exams are in English.

Preparing for the CPTD Exam

Step 1. Assess Your Professional Expertise

First, complete the CPTD gap-assessment against the ATD Capability Model that can be found in **Appendix C** to identify your strengths and weaknesses.

Step 2. Review the Sample Questions

Once you have evaluated your proficiency levels in the various content areas, review the sample questions in **Appendix B** to familiarize yourself with the type of questions that you will see on the exam.

Step 3. Develop Your Study Plan

Previous candidates report spending between 80 and 120 hours studying for the exam, but you may need more or less time depending on your level of knowledge in the content areas. Estimate how much time you will be able to study each week on a regular basis. For example, if you can carve out four hours on the weekend and four hours during the week for a total of eight hours per week, then you should plan a 10- to 12-week period to prepare for the exam.

Based on your self-assessment, estimate the amount of time you will need to devote to each content area. If you are familiar with the content, you may only need to refresh your memory about the concepts. If you have limited knowledge of a content area, you may need to spend more time digging into those topics. As you create your study plan, keep in mind the relative weight placed on each domain on the exam. For example, since 20 percent of the exam will be devoted to personal capabilities, 30 questions will cover those content areas. Allocate your time accordingly. See **Appendix D** for a sample study plan.

Step 4. Choose the Resources That Fit Your Study Plan

As you are creating your study plan, review the resource list provided in **Appendix E** to identify potential books and resources you may want to study to prepare for the CPTD exam. It is not necessary to read all books included on the reference list, but these are the texts that were used by items writers who developed the exam.

The [Talent Development Body of Knowledge \(TDBoK\)](#) provides more detail on each of the content areas from the Talent Development Capability Model, along with a comprehensive list of additional resources. Be aware that relying on the TDBoK alone will not be sufficient preparation for the exam. Your best approach is to view the TDBoK as a starting point for your studies and not an end point. The TDBoK covers the WHAT and the WHY of talent development capabilities, but not the HOW. You will need to rely on your experience and further study to be sure you have mastered HOW to apply the principles described in the TDBoK. For example, one of the capability statements included in the CPTD content outline under Communication is as follows:

1.1.5 Skill in conceiving, developing, and delivering information in various formats and media, for example reports, briefings, memorandums, presentations, articles, and emails.

In the TDBoK, you will see that there are just 1 ½ pages dedicated to this capability statement and that the major focus is communicating in writing. It is not possible in such a limited space to convey everything that you need to know about HOW to write. For that, you will need to rely on your experience, education or further study on the subject.

Step 5. Choose an Exam Window

Once you have drafted a study plan, determine which testing window is best for you. The scheduled testing windows are listed here at td.org/certification/CPTD/exam. Choosing your preferred testing window will provide a target end date for your study plan. When reviewing the exam schedule, please note the deadlines by which you will need to register for your chosen test window. Applying for the exam for your chosen testing window will help keep you on track and accountable to your plan.

Step 6: Register to Take the Exam

If you have not already done so, complete your CPTD application and register to take the exam at td.org/certification/cptd/apply. You will need to upload a current resume as well as provide details about your work experience and details of 60 hours of relevant professional development completed in the past five years. Be sure to register using your full legal name as it appears on your driver's license and current official identification.

When you register to take the exam, you will be offered the option to test at a secure testing center or via remote proctoring in your home or office. Before making this decision, please review the details about this options in the CPTD Candidate Handbook (www.td.org/cptdhandbook).

NOTE: When you register for the exam, you will be given a 90-day period during which you may test that includes blackout dates when testing is not offered. ATD CI suggests making your appointment for earlier in that 90-day period in the event you need to cancel your appointment. Scheduling your appointment earlier will ensure you still have time to reschedule if need be. You will have 18 months to pass the exam from the date you register; however, you will need to pay a fee if you do not pass the exam and wish to retest or transfer to a window that is not in your original 90-day testing period. See the [CPTD Candidate Handbook](#) for all program fees and policies.

Step 7: Schedule Study Time into Your Calendar

Now that you have committed to a testing window, revisit your study plan and begin scheduling study time into your calendar leading up to your exam date. It is best to book appointments with yourself to carve out time to study various topics. Be specific in the appointment details. For example, “study chapters two and three in *ISD From the Ground Up* provides much more structure and accountability than simply “study for CPTD.”

Step 8. Assemble Your Study Notes

It may help to organize your personal study notes, articles, or book summaries in a physical binder or digital notebook such as OneNote or Evernote. See **Appendix F** for suggested supplemental resources.

Taking the CPTD Exam

Just as you can prepare for the subject matter on the CPTD exam, you can also take steps to prepare for taking timed exams.

Before the Exam

Taking the CPTD exam is a major event in your personal and professional life. You need to prepare appropriately. In addition to being confident about the exam's content, you need to feel confident about test taking strategies.

For most adults, it has been some time since they last took an exam of any kind. The prospect of having to demonstrate professional knowledge used daily may raise anxieties about taking the exam. The following techniques will help you to prepare for the exam and feel more comfortable on exam day.

Physical and Mental Preparation

Being physically and mentally prepared on the day of the exam is often critical to your success.

The Night Before the Exam

One of the most effective ways to prepare for an exam is to be certain you are feeling physically and mentally alert and rested. You want to go into the exam feeling refreshed and ready to concentrate. Plan to:

- Get a good night's sleep.
- Try to relax the evening before. The night before is not the time to do late-night intensive cramming.
- Avoid alcohol and overeating.
- Set your alarm for the proper time before going to bed.

Familiarize Yourself with the Exam Center Location

A bit of planning can go a long way toward feeling calm on the day of the exam. Consider these tips:

- Map out exactly how you will get to the testing center.
- If you are not familiar with the area, try to visit the exam location a few days ahead of time.
- Determine where you will need to park and if you will need to bring money to pay for parking.
- If you must drive some distance to the exam location, consider staying close by the night before to avoid unforeseen delays.

What to Wear and Bring to the Testing Center

Being physically comfortable during the exam is important for your concentration. Consider these tips:

- Wear comfortable clothes for the exam. You do not want to be distracted by tight or itchy garments when you are taking the exam.
- Dress in layers because the temperature in exam rooms may differ from the local weather.
- If you are sensitive to ambient noise, ask for noise canceling headphones at the testing center and bring disposable ear plugs in case headphones are not available that day
- Do not bring any books, calculators, or papers because these items will not be permitted in the exam room.

- Bring proper photo identification that exactly matches the name you used to register for the exam. Two forms of current official identification are required.
- Food and drink are NOT permitted in the exam room, but you may bring a snack or drink to leave in your personal locker.
- Depending upon local public health conditions, you may need to bring a mask.

The Day of the Exam

To avoid problems on the day of the exam, keep in mind to:

- Get up in plenty of time so that you are not rushed.
- Eat something before the exam that includes protein. It may be awhile before you can eat again.
- Use the facilities to take care of your personal needs before your scheduled exam time.
- Keep in mind that while you are permitted to leave the room to get a snack or use the facilities, the test time clock will continue running while you are away.
- If you are unable to comply with this rule for medical reasons, please notify ATD CI before your testing appointment.
- Please refer to the *CPTD Candidate Handbook* for complete details should you need to request any special accommodations in accordance with the Americans with Disabilities Act. Accommodations must be requested at the time of application.

What to Expect at the Testing Center

The testing centers are highly secure, so it helps to know what to expect. Here are some helpful hints:

- Be punctual! You should arrive 15 to 20 minutes before your scheduled testing time to allow time to go through the admissions process.
- During the admission process, the center staff will check your photo identification. You may be asked to roll up your sleeves to ensure that you do not have anything hidden there. This is normal protocol.
- Eyeglass wearers will be asked to place glasses on a device that can detect hidden electronics.
- You will be required to leave personal property, including phones, purses, hats, and so forth in a locked location outside the testing room. You will place your personal items in a designated locker during the exam.
- CPTD exams are administered by trained test proctors. Once you are admitted to the testing room, you will be escorted to a seat by the proctor.
- The proctor will give you a dry-erase piece of paper with a marker which will be collected at the end of the test.
- The examinations will be timed, with a timer displayed on the computer screen. Candidates will be permitted a total timed testing period of 180 minutes (three hours) to complete the exam.
- Upon completion of the exam, you will receive notification of results immediately.

What to Expect during Remote Proctoring

If you choose to take the exam via remote proctoring, please review the remote proctoring section in the CPTD Candidate Handbook (www.td.org/cptdhandbook) about the technical requirements and what to expect during remote proctoring. Additional information about this option can also be found on our website: <https://www.td.org/certification/remoteproctoring>

Test Taking Strategies for Multiple Choice Questions

Appendix B includes 10 sample multiple choice questions for your review. Keep these strategies in mind when answering the **multiple-choice questions** on the exam.

Read the Questions Carefully

Read all the choices all the way through. Do not stop reading as soon as you believe you have found the correct answer as you may ignore an answer that more precisely address the question you have been asked.

Trust Your First Impression or Gut Instinct

There is only one correct answer to each question. It is widely believed that your first impression of the correct answer will be the best choice.

Avoid Overanalyzing

Focus on what is being asked. All the information needed to answer the question is provided in the question itself. Candidates often read too much into the question or make assumptions that go outside the scope of the question.

Try to Identify the Answer Before Reading the Choices

After reading the question, think of the answer you expect to find. Then, read the choices. By doing this, the correct answer is more likely to jump out at you.

Pick Out Keywords or Information

When reading the question, notice any key points of information that are provided. Note any keywords, data, or terms that may affect the answer. What may be the correct answer in one circumstance may not be in another given what is provided to you in the question.

Avoid Viewing the Questions as Having Too Little Information

The information provided in the question and your own recall of facts and reasoning ability should be enough to answer the question. If you were presented this situation in real life, you may well desire additional information. View the question as it is presented and choose the most logical answer given the information that is provided.

If Uncertain, Flag the Question for Later Review

If you cannot quickly decide on an answer, flag it for review and return to it later. Go through the exam answering what you know first, but make sure you allow yourself time to go back and review the more difficult questions at the end.

Eliminate Obvious Distractors

For most questions, there are usually two distractors (options) that appear to be incorrect: one that is plausible but incorrect and one correct answer. Try to eliminate two of the answers first. If you cannot decide between the other two, mark the question for review and come back to it.

Don't Worry About What You Don't Know

You will be asked questions to which you will not know the answer. Don't let it rattle you and affect your outlook on the other questions. Make an educated guess and move on.

Making an Educated Guess

To improve your guessing ability, the first step is to eliminate any of the possible choices that you know or are reasonably sure are incorrect. Eliminating one or more of the possible choices improves your chance of selecting the correct choice. When guessing among four options, you have a 25 percent chance of guessing correctly; eliminate one choice and your chance of guessing correctly increases to 33 percent.

Limit the Time Spent on Each Question So You Can Complete the Exam

The CPTD exam includes 150 measurement opportunities, and you will have three hours to complete it. You will have 105 minutes to complete the 90 multiple-choice questions and 65 minutes to complete the case management section of the exam. For the multiple-choice portion, if you are spending more than 30 seconds thinking about an item, skip it and move on to the next question. That will allow you enough time to get through all the questions and have adequate time to go back to review your answers at the end of the multiple-choice portion of the exam.

Check Your Answers

Once you have completed the multiple-choice portion of the exam, you will have the opportunity to review questions you did not answer. Second-guessing yourself is rarely a good strategy. There will be some questions you cannot answer. At the end of the multiple-choice portion of the exam, you will see a review screen like the one shown below. At that point, you may review and change your answers to the multiple choice questions, but you cannot review or change them once you have moved on to the case management portion of the exam.

Item Review Screen

Instructions

Below is a summary of your answers. You can review your questions in three (3) different ways.

The buttons in the lower right-hand corner correspond to these choices:

1. Review all of your questions and answers.
2. Review questions that are incomplete.
3. Review questions that are flagged for review. (Click the 'flag' icon to change the flag for review status.)

You may also click on a question number to link directly to its location in the exam.

Exam Section (72 Unseen/Incomplete)

Case Study Introduction	Question 1	Question 2
Question 3	Question 4	Question 5
Question 6	Question 7	Question 8
Question 9	Question 10	Question 11
Question 12	Question 13	Question 14
Question 15	Question 16	Question 17
Question 18	Question 19	Question 20
Question 21	Question 22	Question 23
Question 24	Question 25	Case Study Introduction
Question 26	Question 27	Question 28

End Review **Review All** **Review Incomplete** **Review Flagged**

Test-Taking Strategies for Case Management Questions

Each CPTD exam includes 10 case management style questions. Each case management question is presented as a scenario that will have three or four steps in it. At step 1, a candidate reviews a brief scenario then is presented with various possible actions. It is likely that more than one of the actions is a logical next action. Candidates are to select all the next appropriate actions. Candidates should not select optional or incorrect next actions. For each correct next action selected, the candidate will receive one point. For incorrect next actions selected, the candidate will be deducted one point. Optional next actions score no points at all. These questions are designed to assess a candidate's critical thinking and professional judgement, drawing on their knowledge and experience.

After answering this first step, candidates will be given more information in step 2 of the scenario. At this point, the candidate cannot go back and change their answer(s) to step 1 questions. This is because information provided in the next step could give away the correct answer to step 1. After reading through the additional information about this next stage of the scenario, the candidate answers another "next action(s)" question and so on. Most case management questions have three steps, although some have four.

This type of question allows partial credit if the candidate selects some of the correct next actions but does not select all of them. Scenarios unfold much like situations do on-the-job. For example, in step 1, you may be asked to develop a specific kind of training within a certain timeframe. You then indicate what you would do next. In step 2, you may learn that your timeframe to deliver the training has changed so you need to alter your plan. You then indicate how you would approach the change. In step 3, you may deliver the training and discover that participant behavior did not change as a result. You might then have to indicate what remediation measures you will undertake. For additional examples of case management questions, see **Appendix B**.

Case Management Question Format

Each case has three or four steps. In each step, information relevant to the case is provided on the left side of the screen, and a question appears on the right side of the screen. Additional information is added at each step in the case. For each step in a case, test takers indicate actions that are needed to appropriately respond to the situation presented based on the information provided at that point. See page 14 and **Appendix B** for case management question samples and screenshots.

How Do Case Management Questions Differ from Multiple Choice?

In case management questions, test-takers will be asked to choose action(s) from a list that they believe are necessary at that point in time. Multiple items may be chosen from the list at each step. It is important to choose only those activities that are necessary at that step in the process, not activities that are optional or premature given what has already been presented. Test-takers will not be able to go back and change an answer from an earlier step in the question. Case management questions are also scored differently than multiple choice (see next section).

How Case Management Questions Are Scored

For each step in a case management question, the list of items will include some correct items, some incorrect items and some items that are optional. Test-takers will receive one point (+1) for each correct action selected, one point will be subtracted for incorrect actions selected (-1) and optional items will be worth zero points (0). Each of these items are known as measurement opportunities. The number of

measurement opportunities in each case management question varies, depending on the complexity of the question and the number of steps included. Generally, case management questions may include four to ten measurement opportunities. A candidate **MUST** select at least one action for each step.

Eliminate Obvious Distractors

All the items on each list will be plausible actions. Candidates need to determine which actions are necessary at this specific stage and in this specific situation.

Submit Your Answers

Once you have completed the case management questions, you will not be able to review or change the answers to either portion of the exam. Take a deep breath and hit submit! Then raise your hand and the proctor will escort you from the testing room.

Receive Your Results

The test center representative at the admissions desk will have a printout with your results, which they will present to you once you have left the exam room. Your exam scores will also be available in your candidate portal.

Go Home and Celebrate Having Completed This Journey!

Documenting your professional experience, studying, and taking an exam are tremendous accomplishments. You should feel proud the hard work you have done to reach this point. Celebrate completing the exam, regardless of how you feel you performed.

Sample Case Management Question—Step 1	
Candidate Name	
Calculator	
<p>Step 1</p> <p>A mid-sized manufacturing company has problems with low trust, high absenteeism, and significant turnover. The chief executive officer (CEO) asks the talent development (TD) manager to develop a culture improvement program to help people work together better and reduce conflict between teams.</p>	<p>What should the TD manager do?</p> <ul style="list-style-type: none"> <input type="radio"/> Start to plan who will attend culture improvement sessions. <input type="radio"/> Ask the CEO for more detail about the source of the problems. <input type="radio"/> Plan a needs analysis to determine the root causes of the issues. <input type="radio"/> Identify which teams are at odds with other teams. <input type="radio"/> Discuss with the CEO the vision for success of the culture improvement program. <input type="radio"/> Prepare a list of potential company values for the CEO to select.

Appendix A: CPTD Detailed Content Outline

Effective July 1, 2020

Domain 1: Developing Personal Capability (20 Percent)

Communication

- Skill in using communication strategies that inform and influence audiences.
- Skill in applying verbal, written, and nonverbal communication techniques.
- Skill in conceiving, developing, and delivering information in various formats and media.

Emotional Intelligence and Decision-Making

- Knowledge of theories of emotional intelligence.

Collaboration and Leadership

- Knowledge of theories, methods, and techniques to build and manage professional relationships (for example, group dynamics, teamwork, shared experience, and negotiation).
- Knowledge of conflict management techniques.
- Knowledge of theories of leadership (for example, transformational, inclusive, and situational).

Cultural Awareness and Inclusion

- Skill in integrating diversity and inclusion principles in talent development strategies and initiatives.

Project Management

- Skill in evaluating and prioritizing implications, risks, feasibility, and consequences of potential activities.
- Skill in establishing, monitoring, and communicating progress toward the achievement of goals, objectives, and milestones.

Compliance and Ethical Behavior

- Knowledge of laws, regulations, and ethical issues related to the access and use of information (for example, intellectual capital, personally identifiable information, and customer data).

Domain 2. Building Professional Capability (45 Percent)

Learning Science

- Knowledge of theories and models of adult learning (for example, Knowles' Adult Learning Theory, Bloom's Taxonomy, Gagne's Nine Levels of Learning, Mager's Criterion-Referenced Instruction Approach, social and collaborative learning, and experiential learning).
- Knowledge of the foundational learning theories of behaviorism, cognitivism, and constructivism.

Instructional Design

- Skill in selecting and aligning delivery options and media for training and learning events to the desired learning or behavioral outcomes.
- Skill in developing learning and behavioral outcome statements.
- Skill in designing blueprints, schematics, and other visual representations of learning and development solutions (for example, wireframes, storyboards, and mock-ups).
- Skill in designing and developing learning assets (for example, role plays, self-assessments, training manuals, job aids, and visual aids that align to a desired learning or behavioral outcome).

Training Delivery and Facilitation

- Knowledge of facilitation methods and techniques.

Technology Application

- Skill in identifying, selecting, and implementing learning technologies (for example, using evaluative criteria and identifying appropriate applications in an instructional environment).
- Skill in selecting, integrating, managing, and maintaining learning platforms (for example, learning management systems, knowledge management systems, and performance management systems).

Knowledge Management

- Skill in curating instructional content, tools, and resources (for example, researching, evaluating, selecting, and assembling publicly available online courseware).
- Skill in designing and implementing knowledge management strategy.

Career and Leadership Development

- Skill in sourcing, designing, building, and evaluating leadership development experiences.
- Knowledge of how to develop and implement qualification programs.

Coaching

- Skill in helping individuals or teams identify goals, develop realistic action plans, seek development opportunities, and monitor progress and accountability.
- Skill in coaching supervisors and managers about methods and approaches for supporting employee development.

Evaluating Impact

- Knowledge of models and methods to evaluate the impact of learning and talent development solutions.
- Skill in creating data collection tools, for example questionnaires, surveys, and structured interviews.
- Skill in identifying and defining individual and organizational outcome metrics based on evaluation strategy and business objectives of a solution.

Domain 3: Impacting Organizational Capability (35 Percent)

Business Insight

- Skill in creating business cases for talent development initiatives using economic, financial, and organizational data.
- Skill in managing budgets and resources.

Consulting and Business Partnering

- Skill in synthesizing information to formulate recommendations or a course of action to gain agreement, support, and buy-in from stakeholders.
- Skill in establishing and managing organizational and business partnerships and relationships.
- Skill in partnering with other organizational units to provide guidance on departmental or organizational talent requirements.
- Skill in identifying, minimizing, and overcoming organizational barriers to implementing talent development solutions and strategies.

Organization Development and Culture

- Skill in designing and implementing organizational development strategy.
- Knowledge of theories and frameworks related to the design, interaction, and operation of social, organizational, and informational systems (for example, systems thinking, open systems theory, chaos and complexity theory, network theory, and action research).
- Skill in identifying formal and informal relationships, hierarchies, and power dynamics in an organization.
- Skill in creating a culture which encourages and creates opportunities for dialogue and feedback between individuals and groups (for example, designing collaborative work practices and spaces and role-modeling effective feedback techniques).
- Skill in assessing and evaluating employee engagement.
- Skill in designing and implementing employee engagement strategy.

Talent Strategy and Management

- Skill in designing and implementing performance management strategy.
- Skill in developing a talent strategy that aligns to organizational strategy to influence organizational outcomes in a positive direction.
- Skill in designing and implementing strategic plans for talent development projects, programs, and functions.
- Skill in identifying anticipated constraints or problems affecting talent development initiatives (for example, resource deficiencies or lack of support).
- Skill in establishing and executing a marketing strategy to promote talent development.
- Skill in designing and implementing communication strategy to drive talent management objectives.
- Skill in communicating how talent development strategies and solutions support the achievement of targeted business or organizational results.
- Skill in communicating the value of lifelong learning and professional development.

Domain 3: Impacting Organizational Capability (con't) (35 Percent)

Performance Improvement

- Skill in designing and implementing performance support systems and tools (for example, instructional resources, data, process models, job aids, and expert advice).
- Skill in designing and developing performance-improvement solutions to address performance gaps.
- Skill in conducting performance analysis to identify goals, gaps, or opportunities.
- Skill in conducting analysis of systems to improve human performance (for example, determining how organizations learn, closing knowledge or skill gaps, and addressing human factors issues).
- Knowledge of theories, models, and principles of human performance improvement.

Change Management

- Knowledge of change management theories and models (for example, Lewin, Kotter, Bridges' Transition Model, Kubler-Ross Change Curve, and Appreciative Inquiry).

Data and Analytics

- Skill in selecting and using data visualization techniques (for example, flow charts, graphs, plots, word clouds, and heat maps).
- Skill in identifying stakeholders' needs, goals, requirements, questions, and objectives to develop a framework and plan for data analysis.
- Skill in analyzing and interpreting results of data analyses to identify patterns, trends, and relationships among variables.
- Skill in gathering and organizing data from internal and external sources in logical and practical ways to support retrieval and manipulation.

Future Readiness

- Knowledge of techniques to promote, support, and generate innovation and creativity (for example, design thinking, brainstorming, and ideation).
- Knowledge of internal and external factors that influence talent development (for example, organizational/business strategies, availability of labor, developments in other industries, societal trends, and technological advances).

Appendix B: CPTD Sample Test Questions

These sample test questions are made available by the ATD Certification Institute (ATD CI) to prospective candidates as a way to introduce them to the format and type of question that will appear on the actual CPTD examination. These items should in no way be used to determine readiness to test, as they are simply a small sampling for informational purposes.

There are two sections to the CPTD examination. Each section contains a separate type of question. The first section is made up of traditional, four-option, multiple-choice question.

An answer key can be found at the end of second section.

CPTD Multiple-Choice Questions

1. A talent development professional has identified performance gaps and a need for skill development in the administrative department of an organization. The employees, however, are reluctant to attend training. What should the talent development professional do to communicate the value of the training to the employees and convince them that it will be beneficial?
 - a. Befriend the employees from the administrative department
 - b. Get senior management to endorse the training.
 - c. Attract employees by offering small rewards to attend the training.
 - d. Make the training mandatory.

2. When creating a knowledge management system in an organization, a talent development professional curates information from internal and external sources and creates a process for periodically updating and evaluating the information in the system. What is the most important consideration for the talent development professional when using external public domain content?
 - a. Determine the review cycle for the content.
 - b. Determine the shelf life of the content.
 - c. Determining when the content will be retired.
 - d. Determining what content should be included.

3. A talent development professional is training a group of managers in coaching techniques to make them better leaders. Which performance issue should the talent development professional tell the managers to address through coaching?
 - a. A team is unable to meet all the goals for the year, as the team has many conflicting responsibilities.
 - b. An employee struggles to achieve goals due to lack of appropriate development activities and access to resources
 - c. An employee performs poorly due to lack of understanding of the expectations and priorities for the role.
 - d. A team performs poorly because the expectations for its projects don't match its skillsets.

4. A talent development professional is working with new housekeeping staff in a hospital. The employees must learn and remember detailed procedures for maintaining hospital equipment. Which step in the training program would encourage retention according to the cognitive approach?
 - a. Allow learners to practice the procedure and give them immediate feedback for each step.
 - b. Avoid providing information about the procedures directly but let learners experiment to discover the best practices themselves.
 - c. Reward learners when they perform each step in a procedure correctly.
 - d. Present the procedures to learners logically and explain the reason for each step.

5. Which is the best strategy for selecting a data visualization technique?
 - a. Ensure the visuals use animation to keep the audience engaged.
 - b. Use a variety of visuals to present the same data to satisfy multiple audiences.
 - c. Identify the purpose and audience for the data being presented.
 - d. Choose the visuals that best project the presenter's agenda for the data.

6. A talent development professional is asked to design a wireframe for a company's proposed learning management system (LMS) for a presentation. What should the talent development professional do?
 - a. Create a page that looks exactly like the proposed LMS but without interactive elements.
 - b. Focus on conveying the page structure and size and position of elements on the page.
 - c. Include the fonts, font sizes, and colors that will be used on the actual LMS.
 - d. Make some elements in the LMS interactive or clickable to convey the final experience.

7. A talent development professional has recently joined a company and believes that the company can be more inclusive in hiring and can increase diversity. What should the talent development professional highlight to convince senior management to rethink its strategy on diversity?
 - a. Diversity will help to reduce high rates of employee turnover.
 - b. The competition is doing well but could do even better if it had a more diverse culture.
 - c. The industry trends suggest that the company must be prepared for some major changes in the next two years.
 - d. Diversity brings in a wider range of perspectives and enables more innovation and better decision making.

8. What is the best method for a talent development professional to use to improve active listening skills for a group of training participants?
 - a. Use podcasts as listening exercises and ask participants to take notes.
 - b. Discuss the importance of focusing on the speaker's words rather than on the speaker's gestures or tone.
 - c. Have participants watch a video on active listening skills.
 - d. Facilitate a role-play exercise that involves asking and answering questions.

9. A talent development professional facilitates a brainstorming meeting with managers of an organization to decide on a new rewards and recognition approach. The managers have proposed different ideas and need to finalize a single approach by the end of the meeting. During the discussion, there are differing opinions and many participants are arguing for their own approaches. What should the facilitator do to help them arrive at a decision?
 - a. Avoid asking tough questions about the options; leave questioning to the participants.
 - b. Explain their own preferred idea and clearly list the reasons for it.
 - c. Use prioritization techniques to arrive at the top ideas quickly.
 - d. Avoid using small groups so that the decision is made by the larger group as a whole.

10. What is the best approach to take when developing a marketing strategy to promote the talent development function within an organization?
 - a. Expand the talent development function's purpose within the organization.
 - b. Create a comprehensive business case supporting the value of talent development.
 - c. Partner with the organization to become a trusted advisor.
 - d. Influence a culture of continuous learning in the organization.

CPTD Case Management Questions

In developing its revised exams, ATD CI wanted to be sure our exams presented modern assessment tools and reflected real-world scenarios to assess a candidates ability to apply their knowledge. As a result, we have incorporated case management questions into the new CPTD exam.

Case management questions assess your ability to analyze and respond to a situation that talent development (TD) professional may encounter. Each case has three or four steps. In each step information is provided on the left side of the screen and a question with several potential actions or responses is presented on the right side of the screen.

Additional information is added at each step in the case. The information from previous steps remains on the left side of the screen with new information added below it.

For each step, a candidate selects as many actions or responses as are needed to appropriately respond to the situation as presented. Candidates should only select actions that are necessary at the current step or stage. Candidates should not select actions or responses that are not needed, not yet needed, or not appropriate at this point in the scenario.

Candidates **MUST** select **at least one** action or response for each step; **however, more than one action or response may be correct.**

Those actions or responses that are appropriate for this step which the candidate does select will be scored as +1 point. Selecting actions or responses that are not needed, not appropriate, or incorrect for this stage will be scored as -1 point. Points are not awarded or lost for actions or responses not selected.

Once a candidates moves to the next step or stage in a case, the candidate **CAN NOT** go back to previous steps in that case and change their answer. This is because information provided in the next step may provide the answer to a previous step. However, the scenario information from the prior steps in each case is repeated on subsequent steps so you do not have to go back to review previous information.

Once a candidate completes a step and moves forward to the next step, the answer **CAN NOT** be changed for a previous step.

Sample Question A	
Candidate Name	
<u>Calculator</u>	
Step 1	
<p>A TD professional in a large hospital system is tasked with developing and delivering a training for how to use ultrasound equipment in the emergency room. The TD professional does not have any clinical or medical equipment expertise.</p>	<p>What should the TD professional do in the initial phase of the project prior to the selection of a subject matter expert (SME)?</p> <ul style="list-style-type: none"> ○ Identify the audience for the training ○ Establish learning objectives ○ Identify the appropriate learning approach ○ Develop clear guidelines on role and responsibilities of the SME. ○ Select a training location ○ Determine training time frame
<u>End Exam</u>	<u>Next -></u>

Sample Question A	
Candidate Name	
<u>Calculator</u>	
Step 1	
A TD professional in a large hospital system is tasked with developing and delivering a training for how to use ultrasound equipment in the emergency room. The TD professional does not have any clinical or medical equipment expertise.	<p>What qualifications should the TD professional require in the SME?</p> <ul style="list-style-type: none"> <input type="radio"/> Relevant healthcare experience <input type="radio"/> In-depth clinical knowledge <input type="radio"/> Recent clinical training on the equipment <input type="radio"/> Experience with a variety of learning approaches <input type="radio"/> Knowledge of adult learning principles <input type="radio"/> Prior mentoring and coaching experience <input type="radio"/> Ability to manage difficult learners in a classroom setting
Step 2	
After identifying the audience for the training, the TD professional begins the process of selecting a technical SME to assist in developing the training content.	
<u>End Exam</u>	<u>Next -></u>

Sample Question A	
Candidate Name	
<u>Calculator</u>	
Step 1	<p>What should the TD professional do while working with the SME?</p> <ul style="list-style-type: none"> ○ Show appreciation of the SME's contribution ○ Provide clear guidelines on roles and responsibilities ○ Makes the SME part of the instructional design team ○ Pay attention to the needs of the SME ○ Encourage the SME to include personal experiences with the equipment in the training content ○ Ensure high reimbursement for the SMEs time
<p>A TD professional in a large hospital system is tasked with developing and delivering a training for how to use ultrasound equipment in the emergency room. The TD professional does not have any clinical or medical equipment expertise.</p>	
Step 2	
<p>After identifying the audience for the training, the TD professional begins the process of selecting a technical SME to assist in developing the training content.</p>	
Step 3	
<p>The TD professional has selected a technical SME to assist with the development of the ultrasound training.</p>	
<u>End Exam</u>	<u>Next -></u>

Sample Question B

Candidate Name

[Calculator](#)

Step 1

A mid-sized manufacturing company has problems with low trust, high absenteeism, and significant turnover. The Chief Executive Office (CEO) asks the talent development (TD) manager to develop a culture improvement program to help people work better together and reduce conflict between teams.

What should the TD manager do?

- Start to plan who will attend culture improvement sessions.
- Ask the CEO for more detail about the source of the problems.
- Plan a needs analysis to determine the root causes of the issues.
- Identify which teams are at odds with other teams.
- Discuss with the CEO the vision for success of the culture improvement program
- Prepare a list of potential company values for the CEO to select

[End Exam](#)

[Next ->](#)

Sample Question B

Candidate Name

[Calculator](#)

Step 1

A mid-sized manufacturing company has problems with low trust, high absenteeism, and significant turnover. The Chief Executive Office (CEO) asks the talent development (TD) manager to develop a culture improvement program to help people work better together and reduce conflict between teams.

Step 2

The needs analysis is now complete and indicates that many employees lack confidence in leadership. The CEO reviews the needs analysis and agrees that the marketing team ignores the production team, the research team does not trust the engineering team, but disagrees that there are problems at the senior leadership level. The CEO requests that the training begin as soon as possible.

How should the TD manager react to this input?

- Start designing training for the teams identified by the CEO.
- Suggest a meeting with the senior leadership team to discuss the results of the research
- Conduct an organization-wide survey to find out the true cause of the problem.
- Provide the CEO with examples of the role of senior leadership in culture improvement
- Recommend that leadership team members participate in the training sessions.
- Inform the CEO that just training the identified teams may not resolve the cultural issues.

[End Exam](#)

[Next ->](#)

Sample Question B	
Candidate Name	
<u>Calculator</u>	
Step 1	<p>What should the TD professional do?</p> <ul style="list-style-type: none"> ○ Coach the CEO about the CEO's role in developing a positive corporate culture. ○ Recommend no further action on the program until the CEO and the leadership team recognize their contribution to the problems. ○ Conduct a confidential survey of the senior leadership team to determine the corporate culture problems. ○ Suggest that the CEO evaluate and reorganize the senior leadership team ○ Recommend that the CEO champion a senior leadership coaching program
<p>A mid-sized manufacturing company has problems with low trust, high absenteeism, and significant turnover. The Chief Executive Office (CEO) asks the talent development (TD) manager to develop a culture improvement program to help people work better together and reduce conflict between teams.</p>	
Step 2	
<p>The needs analysis is now complete and indicates that and many employees lack confidence in leadership. The CEO reviews the needs analysis and agrees that the marketing team ignores the production team, the research team does not trust the engineering team, but disagrees that there are problems at the senior leadership level. The CEO requests that the training begin as soon as possible.</p>	
Step 3	
<p>The CEO agrees to a meeting with the TD professional and senior leaders. None of the leadership team publicly validates that the culture problem is at their level.</p>	
<u>End Exam</u>	<u>Next -></u>

Sample Question B	
Candidate Name	
<u>Calculator</u>	
Step 1	<p>What should the TD manager do?</p> <ul style="list-style-type: none"> <input type="radio"/> Conduct an employee engagement survey <input type="radio"/> Review HR records on turnover <input type="radio"/> Create a report on employee absenteeism <input type="radio"/> Plan to administer the same training annually <input type="radio"/> Conduct employee focus groups <input type="radio"/> Conduct one-on-one interviews with members of the leadership team <input type="radio"/> Perform employee observations
<p>A mid-sized manufacturing company has problems with low trust, high absenteeism, and significant turnover. The Chief Executive Office (CEO) asks the talent development (TD) manager to develop a culture improvement program to help people work better together and reduce conflict between teams.</p>	
Step 2	
<p>The needs analysis is now complete and indicates that and many employees lack confidence in leadership. The CEO reviews the needs analysis and agrees that the marketing team ignores the production team, the research team does not trust the engineering team, but disagrees that there are problems at the senior leadership level. The CEO requests that the training begin as soon as possible.</p>	
Step 3	
<p>The CEO agrees to a meeting with the TD professional and senior leaders. None of the leadership team publicly validates that the culture problem is at their level.</p>	
Step 4	
<p>Nine months later, the employee training is complete and the leadership coaching is ongoing.</p>	
<u>End Exam</u>	<u>Next -></u>

< END >

Answer Key for the Multiple-Choice Questions

1. B
2. D
3. C
4. D
5. C
6. B
7. D
8. D
9. C
10. B

Answers for the Sample Case Management Questions

Sample Question A:

Step 1:

What should the TD professional do in the initial phase of the project prior to the selection of a subject matter expert (SME)?

- Identify the audience for the training (+1)
- Establish learning objectives (-1)
- Identify the appropriate learning approach (-1)
- Develop clear guidelines on role and responsibilities of the SME (+1)
- Select a training location (-1)
- Determine training time frame (-1)

Step 2:

What qualifications should the TD professional require in the SME?

- Relevant healthcare experience (+1)
- In-depth clinical knowledge (+1)
- Recent clinical training on the equipment (-1)
- Experience with a variety of learning approaches (-1)
- Knowledge of adult learning principles (-1)
- Prior mentoring and coaching experience (-1)
- Ability to manage difficult learners in a classroom setting (-1)

Step 3:

What should the TD professional do while working with the SME?

- Show appreciation of the SME's contribution (+1)
- Provide clear guidelines on roles and responsibilities (+1)
- Makes the SME part of the instructional design team (-1)
- Pay attention to the needs of the SME (+1)
- Encourage the SME to include personal experiences with the equipment in the training content (+1)
- Ensure high reimbursement for the SMEs time (-1)

Sample Question B:

Step 1:

What should the TD manager do?

- Start to plan who will attend culture improvement sessions. (-1)
- Ask the CEO for more detail about the source of the problems. (+1)
- Plan a needs analysis to determine the root causes of the issues. (+1)
- Identify which teams are at odds with other teams. (-1)
- Discuss with the CEO the vision for success of the culture improvement program (+1)
- Prepare a list of potential company values for the CEO to select (-1)

Step 2:

How should the TD manager react to this input?

- Start designing training for the teams identified by the CEO. (-1)
- Suggest a meeting with the senior leadership team to discuss the results of the research (+1)
- Conduct an organization-wide survey to find out the true cause of the problem. (-1)
- Provide the CEO with examples of the role of senior leadership in culture improvement (+1)
- Recommend that leadership team members participate in the training sessions. (+1)
- Inform the CEO that just training the identified teams may not resolve the cultural issues. (+1)

Step 3:

What should the TD professional do?

- Coach the CEO about the CEO's role in developing a positive corporate culture. (+1)
- Recommend no further action on the program until the CEO and the leadership team recognize their contribution to the problems. (-1)
- Conduct a confidential survey of the senior leadership team to determine the corporate culture problems. (-1)
- Suggest that the CEO evaluate and reorganize the senior leadership team (-1)
- Recommend that the CEO champion a senior leadership coaching program (+1)

Step 4:

What should the TD manager do?

- Conduct an employee engagement survey (+1)
- Review HR records on turnover (+1)
- Create a report on employee absenteeism (+1)
- Plan to administer the same training annually (-1)
- Conduct employee focus groups (+1)
- Conduct one-on-one interviews with members of the leadership team (+1)
- Perform employee observations (-1)

Appendix C: CPTD Gap Assessment

ATD Certification Institute's gap assessment will help you determine your readiness for the CPTD certification exam. It can also help you identify personal strengths and areas for growth to support your professional development objectives and help you acquire or strengthen skills and competencies required for success as a talent development professional.

The certification exam and gap assessment are built on the detailed content outline for the CPTD, which details the knowledge, skills, and abilities (KSAs) needed to be a successful and effective talent development professional in today's rapidly changing environment.

The CPTD detailed content outline is a subset of knowledge and skills from the three domains of practice found in the Talent Development Capability Model that have been determined to be necessary for successful and effective practice in talent development for someone with five years of experience.

- I. Building Personal Capability (20 percent)
- II. Developing Professional Capability (45 percent)
- III. Impacting Organizational Capability (35 percent)

Under each of these essential capability areas are specific knowledge and skill statements identified in the detailed content outline. This gap assessment is constructed from those statements.

In each section of the gap assessment, you should review the knowledge and skill required. Using the keys provided, consider your current level of understanding and experience in each task area. This is your personal assessment of your competence. Honesty with yourself is important. Then, determine the gap, if any, that exists and whether any additional development on your part is needed. This exercise will help you assess your current readiness for the CPTD certification exam and identify areas where additional experience, study, or mentoring would be beneficial.

Completing this gap assessment does not ensure mastery of the competencies required for the CPTD certification exam but helps you assess your readiness, identify your current strengths, and chart a plan for gaining knowledge and skills in areas of desired growth.

Proficiency

1 - Exploring

I have had no exposure to this concept OR I have little knowledge or skill in this area.

2 - Informed

I only have general, conceptual knowledge or awareness of this concept OR I have limited ability to perform this skill. I need reference materials to complete tasks related to this concept.

3- Capable

I am able to apply my knowledge of this concept in my work OR I can perform this skill consistently with minimal guidance.

4- Advanced

I am able to apply in-depth knowledge of this concept OR I use my experience in this skill to lead or coach others in performing this skill.

5 - Expert

I provide expert advice and make sound judgments using my knowledge of this concept OR I provide consultation and leadership to others using this skill. I can foster greater understanding of this concept among colleagues and stakeholders.

Development Gap

3 – Little or no development needed.

2 – Some development needed.

1 – Considerable development needed.

Certified Professional in Talent Development (CPTD) Gap Assessment

Building Personal Capability (20 Percent)

	Proficiency	Gap
Knowledge and Skill Statements		
1.1 Communication		
1.1.A Skill in using communication strategies that inform and influence audiences.	1 2 3 4 5	1 2 3
1.1.B Skill in applying verbal, written, and nonverbal communication techniques.	1 2 3 4 5	1 2 3
1.1.C Skill in conceiving, developing, and delivering information in various formats and media.	1 2 3 4 5	1 2 3
1.2 Emotional Intelligence and Decision-Making		
1.2.A Knowledge of theories of emotional intelligence.	1 2 3 4 5	1 2 3
1.3 Collaboration and Leadership		
1.3.A Knowledge of theories, methods, and techniques to build and manage professional relationships (for example, group dynamics, teamwork, shared experience, and negotiation).	1 2 3 4 5	1 2 3
1.3.B Knowledge of conflict management techniques.	1 2 3 4 5	1 2 3
1.3.C Knowledge of theories of leadership (for example, transformational, inclusive, and situational).	1 2 3 4 5	1 2 3
1.4 Cultural Awareness and Inclusion		
1.4.A Skill in integrating diversity and inclusion principles in talent development strategies and initiatives.	1 2 3 4 5	1 2 3
1.5 Project Management		
1.5.A Skill in evaluating and prioritizing implications, risks, feasibility, and consequences of potential activities.	1 2 3 4 5	1 2 3
1.5.B Skill in establishing, monitoring, and communicating progress toward the achievement of goals, objectives, and milestones.	1 2 3 4 5	1 2 3
1.6 Compliance and Ethical Behavior		
1.6.A Knowledge of laws, regulations, and ethical issues related to the access and use of information (for example, intellectual capital, personally identifiable information, and customer data).	1 2 3 4 5	1 2 3

Proficiency

- 1 – Exploring** - I have had no exposure to this concept OR I have little knowledge or skill in this area.
- 2 -- Informed** - I only have general, conceptual knowledge or awareness of this concept OR I have limited ability to perform this skill. I need reference materials to complete tasks related to this concept.
- 3 -- Capable** - I am able to apply my knowledge of this concept in my work OR I can perform this skill consistently with minimal guidance.
- 4 -- Advanced** - I am able to apply in-depth knowledge of this concept OR I use my experience in this skill to lead or coach others in performing this skill.
- 5 -- Expert** - I provide expert advice and make sound judgments using my knowledge of this concept OR I provide consultation and leadership to others using this skill. I can foster greater understanding of this concept among colleagues and stakeholders.

Development Gap

- 3 – Little or no development needed.
- 2 – Some development needed.
- 1 – Considerable development needed.

Developing Professional Capability (45 Percent)		
Knowledge and Skill Statements	Proficiency	Gap
2.1 Learning Sciences		
2.1.A Knowledge of theories and models of adult learning (for example, Knowles' Adult Learning Theory, Bloom's Taxonomy, Gagne's Nine Levels of Learning, Mager's Criterion-Referenced Instruction Approach, social and collaborative learning, and experiential learning).	1 2 3 4 5	1 2 3
2.1.B Knowledge of the foundational learning theories of behaviorism, cognitivism, and constructivism.	1 2 3 4 5	1 2 3
2.2 Instructional Design		
2.2.A Skill in selecting and aligning delivery options and media for training and/or learning events to the desired learning or behavioral outcomes.	1 2 3 4 5	1 2 3
2.2.B Skill in developing learning and behavioral outcome statements.	1 2 3 4 5	1 2 3
2.2.C Skill in designing blueprints, schematics, and other visual representations of learning and development solutions (for example, wireframes, storyboards, and mock-ups).	1 2 3 4 5	1 2 3
2.2.D Skill in designing and developing learning assets (for example, role plays, self-assessments, training manuals, job aids, and visual aids that align to a desired learning or behavioral outcome).	1 2 3 4 5	1 2 3
2.3 Training Delivery and Facilitation		
2.3.A Knowledge of facilitation methods and techniques.	1 2 3 4 5	1 2 3
2.4 Technology Application		
2.4.A Skill in identifying, selecting, and implementing learning technologies (for example, using evaluative criteria and identifying appropriate applications in an instructional environment).	1 2 3 4 5	1 2 3
2.4.B Skill in selecting, integrating, managing, and maintaining learning platforms (for example, learning management systems, knowledge management systems, and performance management systems).	1 2 3 4 5	1 2 3
2.5 Knowledge Management		
2.5.A Skill in curating instructional content, tools, and resources (for example, researching, evaluating, selecting, and assembling publicly available online courseware).	1 2 3 4 5	1 2 3
2.5.B Skill in designing and implementing knowledge management strategy.	1 2 3 4 5	1 2 3
2.6 Career and Leadership Development		
2.6.A Skill in sourcing, designing, building, and evaluating leadership development experiences.	1 2 3 4 5	1 2 3
2.6.B Knowledge of how to develop and implement qualification programs.	1 2 3 4 5	1 2 3
2.7 Coaching		
2.7.A Skill in helping individuals or teams identify goals, develop realistic action plans, seek development opportunities, and monitor progress and accountability.	1 2 3 4 5	1 2 3
2.7.B Skill in coaching supervisors and managers on methods and approaches for supporting employee development.	1 2 3 4 5	1 2 3

Developing Professional Capability (45 Percent) (cont.)		
Knowledge and Skill Statements	Proficiency	Gap
2.8 Evaluating Impact		
2.8.A Knowledge of models and methods to evaluate the impact of learning and talent development solutions.	1 2 3 4 5	1 2 3
2.8.B Skill in creating data collection tools (for example, questionnaires, surveys, and structured interviews).	1 2 3 4 5	1 2 3
2.8.C Skill in identifying and defining individual and organizational outcome metrics based on evaluation strategy and business objectives of a solution.	1 2 3 4 5	1 2 3
Impacting Organizational Capability (35 Percent)		
Knowledge and Skill Statements	Proficiency	Gap
3.1 Business Insight		
3.1.A Skill in creating business cases for talent development initiatives using economic, financial, and organizational data.	1 2 3 4 5	1 2 3
3.1.B Skill in managing budgets and resources.	1 2 3 4 5	1 2 3
3.2 Consulting and Business Partnering		
3.2.A Skill in synthesizing information to formulate recommendations or a course of action to gain agreement, support, and buy-in from stakeholders.	1 2 3 4 5	1 2 3
3.2.B Skill in establishing and managing organizational and business partnerships and relationships.	1 2 3 4 5	1 2 3
3.2.C Skill in partnering with other organizational units to provide guidance about departmental or organizational talent requirements.	1 2 3 4 5	1 2 3
3.2.D Skill in identifying, minimizing, and overcoming organizational barriers to implementing talent development solutions and strategies.	1 2 3 4 5	1 2 3
3.3 Organization Development and Culture		
3.3.A Skill in designing and implementing organizational development strategy.	1 2 3 4 5	1 2 3
3.3.B Knowledge of theories and frameworks related to the design, interaction, and operation of social, organizational, and informational systems (for example, Systems Thinking, Open Systems theory, Chaos and Complexity theory, Network theory, and Action Research).	1 2 3 4 5	1 2 3
3.3.C Skill in identifying formal and informal relationships, hierarchies, and power dynamics in an organization.	1 2 3 4 5	1 2 3
3.3.D Skill in creating a culture which encourages and creates opportunities for dialogue and feedback between individuals and groups (for example, designing collaborative work practices and spaces, and role-modeling effective feedback techniques).	1 2 3 4 5	1 2 3
3.3.E Skill in assessing and evaluating employee engagement.	1 2 3 4 5	1 2 3
3.3.F Skill in designing and implementing employee engagement strategy.	1 2 3 4 5	1 2 3
3.4 Talent Strategy and Management		
3.4.A Skill in designing and implementing performance management strategy.	1 2 3 4 5	1 2 3
3.4.B Skill in developing a talent strategy that aligns to organizational strategy to influence organizational outcomes in a positive direction.	1 2 3 4 5	1 2 3
3.4.C Skill in designing and implementing strategic plans for talent development projects, programs, and functions.	1 2 3 4 5	1 2 3

Impacting Organizational Capability (35 Percent)		
Knowledge and Skill Statements	Proficiency	Gap
3.4.D Skill in identifying anticipated constraints or problems affecting talent development initiatives (for example, resource deficiencies or lack of support).	1 2 3 4 5	1 2 3
3.4.E Skill in establishing and executing a marketing strategy to promote talent development.	1 2 3 4 5	1 2 3
3.4.F Skill in designing and implementing communication strategy to drive talent management objectives	1 2 3 4 5	1 2 3
3.4.G Skill in communicating how talent development strategies and solutions support the achievement of targeted business and organizational results.	1 2 3 4 5	1 2 3
3.4.H Skill in communicating the value of lifelong learning and professional development.	1 2 3 4 5	1 2 3
3.5 Performance Improvement		
3.5.A Skill in designing and implementing performance support systems and tools (for example, instructional resources, data, process models, job aids, and expert advice).	1 2 3 4 5	1 2 3
3.5.B Skill in designing and developing performance improvement solutions to address performance gaps.	1 2 3 4 5	1 2 3
3.5.C Skill in conducting performance analysis to identify goals, gaps, or opportunities.	1 2 3 4 5	1 2 3
3.5.D Skill in conducting analysis of systems to improve human performance (for example, determining how organizations learn, closing knowledge or skill gaps, and addressing human factors issues).	1 2 3 4 5	1 2 3
3.5.E Knowledge of theories, models, and principles of human performance improvement.	1 2 3 4 5	1 2 3
3.6 Change Management		
3.6.A Knowledge of change management theories and models (for example, Lewin, Kotter, Bridges' Transition Model, Kubler-Ross Change Curve, and Appreciative Inquiry).	1 2 3 4 5	1 2 3
3.7 Data and Analytics		
3.7.A Skill in selecting and using data visualization techniques (for example, flow charts, graphs, plots, word clouds, and heat maps).	1 2 3 4 5	1 2 3
3.7.B Skill in identifying stakeholders' needs, goals, requirements, questions, and objectives to develop a framework and plan for data analysis.	1 2 3 4 5	1 2 3
3.7.C Skill in analyzing and interpreting results of data analyses to identify patterns, trends, and relationships among variables.	1 2 3 4 5	1 2 3
3.7.D Skill in gathering and organizing data from internal and external sources in logical and practical ways to support retrieval and manipulation.	1 2 3 4 5	1 2 3
3.8 Future Readiness		
3.8.A Knowledge of techniques to promote, support, and generate innovation and creativity (for example, design thinking, brainstorming, and ideation).	1 2 3 4 5	1 2 3
3.8.B Knowledge of internal and external factors that influence talent development (for example organizational and business strategies, availability of labor, developments in other industries, societal trends, and technological advances).	1 2 3 4 5	1 2 3

Appendix D: CPTD Study Plan

This study plan template is for a 12-week review schedule for a typical CPTD candidate. However, you should adjust this based on the amount of experience you have in the various content areas.

Developing Personal Capability (20 Percent)		
Content Area	Time Required	Scheduled For
<p><u>Communication</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Skill in using communication strategies that inform and influence audiences. <input type="checkbox"/> Skill in applying verbal, written, and nonverbal communication techniques. <input type="checkbox"/> Skill in conceiving, developing, and delivering information in various formats and media. <p>Content Resource(s):</p>	3 hours	Week 1
<p><u>Emotional Intelligence and Decision Making</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of theories of emotional intelligence. <p>Content Resource:</p>	2 hours	Week 1
<p><u>Collaboration and Leadership</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of theories, methods, and techniques to build and manage professional relationships (for example, group dynamics, teamwork, shared experience, and negotiation). <input type="checkbox"/> Knowledge of conflict management techniques. <input type="checkbox"/> Knowledge of theories of leadership (for example, transformational, inclusive, and situational). <p>Content Resource(s):</p>	3 hours	Week 1
<p><u>Cultural Awareness and Inclusion</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Skill in integrating diversity and inclusion principles in talent development strategies and initiatives. <p>Content Resource(s):</p>	3 hours	Week 2
<p><u>Project Management</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Skill in evaluating and prioritizing implications, risks, feasibility, and consequences of potential activities. <input type="checkbox"/> Skill in establishing, monitoring, and communicating progress toward the achievement of goals, objectives, and milestones. <p>Content Resource(s):</p>	3 hours	Week 2
<p><u>Compliance and Ethical Behavior:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of laws, regulations, and ethical issues related to the access and use of information (for example, intellectual capital, personally identifiable information, and customer data). <p>Content Resource(s):</p>	2 hours	Week 2
Total Hours Planned	16 hours	

2. Building Professional Capability (45 Percent)

Content Area	Time Required	Scheduled For
<p><u>Learning Sciences</u></p> <ul style="list-style-type: none"> ❑ Knowledge of theories and models of adult learning (for example, Knowles’ Adult Learning Theory, Bloom’s Taxonomy, Gagne’s Nine Levels of Learning, Mager’s Criterion-Referenced Instruction Approach, social and collaborative learning, and experiential learning). ❑ Knowledge of the foundational learning theories of behaviorism, cognitivism, and constructivism. <p>Content Resource(s):</p>	8 hours	Week 3
<p><u>Instructional Design</u></p> <ul style="list-style-type: none"> ❑ Selecting and aligning delivery options and media for training and learning events to the desired learning or behavioral outcomes. ❑ Developing learning and behavioral outcome statements. ❑ Designing blueprints, schematics, and other visual representations of learning and development solutions (for example, wireframes, storyboards, and mock-ups). ❑ Skill in designing and developing learning assets (for example, roleplays, self-assessments, training manuals, job aids, and visual aids that align to a desired learning or behavioral outcome). <p>Content Resources:</p>	8 hours	Week 4
<p><u>Training Delivery and Facilitation</u></p> <ul style="list-style-type: none"> ❑ Knowledge of facilitation methods and techniques. <p>Content Resources:</p>	4 hours	Week 5
<p><u>Technology Application</u></p> <ul style="list-style-type: none"> ❑ Skill in identifying, selecting, and implementing learning technologies (for example, using evaluative criteria and identifying appropriate applications in an instructional environment). ❑ Skill in selecting, integrating, managing, and maintaining learning platforms (for example, learning management systems, knowledge management systems, and performance management systems). <p>Content Resources:</p>	4 hours	Week 5
<p><u>Knowledge Management</u></p> <ul style="list-style-type: none"> ❑ Skill in curating instructional content, tools, and resources (for example, researching, evaluating, selecting, and assembling publicly available online courseware). ❑ Skill in designing and implementing knowledge management strategy. <p>Content Resource(s):</p>	2 hours	Week 6
<p><u>Career and Leadership Development</u></p> <ul style="list-style-type: none"> ❑ Skill in sourcing, designing, building, and evaluating leadership development experiences. ❑ Knowledge of how to develop and implement qualification programs. <p>Content Resource(s):</p>	3 hours	Week 6

<p>Coaching</p> <ul style="list-style-type: none"> ❑ Skill in helping individuals or teams identify goals, develop realistic action plans, seek development opportunities, and monitor progress and accountability. ❑ Skill in coaching supervisors and managers on methods and approaches for supporting employee development. <p>Content Resources:</p>	3 hours	Week 6
<p>Evaluating Impact</p> <ul style="list-style-type: none"> ❑ Knowledge of models and methods to evaluate the impact of learning and talent development solutions. ❑ Skill in creating data collection tools (for example, questionnaires, surveys, and structured interviews).. ❑ Skill in identifying and defining individual and organizational outcome metrics based on evaluation strategy and business objectives of a solution. <p>Content Resource(s):</p>	6 hours	Week 7
Total Study Hours Planned		

3. Impacting Organizational Capability (35 Percent)		
Content Area	Time Required	Scheduled For
<p>Business Insight</p> <ul style="list-style-type: none"> ❑ Skill in creating business cases for talent development initiatives using economic, financial, and organizational data. ❑ Skill in managing budgets and resources <p>Content Resource:</p>	2 hours	Week 7
<p>Consulting and Business Partnering</p> <ul style="list-style-type: none"> ❑ Skill in synthesizing information to formulate recommendations or a course of action to gain agreement, support, and buy-in from stakeholders. ❑ Skill in establishing and managing organizational and business partnerships and relationships. ❑ Skill in partnering with other organizational units to provide guidance on departmental or organizational talent requirements. ❑ Skill in identifying, minimizing, and overcoming organizational barriers to implementing talent development solutions and strategies. <p>Content Resource(s):</p>	4 hours	Week 8
<p>Organization Development and Culture</p> <ul style="list-style-type: none"> ❑ Skill in designing and implementing organizational development strategy. ❑ Knowledge of theories and frameworks related to the design, interaction, and operation of social, organizational, and informational systems (for example, Systems Thinking, Open Systems Theory, Chaos and Complexity Theory, Network Theory, and Action Research). ❑ Skill in identifying formal and informal relationships, hierarchies, and power dynamics in an organization. ❑ Skill in creating a culture which encourages and creates opportunities for dialogue 	6 hours	Week 8

<p>and feedback between individuals and groups (for example, designing collaborative work practices and spaces, and role-modeling effective feedback techniques).</p> <ul style="list-style-type: none"> ❑ Skill in assessing and evaluating employee engagement. ❑ Skill in designing and implementing employee engagement strategy. <p>Content Resource(s):</p>		
<p><u>Talent Strategy and Management</u></p> <ul style="list-style-type: none"> ❑ Skill in designing and implementing performance management strategy. ❑ Skill in developing a talent strategy that aligns to organizational strategy to influence organizational outcomes in a positive direction. ❑ Skill in designing and implementing strategic plans for talent development projects, programs, and functions. ❑ Skill in identifying anticipated constraints or problems affecting talent development initiatives (for example, resource deficiencies or lack of support). ❑ Skill in establishing and executing a marketing strategy to promote talent development. ❑ Skill in designing and implementing communication strategy to drive talent management objectives. ❑ Skill in communicating how talent development strategies and solutions support the achievement of targeted business and organizational results. ❑ Skill in communicating the value of lifelong learning and professional development. <p>Content Resources:</p>	8 hours	Week 9
<p><u>Performance Improvement</u></p> <ul style="list-style-type: none"> ❑ Skill in designing and implementing performance support systems and tools (for example instructional, resources, data, process models, job aids, and expert advice). ❑ Skill in designing and developing performance improvement solutions to address performance gaps. ❑ Skill in conducting performance analysis to identify goals, gaps, or opportunities. ❑ Skill in conducting analysis of systems to improve human performance (for example, determining how organizations learn, closing knowledge or skill gaps, and addressing human factors issues). ❑ Knowledge of theories, models, and principles of human performance improvement. <p>Content Resources:</p>	8 hours	Week 10
3. Impacting Organizational Capability (35 Percent)		
Content Area	Time Required	Scheduled For
<p><u>Change Management</u></p> <ul style="list-style-type: none"> ❑ Knowledge of change management theories and models (for example, Lewin, Kotter, Bridges' Transition Model, Kubler-Ross Change Curve, and Appreciative Inquiry). <p>Content Resources:</p>	2 hours	Week 11

<p>Data and Analytics</p> <ul style="list-style-type: none"> ❑ Skill in selecting and using data visualization techniques (for example, flow charts, graphs, plots, word clouds, and heat maps). ❑ Skill in identifying stakeholders' needs, goals, requirements, questions, and objectives to develop a framework and plan for data analysis. ❑ Skill in analyzing and interpreting results of data analyses to identify patterns, trends, and relationships among variables. ❑ Skill in gathering and organizing data from internal and external sources in logical and practical ways to support retrieval and manipulation. <p>Content Resources:</p>	4 hours	Week 11
<p>Future Readiness</p> <ul style="list-style-type: none"> ❑ Knowledge of techniques to promote, support, and generate innovation and creativity (for example, design thinking, brainstorming, and ideation). ❑ Knowledge of internal and external factors that influence talent development (for example, organizational and business strategies, availability of labor, developments in other industries, societal trends, and technological advances). <p>Content Resources:</p>	2 hours	Week 11
<p>Review Weaker Content Areas</p>	8–10 hours	Week 12
<p>Total Hours</p>	100 hours	
<p>Optional: Final Review in weeks leading up to exam appointment: Review earlier sections, look at practice questions, review test taking strategies and retake self-assessment at td.org/capability-model</p>	20 hours	Weeks 13 & 14
<p>Total Hours</p>	120 hours	

Appendix E: Reference Resource List

This list is designed to assist candidates in finding publications to aid in filling knowledge gap areas. It is not designed to be exhaustive or intended to be a must-read list. Each candidate will have their own gaps and personal libraries from which to prepare. The list has been organized by capability area. Several publications may be found in more than one capability. If you are an ATD member, some of these publications can be claimed as part of your included member benefits.

These resources are more comprehensive in nature, covering multiple topics across several capabilities:

- [Talent Development Body of Knowledge](#) (2020), ATD Press
- [The Fifth Discipline: The Art & Practice of the Learning Organization](#) (2006) Senge, Peter. Doubleday
- [ATD Foundations of Talent Development](#) (2018) Biech, E. ATD Press
- [ASTD Handbook, 2nd Edition](#) (2014) Biech, E., ed. ASTD Press
- [Talent Management Handbook](#) (2015) Bickham, T. ATD Press

1. Building Personal Capability	
1.1 Communication	<ul style="list-style-type: none"> • Palmer, Erik. Own Any Occasion: Mastering the Art of Speaking and Presenting. 2017, Alexandria, VA: ATD Press. • Appleman, Jack. 10 Steps to Successful Business Writing, 2nd Edition. 2017, Alexandria, VA: ATD Press. • Association for Talent Development, 10 Steps to Successful Presentations, 2nd Edition. 2019, Alexandria, VA: ATD Press. • Ito, Tim. K. O’Quinn. Focus on Them: Become the Manager Your People Need You to Be. 2018, Alexandria, VA: ATD Press. • Evergreen, S. Effective Data Visualization: The Right Chart for the Right Data, 2nd Edition. 2019, Thousand Oaks, CA: SAGE Publications.
1.2 Emotional Intelligence and Decision-Making	<ul style="list-style-type: none"> • Goleman, D. Emotional Intelligence. 2005, New York: Bantam Press.
1.3 Collaboration and Leadership	<ul style="list-style-type: none"> • Biech, E., ed. ASTD Leadership Handbook. 2010, Alexandria, VA: ASTD Press. • Senge, P. The Fifth Discipline: The Art & Practice of the Learning Organization. 2006, New York: Doubleday. • Haneberg, L. 10 Steps to Be a Successful Manager. 2019, Alexandria, VA: ATD Press. • Ito, T., W. Jenkins, K. O’Quinn. Focus on Them: Become the Manager Your People Need You to Be. 2018, Alexandria, VA: ATD Press. • Johansen, B. The New Leadership Literacies: Thriving in a Future of Extreme Disruption and Distributed Everything. 2017, Oakland, CA: Berrett-Koehler Publishers. • Zenger, J. and J. Folkman. The New Extraordinary Leader: Turning Good Managers into Great Leaders. 2019, New York: McGraw-Hill Publishers.
1.4 Cultural Awareness and Inclusion	<ul style="list-style-type: none"> • Silveira, E and Walters, J. <i>TD at Work</i>, “Building Blocks of Workplace Inclusion”. 2017, Alexandria, VA: ATD Press. • Rabotin, M. Culture Savvy: Working and Collaborating Across the Globe. 2011, Alexandria, VA: ATD Press. • Livermore, D. Leading with Cultural Intelligence: The Real Secret to Success, 2nd Edition. 2015, New York: AMACOM. • Steffey, D. Destination Facilitation: A Travel Guide to Training Around the World. Alexandria, VA: ATD Press.
1.5 Project Management	<ul style="list-style-type: none"> • Horine, G. Project Management: Absolute Beginner’s Guide, 4th Edition. 2017, Indianapolis, IN: Que Publishing.

1.6 Compliance and Ethical Behavior	<ul style="list-style-type: none"> Biech, E., editor. ASTD Handbook, 2nd edition (Chapter 18). 2014, Alexandria, VA: ASTD Press. Collins, D. Business Ethics: How to Design and Manage Ethical Organizations, 2nd Edition. 2019, Thousand Oaks, CA: SAGE Publications.
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2. Developing Professional Capability	
2.1 Learning Sciences	<ul style="list-style-type: none"> Biech, E., editor. ASTD Handbook, 2nd Edition (Chapters 11, 13, 21 & 28). 2014, Alexandria, VA: ASTD Press. Knowles, M. The Adult Learner, 8th Edition. 2015, New York: Routledge. Brown, P., H. Roediger, and M. McDaniel. Make It Stick: The Science of Successful Learning. 2014, Boston: Belknap Harvard. Biech, E. The Art and Science of Training. 2017, Alexandria, VA: ATD Press.
2.2 Instructional Design	<ul style="list-style-type: none"> Hodell, C. ISD From the Ground Up, 4th Ed. 2015, Alexandria, VA: ATD Press. Dirksen, J. Design for How People Learn, 2nd Edition. 2015, San Francisco: New Riders Press. Biech, E., editor. ASTD Handbook, 2nd Edition (Chapter 9). 2014, Alexandria, VA: ASTD Press. Toth, T. Technology for Trainers, 2nd Ed. 2015, Alexandria, VA: ATD Press.
2.3 Training Delivery and Facilitation	<ul style="list-style-type: none"> Dirksen, J. Design for How People Learn, 2nd Ed. 2015, San Francisco: New Riders Press. Skolovitch, H. D., and E. J. Keeps. Telling Ain't Training, 2nd Edition. 2011, Alexandria, VA: ATD Press. Biech, E. The Art and Science of Training. 2017, Alexandria, VA: ATD Press. Biech, E., ed. ASTD Handbook, 2nd Edition (Chapter 20). 2014, Alexandria, VA: ASTD Press. Association for Talent Development. 10 Steps to Successful Facilitation. 2018, Alexandria, VA: ATD Press.
2.4 Technology Application	<ul style="list-style-type: none"> Udall, C. and G. Woodill. Shock of the New. 2019, Alexandria, VA: ATD Press. Biech, E. ATD Foundations of Talent Development (Chapter 13). 2018, Alexandria, VA: ATD Press. Foreman, S. The LMS Guidebook. 2017, Alexandria, VA: ATD Press.
2.5 Knowledge Management	<ul style="list-style-type: none"> Biech, E., ed. ASTD Handbook, 2nd Edition (Chapter 17 & 41). 2014, Alexandria, VA: ASTD Press. Betts, B. and A. Anderson. Ready Set Curate. 2015, Alexandria, VA: ATD Press. Atwood, C. Knowledge Management Basics. 2009, Alexandria, VA: ATD Press. O'Dell, C & Grayson, C.J. If We Only Knew What We Know: The Transfer of Internal Knowledge. 2012, New York: Free Press.
2.6 Career and Leadership Development	<ul style="list-style-type: none"> Biech, E, ed. ASTD Leadership Handbook. 2010, Alexandria, VA: ASTD Press. Biech, E., ed. ASTD Handbook, 2nd Edition (Ch. 49). 2014, Alexandria, VA: ASTD Press. Bickham, T. Talent Management Handbook (Chapter 19). 2015, Alexandria, VA: ATD Press. Zenger, J. and J. Folkman. The New Extraordinary Leader: Turning Good Managers into Great Leaders. 2019, New York: McGraw-Hill Publishers. Bruce, A. and S. Montanez. Leaders Start to Finish: A Road Map for Developing Top Performers. 2012, Alexandria, VA: ATD Press.
2.7 Coaching	<ul style="list-style-type: none"> Haneberg, L. Coaching Basics, 2nd Edition. 2016, Alexandria, VA: ATD Press. Bianco-Mathis, V. & Nabors, L. EveryDay Coaching. 2017, Alexandria, VA: ATD Press. Biech, E. ATD Foundations of Talent Development (Chapter 16 & 26). 2018, Alexandria, VA: ATD Press. Biech, E., editor. ASTD Handbook, 2nd Edition (Chapter 40). 2014, Alexandria, VA: ASTD Press.

2.8 Evaluating Impact	<ul style="list-style-type: none"> • Kirkpatrick, J. and W. Kirkpatrick. Four Levels of Training Evaluation. 2016, Alexandria, VA: ATD Press. • McCain, D. Evaluation Basics. 2016, Alexandria, VA: ATD Press. • Biech, E., editor. ASTD Handbook, 2nd Edition (Chapter 29 - 33). 2014, Alexandria, VA: ASTD Press. • Association for Talent Development. <i>TD at Work</i>, "A Strategic Approach to Talent Development." 2019, Alexandria, VA: ATD Press.
3. Impacting Organizational Capability	
3.1 Business Insight	<ul style="list-style-type: none"> • Biech, E., editor. ASTD Handbook, 2nd edition (Chapter 43). 2014, Alexandria, VA: ASTD Press. • Biech, E. ATD Foundations of Talent Development (Chapter 6 & 12). 2018, Alexandria, VA: ATD Press. • Oliver, L. <i>TD at Work</i>, "Preparing & Defending Your Training Budget." 2017, Alexandria, VA: ATD Press. • Cope, K. Seeing the Big Picture: Business Acumen to Build Your Credibility, Career, and Company. 2012, Austin, TX: Greenleaf Book Group Press. • Oliver, L and Nin, E. 10 Steps to Successful Budgeting. 2019, Alexandria, VA: ATD Press.
3.2 Consulting and Business Partnering	<ul style="list-style-type: none"> • Biech, E., editor. ASTD Handbook, 2nd Edition (Chapters 7, 36, 38, and 47). 2014, Alexandria, VA: ASTD Press. • Association for Talent Development, <i>TD at Work Collection</i>, "A Strategic Approach to Talent Development." 2019, Alexandria, VA: ATD Press. • Needs Assessment Basics, 2nd Edition. 2016, Alexandria, VA: ATD Press. • Biech, E. ATD Foundations of Talent Development (Section I & II & Chapter 9). 2018, Alexandria, VA: ATD Press. • Scott, B. and Barnes, B.K. Consulting on the Inside, 2nd Edition. 2011, Alexandria, VA: ATD Press.
3.3 Organization Development and Culture	<ul style="list-style-type: none"> • Burkett, H. Learning for the Long Run: 7 Practices for Sustaining a Resilient Learning Organization. 2017, Alexandria, VA: ATD Press. • Stallard, M. Connection Culture: The Competitive Advantage of Shared Identity, Empathy, and Understanding at Work. 2015, Alexandria, VA: ATD Press. • Senge, P. The Fifth Discipline: The Art & Practice of the Learning Organization. 2006, New York: Doubleday. • Rothwell, W. Organization Development Fundamentals. 2015, Alexandria, VA: ATD Press. • Johnson, S. Engaging the Workplace: Using Surveys to Spark Change. 2018, Alexandria, VA: ATD Press. • Bickham, T. Talent Management Handbook (Chapter 7). 2015, Alexandria, VA: ATD Press.
3.4 Talent Strategy and Management	<ul style="list-style-type: none"> • Bickham, T. Talent Management Handbook (Chapter 10-12). 2015, Alexandria, VA: ATD Press. • Locwin, B. <i>TD at Work</i>, "A Modern Approach to Performance Feedback." 2019, Alexandria, VA: ATD Press. • Biech, E. ATD Foundations of Talent Development (Sections I, II, III, Chapters 10 -11, 29). 2018, Alexandria, VA: ATD Press. • Association for Talent Development. <i>TD at Work Collection</i>, "A Strategic Approach to Talent Development." 2019, Alexandria, VA: ATD Press. • Oakes, K. and P. Galagan. The Executive's Guide to Integrated Talent Management. 2011, Alexandria, VA: ATD Press.

3. Impacting Organizational Capability (con't)	
3.5 Performance Improvement	<ul style="list-style-type: none"> • Biech, E., editor. ASTD Handbook, 2nd Edition (Chapter 28). 2014, Alexandria, VA: ASTD Press. • Biech, E. ATD Foundations of Talent Development (Chapter 13). 2018, Alexandria, VA: ATD Press. • Robinson, D. and P. Phillips. Performance Consulting: A Strategic Process to Improve, Measure, and Sustain Organizational Results, 3rd Edition. 2015, Oakland, CA: Berrett-Koehler Publishers. • Willmore, J. Performance Basics, 2nd Edition. 2016, Alexandria, VA: ATD Press. • Senge, P. The Fifth Discipline: The Art & Practice of the Learning Organization. 2006, New York: Doubleday.
3.6 Change Management	<ul style="list-style-type: none"> • Biech, E., editor. ASTD Handbook, 2nd Edition (Chapter 47). 2014, Alexandria, VA: ASTD Press. • Rothwell, W. Organization Development Fundamentals. 2015, Alexandria, VA: ATD Press. • Gerschel, A. and L. Polsky. Rapid Retooling. 2013, Alexandria, VA: ATD Press. • Kotter, J. Leading Change. 2012, Cambridge, MA: Harvard Business Review.
3.7 Data and Analytics	<ul style="list-style-type: none"> • Association for Talent Development. TD at Work, "A Strategic Approach to Talent Development." 2019, Alexandria, VA: ATD Press. • Reynolds, V. Big Data for Beginners: Understanding SMART Big Data, Data Mining & Data Analytics For improved Business Performance, Life Decisions & More! 2016, CreateSpace. • Evergreen, S. Effective Data Visualization: The Right Chart for the Right Data, 2nd Edition. 2019, Thousand Oaks, CA: SAGE Publications. • Biech, E., editor. ASTD Handbook, 2nd Edition (Chapter 33 & 34). 2014, Alexandria, VA: ASTD Press. • Nussbaumer Knaflic, C. Storytelling: Data Visualization for Business Professionals. 2015, Hoboken, NJ: John Wiley and Sons.
3.8 Future Readiness	<ul style="list-style-type: none"> • Udall, C., and G. Woodill. Shock of the New. 2019, Alexandria, VA: ATD Press. • Lewrick, M., P. Link, and L. Leifer. The Design Thinking Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems. 2018, Hoboken, NJ: John Wiley and Sons. • Senge, P. The Fifth Discipline: The Art & Practice of the Learning Organization. 2006, New York: Doubleday. • Glynn, K and Tolsma, D. TD at Work, "Design Thinking Meets ADDIE." 2017: Alexandria, VA: ATD Press. • Biech, E. ATD Foundations of Talent Development (Chapter 33 - 36). 2018, Alexandria, VA: ATD Press.

Appendix F: Supplemental Resources

Here are some supplemental resources that have been helpful to other CPTD candidates:

- 1) **CPTD Certification Handbook:** All candidates should be sure to carefully read the *CPTD Certification Handbook* to be aware of the policies and procedures that govern the certification process. The most recent handbook can be found here: www.td.org/cptdhandbook.
- 2) **CPTD Candidate Preparation Linked in Group:** ATD facilitates a LinkedIn group for CPTD candidates. We post useful information in the group, and it allows candidates to network or share information with one another. <https://www.linkedin.com/groups/8896013/>
- 3) **Active Candidates Page:** ATD CI uses this page to store files and resources that may be useful to active candidates, including the most recent certification handbooks td.org/certification/active-candidates
- 4) **Talent Development Capability Model:** The interactive site for the Talent Development Capability Model includes a self-assessment, learning resource and learning plan function that may be helpful. Explore the model and interactive features [here](#).
- 5) **Talent Development Body of Knowledge:** The Talent Development Body of Knowledge (TDBoK) provides additional detail on each of the capabilities included in the ATD Capability Model. The Talent Development Body of Knowledge can be found at td.org/tdbok. Keep in mind that not all capability statements are tested on the CPTD exam. However, the TDBoK is not the only resource that you should use to study for the exam. The CPTD exam is practice-based and tests if candidates can apply and evaluate the concepts included on the content outline.
- 6) **Reference Resource List:** The reference resource list in **Appendix E** of this guide should be used to deepen your knowledge and understanding of how to apply the concepts tested on the CPTD exam. You do not need to read all books on this list, but they should be viewed as the best sources of information on the topics tested on the exam. Many of these books are available through the public library.
- 7) **CPTD Preparation Course:** The ATD Education department has developed a new preparation course to help candidates pursuing the CPTD credential. The CPTD preparation course includes a full-length practice test. . The information for that course can be found [here](#).
- 8) **CPTD Practice Test:** A full-length CPTD practice test is available that provides an opportunity for you to become familiar with the certification exam experience. It is housed in the same platform as the actual exam. The practice test is included as part of the CPTD preparation course but is also available to purchase as a stand-alone product. More information about the practice test may be found [here](#):
- 9) **Flashcards:** The Talent Development Body of Knowledge (TDBoK) has a flashcard function that allows you to create your own flashcards about important concepts. Online flashcard systems such as Quizlet and Brainscape have also been helpful to candidates in the past. Please be aware that these flashcards are not prepared by ATD and are likely to reflect the old version of the ATD Competency Model and not the newer capability model.
- 10) **Recent Webinars:** ATD CI periodically holds webinars on topics of interest to candidates, including preparing for the exams. A list of the most recent webinars can be found [here](#) on the td.org website.
- 11) **Chapter Study Groups:** Your local ATD Chapter may support a certification study group. For currently sponsored study groups see this list: <https://www.td.org/chapters/clc/chapter-study-groups>. For more information on your local chapter go to td.org/chapter-locator.
- 12) **Create Your Own Study Group:** For those who are interested in forming their own study group, we have a [study group guide](#) that can help you to get started.