ATD Certification Institute
CPLP Case Study: Splitting Hairs
Instructional Design
SAE Practice Exam

March 9, 2019
Scenario Narrative

A nationwide discount hair salon, Splitting Hairs, offers a full range of hair and beauty services to both men and women. They have locations in 50 markets across the United States and Canada, which includes over 500 franchises and over 5,000 employees. Each franchise location employs one manager, one assistant manager, and 8-10 hair stylists/cosmetologists.

Hair stylists are licensed professionals and have the technical competencies to perform the core job duties of providing beauty services, scheduling appointments, and completing retail transactions. Corporate offices provide training and development support in the form of a two-day new hire orientation along with informational emails regarding the latest trends and promotions.

The company is experiencing a loss of business and high turnover rates of their stylists. Therefore, the corporate office collected data for analysis.

- **Customers:** The online client surveys are solicited on the transaction receipt, offering an incentive for completion. Customer service is below the national average for the cosmetology industry. The results revealed:
  - Lack of professionalism of the staff.
  - Not meeting customer expectations on service received.
  - Lack of cultural sensitivity among staff.

- **Employees:** Recent comments on social media sites indicated dissatisfied employees. The corporate office deployed an employee satisfaction survey. The results of the survey revealed:
  - Work processes are unclear.
  - The process of performance reviews and evaluations is inconsistent.
  - Employees do not feel their opinions matter.

- **Other:** Additional data was collected and analyzed to corroborate the findings and to better understand the scope of the problem. Data was collected from:
  - On-the-job employee observations;
  - Focus groups with franchise owners, salon managers, and stylists; and
  - Comments on social media.

To address the problem, the training and development department proposed the launch of a new customer service program (CSP) using blended-learning solutions. The program will consist of instructor-led training, along with online and mobile performance support.

**Supporting Documents:**

1. Project Plan
2. Executive Summary: Needs Assessment Report
3. Executive Summary: Employee Survey Report
Supporting Document 1: Project Plan

Document Purpose
The purpose of this document is to provide details for the customer service program (CSP) initiative. This document will encompass relevant information regarding target audience, program design and delivery, and desired outcomes.

CSP Objective
The overarching objective is to ensure that franchise teams are consistently providing customer service as defined by the corporate organization.

Business Need
The purpose of the customer service project is to ensure standardization and alignment with corporate mission, vision, and values. This project scope encompasses all aspects of internal and external customer service in all areas of the business.

Business Benefit
The business benefits for this project are that all franchises will:

- Be standardized and consistent with the CSP policy.
- Provide the required level of service to all clients, thereby ensuring a consistent customer experience regardless of where the transaction was initiated.
- Increase the volume of repeat customers.
- Minimize employee turnover.
- Present consistent and improved franchise branding.

Financial Benefit
Ultimately this project will lead to increased revenue for all levels of the organization.

- Individual stylists will establish repeat clientele base and increased tips.
- Franchise owners will see not only repeat clients, but also an increase of new clients due to positive feedback from social media and individual referrals.
- The total organization will obtain consistent branding and service delivery, regardless of location.
- Employee engagement and satisfaction will lead to a healthier workplace environment.

Business Operations and Customer Service Policy Focus:
1. Clarify customer expectations:
   - Style
   - Cut
   - Color
   - Cost
2. Identify unique needs and their impact on customer service:
   - Allergies
   - Special requests
   - Needs of diverse customer base

3. Ensure improved verbal and nonverbal interactions with:
   - Internal customers
   - External customers

Objectives and Expected Outcomes

Customer Service Learner Performance Requirements

Given a customer service scenario, the learner will be able to apply the customer service policy to:

   - Communicate professionally while considering cultural variations.
   - Consult with the customer to clearly identify requirements and set expectations to ensure achievement of desired results.
   - Demonstrate reflective listening to clarify customer requests and comments.
   - Deliver truthful messages in a kind manner (cultural sensitivity and diplomacy).

Expected Outcomes

   - Improved customer satisfaction
   - Improved employee engagement scores in the target areas
   - Increased number of repeat clients
   - Increased revenue per stylist
   - Established consistent customer service policy
   - Increased organizational branding scores
   - Increased employee retention and tenure
   - Increased employee confidence and comfort in applying the customer service policy

Learning Solution

Design a blended learning solution, which consists of instructor-led training, along with online and mobile performance support.

   - Online/mobile readiness activity serves to provide foundational knowledge and motivates the learners to attend the instructor-led training session.
   - Train-the-trainer will be targeted for the regional trainers and salon management.
   - Regional corporate trainers who have attended the train-the-trainer session can be used as a resource.
   - Trainers will deliver the customer service training to all employees at franchise locations.
   - Mobile tools provide an avenue for feedback and social learning.
Learning Solution Timetable

With the blended learning approach, the learning timetable is structured in a three-phase approach to occur over an eight-week period.

**Online Program (weeks 1-2)**

Initial information transfer will be communicated and delivered via online modules. Modules must be web-based and easy for all users to access. Modules should not exceed 20 minutes each. Completion of the online modules is a prerequisite for the instructor-led programs.

**Instructor-Led Program (ILT) (weeks 3-7)**

The core CSP program content will be an ILT program and should not exceed four hours. This face-to-face session will incorporate role-play and skills practice. The interactive training modules will be provided as follows:

- Corporate trainers will deliver a train-the-trainer program to regional trainers.
- Subsequently, regional trainers will deliver regional programs to franchise associates.
- Associates will attend regional programs within a two-hour driving distance. (Special circumstances to be address as required.)

**Mobile Program (week 8)**

Mobile learning programs will engage the varied demographic (age) of the audience by incorporating quick reinforcement interactions accessible across all mobile device platforms.

**Deliverables**

<table>
<thead>
<tr>
<th>Online Program</th>
<th>Instructor-Led Program</th>
<th>Mobile Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6 online modules</td>
<td>Train-the-trainer leader’s guide</td>
<td>Learn and earn program</td>
</tr>
<tr>
<td>Videos</td>
<td>Train-the-trainer participant’s guide</td>
<td>Incentives</td>
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<td></td>
<td>Samples</td>
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</table>
Supporting Document 2: Executive Summary: Needs Assessment Report

Background
Splitting Hairs is experiencing loss of business and high turnover rates of their stylists. Corporate operations requested that a needs assessment be performed to determine strategies for improving franchise performance.

Purpose
The purpose of the needs assessment is to determine the root cause of employee and customer dissatisfaction (data from social media, customer surveys, and employee feedback) and if it relates to a lack of learning interventions.

Methods
Methods used to collect the data:
- On-the-job observations of 10 underperforming franchises
- Focus group discussions with:
  - Franchise owners
  - Salon managers
  - Stylists
- Social media data
- Secondary data: franchise data, franchise financial statements, market growth rate data, turnover rate data

Key Findings
Themes:
- Staff is on average 21 years old and lacks experience.
- Experience and education of franchise owners varies and often does not include a business background.
- Client satisfaction is below the national average.
- Repeat customers are less than 15%.
- Work processes are unclear.
- Performance review and evaluation processes are inconsistent.
- Stylists do not feel their opinions matter.
- Majority of focus group participants felt they did not have the right tools or training to complete their jobs.

Direct quotes:
- Franchise owners felt unsupported by corporate stating:
  - “there is a lack of development for new hires”
  - “need training for inexperienced employees”
  - “need training for customer service”
- Stylists stated they:
  - “did not feel comfortable dealing with customers”
  - “felt unprepared”
  - “don’t understand why my customers don’t come back”

Recommendations
- Incorporate findings from the company-wide engagement survey to identify gaps.
- Launch a company-wide learning intervention.
- Develop visual tools and job aids.
Supporting Document 3: Executive Summary: Employee Survey Report

The employee satisfaction survey included 1,500 responses (30% response rate): 65% from management and 35% from stylists and non-management employees. The survey was completed online for management and stylists, with all questions requiring a response.

Favorable responses (sum of Strongly Agree and Agree) were most prevalent for:

- Satisfied with schedule assignment (Q 6 – 61.5% agree)
- Like their job (Q 15 – 74.8% agree)
- I am accountable, in teams as well as individually, for my behaviors, actions, and results. (Q 23 – 72.1% agree)

Responses that present the greatest opportunities (Strongly Disagree and Disagree) were:

- I can trust my salon manager to follow through on commitments. (Q 21 – 42.6% agree)
- I work in an inclusive environment that embraces change, new ideas, respect for the individual, and equal opportunity to succeed. (Q 24 – 43.8% disagree)
- Overall, top management in the corporate organization does a good job. (Q 17 – 47.4% disagree; BUT 54.6% of management disagree)
- I am comfortable interacting with my clients. (Q 14 – 53% agree)
- I would recommend my salon as a good place to work. (Q 19 – 55.3% agree)
- I have clients who return to me for my services on a regular basis. (Q 22 – 59%)
- If I could, I would leave my salon for another job with similar pay. (Q 16 – 72.6% agree)

Data in this employee survey is in alignment with similar national trends as reported in a recent national survey. That survey provides data that examines the 25 most important aspects of the work environment. The top five aspects of “employee” job satisfaction are:

1. Job security
2. Benefits
3. Opportunities to use skills and abilities
4. The organization’s financial stability
5. Compensation/pay

For comparison, the top five aspects as indicated by “Human Resource Professionals” are:

1. Relationship with immediate supervisor
2. Job security
3. Communication between employees and senior management
4. The organization’s financial stability
5. Opportunities to use skills and abilities

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Warmly greets client upon arrival</td>
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<td>Uses reflective listening</td>
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<td>Projects a professional image</td>
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<td>Clearly sets client expectations</td>
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<td>Replies to customer complaints in a courteous and honest manner</td>
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<td>Demonstrates respect of culture diversity</td>
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<td><strong>Initial Consultation</strong></td>
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<td>Reviews history verbally with the client</td>
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<td>Assesses the texture, thickness, quality, and manageability of the client’s hair</td>
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<td>Identifies client lifestyle habits that affect hair maintenance</td>
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<td>Solicits client input on observed hairstyle preferences</td>
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<td>Makes hairstyle suggestions based on observation and conversation with client</td>
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<td>Restates action plan with the client to confirm agreement</td>
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<td><strong>Services Provided</strong></td>
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<td>Engages in conversation based on customer need</td>
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<td>Explains services available</td>
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<td>Professionally replies to client inquiries</td>
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<td>Confirms client expectations are met</td>
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Splitting Hairs Case Study

USE THE FOLLOWING INFORMATION TO ANSWER QUESTIONS 22-42

Review the "Splitting Hairs" case study information and answer the associated questions.

22. How did the talent development professional demonstrate awareness of how the customer service program (CSP) is connected to the overall business strategy? Choose ONE.

A. Asked franchise owners to train subject matter experts (SMEs) and help design the CSP content
B. Set the goal of the training to ensure that franchise teams are consistently providing customer service as defined by the corporate organization
C. Requested stylists demonstrate an incorrect way to greet and serve customers as a non-example
D. Held sessions in a neutral location away from the salon

23. When selecting solutions for Splitting Hairs’ training needs, what did the talent development professional do to incorporate the concept of accommodation in Jean Piaget’s theory of constructivism? Choose TWO.

A. Disseminate information from the trainers to the learners in a series of online lessons.
B. Watch videos to understand how the corporate franchise wants the learners to perform customer service.
C. Incorporate role-play and skill practice to have students learn how to respond to novel customer service situations.
D. Use quick reinforcement interactions to provide skill feedback.
E. Disseminate information from the trainers to the learners in a series of instructor-led lessons.

24. Client survey responses indicated a lack of cultural sensitivity among salon staff. Which intercultural communication factors may be influencing these interactions? Choose TWO.

A. Language and speech
B. Personality
C. Physiology
D. Nonverbal behavior
25. The talent development professional who implemented the data collection effort compared the Splitting Hairs employee survey with a recent national survey of employee job satisfaction. What is this practice called? Choose ONE.

A. Data mining
B. Performance norming
C. Benchmarking
D. Competency modeling

26. With whom should the talent development professional consult to solicit appropriate content for developing the blended customer service training for cosmetologists? Choose ONE.

A. Franchise owners with business expertise
B. High-performing cosmetologists within the industry
C. Returning customers who had a good salon experience
D. Published blended learning practitioners

27. Which of the following activities are examples of summative evaluations appropriate for the customer service program (CSP) training? Choose THREE.

A. Repeating on-the-job observations of underperforming franchises following training delivery
B. Tracking net sales by stylists during the development of the training
C. Conducting focus group discussions with franchise owners, managers, and stylists following CSP participation
D. During CSP implementation track number of participants completing online, instructor-led and mobile training modules
E. Observing CSP training modules during
F. Comparing client survey results before and after CSP training

28. After customer service program (CSP) training, Splitting Hairs can support informal learning by incorporating which of the following into the stylists’ daily routine between customers? Choose THREE.

A. Managerial feedback
B. Chat blogs for employees to voice issues and concerns
C. Communities of practice to share customer service best practices
D. Onsite coaching by highly skilled practitioners
E. Observations of stylists at work
F. Wiki site for quick reference
29. By designing the customer service program (CSP) online modules into 20-minute segments, concepts are broken down into meaningful parts. What is this process called?

Type your answer in the box below.

30. Which theory did the talent development professional use when incorporating mobile devices to reinforce learning, encourage collaboration, and enable observation, imitation, and modeling? Choose ONE.

A. Social media theory
B. Social bookmarking
C. Synchronous learning
D. Social learning theory

31. The use of mobile learning modules in Phase 3 of the customer service program (CSP) is MOST effectively designed to do which of the following? Choose ONE.

A. Ensure stylists are on the job.
B. Provide an avenue for reinforcement and feedback.
C. Provide consistent message delivery.
D. Ensure regional trainers can deliver the programs.

32. Which of the following factors are MOST important for improving communication between stylists and customers at Splitting Hairs? Choose THREE.

A. Clear communication between stylists and franchise owners
B. Stylists' consideration of cultural variation when speaking to clients
C. Stylists' application of social media to communicate job dissatisfaction
D. Improved stylist knowledge of current cuts and styles
E. Stylists' body language and use of eye contact
F. Stylists' tenure in the industry

33. Which of the following is a key factor that indicated training was an appropriate solution for the Splitting Hairs salons? Choose ONE.

A. Work process knowledge
B. Job accountability
C. Job dissatisfaction
D. Lack of tools
34. What type of evaluation will provide the **BEST** feedback for Kirkpatrick's Level 3 evaluation type? Choose ONE.

A. At the end of each training event, the trainers will collect detailed surveys from the learners to determine the effectiveness of the training event.

B. At the beginning and at the end of the training event, each learner will be tested on his or her knowledge to evaluate the knowledge gained.

C. "Supporting Document 4: Customer Service Evaluation Criteria" survey will be sent to new and repeat customers at specific intervals post training (weeks 1, 2, 4, and 8) to determine if customer service has been improved.

D. Franchise data, franchise financial statements, market growth rate data, and turnover rate data will be determined again after all training events have been completed at the 30-, 60-, and 90-day marks to determine if the business and financial goals were reached.

35. Four months after the completion of the customer service program, client surveys show an increase in customer satisfaction of 45%, while employee satisfaction has dropped to 25% overall. Which two aspects were **MOST** likely missing from the solution? Choose TWO.

A. Relationship with immediate supervisor

B. Organization's financial stability

C. Communication between employees and senior management

D. Opportunities to use skills and abilities

E. Appropriate prerequisites for the instructor-led program

36. Before the mobile program can be recommended, which pieces of information should be documented during a learner analysis? Choose FOUR.

A. Background (e.g., age, reading level, cultural considerations)

B. Work experience (e.g., existing skills, experience levels)

C. Training (e.g., motivation, effect on current job, accountability)

D. Delivery (e.g., number of people to be trained, locations of learners)

E. Technology (e.g., devices available, laptops at each salon)

F. Evaluation (e.g., testing availability, surveys)
37. "Given a customer service scenario, the learner will be able to apply the customer service policy to consult with the customer to clearly identify requirements and set expectations to ensure achievement of desired results." This objective could be improved by including which of the following? Choose ONE.

A. Standard  
B. Behavior  
C. Condition  
D. Action  

38. Mobile learning was selected for which of the following reasons? Choose THREE.

A. Augments instructor-led and online training  
B. Addresses geographical disbursement  
C. Promotes informal learning  
D. Accommodates learning styles  
E. Provides performance support  
F. Minimizes program cost  

39. How did the talent development professional determine the skill gaps in the hair stylists’ performance of beauty services? Choose ONE.

A. Review of the job descriptions and performance evaluations of the stylists  
B. Company-wide employee engagement survey and customer survey results  
C. Focus groups with a select group of managers and salon owners to discuss the stylists’ performance problems  
D. They did not identify specific skill gaps in the hair stylists’ performance of beauty services.  

40. Which BEST describes the Splitting Hairs' customer service program (CSP) initiative? Choose ONE.

A. It was based on feedback the learning and development group heard from within the company.  
B. It was conceived because the company experienced employee turnover, customer loss, and reduced profitability.  
C. The project sponsor specified their preferred solution, and the learning and development group implemented it precisely.  
D. It will be implemented by the corporate trainers within the company, rather than hiring a consultant external to the company.
41. The talent development professional and sponsors of the Splitting Hairs' customer service program (CSP) initiative considered and implemented which of the following approaches to motivating learners in the design of the initiative? Choose ONE.

A. Attitude, meaning, competition, inclusion
B. Inclusion, attitude, meaning, competence
C. Inclusion, monetary reward, attitude, competence
D. Competence, competition, monetary reward, attitude

42. What has the talent development professional stated he or she will do to assess the training program's learning design? Choose ONE.

A. Look at the customer satisfaction survey scores to see what has improved.
B. Look at employee turnover rates to see if they go down over time.
C. Evaluate comments on social media to see if they are more positive.
D. No plan has been stated for evaluating the training.

End of the Examination
<table>
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<tr>
<th>#</th>
<th>Question</th>
<th>Correct Answer</th>
<th>Rationale</th>
<th>Reference in CPLP Learning System 2017 Version</th>
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<tbody>
<tr>
<td>22</td>
<td>How did the talent development professional demonstrate awareness of how the customer service program (CSP) is connected to the overall business strategy?</td>
<td>B</td>
<td>The Project Plan (supporting document 1) states that the CSP Objective will align with the corporate definition of customer service, which is in alignment with company vision, values, and mission.</td>
<td>CPLP LS Section 2.1.1 Link TD to Business Drivers, section 2.1.3 Design to Achieve Strategy.</td>
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<tr>
<td>23</td>
<td>When selecting solutions for Splitting Hairs' training needs, what did the talent development professional do to incorporate the concept of accommodation in Jean Piaget’s theory of constructivism?</td>
<td>C, D</td>
<td>Role playing novel situations allows for safe failure, collaboration, reinforcement and ultimately success. Mobile tools provide avenue for &quot;in the moment&quot; learning opportunities, if accessed, increasing employees ownership of learning.</td>
<td>CPLP LS Section 2.2.2.3 Constructivism &quot;...accommodation is the process of reframing one's mental beliefs of the external world to fit new experiences. Accommodation is the mechanism by which failure leads to learning.&quot;</td>
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<tr>
<td>24</td>
<td>Client survey responses indicated a lack of cultural sensitivity among salon staff. Which intercultural communication factors may be influencing these interactions?</td>
<td>A, D</td>
<td>Language, speech, and non-verbal behaviors are forms of communication. Personality and physiology may impact communications, but are not communication factors in themselves.</td>
<td>CPLP LS Section 11.6 Cross-cultural communication. 11.6.3 Verbal Variations, 11.6.4 Nonverbal Variations and Gestures</td>
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<tr>
<td>25</td>
<td>The talent development professional who implemented the data collection effort compared the Splitting Hairs employee survey with a recent national survey of employee job satisfaction. What is this practice called?</td>
<td>C</td>
<td>Benchmarking is a measure of quality by comparing ones business process metrics to standard external measurements or industry best practices. Comparing employee survey to national job satisfaction data would be an example of benchmarking.</td>
<td>CPLP LS Master Glossary Benchmarking definition, Competency Modeling definition Section 9.2 Knowledge Management Best Practices</td>
</tr>
<tr>
<td>26</td>
<td>With whom should the talent development professional consult to solicit appropriate content for developing the blended customer service training for cosmetologists?</td>
<td>B</td>
<td>While franchise owners and customers, or industry experts, may help TD professionals identify critical content topics, cosmetologists would be the subject matter experts in the content itself.</td>
<td>CPLP LS Section 2.7, Content Knowledge from SMEs &quot;The most important part of every training program is its content, and designers must already know the core content, or they must be adept at eliciting appropriate content from SMEs or thoroughly researching topics from many different sources.&quot;</td>
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Splitting Hairs Answer Key

Updated 3/19
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<tr>
<th>#</th>
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<th>Rationale</th>
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<tr>
<td>27</td>
<td>Which of the following activities are examples of summative evaluations appropriate for the customer service program (CSP) training?</td>
<td>A, C, F</td>
<td>Formative evaluation occurs during the development of the training program. Summative occurs after training is delivered. As a result responses B and E are clearly formative and are therefore incorrect. F is clearly summative and would be an appropriate measure. Response A would also be summative because it occurs after the training is delivered. Response D is identified as occurring during implementation, so would also be a formative evaluation.</td>
<td>CPLP LS Section 5.1.5, Formative versus Summative Evaluation Section 5.4.2.2 ROI in the Context of Other Performance Measures - Programs suitable for ROI Evaluation</td>
</tr>
<tr>
<td>28</td>
<td>After customer service program (CSP) training, Splitting Hairs can support informal learning by incorporating which of the following into the stylists’ daily routine between customers?</td>
<td>B, C, F</td>
<td>The learning solution strategy in the supporting documents states that there will be mobile tools for feedback and social learning. Responses B, C, and D align to the mobile solution listed. While A, D and E are not part of the identified mobile solution, observations, coaching and feedback are also considered informal learning opportunities and while a bit more challenging, these could be incorporated between customers as well.</td>
<td>CPLP LS Section 2.8.7 Relative Advantages of Informal versus Formal Approaches Section 3.4.1 - Ways in Which Informal Learning can Occur: Critical for the difference between the correct and incorrect responses: &quot;...all learning is a mixture of formal and informal, and the difference often whether the learning is mainly imposed (formal, given to a learner and someone else is in charge) or sought out.&quot;</td>
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<td>29</td>
<td>By designing the customer service program (CSP) online modules into 20-minute segments, concepts are broken down into meaningful parts. What is this process called?</td>
<td>See answer in next column</td>
<td>The keyword responses identified align with the definition of chunking: Chunking, modularization, modular, information chunking, chunk, chunks, information chunks, information chunk, chunked</td>
<td>CPLP LS Section 2.8.5.4 - Lesson Plan Format: &quot;Chunking is a term for breaking down concepts into meaningful parts. It is recommended to give the learner a maximum of three large pieces of information at a time. In a session, if the topic has three major components, the design should allow them to be delivered within an hour...&quot;</td>
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<td>30</td>
<td>Which theory did the talent development professional use when incorporating mobile devices to reinforce learning, encourage collaboration, and enable observation, imitation, and modeling?</td>
<td>D</td>
<td>The definition of social learning theory is to learn from interacting with others. By incorporating mobile devices, the talent development professional was making it convenient for learners to share information and collaborate with one another.</td>
<td>CPLP LS Section 4.3 Social Learning techniques and technologies: &quot;...social learning theory, which says that people learn from one another by observation, imitation, and modeling.&quot; CPLP LS 2.8.7 Informal versus Formal Learning Approaches; 3.4.1 Ways in Which Informal Learning Can Occur</td>
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<td>31</td>
<td>The use of mobile learning modules in Phase 3 of the customer service program (CSP) is MOST effectively designed to do which of the following?</td>
<td>B</td>
<td>Supporting document 1 (Project Plan) says that mobile tools will &quot;provide an avenue for feedback and social learning&quot; and that &quot;mobile learning programs will engage the varied demographic (age) of the audience by incorporating quick reinforcement interactions accessible across all mobile device platforms.&quot; These statements most closely align with answer B.</td>
<td>CPLP Section 2.1.2 Design to Meet Business Requirements; CPLP LS 4.2.3 Self-Directed Approaches (Mobile Learning); 6.2.6.1-4 Advantages and Disadvantages of Mobile Learning;</td>
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<td>32</td>
<td>Which of the following factors are MOST important for improving communication between stylists and customers at Splitting Hairs?</td>
<td>B D E</td>
<td>Response B addresses the need to improve cultural awareness and response E addresses body language that supports building customer rapport. Answer D specifically addresses the Business Operations and Customer Service Policy, &quot;Clarifying customer expectations and Identifying unique needs and their impact on customer service&quot;. Option C will not improve communications between stylists and customers. While option F may lead to better communication between customers and stylists, it is not a factor that can be addressed through training.</td>
<td>CPLP LS Section 3.8.1.4 Nonverbal Behavior; Section 7.7.2 Cultural Awareness</td>
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<td>#</td>
<td>Question</td>
<td>Correct Answer</td>
<td>Rationale</td>
<td>Reference in CPLP Learning System 2017</td>
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<td>33</td>
<td>Which of the following is a key factor that indicated training was an appropriate solution for the Splitting Hairs salons?</td>
<td>A</td>
<td>The Needs Assessment (supporting document 2) identified unclear work processes as an issue. In addition, many of the employees were young and inexperienced and reported that they felt unprepared. All of these factors point to a knowledge deficit that could be addressed through training.</td>
<td>CPLP LS 1.1.1; Purpose of Performance Improvement &quot;training is the right answer only when the problem is caused by a lack of knowledge or skills&quot;, CPLP LS 1.1.1.2 Factors that Affect Human Performance; CPLP LS Section 2.5.1 Purpose of Needs Assessment; 1.1.2.1 HPI Model and 1.1.2.1-2 Finding Synergy in Performance Improvement Solutions</td>
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<td>34</td>
<td>What type of evaluation will provide the BEST feedback for Kirkpatrick’s Level 3 evaluation type? CHOOSE ONE</td>
<td>C</td>
<td>Answer C is an example of Level 3 evaluation that involves measuring behavior change back on the job after the training occurs. Answer D is an example of level 4 evaluation that measures longer term impact on the organization.</td>
<td>CPLP LS Section 5.1.6 Donald Kirkpatrick’s Four levels of evaluation</td>
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<td>35</td>
<td>Four months after the completion of the customer service program, client surveys show an increase in customer satisfaction of 45%, while employee satisfaction has dropped to 25% overall. Which two aspects were MOST likely missing from the solution? CHOOSE TWO</td>
<td>A, C</td>
<td>The case study included information that the employees were dissatisfied with performance management and manager relationships, but the learning solution only addressed knowledge deficits and did not include structure or process recommendations. Answers A and C are most closely aligned with the factors noted in the initial needs assessment.</td>
<td>CPLP LS Section 2.5.1 Purpose of Needs Assessment; Section 1.1.1 Purpose and Goals of Performance Improvement; Factors that Affect Human Performance; 1.1.2.1 HPI Model and 1.1.2.1-2 Finding Synergy in Performance Improvement Solutions</td>
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<td>36</td>
<td>Before the mobile program can be recommended, which pieces of information should be documented during a learner analysis? CHOOSE FOUR</td>
<td>A, B, C, D</td>
<td>A learner analysis is focused on understanding your audience, so collecting information about their background, work experience, training and the planned delivery process. While you will need to evaluate the technology available, that is not part of the learner analysis.</td>
<td>CPLP LS Section 6.2.3.2 - Identify Needs of Learners and geographic locations</td>
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<td>37</td>
<td>&quot;Given a customer service scenario, the learner will be able to apply the customer service policy to consult with the customer to clearly identify requirements and set expectations to ensure achievement of desired results.&quot; This objective could be improved by including which of the following? CHOOSE ONE</td>
<td>A</td>
<td>The standard is missing from the provided objective.</td>
<td>CPLP LS Section 2.4.7 Theory of Behavioral Objectives</td>
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<td>38</td>
<td>Mobile learning was selected for which of the following reasons? CHOOSE THREE</td>
<td>A, C, E</td>
<td>Per the case study materials pgs 3-4 Mobile tools provide performance support, an avenue for feedback and social learning, and learning reinforcement.</td>
<td>CPLP LS Section 6.2.6 Pairing Instructional and presentation methods: Mobile learning</td>
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<td>39</td>
<td>How did the talent development professional determine the skill gaps in the hair stylists’ performance of beauty services? CHOOSE ONE</td>
<td>D</td>
<td>The case study focuses on customer service and did not address hair stylists' performance of beauty services.</td>
<td>CPLP LS 1.3.3 Project Scope and 6.11.2.1 Defining the Project and Goals</td>
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<td>40</td>
<td>Which BEST describes the Splitting Hairs' customer service program (CSP) initiative? CHOOSE ONE</td>
<td>B</td>
<td>Response B is correct per the case study stated business problem and business needs and benefits. Response A is incorrect because feedback was also gathered externally. Response C information is not included in the case study. Response D is a plausible answer since it appears from the case that corporate trainers were used to perform the training. However, given the focus on linking TD to business drivers and strategy, Answer B would be the best response.</td>
<td>CPLP LS Section 2.1.1 Link TD to Business Driver; 2.1.2 Design to Meet Business Requirements; Section 1.3.1 - Business Analysis</td>
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<td>41</td>
<td>The talent development professional and sponsors of the Splitting Hairs' customer service program (CSP) initiative considered and implemented which of the following approaches to motivating learners in the design of the initiative? CHOOSE ONE</td>
<td>B</td>
<td>Response B aligns to the approaches to motivating learners as listed in the Learning System. However, even if you didn't remember the items in the Learning System, answers C and D both mention monetary reward which was not mentioned in the case. Answer A, attitude, meaning, competition and inclusion is incorrect because the design was collaborative in nature and did not appear to have a competitive aspect.</td>
<td>CPLP LS Section 2.2.6.1 - Motivation: Approaches to motivating Learners</td>
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<td>42</td>
<td>What has the talent development professional stated he or she will do to assess the training program's learning design? CHOOSE ONE</td>
<td>D</td>
<td>No mention is made in the case study materials of post-training evaluation</td>
<td>CPLP LS Section 2.4.3.2 Design Section 5 - Evaluating Learning Impact</td>
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