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ATD CPTD

Version Demo

Total Demo Questions: 18

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Topic Break Down

Topic	No. of Questions
Topic 1, Building Personal Capability	50
Topic 2, Building Organizational Capability	99
Topic 3, Developing Professional Capability	30
Topic 4, Mix Questions	6
Total	185

QUESTION NO: 1

An organization has just finalized its strategic planning process and established four business goals for the next period. The talent development (TD) professional is meeting with the chief executive officer to discuss how the learning function can best support the achievement of these goals. Which meeting objective will best allow the TD professional to align the learning goals with these business goals?

A. Identify the resources required to drive these business goals

B. Identify the training calendar for the next period

C. Identify the performance gaps of employees

D. Identify the business goals that require employee development

ANSWER: D

Explanation:

Identify the business goals that require employee development is the best meeting objective because it begins with the organization's strategic priorities and determines where talent development can make a meaningful, measurable contribution. Strategic alignment requires the TD professional to understand each business goal, the capabilities needed to achieve it, and whether employees must acquire, strengthen, or apply specific knowledge and skills. This discussion with the chief executive officer helps establish which goals have a human-performance or capability component that learning can address. The TD professional can then translate those priorities into targeted learning goals, define the intended performance outcomes, and later determine appropriate solutions and measures of success. Starting with business goals also helps ensure that the learning portfolio is driven by organizational need rather than by a preselected course schedule or a generic list of resources. ATD's Talent Development Capability Model emphasizes business insight and consulting practices that connect talent development initiatives to organizational strategy and results. The organization can use this strategic conversation as the basis for subsequent performance analysis, stakeholder engagement, and evaluation planning. See the ATD Talent Development Capability Model and ATD's overview of talent development.

QUESTION NO: 2

A talent development (TD) professional is designing a certification assessment for technicians who must diagnose equipment faults in the field. The assessment will determine whether technicians may work independently after training.

Which two actions would best support the validity of the assessment? Select two.

A. Include the largest possible number of questions to increase the assessment length.

B. Map assessment tasks to the required job behaviors and performance standards.

C. Use realistic fault scenarios that require technicians to make job-relevant decisions.

D. Use only multiple-choice questions because they are easier to score consistently.

E. Set the passing score according to the percentage of learners who passed prior courses.

ANSWER: B C

Explanation:

Map assessment tasks to the required job behaviors and performance standards and **use realistic fault scenarios that require technicians to make job-relevant decisions** support validity. An assessment is more valid when it measures the knowledge and skills required for actual work and when its tasks reflect the decisions technicians must make in the field.

Including the largest possible number of questions does not ensure that the assessment measures the intended capability. Using only multiple-choice items may be efficient but can be insufficient for evaluating diagnostic performance. Setting a passing score based solely on past completion rates does not establish an appropriate performance standard.

QUESTION NO: 3

A talent development (TD) professional has implemented a leadership-development program for supervisors in a distribution center. The business sponsor expects the program to reduce voluntary turnover among hourly employees. Before the program begins, the TD professional learns that turnover varies substantially by shift and that several supervisors will not attend the first cohort.

Which evaluation approach would provide the strongest evidence of the program's contribution to the desired business result?

A. Compare changes in turnover for employees reporting to participating supervisors with changes for employees reporting to nonparticipating supervisors, while accounting for shift differences.

B. Ask participating supervisors whether they believe the program improved their leadership skills.

C. Calculate the overall distribution-center turnover rate six months after the program ends.

D. Survey hourly employees about whether they enjoyed their supervisors' leadership styles.

ANSWER: A

Explanation:

Compare changes in turnover for employees reporting to participating supervisors with changes for employees reporting to nonparticipating supervisors, while accounting for shift differences. This approach establishes a meaningful comparison group and considers a known contextual factor that affects turnover. Measuring turnover before and after the program for both groups provides stronger evidence than reviewing the overall turnover rate alone, because organization-wide changes may be caused by seasonal staffing, labor-market conditions, or other initiatives.

A participant satisfaction survey may provide useful reaction data, and manager self-assessments may indicate perceived learning, but neither demonstrates whether the program contributed to lower employee turnover. Comparing participating and nonparticipating supervisor groups connects the evaluation to the sponsor's intended organizational result.

QUESTION NO: 4

A talent development (TD) professional has delivered a program in which managers practice conducting performance-development conversations. Three months later, managers report that urgent operational demands make it difficult to use the new approach consistently.

Which three actions would best support transfer of the new skills to the job? Select three.

A. Repeat the same classroom program for all managers without examining workplace barriers.

B. Provide managers with a concise conversation guide and planning tool.

C. Measure attendance at the original program as the primary indicator of transfer.

D. Ask senior leaders to reinforce expectations and recognize effective use of the approach.

E. Require managers to memorize the course slides before conducting employee conversations.

F. Schedule peer practice and problem-solving sessions after training.

ANSWER: B D F

Explanation:

Provide managers with a concise conversation guide and planning tool, **ask senior leaders to reinforce expectations and recognize effective use of the approach**, and **schedule peer practice and problem-solving sessions after training** support transfer by making the behavior easier to perform, socially reinforced, and continuously improved in the work environment.

Repeating the same classroom program without addressing workplace barriers is unlikely to change application. Measuring attendance only confirms participation, not transfer. Requiring managers to memorize the course slides creates an artificial task that does not support the desired workplace conversation.

QUESTION NO: 5

A talent development (TD) professional works at a small Internet-based company. The TD professional is tasked with training a group of customer service representatives to process refunds in a new software application.

Step 2

The TD professional is creating the training plan for the new software and wants to develop the learners ' troubleshooting skills by incorporating unexpected complexities that staff might encounter.

Step 3

The training plan is created and approved, and the TD professional develops the training materials.

What should the TD professional do to prepare for the delivery of in-person training?

A. Avoid overpreparing in order to keep the training spontaneous.

B. Arrive early and set up well in advance.

C. Speak out loud when practicing delivery.

D. Rehearse all mechanics of the training delivery, including transitions and media use.

E. Assume that all learners have reviewed the software manual.

F. Confirm that all learners will have access to the software during the training.

G. Review the training plan and list all the logistics that need to be addressed.

ANSWER: B C D F G

Explanation:

Effective preparation for instructor-led software training includes both delivery rehearsal and operational readiness. “Arrive early and set up well in advance” gives the facilitator time to verify the room arrangement, technology, materials, connectivity, and application access before learners arrive. “Speak out loud when practicing delivery” helps the facilitator test timing, clarify explanations, and become comfortable giving instructions and responding to likely learner questions. “Rehearse all mechanics of the training delivery, including transitions and media use” is especially important when training includes demonstrations and practice activities, because smooth handoffs between presentation, system demonstration, and learner practice protect instructional flow. “Confirm that all learners will have access to the software during the training” ensures that the planned hands-on refund-processing practice can occur and that troubleshooting scenarios are meaningful. Finally, “Review the training plan and list all the logistics that need to be addressed” translates the approved design into a practical delivery checklist. These actions align with ATD’s emphasis on preparing the learning environment, materials, technology, and facilitation process so learners can focus on achieving performance outcomes. See ATD’s CPTD certification overview and ATD guidance on preparing for a training session.

QUESTION NO: 6

A talent development (TD) professional is designing a virtual program for newly promoted managers who must conduct effective one-on-one meetings with direct reports. The needs assessment indicates that managers understand the organization’s meeting policy but struggle to ask useful questions, listen actively, and agree on follow-up actions.

Which three design actions should the TD professional take? Select three.

A. Develop objectives that describe observable manager behaviors.

B. Include realistic practice conversations with feedback.

C. Provide a detailed review of the organization's meeting policy.

D. Use a job aid to support follow-up actions after meetings.

E. Administer a leadership-style inventory before the program.

F. Use a final knowledge quiz as the primary assessment method.

ANSWER: A B D

Explanation:

Develop objectives that describe observable manager behaviors, **include realistic practice conversations with feedback**, and **use a job aid to support follow-up actions after meetings** are appropriate because the identified need is application of interpersonal skills, not additional policy knowledge. Observable objectives establish the required performance standard. Practice and feedback allow managers to rehearse questioning, listening, and action planning in a safe setting. A job aid supports transfer by helping managers use the desired process during actual one-on-one meetings.

A policy review alone does not address the demonstrated skill gap. A broad leadership-style inventory may prompt reflection but does not provide direct practice in the required behavior. A final knowledge quiz can supplement the program but is insufficient as the primary learning method for a behavioral skill.

QUESTION NO: 7

A new manager has a team comprised of four different generations of employees. Which action by the manager would be most likely to minimize intergenerational conflict within the team?

A. Acknowledge the diverse viewpoints of each team member

B. Listen actively to each team member

C. Poll each team member

D. Define what is important to each team member's generation

ANSWER: A

Explanation:

Acknowledge the diverse viewpoints of each team member is the action most likely to minimize intergenerational conflict because it treats team members as individuals with valid experiences, preferences, and perspectives. A manager who visibly recognizes differing viewpoints creates psychological safety: employees are more likely to share concerns, listen to colleagues, and work through disagreements constructively. This approach supports inclusive team norms without assuming that every person from a particular age group thinks, communicates, or is motivated in the same way.

This aligns with the Cultural Awareness capability in ATD's Talent Development Capability Model. Cultural awareness involves recognizing how differences in identity, background, and experience can shape perspectives, then adapting interactions to foster respect and inclusion. In practice, the manager can invite each person to describe preferred communication methods, work expectations, and ideas for collaboration; reflect those perspectives accurately; and establish team agreements that honor varied needs while maintaining shared performance expectations. Such acknowledgement helps shift generational differences from a source of tension into a useful source of diverse insight. See ATD's overview of the Talent Development Capability Model and its guidance on creating an inclusive workplace.

QUESTION NO: 8

A claims employee at an insurance company is transferred to the talent development (TD) department. This new TD team member has previously delivered departmental on-the-job training on an informal basis, but does not have any formal TD training. A TD manager has been assigned to help the new TD team member develop TD skills.

What should the TD manager do?

A. Have the new TD team member complete the TD department ' s skills assessment

B. Provide the new TD team member with the TD department ' s standard career development plan

C. Have the new TD team member perform a TD skills self-evaluation

D. Work with the new TD team member to create a TD skills development plan

E. Hold a meeting to introduce the new TD team member to the TD department

F. Provide the new TD team member with a copy of the company ' s organization chart

G. Arrange for the new TD team member to observe training events delivered by experienced TD team members

ANSWER: A

Explanation:

Have the new TD team member complete the TD department ' s skills assessment is the appropriate first action because effective professional development begins by identifying the employee's current capabilities and the gaps between those capabilities and the requirements of the new role. The team member's informal experience delivering on-the-job training is relevant evidence of existing strengths, but it does not establish proficiency across the broader talent development knowledge and skill set. A department skills assessment provides a consistent, role-relevant baseline that the manager and employee can use to prioritize development needs. It also supports a fair and objective discussion of readiness, rather than making assumptions based on either prior job experience or the absence of formal TD education. Assessment results can subsequently inform an individualized development plan, targeted practice opportunities, mentoring, and appropriate learning resources. This reflects the ATD Talent Capability Model's emphasis on assessing one's capabilities and pursuing continuous professional development aligned with work requirements. The manager's role is to enable this evidence-based development process and connect the employee's present skill profile to the capabilities needed in the TD department. See the ATD Talent Capability Model and ATD's professional development resources.

QUESTION NO: 9

A loan manager in a large bank accessed a direct report ' s personal bank account in the bank ' s system out of curiosity. This direct report became aware of the unauthorized account access and consulted the human resources (HR) department. The HR manager initiates an ethics investigation and also asks the talent development (TD) department to determine whether a training solution is needed. The TD professional assigned to this task has never before been involved in any compliance and ethics situation.

Step 2

The TD professional has confirmed that the company ' s policy states employees are not authorized to access other employees ' financial records without executive approval. The TD professional has been asked by the HR manager to participate in a meeting with the HR, compliance, and legal departments related to this investigation.

Step 3

The investigation has been completed, and it was determined that this was a unique occurrence and that overall, company managers and employees are knowledgeable of rules and internal policies. The TD professional concludes that this was not a training issue and existing training is effective. The TD professional presents this conclusion and the supporting analysis to the legal, compliance, and HR departments. The legal and compliance departments agree with the TD professional ' s conclusion. However, the HR manager still believes this is a training issue.

How should the TD professional proceed?

A. Create a training plan based on the HR manager ' s request.

B. Revise the current ethics and compliance training.

C. Schedule another meeting with the compliance, HR, and legal departments to revisit the training request.

D. Seek clarity on why the HR manager is recommending training.

E. Offer alternate solutions, such as coaching for the loan manager.

F. Clarify for the HR manager how training and performance issues differ.

ANSWER: D F

Explanation:

“Seek clarity on why the HR manager is recommending training” is appropriate because the TD professional has evidence that employees generally know the relevant policy and that the incident was isolated. Before proposing any intervention, the professional should understand the HR manager’s remaining concern: for example, whether the concern involves inconsistent accountability, a perceived behavior pattern, risk mitigation, manager oversight, or information not reflected in the completed analysis. This inquiry maintains a productive stakeholder relationship while ensuring that a learning solution is based on a verified performance need rather than an assumption.

“Clarify for the HR manager how training and performance issues differ” is also appropriate. Training addresses a knowledge or skill gap; it is not the primary remedy when an employee knowingly disregards a clear rule. In this situation, the finding that personnel are knowledgeable about the policy indicates that the unauthorized access concerns conduct, judgment, and accountability. Explaining that distinction helps stakeholders select interventions that fit the cause while preserving the TD function’s responsibility to conduct sound performance analysis. ATD identifies performance improvement and evaluating learning impact as core professional capabilities: ATD Capability Model. Guidance on determining whether learning is the appropriate response is also reflected in ATD’s resources on needs assessment: ATD needs-assessment guidance.

QUESTION NO: 10

A loan manager in a large bank accessed a direct report's personal bank account in the bank's system out of curiosity. This direct report became aware of the unauthorized account access and consulted the human resources (HR) department. The HR manager initiates an ethics investigation and also asks the talent development (TD) department to determine whether a training solution is needed. The TD professional assigned to this task has never before been involved in any compliance and ethics situation.

What should the TD professional do?

A. Review the laws and regulations regarding access to employee financial records.

B. Review company rules regarding accessing customer data.

C. Contact state regulators to determine if the loan manager's action is illegal.

D. Research vendors specializing in ethics training.

E. Review company policies on ethics and compliance.

F. Consult with the TD professional's direct manager about what to do first.

G. Consult with the compliance department.

ANSWER: E G

Explanation:

Review company policies on ethics and compliance and **Consult with the compliance department** are appropriate first actions because the TD professional has been asked to determine whether a performance or knowledge gap warrants a training response, not to investigate or make legal determinations. Reviewing the organization’s governing policies establishes the expected standards for authorized access, confidentiality, ethical conduct, reporting, and any required learning. It also helps the TD professional frame an accurate needs assessment: whether the issue reflects lack of awareness, a skill or process issue, willful misconduct, inadequate controls, or a broader cultural concern. Consulting the compliance department brings in the subject-matter authority responsible for interpreting internal compliance requirements, regulatory obligations, controls, and mandated training. This partnership allows TD to ensure that any learning intervention uses approved content, targets the right audience, documents completion appropriately, and supports—not interferes with—the HR investigation. ATD’s Capability Model emphasizes ethical practice and collaboration with organizational stakeholders when addressing talent-development needs. Financial institutions also operate under formal information-security and customer-information safeguarding expectations, making compliance input essential before designing training. See the ATD Capability Model and the FTC’s Gramm-Leach-Bliley Act privacy and security guidance.

QUESTION NO: 11

A manufacturing organization will introduce a new production-planning process that changes the responsibilities of planners, supervisors, and line employees. The executive sponsor asks the talent development (TD) professional to begin developing training immediately. Several supervisors have expressed concern that the process has not been fully tested and may increase production delays.

Which two actions should the TD professional take before finalizing the learning solution? Select two.

A. Develop training materials from the draft process documentation before gathering additional input.

B. Identify the affected stakeholder groups and the changes required in their work.

C. Gather supervisor input about anticipated barriers and readiness concerns.

D. Postpone all learning planning until the new process has been fully implemented.

E. Issue a general announcement explaining that the new process will improve productivity.

ANSWER: B C

Explanation:

Identify the affected stakeholder groups and the changes required in their work and **gather supervisor input about anticipated barriers and readiness concerns** are appropriate actions. Training must be based on the specific changes in performance, decisions, and workflows required for each audience. Supervisor concerns may reveal incomplete process design, resource constraints, conflicting measures, or other barriers that training alone cannot resolve.

Developing materials before clarifying the performance changes risks teaching an unworkable process. Postponing all planning until the process is fully implemented would unnecessarily delay readiness work. A general announcement may create awareness, but it does not replace stakeholder analysis or readiness assessment.

QUESTION NO: 12

A hacker was successful in accessing a financial services company ' s database of customer information after an employee clicked on a phishing email link. The company ' s chief executive officer (CEO) created a project team to address the security breach. As a member of the project team, a talent development (TD) professional is asked to evaluate the current security training for effectiveness. Since this is an urgent issue, the project team has been given 30 days to present recommendations.

Step 2

The data obtained indicates that the current training focuses on defining phishing and does not provide examples or information on how to recognize it and what actions to take.

Step 3

The project team decides that test phishing emails should be created to train employees about phishing and to collect more data on the issue.

Which step(s) should the TD professional take to analyze the effectiveness of the implemented solution?

Step 4

The test phishing emails are created, and the information technology department sets up the deployment schedule and results tracking for the emails. Over the first month, results indicate that 50% of the employees who received the emails clicked on the phishing link and received additional training on recognizing phishing emails.

A. Continue sending phishing emails to gather more data.

B. Conduct an employee survey of the training solution.

C. Interview employees who clicked on the phishing email.

D. Create an executive focus group to review the progress.

E. Analyze the results for trends by job role.

F. Send a Level 1 evaluation to all employees.

ANSWER: A E

Explanation:

Continue sending phishing emails to gather more data and **Analyze the results for trends by job role** are appropriate evaluation actions because the simulated phishing messages directly measure the target on-the-job behavior: whether employees recognize and safely handle a suspicious message. Repeating the simulations over time produces sufficient performance data to determine whether the supplemental training is followed by a reduction in unsafe clicking behavior. It also enables the team to compare results across successive campaigns rather than relying on a single month's result.

Analyzing performance by job role turns the aggregate 50% click rate into actionable evidence. Different roles can have distinct exposure patterns, work pressures, systems access, and phishing risks. Identifying groups with persistently higher click rates allows the organization to target reinforcement, examples, practice, and risk controls where they are most needed. This approach aligns evaluation with behavior and organizational results, rather than simply documenting that training occurred. ATD's evaluation guidance emphasizes gathering evidence at relevant learning, behavior, and results levels, while NIST identifies phishing-awareness exercises as a useful means of assessing and improving user security behavior. See ATD's Kirkpatrick model overview and NIST SP 800-50.

QUESTION NO: 13

What are the four core emotional intelligence skills?

A. Self-awareness; self-management; social awareness; relationship management

B. Working with people; working with data; working with senses; working with processes

C. Self-awareness; self-management; self-knowledge; self-development

D. Creativity; leadership; resilience; initiative

ANSWER: A

Explanation:

Self-awareness; self-management; social awareness; relationship management is correct because it names the four domains in Daniel Goleman's widely used emotional intelligence framework. Self-awareness is the capacity to recognize one's emotions, strengths, limitations, and the effects these have on decisions and behavior. Self-management is the ability to regulate emotional responses, remain adaptable, and act intentionally under pressure. Social awareness extends emotional intelligence beyond the individual through empathy, organizational awareness, and accurate interpretation of other people's perspectives and needs. Relationship management applies those insights to interactions: communicating effectively, building trust, influencing constructively, collaborating, and handling conflict productively.

In talent development practice, these mutually reinforcing skills support credible facilitation, coaching, stakeholder partnership, leadership, and sound decision-making. A talent development professional who can recognize emotional cues in themselves and others can respond in ways that preserve relationships while advancing learning and business outcomes. This four-domain approach is commonly used in workplace leadership and development contexts and aligns with the interpersonal and self-management capabilities emphasized in professional practice. See Daniel Goleman's overview of emotional intelligence at Daniel Goleman: Emotional Intelligence and ATD's professional framework at ATD Capability Model.

QUESTION NO: 14

Which evaluation technique should an organization use to analyze and improve error rates and defects?

A. Six Sigma

B. Benchmarking

C. Flowchart diagram

D. Return on investment (ROI)

ANSWER: A

Explanation:

Six Sigma is the appropriate technique because it is a data-driven quality-improvement methodology designed to reduce process variation, errors, and defects. It provides a disciplined framework—commonly DMAIC: Define, Measure, Analyze, Improve, and Control—for first clarifying the performance problem and customer requirements, then establishing a reliable baseline for defect rates. Teams analyze the data to identify root causes and statistically meaningful sources of variation, implement and test targeted improvements, and finally put controls in place to sustain the gains. This sequence directly supports both analyzing current error and defect levels and improving the underlying process that produces them. In a talent-development context, Six Sigma can be applied to operational processes supporting learning, such as enrollment accuracy, content-production rework, learner-support response errors, or compliance-record defects. The methodology emphasizes measurable outcomes, evidence-based decisions, and ongoing process control rather than one-time assessment. The American Society for Quality describes Six Sigma as a method for improving business processes through reducing defects and variation: ASQ: Six Sigma. The U.S. National Institute of Standards and Technology also provides quality-management resources relevant to systematic process improvement: NIST Baldrige Performance Excellence Program.

QUESTION NO: 15

Which process steps should be included in a chart displaying the results of an after-action review?

A. Barriers, metrics, feedback, rewards

B. People, processes, proficiencies, competencies

C. Problems, solutions, actions, outcomes

D. Schedules, resources, constraints, results

ANSWER: C

Explanation:

Problems, solutions, actions, outcomes is the appropriate structure for charting after-action-review results because it converts reflective discussion into a usable continuous-improvement record. An after-action review examines what happened in relation to what was intended, identifies the significant issues or performance gaps, and captures lessons that can improve future work. A results chart should therefore document the problem observed, the solution or improvement identified, the specific action that will be taken, and the outcome expected or subsequently achieved. This sequence makes accountability and follow-through visible: teams can see not only what they learned, but also how that learning will be applied and whether it produced the desired result. In talent development practice, this type of documentation supports evaluation, knowledge sharing, and iterative improvement of programs and processes. It also helps stakeholders distinguish observations from commitments and measurable results. The U.S. Army's after-action-review guidance describes the AAR as a process for identifying lessons and improving future performance, while ATD's Capability Model emphasizes evaluating outcomes and using evidence to improve talent-development solutions. See the U.S. Army overview of after-action reviews and the ATD Capability Model.

QUESTION NO: 16

Which is a benefit of Six Sigma methodology?

A. It clarifies business strategy

B. It reduces business cycle times

C. It creates awareness and a sense of urgency

D. It analyzes key aspects of the corporate culture

ANSWER: B

Explanation:

It reduces business cycle times is correct because Six Sigma is a data-driven improvement methodology designed to reduce variation, defects, and process waste. Through structured methods such as DMAIC (Define, Measure, Analyze, Improve, and Control), teams identify the factors that create delays, rework, errors, and inconsistent outcomes in an existing process. Removing or controlling these sources of variation makes work flow more predictably and efficiently, which can shorten the time required to complete a business process or deliver a product or service.

In a talent-development setting, this benefit may appear as reducing the time needed to develop training materials, process enrollment requests, onboard employees, resolve learner-support issues, or move a course from design through delivery. The methodology also establishes measurable process baselines and uses performance data to verify that improvements are sustained. Although cycle-time reduction is not the sole objective of every Six Sigma project, it is a common and valuable outcome when delay is linked to defects, bottlenecks, or inefficient handoffs. The American Society for Quality describes Six Sigma as a method for improving business processes and reducing defects; its DMAIC framework supports disciplined improvement of existing processes. See ASQ's Six Sigma overview and ASQ's DMAIC resource.

QUESTION NO: 17

In preparing the training budget request for the upcoming year, a talent development (TD) professional also prepared an organizational action plan for the training function. To ensure approval from the senior leadership for the training budget and action plan, which element should the TD professional include?

A. Metrics to measure progress against organizational goals

B. Full results of an internal SWOT analysis for the training function

C. Roles and responsibilities of each TD team member

D. Detailed communication and marketing plan for the training function

ANSWER: A

Explanation:

Metrics to measure progress against organizational goals is the correct inclusion because senior leaders approve investments based on their expected contribution to organizational strategy and on the ability to govern results. Meaningful measures translate the training function's proposed activities and budget into evidence of business value: the intended outcomes, the organizational goals supported, the indicators that will be monitored, and the basis for determining whether progress is being made. For example, an action plan might identify how a leadership-development initiative supports succession readiness or how technical training supports quality, productivity, customer outcomes, or risk reduction. The associated measures provide leaders with a clear accountability mechanism for reviewing performance during the year and making informed resource decisions. This approach positions talent development as a strategic business partner rather than simply a cost center seeking funding. It also creates a practical link among the budget request, planned work, stakeholder expectations, and evaluation of results. ATD's Capability Model emphasizes aligning talent strategy with organizational strategy and using data to demonstrate impact. See the ATD Capability Model and ATD's overview of measuring talent development impact.

QUESTION NO: 18

An engineering company utilizes two learning management systems (LMSs): one manages technical training, and the other manages professional development (or non-technical training) for all of the company ' s engineers. Over time, changes in reporting requirements have caused the use of two different systems to be difficult and time-consuming. It has been decided that a new LMS is to be selected, with a goal of improving the time constraints of using training information from both systems. A talent development (TD) professional is put in charge of facilitating the selection and implementation of the new LMS.

After completing the research process, the TD professional develops a strong business case to recommend LMS Provider A. A few days before the recommendation is presented to the executive leadership team, the TD professional ' s supervisor hears about LMS Provider Z at a networking meeting and suggests that the TD professional consider Provider Z, which was not included in the TD professional ' s analysis.

What should the TD professional do?

A. List the negative outcomes if Provider Z is selected.

B. Compare Provider Z to the existing analysis that led to the TD professional ' s recommendation.

C. Bring in Provider A to make a presentation to the TD professional ' s supervisor.

D. Ask the information technology director to help influence the TD professional ' s supervisor.

E. Ask the TD professional ' s supervisor probing questions to determine the reason(s) for recommending Provider Z.

F. Present the potential positive business outcomes for selecting Provider A.

G. Tell the supervisor that Provider Z will not work.

ANSWER: B E

Explanation:

“Ask the TD professional ' s supervisor probing questions to determine the reason(s) for recommending Provider Z.” is appropriate because it demonstrates consultative partnership and gathers decision-relevant information before changing course. The supervisor may have learned of capabilities, implementation experience, pricing considerations, integrations, or organizational contacts that are relevant to the stated business need. Clarifying those reasons helps the TD professional understand whether Provider Z warrants assessment against the same requirements and evaluation criteria already established for the LMS selection.

“Compare Provider Z to the existing analysis that led to the TD professional ' s recommendation.” is also appropriate because the selection should remain evidence-based, aligned to the business case, and defensible to executive leadership. A concise, consistent comparison can evaluate Provider Z against critical criteria such as reporting, data migration, integration, security, usability, support, implementation timeline, and total cost of ownership. This approach respects the supervisor’s input while preserving an objective procurement process and enables the final recommendation to reflect the best available evidence. These actions reflect ATD’s emphasis on communication, collaboration, business insight, and using data to support talent-development decisions. See the ATD Talent Development Capability Model and ATD’s guidance on building a business case for learning.