

June 1, 2017 – Updates to CPLP Learning System

Please note that the current Learning System and CPLP exam are based on the 2013 ATD Competency Model. Although there may be updates to AOE's such as learning technologies, the content of both the Learning System and the exam will not change until the next major update to the Model which will occur in 2019.

ATD recently did a comprehensive review of the Learning System and made some important updates which are noted below. There were changes made throughout for improved clarity and readability which will not be detailed below and do not need to be reprinted. Using the online version of the Learning System is always recommended for the most up-to-date content.

**Changes that have been made as of June 1, 2017, are listed below by the section number where they are located.**

**Overall changes:**

References to the concept of “learning styles” have been removed or revised throughout the Learning System since it is not supported by scientific evidence. The key sections will be noted below. Exam questions will be revised accordingly at a future date.

Terms have been added to the Glossary.

“Learning Professionals” changed to “TD Professionals”

Due to added/removed content, numbering was redone accordingly.

Learning Objectives revised according to content changes.

**Module Introductions for AOE's 1-10**

Revised as needed so all follow the same format.

**0 Introduction:**

Introduction rewritten for clarity and an improved guide to the Learning System.

**Performance Improvement**

1.1.2.1 & 1.1.3.1

Rewritten for clarity and consistency between diagrams and text.

1.4.2.2-1 Cause and Effect Diagram was replaced with corrected version.

1.4.2.2 Number of people for brainstorming increased to 7-10.

1.5.9 Quiz question 8 rewritten with AVOID in caps:

*During a change management process, stakeholders can be assets or liabilities in implementing the new process or program. Which of the following practices should a TD professional AVOID using to help create buy-in for a solution? (Choose the best response.)*

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1.7.1.1 Revised text: “the group may elect roles such as president, vice president...” These roles were removed as being in error.

17.4 Rewritten for clarity.

1.10.1.4 Corrected text for DiSC behavioral styles, third bullet is “steadiness” not “supportive.”

1.10.1.5 Experiential Learning Model moved to 3.5.8.

### **Instructional Design**

Throughout this AOE, content was rewritten to fit the designer rather than the facilitator. Please review and determine if you need to reprint the Chapter.

2.1 Section rewritten for clarity.

2.2.2.2 Section rewritten to improve content.

2.2.9-Learning Styles-rewritten with new references and focus and moved to 2.3.

2.2.12-13 Several questions rewritten based on changes to Learning Styles content.

2.2.14 References updated.

2.5.2.8 360-degree feedback example removed because it’s inaccurate.

Fig. 2.9.1-1 replaced with newer, corrected version.

### **Training Delivery**

References to NLP and Neurolinguistics Programming were removed from the chapter.

3.2.1 Rewritten for clarity and linkage to Instructional Design AOE.

3.2.3 VAK content removed.

3.2.6 Accelerated Learning section shortened to avoid duplication with 2.4.8.

3.2.7.1 Revised to exclude Learning Styles content.

3.2.10 Removed section on determining learning preferences.

3.2.10-11 Quiz questions revised to correspond to content changes.

3.2.12 New references to support changed focus on learning styles.

3.7 Reference to “overhead projector” removed.

3.7.1 Revised with new content to include virtual classrooms.

3.7.1.2 Info on taking attendance and keeping records was removed as not necessary.

3.7.2.1 Rewritten for improved accuracy.

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3.7.6.4 Content replaced with a newer reference.

3.7.7.2 & 3.7.7.5 Combined related content.

3.8 Learning Styles references removed.

### **Learning Technologies**

Chapter numbering was corrected.

Added Learning Objectives for the Chapter.

New questions and references were added.

Order of topics rearranged for better flow.

4.2.2.3 A lot of additions and updates made to this section; “web conferences” changed to “virtual learning.”

4.3 Table 4.2-1 removed

4.4.6 References to Learning Styles removed; table converted to text as examples.

4.4.10 Question #5 has corrected response.

### **Evaluating Learning Impact**

Practitioner changed to TD professional throughout Chapter.

### **Managing Learning Programs**

Training Managers changed to TD managers

6.2.3.3 Instructional strategy was changed to be consistent with ID (AOE 2) and TD (AOE 3).

6.2.3.4 Learning Styles removed.

6.2.4.1 Discussion of synchronous learning was revised for accuracy.

6.5.2 Corrected Kouzes leadership skills content.

6.6.2 Revised for clarity.

### **Integrated Talent Management**

HRD changed to HR throughout Chapter

7.1.3 Updated using 2016 ATD State of the Industry.

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7.1.3.2 Mentoring removed as it is not part of coaching.

7.2.4 Replaced Strategic Planning model with one that is also used in AOE 6.

7.3.7.1 Linked to Phillips ROI.

7.4.2.2 Correction: assessment centers are not a form of multi-rater.

7.7.1 Learning Styles removed.

7.7.4 Duplicate info in 7.3.7.2 (removed here)

### **Knowledge Management**

Training references changed to TD, e.g. trainers, T&D, etc.

9.5 Updated info on apps.

9.7 Revised text with flowchart as the preferred term.

9.7.2 Revised text.

### **Change Management**

10.3.1 Info on Bloom removed as it belongs elsewhere. Title of section changed to “Action Research Theory.”

10.5.1 Revised with updated data.

10.6.2 Benchmarking removed as it is not a change strategy. Added to Glossary.

10.6.11-7 Force Field Analysis table replaced with corrected version.

10.11.2.2 Learning Styles removed.

10.11.3 Question #2 was changed due to removal of Learning Styles.

### **Global Mindset**

Key Action list was corrected.

Outputs for Key Actions added.

11.7.2 Learning Styles removed.

### **Study Guides**

Recommend that study groups use the online version and/or print new study guides as there are multiple changes throughout.