2020
Certified Professional in Talent Development (CPTD)
STUDY PLANNING GUIDE

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Introduction to CPTD: Preparation Guide

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

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

Why Do I Need to Take an Exam to Become a Better Talent Development Professional?
A professional credential, such as the CPTD, is designed to provide objective proof that the credential holder possesses the knowledge and skills required to be successful in their field. An exam, administered by an independent credentialing body, provides the concrete evidence that certified individuals are competent to practice in their fields. Most professional credentials require candidates to pass an exam and meet eligibility requirements such as education or work experience. For the CPTD, candidates must meet the eligibility requirements (td.org/certification/cptd/eligibility) and pass a professionally developed and administered exam in order to achieve the credential.

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

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

What Is the CPTD Exam Based On?
The Certified Professional in Talent Development (CPTD) is one of two professional credentials administered by the ATD Certification Institute. Beginning in August 2020, the CPTD exam will be based on the new Talent Development Capability Model released in January of that year.

The Talent Development Capability Model considers what talent development professionals should know and do to be successful. The model was developed based on an occupational survey that was administered to a large, representative sample of talent development professionals worldwide. More than 3,000 professionals from 73 countries provided complete responses (23 percent of the participants were located outside the United States). Respondents evaluated the importance of 197 competencies for successful job performance now and in the next three to five years. The CPTD exam is designed to measure the subset of skills and knowledge required for success after five years of experience as a talent development professional.
What Is Included in the Talent Development Capability Model?
The Talent Development Capability model is structured around three domains of practice:

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

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

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

On the CPTD exam, 20 percent of the questions will come from the personal capability domain, 45 percent will be drawn from the professional capability domain, and 35 percent will be from the organizational capability domain. Questions on the CPTD exam are designed to test knowledge and skills that talent development professionals would be expected to have after five years of experience. See Appendix A for content outline of the exam. The CPTD exam is designed to test a candidate’s critical thinking and professional judgment as they are asked to apply their skills and knowledge to typical scenarios encountered by talent development professionals.

What Type of Exam Will I Need to Take?
Beginning in August 2020, achieving the CPTD credential will require passing one exam that includes 150 measurement opportunities that cover all three domains with 70 questions in multiple choice format and 10 in a case management
The exam will be divided into two distinct parts, one with the multiple-choice questions and one with the case management questions. Each section will be timed separately, with the total time of the exam being 3 hours.

All ATD Ci certification exams are computer-based and must be taken at a secure testing center.

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

**Who Writes the Exam Questions and How Are They Pre-Tested?**
The exam questions are written by current credential holders and subject matter experts in the field, guided by a research firm that specializes in professional certification and testing. The questions are then validated during a pilot phase to ensure that the questions are measuring what they are intended to measure: mastery of talent development knowledge and skills. See Appendix B for sample questions.

**When Will I Learn if I Passed the Exam?**
Candidates will receive their results on the same day they take the exam, except during the pilot exam phase when scores will be held for four to six weeks while item analysis and exam performance statistics are generated and reviewed.

**Will I Have to Take the Exam Again to Recertify?**
Once candidates have passed the certification exam, they will not need to take it again in order to recertify, although that is an option. Instead, credential holders must accumulate recertification points earned through professional development activities. CPTD credential holders must earn 60 recertification points every three years. Recertification points may be earned in several ways, including but not limited to formal workshops and continuing education. For more specific information on recertification see our website at [www.td.org/ci-recertification](http://www.td.org/ci-recertification).

**Are the CPTD Exam Questions the Same in Every Country?**
Yes, the exam questions are the same in every country and all exams are in English.
Preparing for the CPTD Exam

Step 1. Assess Your Professional Expertise
Firstly, complete the self-assessment against the ATD Capability Model that can be found in Appendix C. You can also identify your strengths and weaknesses through the online capability assessment at td.org/capability-model.

Step 2. Review the Sample Questions
Once you have evaluated your proficiency levels in the various content areas, review the sample case management questions in Appendix B to familiarize yourself with this question type.

Step 3. Develop Your Study Plan
Previous candidates report spending between 80 and 100 hours studying for the exam, but you may need more or less time depending on your level of knowledge in the content areas. Estimate how much time you will be able to study each week on a regular basis. For example, if you can carve out four hours on the weekend and four hours during the week for a total of eight hours per week, then you should plan a 10- to 12-week period to prepare for the exam.

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

Step 4. Choose the Resources That Fit Your Study Plan
As you are creating your study plan, review the resource list provided in Appendix E to identify potential books and resources you may want to study to prepare for the CPTD exam. These resources are the same used by item writers for ATD CI certification exams. The Talent Development Body of Knowledge provides more detail on each of the content areas from the Talent Development Capability Model, along with a comprehensive list of references.

Step 5. Choose an Exam Window
Once you have drafted a study plan, determine which testing window is best for you. The scheduled testing windows are listed here at td.org/certification/CPTD/exam. Choosing your preferred testing window will provide a target end date for your study plan. When reviewing the exam schedule, please note the deadlines by which you will need to register for your chosen test window. Applying for the exam for your chosen testing window will help keep you on track and accountable to your plan.

Step 6: Register to Take the Exam
If you have not already done so, complete your CPTD application and register to take the exam at td.org/certification/cptd/apply. You will need to upload a current resume as well as provide details about your work experience and 60 hours of relevant professional development completed in the past five years. Be sure to register using your full legal name as it appears on your driver’s license and current official identification.

NOTE: When you register for the exam, you will be given a 90-day period during which you may test that includes a blackout dates when testing is not offered. ATD CI suggests making your appointment for earlier in that 90-day period in the event you need to cancel your appointment. Scheduling your appointment earlier will ensure you still have time to reschedule if need be. You will have 18 months to pass the exam from the date you register; however, you will need to pay a fee if you do not pass the exam and wish to retest or transfer to a window that is not in your original 90-day period. See the CPTD Candidate Handbook for all program fees and policies.
Step 7: Schedule Study Time Into Your Calendar
Now that you have committed to a testing window, revisit your study plan and begin scheduling study time into your calendar leading up to your exam date. It’s best to book appointments with yourself to carve out time to study various topics. Be specific in the appointment details. For example, “study chapters two and three in ISD From the Ground Up provides much more structure and accountability than simply “study for CPTD.”

Step 8. Assemble Your Study Notes
It may help to organize your personal study notes, articles, or book summaries in a physical binder or digital notebook such as OneNote or Evernote. See Appendix F for suggested supplemental resources.

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

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

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

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

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

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

Familiarize Yourself With the Exam Center Location
A bit of planning can go a long way toward feeling calm on the day of the exam. Consider these strategies:

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

What to Wear and Bring to the Testing Center
Being physically comfortable during the exam is important for your concentration. Keep these tips in mind:

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

Do not bring any books, calculators, or papers because these items will not be permitted in the exam room.

Bring proper photo identification that exactly matches the name you used to register for the exam. Two forms of current official identification are required.

Food and drink are NOT permitted in the exam room, but you may bring a snack or drink to leave in your personal locker.

**The Day of the Exam**

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

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

**What to Expect at the Testing Center**

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

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

**Test Taking Strategies for Multiple Choice Questions**

Once the timed portion of the exam begins, use these strategies for the multiple-choice questions:

*Read the Questions Carefully*

Read all the choices all the way through. Do not stop reading as soon as you believe you have found the correct answer as you may ignore an answer that more precisely address the question you have been asked.
Trust Your First Impression or Gut Instinct
There is only one correct answer to each question. It is widely believed that your first impression of the correct answer will be the best choice.

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

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

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

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

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

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

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

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

Limit the Time Spent on Each Question So You Can Complete the Exam
The CPTD exam includes 150 measurement opportunities, and you will have three hours to complete it. If you are spending more than 30 seconds thinking about an item, skip it and move on to the next question. That will allow you enough time to get through all the questions and have adequate time to go back to review your answers at the end.

Check Your Answers
Once you have gone through the entire exam, you will have the opportunity to review questions you did not answer. Check your time periodically. Do not spend too much time agonizing over one item. Second-guessing yourself is rarely a good strategy. There will be some questions you cannot answer. Keep in mind that you may review and change your answers to multiple-choice questions but not case management–type questions. See sample item review screen below:
Test-Taking Strategies for Case Management Questions

Each CPTD exam will include 70 traditional, four-option multiple choice questions and 10 case management questions. Each case management question is presented as a scenario that will have three or four steps in it. At step 1, a candidate reviews a brief scenario then is presented with various possible actions. It is likely that more than one of the actions is a logical next action. Candidates are to select all the next appropriate actions. Candidates should not select optional or incorrect next actions. For each correct next action selected, the candidate will receive one point. For incorrect next actions selected, the candidate will be deducted one point. Optional next actions score no points at all. These questions are designed to assess a candidate’s critical thinking and professional judgement, drawing on their knowledge and experience.

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

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

Each case has three or four steps. In each step, information relevant to the case is provided on the left side of the screen, and a question appears on the right side of the screen as shown below:

<table>
<thead>
<tr>
<th>Sample Case Management Question—Step 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate Name</strong></td>
</tr>
<tr>
<td>Calculator</td>
</tr>
<tr>
<td><strong>Step 1</strong></td>
</tr>
</tbody>
</table>
| A midsized manufacturing company has problems with low trust, high absenteeism, and significant turnover. The chief executive officer (CEO) asks the talent development (TD) manager to develop a culture improvement program to help people work together better and reduce conflict between teams. | o Start to plan who will attend culture improvement sessions.  
o Ask the CEO for more detail about the source of the problems.  
o Plan a needs analysis to determine the root causes of the issues.  
o Identify which teams are at odds with other teams.  
o Discuss with the CEO the vision for success of the culture improvement program.  
o Prepare a list of potential company values for the CEO to select. |

Additional information is added at each step in the case. For each step in a case, test takers indicate actions that are needed to appropriately respond to the situation presented based on the information provided at that point. See Appendix C for additional samples and screenshots.

**How Do Case Management Questions Differ from Multiple Choice?**

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

**How Case Management Questions Are Scored**

For each step in a case management question, the list of items will include some correct items, some incorrect items and some items that are optional. Test-takers will receive one point (+1) for each correct action selected, one point will be subtracted for incorrect actions selected (-1) and optional items will be worth zero points (0). Each of these items are known as measurement opportunities. The number of measurement opportunities in each case analysis management question varies, depending on the complexity of the question and the number of steps included. Generally, case management questions may include four to ten measurement opportunities. A candidate MUST select at least one action for each step.

**Eliminate Obvious Distractors**

All the items on each list will be plausible actions. Candidates need to determine which actions are necessary at this specific stage and in this specific situation.
Submit Your Answers
Once you have completed the case management questions, you may go back and review your answers to the multiple-choice questions. After you have reviewed your answers and have done your best to select the correct ones, it will be time to submit your answers. Take a deep breath and hit submit! Then raise your hand and the proctor will escort you from the testing room.

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

Go Home and Celebrate Having Completed This Journey!
Documenting your professional experience, studying, and taking an exam are tremendous accomplishments. You should feel proud the hard work you have done to reach this point. Celebrate completing the exam, regardless of how you feel you performed.
Appendix A: CPTD Detailed Content Outline
Effective July 1, 2020

Domain 1: Developing Personal Capability (20 Percent)

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

**Emotional Intelligence and Decision-Making**
- Knowledge of theories of emotional intelligence.

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

**Cultural Awareness and Inclusion**
- Skill in integrating diversity and inclusion principles in talent development strategies and initiatives.

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

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

Domain 2. Building Professional Capability (45 Percent)

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

**Instructional Design**
- Skill in selecting and aligning delivery options and media for training and learning events to the desired learning or behavioral outcomes.
- Skill in developing learning and behavioral outcome statements.
- Skill in designing blueprints, schematics, and other visual representations of learning and development solutions (for example, wireframes, storyboards, and mock-ups).

**Training Delivery and Facilitation**
- Skill in designing and developing learning assets (for example, role plays, self-assessments, training manuals, job aids, and visual aids that align to a desired learning or behavioral outcome).
- Knowledge of facilitation methods and techniques.
Domain 2. Building Professional Capability (45 Percent) (cont.)

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

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

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

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

Evaluating Impact
- Knowledge of models and methods to evaluate the impact of learning and talent development solutions.
- Skill in identifying and defining individual and organizational outcome metrics based on evaluation strategy and business objectives of a solution.
- Skill in identifying and defining individual and organizational outcome metrics based on evaluation strategy and business objectives of a solution.

Domain 3: Impacting Organizational Capability (35 Percent)

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

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

Organization Development and Culture
- Skill in designing and implementing organizational development strategy.
- Knowledge of theories and frameworks related to the design, interaction, and operation of social, organizational, and informational systems (for example, systems thinking, open systems theory, chaos and complexity theory, network theory, and action research).
- Skill in identifying formal and informal relationships, hierarchies, and power dynamics in an organization.
Organization Development and Culture (cont.)

- Skill in creating a culture which encourages and creates opportunities for dialogue and feedback between individuals and groups (for example, designing collaborative work practices and spaces and role-modeling effective feedback techniques).
- Skill in assessing and evaluating employee engagement.
- Skill in designing and implementing employee engagement strategy.

Talent Strategy and Management

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

Performance Improvement

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

Change Management

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

Data and Analytics

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

Future Readiness

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

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

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

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

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

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

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

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

Once a candidate completes a step and moves forward to the next step, the answer CAN NOT be changed for a previous step.
Large Hospital System—Sample 1, Step 1

Candidate Name: Calculator

Step 1

A TD professional in a large hospital system is tasked with developing and delivering a training for how to use ultrasound equipment in the emergency room. The TD professional does not have any clinical or medical equipment expertise.

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

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

End Exam

Next ->
After answering the question in step 1, you will now see steps 1 and 2 of the case management question, with a new query as shown below:

<table>
<thead>
<tr>
<th>Large Hospital System—Sample 1, Steps 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate Name:</strong></td>
</tr>
<tr>
<td>Calculator</td>
</tr>
<tr>
<td><strong>Step 1</strong></td>
</tr>
<tr>
<td>A TD professional in a large hospital system is tasked with developing and delivering a training for how to use ultrasound equipment in the emergency room. The TD professional does not have any clinical or medical equipment expertise.</td>
</tr>
<tr>
<td>What qualifications should the TD professional require of the SME?</td>
</tr>
<tr>
<td>○ Relevant healthcare experience.</td>
</tr>
<tr>
<td>○ In-depth clinical knowledge.</td>
</tr>
<tr>
<td>○ Recent clinical training about the equipment.</td>
</tr>
<tr>
<td>○ Experience with various learning approaches.</td>
</tr>
<tr>
<td>○ Knowledge of adult learning principles.</td>
</tr>
<tr>
<td>○ Prior mentoring and coaching experience.</td>
</tr>
<tr>
<td>○ Ability to manage difficult learners in a classroom setting.</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
</tr>
<tr>
<td>After identifying the audience for the training, the TD professional begins the process of selecting a technical SME to assist in developing the training content.</td>
</tr>
<tr>
<td><strong>End Exam</strong></td>
</tr>
</tbody>
</table>

Next ->
## Large Hospital System—Sample 1, Steps 1, 2, and 3

### Candidate Name: Calculator

<table>
<thead>
<tr>
<th>Step 1</th>
<th>What should the TD professional do while working with the SME?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A TD professional in a large hospital system is tasked with developing and delivering a training for how to use ultrasound equipment in the emergency room. The TD professional does not have any clinical or medical equipment expertise.</td>
<td></td>
</tr>
<tr>
<td>- Show appreciation of the SME's contribution.</td>
<td></td>
</tr>
<tr>
<td>- Provide clear guidelines about roles and responsibilities.</td>
<td></td>
</tr>
<tr>
<td>- Make the SME part of the instructional design team.</td>
<td></td>
</tr>
<tr>
<td>- Pay attention to the needs of the SME.</td>
<td></td>
</tr>
<tr>
<td>- Encourage the SME to include personal experiences with the equipment in the training content.</td>
<td></td>
</tr>
<tr>
<td>- Ensure high reimbursement for the SME’s time.</td>
<td></td>
</tr>
</tbody>
</table>

| Step 2 | After identifying the audience for the training, the TD professional begins the process of selecting a technical SME to assist in developing the training content. |

| Step 3 | The TD professional has selected a technical SME to assist with the development of the ultrasound training. |

End Exam
<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Calculator</th>
</tr>
</thead>
</table>

### Step 1

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

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

---

**End Exam**

---

**Next ->**
## Midsize Manufacturing—Sample 2, Steps 1 and 2

### Candidate Name:
Calculator

### Step 1
A midsized manufacturing company has problems with low trust, high absenteeism, and significant turnover. The chief executive officer (CEO) asks the talent development (TD) manager to develop a culture improvement program to help people work together better and reduce conflict between teams.

### Step 2
The needs analysis is now complete and indicates that many employees lack confidence in leadership. The CEO reviews the needs analysis and agrees that the marketing team ignores the production team and the research team does not trust the engineering team. The CEO, however, disagrees that there are problems at the senior leadership level and requests that the training begin as soon as possible.

### How should the TD manager react to this input?
- Start designing training for the teams the CEO identified.
- Suggest a meeting with the senior leadership team to discuss the results of the research.
- Conduct an organization-wide survey to find out the true cause of the problem.
- Provide the CEO with examples of the role of senior leadership in culture improvement.
- Recommend that leadership team members participate in the training sessions.
- Inform the CEO that just training the identified teams may not resolve the cultural issues.
### Midsize Manufacturing—Sample 2, Steps 1, 2, and 3

**Candidate Name:**

**Calculator**

<table>
<thead>
<tr>
<th><strong>Step 1</strong></th>
<th><strong>What should the TD professional do?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A midsized manufacturing company has problems with low trust, high absenteeism, and significant turnover. The chief executive officer (CEO) asks the talent development (TD) manager to develop a culture improvement program to help people work together better and reduce conflict between teams.</td>
<td>○ Coach the CEO about the their role in developing a positive corporate culture. ○ Recommend no further action on the program until the CEO and the leadership team recognize their contribution to the problems. ○ Conduct a confidential survey of the senior leadership team to determine the corporate culture problems. ○ Suggest the CEO evaluate and reorganize the senior leadership team. ○ Recommend that the CEO champion a senior leadership coaching program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Step 2</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The needs analysis is now complete and indicates that many employees lack confidence in leadership. The CEO reviews the needs analysis and agrees that the marketing team ignores the production team and the research team does not trust the engineering team. The CEO, however, disagrees that there are problems at the senior leadership level and requests that the training begin as soon as possible.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Step 3</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The CEO agrees to meet with the TD professional and senior leaders. None of the leadership team publicly validates that the culture problem is at their level.</td>
<td></td>
</tr>
</tbody>
</table>

**End Exam**
## Midsize Manufacturing—Sample 1, Steps 1, 2, 3, and 4

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>Calculator</th>
</tr>
</thead>
</table>

### Step 1
A midsized manufacturing company has problems with low trust, high absenteeism, and significant turnover. The chief executive officer (CEO) asks the talent development (TD) manager to develop a culture improvement program to help people work together better and reduce conflict between teams.

### Step 2
The needs analysis is now complete and indicates that many employees lack confidence in leadership. The CEO reviews the needs analysis and agrees that the marketing team ignores the production team and the research team does not trust the engineering team. The CEO, however, disagrees that there are problems at the senior leadership level and requests that the training begin as soon as possible.

### Step 3
The CEO agrees to meet with the TD professional and senior leaders. None of the leadership team publicly validates that the culture problem is at their level.

### Step 4
Nine months later, the employee training is complete and the leadership coaching is ongoing.

What should the TD manager do?
- Conduct an employee engagement survey.
- Review HR records about turnover.
- Create a report about employee absenteeism.
- Plan to annually administer the same training.
- Conduct employee focus groups.
- Conduct one-on-one interviews with leadership team members.
- Perform employee observations.

**End Exam**

< END >
Answers for the Sample Case Management Questions

Sample Question 1: Large Hospital System

Step 1:
What should the TD professional do in the initial phase of the project prior to the selection of a subject matter expert (SME)?

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

Step 2:
What qualifications should the TD professional require of the SME?

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

Step 3:
What should the TD professional do while working with the SME?

- Show appreciation of the SME’s contribution. (+1)
- Provide clear guidelines on roles and responsibilities. (+1)
- Makes the SME part of the instructional design team. (-1)
- Pay attention to the needs of the SME. (+1)
- Encourage the SME to include personal experiences with the equipment in the training content. (+1)
- Ensure high reimbursement for the SME’s time. (-1)
Sample Question 2: Midsize Manufacturing

Step 1:
What should the TD manager do?

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

Step 2:
How should the TD manager react to this input?

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

Step 3:
What should the TD professional do?

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

Step 4:
What should the TD manager do?

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

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

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

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

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

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

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

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

Proficiency
1 - Little or None: Little knowledge and little to no skill in this area.
2 - Limited Proficiency: Limited ability to perform this skill. General, conceptual knowledge or awareness only.
3 - Consistent Proficiency: Perform skill consistently. Apply knowledge of the skill area.
4 - Advanced Proficiency: Perform skill consistently. Apply in-depth knowledge of the skill area. Lead or direct others in performing this skill.
5 - Exceptional Proficiency: Provide expert advice, lead others, and make sound judgments. Provide consultation and leadership to others in the form of this skill. Apply comprehensive knowledge.

Development Gap
3 – Little or no development needed.
2 – Some development needed.
1 – Considerable development needed.
### Certified Professional in Talent Development (CPTD) Gap Assessment

**Building Personal Capability (20 Percent)**

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

**Proficiency**

1 - Little or None: Little knowledge and little to no skill in this area.
2 - Limited Proficiency: Limited ability to perform this skill. General, conceptual knowledge or awareness only.
3 - Consistent Proficiency: Perform skill consistently. Apply knowledge of the skill area.
4 - Advanced Proficiency: Perform skill consistently. Apply in-depth knowledge of the skill area. Lead or direct others in performing this skill.
5 - Exceptional Proficiency: Provide expert advice, lead others, and make sound judgments. Provide consultation and leadership to others in the form of this skill. Apply comprehensive knowledge.

**Development Gap**

3 – Little or no development needed.
2 – Some development needed.
1 – Considerable development needed.
<table>
<thead>
<tr>
<th>Knowledge and Skill Statements</th>
<th>Proficiency</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 Learning Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2.1.B Knowledge of the foundational learning theories of behaviorism, cognitivism, and constructivism.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>2.2 Instructional Design</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2.2.B Skill in developing learning and behavioral outcome statements.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2.2.C Skill in designing blueprints, schematics, and other visual representations of learning and development solutions (for example, wireframes, storyboards, and mock-ups).</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2.2.D Skill in designing and developing learning assets (for example, role plays, self-assessments, training manuals, job aids, and visual aids that align to a desired learning or behavioral outcome).</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>2.3 Training Delivery and Facilitation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3.A Knowledge of facilitation methods and techniques.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>2.4 Technology Application</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4.A Skill in identifying, selecting, and implementing learning technologies (for example, using evaluative criteria and identifying appropriate applications in an instructional environment).</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2.4.B Skill in selecting, integrating, managing, and maintaining learning platforms (for example, learning management systems, knowledge management systems, and performance management systems).</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>2.5 Knowledge Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5.A Skill in curating instructional content, tools, and resources (for example, researching, evaluating, selecting, and assembling publicly available online courseware).</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2.5.B Skill in designing and implementing knowledge management strategy.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>2.6 Career and Leadership Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6.A Skill in sourcing, designing, building, and evaluating leadership development experiences.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2.6.B Knowledge of how to develop and implement qualification programs.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>2.7 Coaching</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7.A Skill in helping individuals or teams identify goals, develop realistic action plans, seek development opportunities, and monitor progress and accountability.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2.7.B Skill in coaching supervisors and managers on methods and approaches for supporting employee development.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
## Developing Professional Capability (45 Percent) (cont.)

<table>
<thead>
<tr>
<th>Knowledge and Skill Statements</th>
<th>Proficiency</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.8 Evaluating Impact</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8.A Knowledge of models and methods to evaluate the impact of learning and talent development solutions.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2.8.B Skill in creating data collection tools (for example, questionnaires, surveys, and structured interviews).</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2.8.C Skill in identifying and defining individual and organizational outcome metrics based on evaluation strategy and business objectives of a solution.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

## Impacting Organizational Capability (35 Percent)

<table>
<thead>
<tr>
<th>Knowledge and Skill Statements</th>
<th>Proficiency</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Business Insight</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.A Skill in creating business cases for talent development initiatives using economic, financial, and organizational data.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.1.B Skill in managing budgets and resources.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>3.2 Consulting and Business Partnering</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2.A Skill in synthesizing information to formulate recommendations or a course of action to gain agreement, support, and buy-in from stakeholders.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.2.B Skill in establishing and managing organizational and business partnerships and relationships.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.2.C Skill in partnering with other organizational units to provide guidance about departmental or organizational talent requirements.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.2.D Skill in identifying, minimizing, and overcoming organizational barriers to implementing talent development solutions and strategies.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>3.3 Organization Development and Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3.A Skill in designing and implementing organizational development strategy.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>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).</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.3.C Skill in identifying formal and informal relationships, hierarchies, and power dynamics in an organization.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.3.D Skill in creating a culture which encourages and creates opportunities for dialogue and feedback between individuals and groups (for example, designing collaborative work practices and spaces, and role-modeling effective feedback techniques).</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.3.E Skill in assessing and evaluating employee engagement.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.3.F Skill in designing and implementing employee engagement strategy.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>3.4 Talent Strategy and Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4.A Skill in designing and implementing performance management strategy.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.4.B Skill in developing a talent strategy that aligns to organizational strategy to influence organizational outcomes in a positive direction.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.4.C Skill in designing and implementing strategic plans for talent development projects, programs, and functions.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
### Knowledge and Skill Statements

<table>
<thead>
<tr>
<th>Impacting Organizational Capability (35 Percent)</th>
<th>Proficiency</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.D Skill in identifying anticipated constraints or problems affecting talent development initiatives (for example, resource deficiencies or lack of support).</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.4.E Skill in establishing and executing a marketing strategy to promote talent development.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.4.F Skill in designing and implementing communication strategy to drive talent management objectives</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.4.G Skill in communicating how talent development strategies and solutions support the achievement of targeted business and organizational results.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3.4.H Skill in communicating the value of lifelong learning and professional development.</td>
<td>1 2 3 4 5</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

#### 3.5 Performance Improvement

| 3.5.A Skill in designing and implementing performance support systems and tools (for example, instructional resources, data, process models, job aids, and expert advice). | 1 2 3 4 5 | 1 2 3 |
| 3.5.B Skill in designing and developing performance improvement solutions to address performance gaps. | 1 2 3 4 5 | 1 2 3 |
| 3.5.C Skill in conducting performance analysis to identify goals, gaps, or opportunities. | 1 2 3 4 5 | 1 2 3 |
| 3.5.D Skill in conducting analysis of systems to improve human performance (for example, determining how organizations learn, closing knowledge or skill gaps, and addressing human factors issues). | 1 2 3 4 5 | 1 2 3 |
| 3.5.E Knowledge of theories, models, and principles of human performance improvement. | 1 2 3 4 5 | 1 2 3 |

#### 3.6 Change Management

| 3.6.A Knowledge of change management theories and models (for example, Lewin, Kotter, Bridges’ Transition Model, Kubler-Ross Change Curve, and Appreciative Inquiry). | 1 2 3 4 5 | 1 2 3 |

#### 3.7 Data and Analytics

| 3.7.A Skill in selecting and using data visualization techniques (for example, flow charts, graphs, plots, word clouds, and heat maps). | 1 2 3 4 5 | 1 2 3 |
| 3.7.B Skill in identifying stakeholders’ needs, goals, requirements, questions, and objectives to develop a framework and plan for data analysis. | 1 2 3 4 5 | 1 2 3 |
| 3.7.C Skill in analyzing and interpreting results of data analyses to identify patterns, trends, and relationships among variables. | 1 2 3 4 5 | 1 2 3 |
| 3.7.D Skill in gathering and organizing data from internal and external sources in logical and practical ways to support retrieval and manipulation. | 1 2 3 4 5 | 1 2 3 |

#### 3.8 Future Readiness

| 3.8.A Knowledge of techniques to promote, support, and generate innovation and creativity (for example, design thinking, brainstorming, and ideation). | 1 2 3 4 5 | 1 2 3 |
| 3.8.B Knowledge of internal and external factors that influence talent development (for example organizational and business strategies, availability of labor, developments in other industries, societal trends, and technological advances). | 1 2 3 4 5 | 1 2 3 |
Appendix D: CPTD Study Plan

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

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Time Required</th>
<th>Scheduled For</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing Personal Capability (20 Percent)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>3 hours</td>
<td>Week 1</td>
</tr>
<tr>
<td>□ Skill in using communication strategies that inform and influence audiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Skill in applying verbal, written, and nonverbal communication techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Skill in conceiving, developing, and delivering information in various formats and media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Resource(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emotional Intelligence and Decision Making</strong></td>
<td>2 hours</td>
<td>Week 1</td>
</tr>
<tr>
<td>□ Knowledge of theories of emotional intelligence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Resource:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration and Leadership</strong></td>
<td>3 hours</td>
<td>Week 1</td>
</tr>
<tr>
<td>□ Knowledge of theories, methods, and techniques to build and manage professional relationships (for example, group dynamics, teamwork, shared experience, and negotiation).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Knowledge of conflict management techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Knowledge of theories of leadership (for example, transformational, inclusive, and situational).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Resource(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Awareness and Inclusion</strong></td>
<td>3 hours</td>
<td>Week 2</td>
</tr>
<tr>
<td>□ Skill in integrating diversity and inclusion principles in talent development strategies and initiatives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Resource(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project Management</strong></td>
<td>3 hours</td>
<td>Week 2</td>
</tr>
<tr>
<td>□ Skill in evaluating and prioritizing implications, risks, feasibility, and consequences of potential activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Skill in establishing, monitoring, and communicating progress toward the achievement of goals, objectives, and milestones.</td>
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<td></td>
</tr>
<tr>
<td><strong>Content Resource(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Compliance and Ethical Behavior:</strong></td>
<td>2 hours</td>
<td>Week 2</td>
</tr>
<tr>
<td>□ 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).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Resource(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours Planned</strong></td>
<td>16 hours</td>
<td></td>
</tr>
<tr>
<td>Content Area</td>
<td>Time Required</td>
<td>Scheduled For</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>Learning Sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ 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).</td>
<td>8 hours</td>
<td>Week 3</td>
</tr>
<tr>
<td>□ Knowledge of the foundational learning theories of behaviorism, cognitivism, and constructivism.</td>
<td></td>
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</tr>
<tr>
<td><strong>Content Resource(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Design</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Selecting and aligning delivery options and media for training and learning events to the desired learning or behavioral outcomes.</td>
<td>8 hours</td>
<td>Week 4</td>
</tr>
<tr>
<td>□ Developing learning and behavioral outcome statements.</td>
<td></td>
<td></td>
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<tr>
<td>□ Designing blueprints, schematics, and other visual representations of learning and development solutions (for example, wireframes, storyboards, and mock-ups).</td>
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<td></td>
</tr>
<tr>
<td><strong>Content Resources:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training Delivery and Facilitation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Skill in designing and developing learning assets (for example, roleplays, self-assessments, training manuals, job aids, and visual aids that align to a desired learning or behavioral outcome).</td>
<td>4 hours</td>
<td>Week 5</td>
</tr>
<tr>
<td>□ Knowledge of facilitation methods and techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Resources:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology Selection and Implementation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Skill in identifying, selecting, and implementing learning technologies (for example, using evaluative criteria and identifying appropriate applications in an instructional environment).</td>
<td>4 hours</td>
<td>Week 5</td>
</tr>
<tr>
<td>□ Skill in selecting, integrating, managing, and maintaining learning platforms (for example, learning management systems, knowledge management systems, and performance management systems).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Resources:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Skill in curating instructional content, tools, and resources (for example, researching, evaluating, selecting, and assembling publicly available online courseware).</td>
<td>2 hours</td>
<td>Week 6</td>
</tr>
<tr>
<td>□ Skill in designing and implementing knowledge management strategy.</td>
<td></td>
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<tr>
<td><strong>Content Resource(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career and Leadership Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Skill in sourcing, designing, building, and evaluating leadership development experiences.</td>
<td>3 hours</td>
<td>Week 6</td>
</tr>
<tr>
<td>□ Knowledge of how to develop and implement qualification programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Resource(s):</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Coaching

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

**Content Resources:**

### Evaluating Impact

- Knowledge of models and methods to evaluate the impact of learning and talent development solutions.
- Skill in identifying and defining individual and organizational outcome metrics based on evaluation strategy and business objectives of a solution.
- Skill in identifying and defining individual and organizational outcome metrics based on evaluation strategy and business objectives of a solution.

**Content Resource(s):**

### Total Study Hours Planned


<table>
<thead>
<tr>
<th>3. Impacting Organizational Capability (35 Percent)</th>
<th>Time Required</th>
<th>Scheduled For</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Area</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Business Insight</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Skill in creating business cases for talent development initiatives using economic, financial, and organizational data.</td>
<td>2 hours</td>
<td>Week 7</td>
</tr>
<tr>
<td>- Skill in managing budgets and resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Resource:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Consulting and Business Partnering</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Skill in synthesizing information to formulate recommendations or a course of action to gain agreement, support, and buy-in from stakeholders.</td>
<td>4 hours</td>
<td>Week 8</td>
</tr>
<tr>
<td>- Skill in establishing and managing organizational and business partnerships and relationships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Skill in partnering with other organizational units to provide guidance on departmental or organizational talent requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Skill in identifying, minimizing, and overcoming organizational barriers to implementing talent development solutions and strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Resource(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization Development and Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Skill in designing and implementing organizational development strategy.</td>
<td>6 hours</td>
<td>Week 8</td>
</tr>
<tr>
<td>- 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).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Skill in identifying formal and informal relationships, hierarchies, and power dynamics in an organization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Skill in creating a culture which encourages and creates opportunities for dialogue</td>
<td></td>
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</tr>
</tbody>
</table>
and feedback between individuals and groups (for example, designing collaborative work practices and spaces, and role-modeling effective feedback techniques).

- Skill in assessing and evaluating employee engagement.
- Skill in designing and implementing employee engagement strategy.

**Content Resource(s):**

**Talent Strategy and Management**

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

**Content Resources:**

**Performance Improvement**

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

**Content Resources:**

### 3. Impacting Organizational Capability (35 Percent)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Time Required</th>
<th>Scheduled For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Knowledge of change management theories and models (for example, Lewin, Kotter, Bridges’ Transition Model, Kubler-Ross Change Curve, and Appreciative Inquiry).</td>
<td>2 hours</td>
<td>Week 11</td>
</tr>
</tbody>
</table>

**Content Resources:**
<table>
<thead>
<tr>
<th><strong>Data and Analytics</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Skill in selecting and using data visualization techniques (for example, flow charts, graphs, plots, word clouds, and heat maps).</td>
<td></td>
<td>4 hours Week 11</td>
</tr>
<tr>
<td>□ Skill in identifying stakeholders' needs, goals, requirements, questions, and objectives to develop a framework and plan for data analysis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Skill in analyzing and interpreting results of data analyses to identify patterns, trends, and relationships among variables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Skill in gathering and organizing data from internal and external sources in logical and practical ways to support retrieval and manipulation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content Resources:**

<table>
<thead>
<tr>
<th><strong>Future Readiness</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Knowledge of techniques to promote, support, and generate innovation and creativity (for example, design thinking, brainstorming, and ideation).</td>
<td></td>
<td>2 hours Week 11</td>
</tr>
<tr>
<td>□ Knowledge of internal and external factors that influence talent development (for example, organizational and business strategies, availability of labor, developments in other industries, societal trends, and technological advances).</td>
<td></td>
<td></td>
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</tbody>
</table>

**Content Resources:**

<table>
<thead>
<tr>
<th><strong>Review Weaker Content Areas</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8–10 hours Week 12</td>
<td></td>
</tr>
</tbody>
</table>

| **Total Hours** |  | 120 hours |

Appendix E: Reference Resource List

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

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


<table>
<thead>
<tr>
<th>1. Building Personal Capability</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Communication</strong></td>
</tr>
<tr>
<td><strong>1.2 Emotional Intelligence and Decision-Making</strong></td>
</tr>
<tr>
<td><strong>1.3 Collaboration and Leadership</strong></td>
</tr>
<tr>
<td><strong>1.4 Cultural Awareness and Inclusion</strong></td>
</tr>
<tr>
<td><strong>1.5 Project Management</strong></td>
</tr>
</tbody>
</table>
### 1.6 Compliance and Ethical Behavior

### 2. Developing Professional Capability

#### 2.1 Learning Sciences

#### 2.2 Instructional Design

#### 2.3 Training Delivery and Facilitation

#### 2.4 Technology Application

#### 2.5 Knowledge Management

#### 2.6 Career and Leadership Development

#### 2.7 Coaching
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Impacting Organizational Capability</td>
<td></td>
</tr>
</tbody>
</table>
• Cope, K. *Seeing the Big Picture: Business Acumen to Build Your Credibility, Career, and Company*. 2012, Austin, TX: Greenleaf Book Group Press.  
### 3. Impacting Organizational Capability (con’t)


Appendix F: Supplemental Resources

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

1) **CPTD Certification Handbook**: All candidates should be sure to carefully read the *CPTD Certification Handbook* to be aware of the policies and procedures that govern the certification process. The most recent handbook can be found at [td.org/certification/CPTD/introduction](http://td.org/certification/CPTD/introduction).

2) **CPTD Candidate Preparation Linked in Group**: ATD facilitates a LinkedIn group for CPTD candidates. We post useful information in the group, and it allows candidates to network or share information with one another. [https://www.linkedin.com/groups/8896013/](https://www.linkedin.com/groups/8896013/)

3) **Active Candidates Page**: ATD CI uses this page to store files and resources that may be useful to active candidates, including the most recent certification handbooks [td.org/certification/active-candidates](http://td.org/certification/active-candidates)

4) **Capability Model FAQ Page**: Additional information about the Talent Development Capability Model can be found at [td.org/capability-model](http://td.org/capability-model).

5) **Capability Model Assessment Tool**: An interactive online tool is available to compare your skills against the ATD Capability Model. The tool can be found at [tdcapability.org](http://tdcapability.org).

6) **Talent Development Body of Knowledge**: The *Talent Development Body of Knowledge* provides additional detail on each of the capabilities included in the Talent Development Capability Model. Keep in mind that not all capability statements are tested on the CPTD exam. The *Talent Development Body of Knowledge* can be found at [td.org/tdbok](http://td.org/tdbok).

7) **Preparation Course**: The ATD Education department has developed a new preparation course to help candidates pursuing the CPTD credential that is based on the new Capability Model. The information for that course can be found at [td.org/certification/CPTD/prepare](http://td.org/certification/CPTD/prepare)

8) **Online Flashcards**: Online flashcard systems such as Quizlet and Brainscape have been helpful to candidates in the past. Please be aware that these flashcards are not prepared by ATD and likely reflect the old version of the ATD Competency Model and not the newer capability model.

9) **Practice Tests**: There is a full-length practice test in the CPTD on-demand course. However, there will be additional practice test resources available on the td.org website by May 2020.

10) **Chapter Study Groups**: Your local ATD Chapter may support a certification study group. For more information on your local chapter, go to [td.org/chapter-locator](http://td.org/chapter-locator).