



MARCH 7, 2019

SKILLS APPLICATION EXAMINATION (SAE)  
PRACTICE EXAM INSTRUCTIONAL DESIGN  
LASTING IMPACT CASE

ASSOCIATION FOR TALENT DEVELOPMENT



## Scenario Narrative

### **Business Overview**

Lasting Impact Charities is a humanitarian service-focused member organization with over one million members in 200 countries. Its mission is to provide service to others, promote integrity, and advance world understanding, goodwill, and peace through its fellowship connection of business, professional, and community leaders.

For the last 80 years, Lasting Impact Charities has provided its members with grant funds ranging from \$2,000 to \$50,000 per grant to enable local and global projects.

### **Business Concerns**

In the past 20 years, the organization's grant activity has increased significantly, along with the grant processing costs.

After conducting a peer/market analysis of other charities, the organization determined that changes needed to be made to its grant system in order to accomplish two of the organization's major priorities:

- Increase service impact.
- Maintain an industry accepted standard of administrative costs versus funds distributed via grants.

The organization's board of directors developed a new grant system that would distribute larger grants for projects that were deemed sustainable.

### **Audience Analysis**

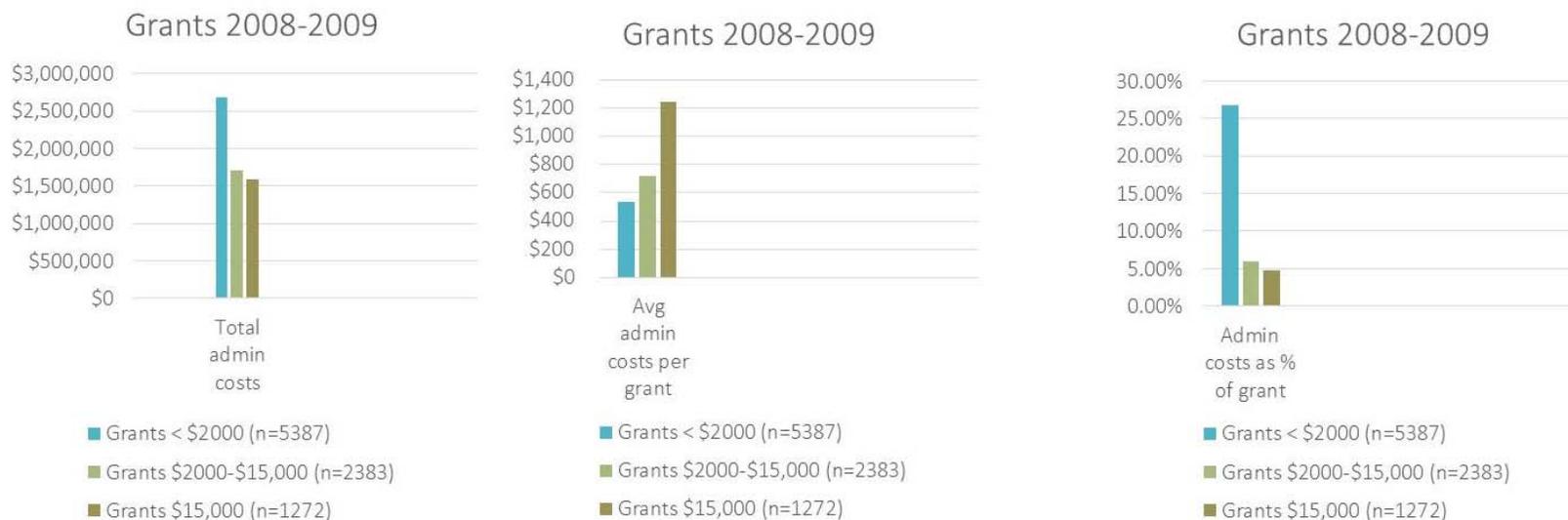
As part of the new grant rollout, a training plan was developed for members in regional leadership positions. These leaders are volunteers, motivated by their desire to make an impact in the global communities as well as their ambition for higher leadership positions within the organization. They are trained in their positions at annual leadership training meetings. These individuals are potentially from 200 different countries or geographical regions, are well-educated, and are typically influential business leaders in their respective regions.

Trainers from 12 different countries were chosen from a group of members identified as "Change Champions" to administer regional in-person training.

### **Supporting Documents:**

1. Research Results
2. Readiness Climate Survey of Members
3. Critical Success Factors and Training Plan

# Operations Cost Analysis: Lasting Impact



	Grants < \$2000 (n=5387)	Grants \$2000-\$15,000 (n=2383)	Grants \$15,000 (n=1272)
Total admin costs	\$2,680,000	\$1,703,845	\$1,581,096
Avg admin costs per grant	\$536	\$715	\$1,243
Admin costs as % of grant	26.80%	5.90%	4.70%

## Peer Market Analysis

- Identified 143 peer organizations worldwide that managed more than \$10M in grant funds in each of the last three years.
- Surveyed these organizations, with a response rate of 63%.
- Of those organizations responding, 72% of their grants are for more than \$20,000.
- Average administrative cost as percentage of grant is 4.1%.

## Sustainability Best Practices

- Sustainability is the capacity to sustain program impact after grant funding ends.
- Best practices to foster sustainability:
  - Obtain buy-in from target groups.
  - At beginning of project, identify resources for continuation after project ends.
  - Identify options for transition of project to local management.
- 63% of organizations that followed these best practices had sustained project impact 10 years after project end.

*Source: Risbeck, E. J. (2012). Sustainability in global NGOs. London: WANGO.*

## Supporting Document 2: Readiness Climate Survey of Members

### *Electronic Survey Response Analysis*

In June 2010, Lasting Impact Charities announced the decision to adopt a new grant policy to eliminate small grant awards below \$15,000. This initiative would be phased in over a three-year period.

In early August, two months following the announcement (allowing for members' questions and answers), the first electronic online survey was launched to inquire if 1) members agreed on this direction, and 2) what was needed to prepare the more than 3,200 member leaders for implementation. Regional and district officers, along with committee chairs, were emailed a survey link and encouraged to participate to ensure their input was included.

One month following the online survey launch, 1,729 participants submitted their responses: 52% of the respondents agreed with the new direction, 35% somewhat agreed, and 13% either somewhat disagreed or disagreed.

The training plan was executed from January – March in 2011.

In September 2011, a second survey was administered with similar questions. There were 1,592 survey respondents: 83% agreed, 13% somewhat agreed, and only 4% disagreed or somewhat disagreed. Lasting Impact Charities saw a 31% increase in strongly agree for the new grant model direction within one year. Equally inspiring was the membership's increased belief over the prior year that they were prepared to launch the new grant policy. Their belief increased by 52% over the prior survey, going from an agreement rating of 24% to 76%.

The survey results also identified respondents with an increasing desire (up 7%) to embrace the change going from an eagerness rating in 2010 of 16% to 23% in 2011.

## Supporting Document 3: Critical Success Factors and Training Plan

After reviewing the overall goals related to Lasting Impact Charities' new grant model, critical success factors were determined and an overall training plan was developed.

### **Critical Success Factors**

1. Member satisfaction rating related to the new grant model rollout will be > 90%.
2. The percentage of new grant model applications satisfying acceptable quality standards, including the mandatory sustainability aspect, will be 60% in period 1 (ending 30 June 2015), 75% in period 2 (ending 30 June 2016), and 90% in period 3 (ending 30 June 2017) and beyond.
3. Total grant funds distributed plus operations expenses will exceed 85% of all the charity's spending including by 2020.
4. Fundraising costs will not exceed 10% of total contributions by 2020.
5. Achieve 85% of grants up-to-date on reporting.

### **Training Solution**

1. Sustainability training – The grant-funded project needs to be sustainable.
  - i. Program Objectives – At the program's conclusion, participants should be able to:
    1. Describe a sustainable project.
    2. Identify the interconnectedness of the people and the project.
    3. Understand how a sustainable project will influence the project beneficiary.
    4. Describe the challenges of managing a project's sustainability in a common resource setting.
  - ii. Course Outcomes – This sustainability course will:
    1. Provide an overview and definition of sustainability of projects.
    2. Demonstrate research-driven approaches to sustainable business practices.
    3. Communicate how to use tools that enable learners to evaluate projects to estimate sustainability.
2. Change management training
  - i. Program Objectives – At the program's conclusion, participants should be able to:
    1. Describe ways of reacting to change.
    2. See change not as something to be feared and resisted but as an essential element of the world to be accepted.
    3. Describe the benefits of the new grant system.
  - ii. Course Outcomes – This change management course will:

1. Provide an overview of the change process and reactions to change.
  2. Offer techniques for preparing for change.
  3. Suggest methods for addressing negativity.
  4. Give suggestions for managing uncertainty.
  5. Help leadership:
    - a. Understand that adapting to change is not technical but attitudinal.
    - b. Recognize that before they can embrace the way things will be, they must go through a process of grieving and letting go of the way things used to be.
    - c. See change as an opportunity for self-motivation and innovation.
    - d. Identify strategies for helping change to be accepted and implemented in the workplace.
3. Training on new grant rules in the new grant system
- i. Program Objectives – At the program’s conclusion, learners should be able to:
    1. Describe the new grant system in detail.
    2. Recall the new grant rules and reporting requirements.
    3. Select appropriate methods for defusing conflict in between sponsoring and recipient partners in a grants situations.
    4. Apply techniques in finding a grant partner.
    5. Employ a five-step process to solve a grant-related problem.
    6. Apply measurement and evaluation best practices for large grants.
  - ii. Course Outcomes – This new grant rule training will:
    1. Provide thorough instruction in the details of the new grant rules.
    2. Deliver a complete and specific overview of the new grants system.
    3. Offer techniques in professional grants management.
    4. Suggest methods for managing conflict in grant situations.
    5. Propose methods for managing negotiation in hypothetical grant situations.
    6. Offer techniques in employing a process to solve grant-related problems.

**Association for Talent Development  
Skills Application Exam (SAE) - ISD  
Practice Exam – Lasting Impact**

**USE THE FOLLOWING INFORMATION TO ANSWER QUESTIONS 1-21**

Review the "Lasting Impact" case study information and answer the associated questions.

1. Which of the following are the key business drivers that directly influenced the training strategy?  
Choose TWO.
  - A. Reducing the percent of administrative costs to funds distributed
  - B. Increase member satisfaction related to the new grant model rollout to >90%
  - C. Increasing the percentage of granted projects that are sustainable for longer than 10 years
  - D. Motivating the regional leaders to be "Change Champions"
  - E. Eliminating offering grants less than \$20,000
  - F. Implementing a new grant system
  
2. Which of the following are the appropriate instructional methods for meeting the objective of "See change not as something to be feared and resisted but as an essential element of the world to be accepted"? Choose THREE.
  - A. Articles
  - B. Demonstrations
  - C. Diagrams
  - D. Job aids
  - E. Role-plays
  - F. Self-assessments
  - G. Structured games
  
3. Which strategies should the talent development professional share to gain approval from the project sponsors to implement a discussion board for participants to use after the training?  
Choose THREE.
  - A. Set clear expectations for the informal learning solutions.
  - B. Explain that the discussion will be allowed to organically grow among the participants.
  - C. Recruit learning champions to commit to contributing to the discussions.
  - D. Create a job aid to help participants access and use the discussion board.
  - E. Make it mandatory for participants to add discussions.
  - F. Ask the sponsors to closely monitor the discussions.

4. The talent development professional decides that this training would be best delivered through e-learning. Which e-learning strategies led to this conclusion? Choose TWO.
- A. Confirms a consistent message no matter who the facilitator is
  - B. Connects learners in diverse locations
  - C. Is inexpensive to get started
  - D. Has minimal hardware considerations
  - E. Can be built quickly
5. Which learning theories should the talent development professional pay additional attention to when designing this training for a culture with a higher rate of uncertainty avoidance? Choose TWO.
- A. Behaviorism: The final goal is to help the community, demonstrating to the group a strong stimulus response connection.
  - B. Cognitivism: The training should be process-focused to take less time for volunteers.
  - C. Constructivism: The training should build on prior experiences to help learners incorporate their learning into their current worldview.
  - D. Maslow's Hierarchy of Needs: This represents a large change and learners may feel unsafe.
  - E. Developmental Theory: How adults learn as they age should be considered in the training design.
7. How will the talent development professional be able to prove that the learning design solution produced positive results for the organization? Choose ONE.
- A. Demonstrate that learning occurred by incorporating tests during the program.
  - B. Provide numerical data that shows critical success factors were achieved one year after the program.
  - C. Directly observe participants a few weeks after the program.
  - D. Survey participants' reactions at the end of the program.
8. Which of the following demonstrates that the talent development professional selected the learning approach that **BEST** addresses the needs of the learners and the organization? Choose ONE.
- A. SWOT analysis
  - B. Cost analysis
  - C. Climate survey
  - D. Audience analysis

9. Which cultural aspect about the target audience is **MOST** likely to affect learning approach and development choices? Choose ONE.
- A. Members are typically influential business leaders.
  - B. Members are from many different countries.
  - C. Members are well-educated.
  - D. Members are motivated volunteers.
10. Which of the following activities of the Lasting Impact Charities organization **BEST** exemplifies good collaboration with others? Choose TWO.
- A. Surveying 143 peer organizations worldwide with a response rate of 63%
  - B. Sending out electronic surveys to members
  - C. Focusing on funding more sustainable projects
  - D. Announcing the decision to develop a new grant system that would distribute larger grants
  - E. Developing and implementing a comprehensive training plan
  - F. Identifying trainers from 12 different countries as "Change Champions" to administer regional in-person training
  - G. Compiling critical success factors
  - H. Offering techniques in professional grants management
11. Which of the following steps is **MOST** important to understand when addressing the company's pursuit of changing their grant system? Choose ONE.
- A. Change management initiatives
  - B. Business strategies (overview)
  - C. Audience analysis
  - D. Training solution
12. As detailed in "Supporting Document 3: Critical Success Factors and Training Plan," at which point in the instructional systems design process are the proposed training solutions identified along with the program objectives and course outcomes? Choose ONE.
- A. Analysis phase
  - B. Implementation phase
  - C. Development phase
  - D. Design phase

13. Which type of data is provided in “Supporting Document 1: Research Results”? Choose FOUR.
- A. Objective data
  - B. Qualitative data
  - C. Hard data
  - D. Subjective data
  - E. Quantitative data
  - F. Soft data
  - G. Intangible data
  - H. Measurable data
14. After reviewing the details in “Supporting Document 3: Critical Success Factors and Training Plan,” the majority of the course outcomes outlined in the training solution are at which behavioral levels of the Bloom’s Taxonomy? Choose ONE.
- A. Knowledge and analysis
  - B. Comprehension and synthesis
  - C. Application and evaluation
  - D. Comprehension and application
15. Based on “Supporting Document 3: Critical Success Factors and Training Plan,” which level of Kirkpatrick’s evaluation model is **BEST** for obtaining assessment data?

Type your answer in the box below.

16. How do the electronic surveys detailed in “Supporting Document 2: Readiness Climate Survey of Members” provide the necessary evaluation documentation needed to verify the training program’s success? Choose ONE.
- A. The surveys showed member leaders are more prepared to embrace the new grant policy as reflected by the 31% positive increase.
  - B. The survey only addressed one of the five critical success factors (as detailed in “Supporting Document 3: Critical Success Factors and Training Plan”), and the 90% satisfaction rating was not acquired yet.
  - C. The survey showed the impact of the change management portion of the training, but not necessarily the entire training program or the learning objectives specifically.
  - D. Not only did the survey verify the member leaders were ready to adopt the change, it also showed a 52% increase that they felt prepared to launch the new grant policy.

17. Why would the talent development professional decide to design a regional in-person training program using synchronous classroom training? Choose ONE.
- A. This training approach will not allow learners to access the training as needed.
  - B. This training approach requires training "Change Champions" and therefore, content might not be delivered as designed.
  - C. This training allows for the shorter lead time needed to develop this type of training.
  - D. This training requires a more personal training approach.
18. Which of the following is the **BEST** option for delivering the training materials? Choose ONE.
- A. Provide three job aids detailing the information listed in the Course Outcomes sections of the Training Solution ("Supporting Document 3: Critical Success Factors and Training Plan), allow the member leaders 30 days to review and study the job aids, and test each learner using the Kirkpatrick Level 2 model.
  - B. Hold three different virtual instructor-led training (VILT) events at different times, have each training event comprised of the three courses listed in the Training Solution ("Supporting Document 3: Critical Success Factors and Training Plan"), and include a lecture, Q&A session, and evaluation in each event.
  - C. Provide job aids to mentors and assign five learners to each mentor, have them meet twice a week for three weeks to discuss the learning objectives and outcomes of the training plan, and at the end of the three weeks, have the mentors evaluate the learners.
  - D. Provide a blended learning solution of VILT sessions, mentoring, and job aids to allow learners to absorb and practice their new skills.
19. Which is the **BEST** collaboration platform for the talent development professional to use during the training program? Choose TWO.
- A. Create a group Wiki for the regional trainers to post, ensuring a robust database of best practices is created.
  - B. Encourage the learners to eat lunch together at the same time, creating an informal atmosphere.
  - C. Schedule social networking time into the classroom training design, affording learner discussions on specific challenges and breakthroughs in creating sustainable projects.
  - D. Create a group list using a company collaboration platform to collaborate as a group, and encourage collaboration even before leaving the classroom.
  - E. Establish time for learners to familiarize themselves with the new blogging software before requiring them to blog once a week for 60 days after the classroom training has ended.

20. If time is limited at the annual conference, which instructional technique would be **BEST** to address the need to help leadership understand adapting to change is not technical but attitudinal? Choose ONE.
- A. Group discussion
  - B. Case study
  - C. Role-play
  - D. Structured exercise
21. Which learning objective could **BEST** be supported by the talent development professional when having the participants use personal mobile devices to access information and provide feedback during the annual conference training session? Choose ONE.
- A. Recall the new grant rules and reporting requirements.
  - B. Describe the new grant system in detail.
  - C. Apply techniques in finding a grant partner.
  - D. Employ a five-step process to solve a grant-related problem.

Lasting Impact Case  
ISD SAE Practice Test Answer Key

#	Question	Answer	Rationale	Reference in CPLP Learning System 2017 Version
1	Which of the following are the key business drivers that <u>directly</u> influenced the training strategy?	A, C	In the scenario narrative, the key business drivers mentioned included the need to increase service impact by funding more sustainable grants and to reduce the administrative costs versus funds distributed. Answer A is a direct measurement of a reduction in administrative costs and Answer C provides a specific way to measure an increase in sustainable grants. While Answer B is listed as a critical success factor it is not mentioned as a business imperative for the organization.	2017 ATD Learning System page 91, Section 2.1.1
2	Which of the following are the appropriate instructional methods for meeting the objective of "See change not as something to be feared and resisted but as an essential element of the world to be accepted"?	E, F, G	The objective aims to get learners to change their attitudes, perspectives, or priorities. Answers E, F, and G are instructional methods that assist them with that. Answers A and C are more appropriate for knowledge gain. Answers B and D are more appropriate for acquiring a new skill.	2017 ATD Learning System page 175, Section 2.9.2
3	Which strategies should the talent development professional share to gain approval from the project sponsors to implement a discussion board for participants to use after the training?	A, C, D	Sponsors may be nervous about adopting social media because of concerns over classified and private information. Answer A provides clear guidelines for when, where, and what learners can share and provides employees with accountability. Answer B does not provide clarity into how the discussion will grow organically. Sponsors may also have hesitations about whether social learning would be adopted. Answer C increases usage and buy-in of the tool as a champion can help build and encourage interest by regularly posting in the discussion board. Clear instructions through a job aid can help increase usage by helping learners who might struggle to access the discussion board. One important rule of using social media is to foster trust. Answers E and F do not support trust building. Forcing learners to do something and having sponsors monitor everything posted does not build trust.	2017 ATD Learning System pages 597-601, Section 9.5.3-9.5.3.3

ISD Case: Lasting Impact  
Answer Key with Rationale

#	Question	Answer	Rationale	Reference in CPLP Learning System 2017 Version
4	The talent development professional decides that this training would be best delivered through e-learning. Which e-learning strategies led to this conclusion?	A, B	Online delivery provides the most consistent content and delivery experience since learners are seeing the same content (A). Online learning is also the most convenient when it comes to time and location, which makes it more suitable for learners in diverse locations (B). Online learning is the most expensive and requires the most time to start building, making answers C and E incorrect. Answer D is incorrect because TD professionals need to make sure that a high-performance, scalable, and reliable platform is available to meet baseline user requirements.	2017 ATD Learning System page 404-405, Section 6.2.2 2017 ATD Learning System page 408, Section 6.2.4
5	Which learning theories should the talent development professional pay the most attention to when designing this training for a culture with a higher rate of uncertainty avoidance? CHOOSE TWO	C, D	Individuals from cultures with high rates of uncertainty avoidance tend to fear change and avoid ambiguity. The global mindset chapter in the Learning System states that "constructivists place importance on the national culture of individuals conceding that what and how they learn is greatly influenced by the national cultural settings and contexts in which they learn". Hence, paying attention to constructivist theory will help the designer assist the participants to incorporate their learning into their worldview (C). Change at work makes employees feel unsafe. Answer D is also correct because Maslow's Hierarchy states that safety needs must be met before learners can attend to higher level needs, so attention to this learning theory would also be important.	2017 ATD Learning System pages 94-98, Section 2.2.2 - 2.2.4.2 and Section 11.7.1.2
6	What are some of the significant barriers to learning that the talent development professional will need to address in designing and developing these learning experiences?	A, B, E	The TD professional should always consider how culture may influence the experience and ability to learn for participants from various countries (A &E). The TD professional should also ensure that a training program is understandable, which includes the barrier listed in Answer B. The case materials do not mention budget (Answer C). Since the updated rules are new for everyone and they are already familiar with the current system, Answer D would be irrelevant. The survey mentioned in the case materials also showed that the majority of the participants are ready for the change (Answer F).	2017 ATD Learning System page 101, Section 2.2.6.4 2017 ATD Learning System page 329, Section 5.1.5

ISD Case: Lasting Impact  
Answer Key with Rationale

#	Question	Answer	Rationale	Reference in CPLP Learning System 2017 Version
7	How will the talent development professional be able to prove that the learning design solution produced positive results for the organization?	B	Answer B is an example of Kirkpatrick's Level 4, which helps identify if targeted outcomes actually occurred as a result of the training. Answer A is an example of Kirkpatrick's Level 2, which tests learner knowledge. Answer C is Level 3, which monitors transfer of skills to the job. Answer D is Level 1, which asks the learners if they liked the training and found it helpful.	2017 ATD Learning System page 330-332, Section 5.1.6
8	Which of the following demonstrates that the talent development professional selected the learning approach that BEST addresses the needs of the learners and the organization.	A	SWOT is a common analysis tool that identifies strengths, weaknesses, opportunities, and threats. This provides insight into where the organization aims to be in the future. Goals and objectives can then be established that tie to the overall goals of the company. Evaluating performance of reaching goals after a training can help a learning professional know if a training was successful. If goals were reached, the right learning approach was likely selected. Answer B would show the hourly cost of training for each participant rather than the training's effectiveness. Answer C is an example of extant data, with a disadvantage of often getting collected for purposes other than training needs assessment. Answer D, while it might give insight into the best learning approach, wouldn't be the best method for knowing if the learning approach addressed the needs of the learners and the organization.	2017 ATD Learning System page 140, Section 2.5.2.8 2017 ATD Learning System page 360, Section 5.1.9 2017 ATD Learning System page 468, Section 6.10.1 2017 ATD Learning System page GI-2, Glossary
9	Which cultural aspect about the target audience is MOST likely to affect learning approach and development choices?	B	While answers A, C, and D will likely influence the learning approach and development choices, Answer B is the MOST likely. One of the steps of instructional design is determining the right technology to use for the program. This involved identifying the needs of learners and their geographic location. Online learning is a common choice for employees that are geographically dispersed.	2017 ATD Learning System page 406, Section 6.2.3.2

ISD Case: Lasting Impact  
Answer Key with Rationale

#	Question	Answer	Rationale	Reference in CPLP Learning System 2017 Version
10	Which of the following activities of the Lasting Impact Charities organization BEST exemplifies good collaboration with others.	A, B	When dealing with any change, involving those affected is important. Learning professionals use methods like Answers A and B to involve others and support their analysis. Answers C through H, while they may use information obtained through collaboration, are not necessarily collaborative activities.	2017 ATD Learning System page 32, Sections 1.3.7.3 and 1.3.8
11	Which of the following steps is MOST important to understand when addressing the company's pursuit of changing their grant system?	B	Answers A, C, and D might be important to review as part of the whole change management strategy, but Answer B would be the most important. Understanding the organization's strategy and goals is the starting point for an aligned talent development effort.	2017 ATD Learning System pages 90-91, Sections 2.1 and 2.1.1
12	As detailed in "Supporting Document 3: Critical Success Factors and Training Plan," at which point in the instructional systems design process are the proposed training solutions identified along with the program objectives and course outcomes?	D	In ADDIE, answer A is when the learning professional gathers data to identify the specific needs, whether that is training or not. Answer B is when the training would be piloted and implemented. Answer C is when the actual program would be developed. Answer D is when the program blue print is created, which includes the proposed training solution.	2017 ATD Learning System pages 114-117, Section 2.4.3
13	Which type of data is provided in "Supporting Document 1: Research Results"?	A, C, E, H	The data in Supporting Document 1 is measurable. Hard data is objective, measurable, and are gathered using quantitative methods such as surveys. The other answers are more characteristic of soft data.	2017 ATD Learning System pages 45, Section 1.4.2.3
14	After reviewing the details in "Supporting Document 3: Critical Success Factors and Training Plan," the majority of the course outcomes outlined in the training solution are at which behavioral levels of the Bloom's Taxonomy?	D	Many of the training objectives are centered around describing, recalling, and identifying the different topics in the program. This shows comprehension, which includes skills such as translating, describing, and explaining information in one's own words. Several other objectives are centered around delivering, demonstrating, proposing, and applying techniques for the different topics. Application includes skills such as applying, demonstrating, and using knowledge in new situations. Few objectives supported evaluation, synthesis, or analysis skills.	2017 ATD Learning System page 152, Section 2.8.2.2

ISD Case: Lasting Impact  
Answer Key with Rationale

#	Question	Answer	Rationale	Reference in CPLP Learning System 2017 Version
15	Based on "Supporting Document 3: Critical Success Factors and Training Plan," which level of Kirkpatrick's evaluation model is BEST for obtaining assessment data?	See answer to right	Correct answer can be: Four, 4, Level four, Level 4, Results or Result. Supporting Document 3 has specific, targeted outcomes for this training program. Level 4 in Kirkpatrick's Four Levels of Evaluation measures the degree to which targeted outcomes occur as a result of the training.	2017 ATD Learning System page 330, Section 5.1.6
16	How do the electronic surveys detailed in "Supporting Document 2: Readiness Climate Survey of Members" provide the necessary evaluation documentation needed to verify the training program's success?	C	Answers A, B, and D show how well the change management portion of the training worked as mentioned in Answer C. None of the data from the surveys shows how the other portions of the training fared. Part of evaluating a training program's success is making sure that all learning objectives were met. This allows the business to see that the time and money spent on the whole program was worth it.	2017 ATD Learning System page 325, Section 5.1.1.1
17	Why would the talent development professional decide to design a regional in-person training program using synchronous classroom training?	D	Answers A - C do list challenges that the learning professional would have to think about. However, the goal is to have learners change their attitudes, perspectives, or priorities. This is best done by using role plays and debates among other methods. These methods are easiest to facilitate through a synchronous classroom experience so participants have someone to discuss the topics with and give participants a better chance of meeting learning objectives.	2017 ATD Learning System pages 175-179, Section 2.9.2-2.9.3
18	Which of the following is the BEST option for delivering training materials?	D	Answers A, B, and C mostly center around self-study or discussion. There isn't any time allotted for the learners to practice the knowledge they've obtained. Answer D allows learners to gain knowledge, receive help, and a chance to practice. Adult learners have an innate desire to be competent, which occurs when they have a chance to apply or practice what they are learning.	2017 ATD Learning System page 100, Section 2.2.6.1

ISD Case: Lasting Impact  
Answer Key with Rationale

#	Question	Answer	Rationale	Reference in CPLP Learning System 2017 Version
19	Which is the BEST collaboration platform for the talent development professional to use during the training programs?	C, D	Answer A only involves the regional trainers and doesn't include the learners. They will read it, but will not be part of creating it. Answer B could be a difficult tactic considering how widely dispersed the learners are. Answer E requires participation, which reduces the motivation to use a tool. Answers C and D promote the availability of resources and clarify goals and desired outcomes, both of which are best practices when trying informal learning.	2017 ATD Learning System pages 205-207, Section 3.4.3
20	If time is limited at the annual conference, which instructional technique would be BEST to address the need to help leadership understand adapting to change is not technical but attitudinal?	A	All of these answers are great if the point is change learners' attitude, perspectives, or priorities. However, group discussions have the advantage of being easy to coordinate with few resources needed. Case studies and structured exercises are time consuming and role plays take time to process.	2017 ATD Learning System pages 175-179, Sections 2.9.2-2.9.3
21	Which learning objective could BEST be supported by the talent development professional when having the participants use personal mobile devices to access information and provide feedback during the annual conference training session?	A	Online learning is great for rote learning, which fits best with Answer A. Also, a learning professional needs to keep in mind what would fit best on a small screen. Looking up rules and procedures would be appropriate for a small screen. Online learning should not be used if participants are not self-directed or the learning module cannot be designed to motivate progress and completion. While the participants are volunteers and more likely to be motivated. It would be more difficult to achieve the other answers through mobile learning, which could reduce the motivation to complete these objectives if they were on a mobile phone.	2017 ATD Learning System page 211, Section 3.5.2.1 2017 ATD Learning System page 285, Section 4.2.3.1