

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 this Gap Assessment is built on the Detailed Content Outline for the CPTD, which details the knowledge, skills and abilities 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 (5) years of experience.

- I. Building Personal Capability – 20%
- II. Developing Professional Capability – 45%
- III. Impacting Organizational Capability – 35%

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:

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Development Gap

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

Certified Professional in Talent Development (CPTD)		
Building Personal Capability – 20%		
Knowledge and Skill Statements	Proficiency	Gap
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/or non-verbal 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 & Decision-Making		
1.2.A Knowledge of theories of emotional intelligence.	1 2 3 4 5	1 2 3
1.3 Collaboration & 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 & 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 & 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

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Developing Professional Capability – 45%		
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/or 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/or 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 & 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/or 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/or 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/or 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

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Knowledge and Skill Statements	Proficiency	Gap
2.6 Career & 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
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/or organizational outcome metrics based on evaluation strategy and/or business objectives of a solution.	1 2 3 4 5	1 2 3
Impacting Organizational Capability – 35%		
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 & Business Partnering		
3.2.A Skill in synthesizing information to formulate recommendations or a course of action to gain agreement, support, and/or buy-in from stakeholders.	1 2 3 4 5	1 2 3
3.2.B Skill in establishing and managing organizational and/or 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 on 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/or strategies.	1 2 3 4 5	1 2 3

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Knowledge and Skill Statements	Proficiency	Gap
3.3 Organization Development & 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/or creates opportunities for dialogue and feedback between individuals and groups, for example designing collaborative work practices and/or 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 & 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/or functions.	1 2 3 4 5	1 2 3
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 in order 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/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

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Knowledge and Skill Statements	Proficiency	Gap
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 & Analytics		
3.7.A Skill in selecting and/or 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/or 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/or external sources in logical and/or 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/or 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/business strategies, availability of labor, developments in other industries, societal trends, and technological advances.	1 2 3 4 5	1 2 3

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