CERTIFICATION INSTITUTE

STUDY PLANNING GUIDE

Associate Professional in Talent Development (APTD)

aptd®

ASSOCIATE PROFESSIONAL IN TALENT DEVELOPMENT

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Introduction to APTD: Study Planning Guide

Congratulations on your decision to pursue the Associate Professional in Talent Development (APTD). A person with an APTD credential has early career experience and understands that well-designed talent development strategies and solutions contribute to organizational success. APTDs can affect the development, implementation, and evaluation of learning solutions that impact an organization's ability to achieve its goals and drive competitive advantage. The foundational knowledge of an APTD is defined in the Talent Development Capability Model and includes key personal, professional, and organizational knowledge.

This study planning 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 APTD, 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 as well as meet eligibility requirements such as education or work experience. For the APTD, candidates are required to meet the eligibility requirements and pass a professionally developed and administered exam to achieve the credential.

Talent development professionals who have attained the APTD credential report that exam preparation helped them to fill knowledge gaps, update their skills, and build their confidence. They also say that achieving the credential helped them advance their careers and improved their earning potential.

Who Decides What Skills and Knowledge Are Needed to Be Successful as a 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 TD professionals and validated by panels of subject matter experts.

What Is the APTD Exam Based On?

The Associate Professional in Talent Development (APTD) is one of two professional credentials administered by the ATD Certification Institute. The APTD exam will be based on the Talent Development Capability Model that was released in January 2020.

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 APTD exam is designed to measure the subset of foundational knowledge required for success after three years of experience as a talent development professional.

What Is Included in the ATD Capability Model?

The ATD 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.

Twenty-three (23) capabilities detailing the core components of the field are included within the three domains.

What Capabilities Are Tested on the Exam?

The APTD exam tests a subset of knowledge found in the Talent Development Capability Model. A subset of knowledge, skills, and abilities (KSAs), which are appropriate and necessary for someone after three years of experience, were identified using research data and subject matter experts. On the APTD exam, 20 percent of the questions will come from the personal capability domain, 50 percent will be drawn from the professional capability domain, and 30 percent will be from the organizational capability domain. Questions on the APTD exam are designed to test the foundational knowledge that talent development professionals would be expected to have after three years of experience. Details are provided in the APTD Detailed Content Outline (also in Appendix A).

How Long Is the Exam?

Achieving the APTD credential will require passing one exam that includes 115 multiple choice questions that cover all three domains of practice. Each question has only one correct answer, and points are not subtracted for incorrect answers. Candidates will have two hours to complete the APTD exam. All ATD CI certification exams are computer-based and must be taken at a secure testing center.

How Will I Get the Exam Results?

Candidates will receive their results on the same day they take the exam.

Who Writes the Exam Questions and How Are They Pretested?

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.

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 to recertify (although that is an option) Typically, credential holders accumulate recertification points earned through professional development activities. APTD credential holders must earn 40 recertification points every three years. Recertification points may be earned in several ways, including but not limited to, formal workshops and continuing education. For details visit the Recertification webpage.

Preparing for the APTD Exam

Step 1. Assess Your Professional Expertise

First, take the self-assessment as part of the Talent Development Capability Model and choose "APTD-Ready" learning path to identify strengths and prioritize areas for growth.

Step 2. Review the Sample Questions

Once you have evaluated your proficiency levels in the various content areas, review the sample questions in Appendix B to familiarize yourself with the type of questions and level of detail that you will see on the exam.

Step 3. Develop Your Study Plan

Previous candidates report spending between 60–80 hours to study 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 during the weekend and four hours during the week for a total of eight hours per week, then you should plan a 10-week period to prepare for the exam.

Based on your gap-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, roughly 23 questions will cover those content areas. Allocate your time accordingly. See Appendix C for a sample study plan and customizable worksheet.

Step 4. Choose the Resources That Fit Your Study Plan

As you are creating your study plan, review the Reference Resource List provided in Appendix D to identify potential books and resources you may want to study to prepare for the APTD exam. These resources are the same used by item writers for ATD CI certification exams.

The *Talent Development Body of Knowledge (TDBoK Guide)* provides some detail on each of the content areas from the Talent Development Capability Model, along with a comprehensive list of additional resources. Be aware that relying on the TDBoK Guide alone will not be sufficient preparation for the exam. Your best approach is to view the TDBoK Guide as a starting point for your studies and not an end point. The TDBoK Guide covers the WHAT and the WHY of talent development capabilities, but not the HOW. You will need to rely on your experience and further study to be sure you have mastered HOW to apply the principles described in the TDBoK Guide. For example, the capability included in the APTD content outline under Communication is as follows:

1.1.5 Skill in conceiving, developing, and delivering information in various formats and media, for example reports, briefings, memorandums, presentations, articles, and emails.

In the TDBoK Guide, you will see that there are just 1 ½ pages dedicated to this capability statement and that the major focus is communicating in writing. It is not possible in such a limited space to convey everything that you need to know about HOW to write. For that, you will need to rely on your experience, education or further study on the subject.

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 at td.org/Certification/APTD/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 in a specific window can help you stick to your plan and be accountable for your schedule.

Step 6: Register to Take the Exam

If you have not already done so, complete your APTD application and register to take the exam at td.org/certification/APTD/Apply. You will need to upload a current resume as well as provide details about your work experience and 28 hours of relevant professional development completed in the past three years. Be sure to register using your full legal name as it appears on your driver's license and current official identification.

When you register to take the exam, you will be offered the option to test at a secure testing center or via remote proctoring in your home or office. Review the details in the APTD Certification Handbook.

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 your appointment. 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. Please refer to the APTD Certification Handbook for a complete list of 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* and review the *TD at Work* issue "Turning Trainers into Trusted Business Partners: Consulting on the Inside" provides much more structure and accountability than simply "Study for APTD."

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 E for suggested supplemental resources.

Taking the APTD Exam

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

Before the Exam

Taking the APTD 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 testing. 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.
- 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, be sure to 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 APTD Certification 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.
- APTD 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.
- Before your exam, you will be given a dry-erase piece of paper and a marker by the proctor 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 120 minutes (two hours) to complete the 115-item exam.
- Upon completion of the exam, you will receive notification of results from the proctor.

What to Expect during Remote Proctoring

If you choose to take the exam via remote proctoring, please review the section in APTD Certification Handbook and the remote proctoring webpage about the technical requirements and what to expect during remote proctoring.

Strategies for Test Taking

Once the timed portion of the exam begins, you should:

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. You may ignore an answer that more precisely addresses 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 simply being asked. All the information needed to answer the question is provided in the question itself. One mistake often made by candidates is reading too much into the question or making 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 Key Words 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 for review and come back to the question.

Don't Worry About What You Don't Know

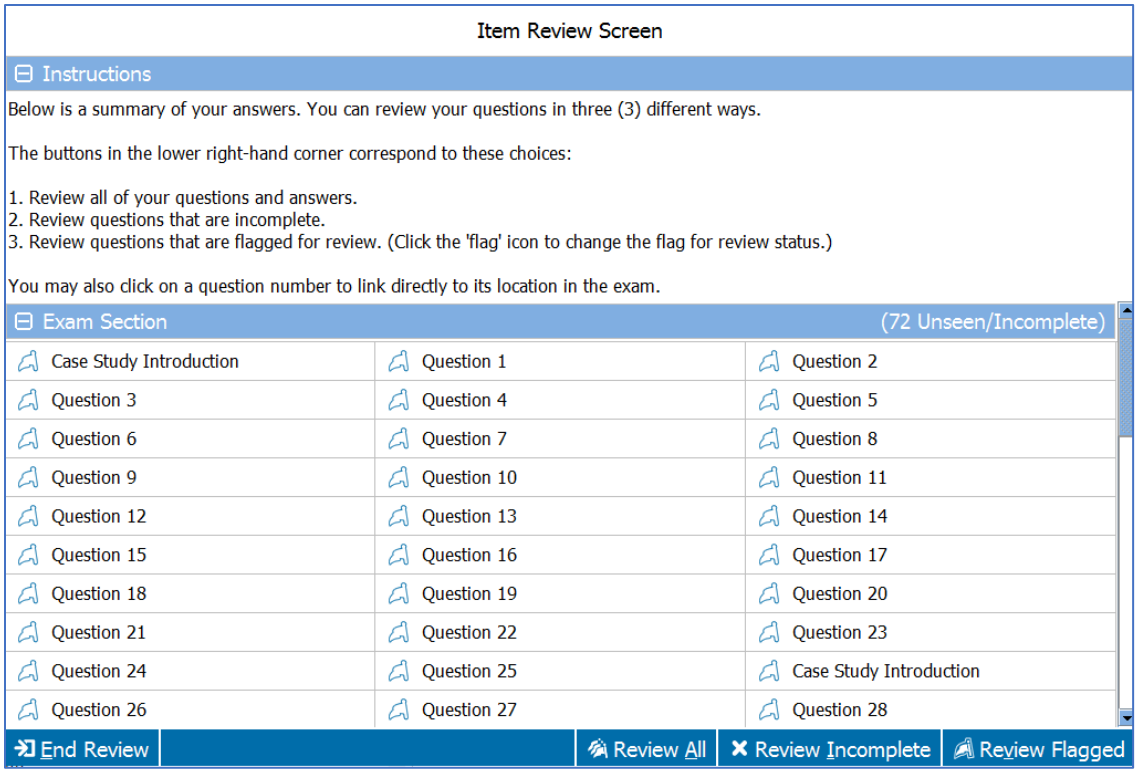
You will be asked questions to which you will not know the answer. Don't let it rattle you and affect your outlook on the other questions. Make an educated guess and move on.

Making an Educated Guess

To improve your guessing ability, the first step is to eliminate any of the possible choices which 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 APTD exam includes 115 multiple choice questions and you will have two 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 with adequate time to go back and review your answers at the end on the Item Review Screen (see below).



Check Your Answers

Once you have gone through the entire exam, you will be presented with an item review screen like the one pictured above. You can choose to go back and work on incomplete answers, review questions that have been flagged or review all your questions and answers. We recommend that you review incomplete answers first then move on to flagged questions. Check your time periodically. Do not spend too much time agonizing over one item. Second-guessing yourself is rarely a good strategy.

Submit Your Answers

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 print-out 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.

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. Take the time to celebrate completing the exam, regardless of how you performed.

Appendix A: APTD Detailed Content Outline

Effective July 1, 2020

Domain 1: Developing Personal Capability (20 Percent)

Communication

- Skill in conceiving, developing, and delivering information in various formats and media, for example reports, briefings, memorandums, presentations, articles, and emails.

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 methods and criteria for establishing and managing collaboration among various units (for example, finance, operations, IT and sales/marketing).
- Knowledge of principles and techniques for providing feedback.
- Knowledge of theories of leadership (for example, transformational, inclusive, and situational).

Cultural Awareness and Inclusion

- Knowledge of methods and techniques to foster cultural awareness, encourage cultural sensitivity, and broaden viewpoints.

Project Management

- Knowledge of project management principles and processes (for example, scheduling, planning, allocating resources, evaluating, and reporting).

Compliance and Ethical Behavior

- Knowledge of laws, regulations, and ethical issues related to the development of instructional content (for example, intellectual property and copyright laws and accessibility requirements).

Domain 2: Building Professional Capability (50 Percent)

Learning Science

- Knowledge of the principles and applications of cognitive science for learning (for example, auditory and visual processing, information storage/retrieval, memory and cognitive load).
- 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

- Knowledge of instructional modalities (for example, classroom learning, blended learning, massive open online courses [MOOCs], gamification, multidevice/mobile learning, and virtual reality simulations).
- Knowledge of types and applications of instructional methods and techniques (for example, discussion, self-directed learning, role playing, lecture, action learning, demonstration, and exercise).
- Knowledge of methods and techniques for planning, designing, and developing instructional content.
- Knowledge of the criteria used to assess the quality and relevance of instructional content in relation to a desired learning or behavioral outcome.

- Knowledge of methods and techniques for defining learning and behavioral outcome statements.
- Knowledge of how design thinking and rapid prototyping can be applied to the development of learning and talent development solutions.
- Knowledge instructional design models and processes (for example, ADDIE and SAM).
- Knowledge of how formal and informal learning experiences influence and support individual and group development.

Training Delivery and Facilitation

- Knowledge of facilitation methods and techniques.

Technology Application

- Knowledge of techniques and approaches to leverage social media platforms and tools to support knowledge sharing, idea exchange, and learning.
- Knowledge of existing learning technologies and support systems (for example, collaborative learning software, learning management systems, authoring tools, and social media).
- Knowledge of communication technologies and their applications (for example, video conferencing, web-conferencing, audience response systems, and presentation software).
- Knowledge of functions, features, limitations, and practical applications of the technologies available to support learning and talent development solutions.

Knowledge Management

- Knowledge of methods and techniques for disseminating and sharing knowledge across individuals, groups, and organizations.

Career and Leadership Development

- Knowledge of leadership development practices and techniques (for example, formal training programs, job rotation, and coaching or mentoring).
- Knowledge of career development methods and techniques (for example, job rotations and stretch assignments).

Coaching

- Skill in helping individuals or teams identify goals, develop realistic action plans, seek development opportunities, and monitor progress and accountability.

Evaluating Impact

- Knowledge of models and methods to evaluate the impact of learning and talent development solutions.
- Knowledge of qualitative and quantitative data collection methods, techniques, and tools (for example, observations, interviews, focus groups, surveys, and assessments).

Domain 3: Impacting Organizational Capability (30 Percent)

Business Insight

- Knowledge of business strategies and factors that influence an organization's competitive position in the industry.

Consulting and Business Partnering

- Knowledge of needs assessment approaches and techniques.

Organization Development and Culture

- Knowledge of work roles, relationships, and reporting structures within an organization.
- Knowledge of strategies and techniques for building, supporting, and promoting an organizational culture that values talent and learning as drivers of competitive advantage.

Talent Strategy and Management

- Knowledge of talent management functions (for example, workforce planning, acquisition, employee development, performance management, and compensation and rewards).
- Knowledge of methods to identify critical requirements of tasks, jobs, and roles (for example, job analysis, competency modeling, and leadership competency development).
- Knowledge of approaches for identifying and developing high potential talent.

Performance Improvement

- Knowledge of performance analysis methods and techniques (for example, business process analysis, performance gap assessment, and root-cause analysis).
- Knowledge of how human interactions with work environments, tools, equipment, and technology affect individual and organizational performance.

Change Management

- Knowledge of how change affects people and organizations.

Data and Analytics

- Knowledge of data visualization, including principles, methods, types, and applications (for example, texture and color mapping, data representation, graphs, and word clouds).

Future Readiness

- Knowledge of techniques to promote, support, and generate innovation and creativity (for example, design thinking, brainstorming, and ideation).
- Knowledge of emerging learning technologies and support systems (for example artificial intelligence, augmented and virtual reality).

Appendix B: Sample Questions

Review the following sample questions to get an indication of what to expect on the exam. Correct answers are included in the back of this section.

1. **A talent development manager wants to provide effective feedback to direct reports. Which type of feedback is most likely to help the manager's employees feel engaged at work?**

   A. Provide corrective feedback when employees have incorrectly completed their work.

   B. Provide frequent positive feedback that praises employees for doing good work.

   C. Provide frequent positive feedback that details how employees' strengths can be applied to future projects.

   D. Provide frequent developmental feedback designed to help employees improve at work.

2. **Which action is most likely to have a lasting impact on an organization's learning culture?**

   A. Integrating training requirements into the annual performance review system

   B. Launching an incentive program to reward participation in learning activities

   C. Increasing leadership and management training

   D. Conducting an organizational capabilities assessment

3. **Which factor should be addressed in project management plans?**

   A. Target audience learning style

   B. Budget for the learning project

   C. Learning delivery modes

   D. Adult learning principles

4. **Which level of Bloom's taxonomy includes problem-solving techniques, manipulating, designing, and experimenting?**

   A. Application

   B. Analysis

   C. Synthesis

   D. Comprehension

5. **What is the best reason for providing a change support structure that balances plans and flexibility?**

   A. To allow for learning and quick self-correction in the process

   B. To allow for changes from leadership during the change

   C. To allow for fluctuations in the timely delivery of plans

   D. To allow for a predictable approach to change management

6. **A talent development (TD) professional notices that several participants in a training session are unmotivated to complete an activity. Instead, the participants are discussing an upcoming business retreat. What would be the most effective way for the TD professional to increase the participants' motivation to learn?**

   A. Remind the participants of the training guidelines.

   B. Engage the participants in a direct conversation.

   C. Create an alternate activity that was not included in the original design.

   D. Remind the participants of the benefits they will receive from the training.

7. **A manager wishes to set goals for a new employee that align with the goals of the team and organization. Which tool should the manager use?**

   A. An individual development plan

   B. A team SWOT (strengths, weaknesses, opportunities, threats) analysis

   C. A role-based learning path

   D. Organizational key performance indicators

8. **What process relies on Kirkpatrick's four levels by putting them into a logical chain of evidence that unifies the learning and business functions?**

   A. Business cost analysis (BCA)

   B. Benefit cost ratio (BCR)

   C. Cost-benefit analysis (CBA)

   D. Return on expectations (ROE)

9. **What is one external driver that directs an organization's strategy, goals, and needs when establishing measures for evaluating its business?**

   A. Technology

   B. Economics

   C. Shareholder

   D. Financial

10. **Recently hired operators of a complex machine at a manufacturing plant are making errors. The machine, though critical to operations, is likely to be replaced soon. Which action would be best for the talent development professional to take to improve the operators' performance?**

    A. Develop a simulation of machine operations.

    B. Create a job aid.

    C. Design an online training module.

D. Host a classroom session.

11. **Which type of assessment is best for determining the skills, knowledge, and attitudes required for a specific job?**

    A. Task assessment

    B. Organizational assessment

    C. Individual assessment

    D. Knowledge assessment

12. **A company wants individuals in a leadership development program to have the opportunity to learn from people inside and outside the organization. Individuals who wish to gain knowledge and share their experience with others will be invited to join. Which term best describes the type of program the company is building?**

    A. Coaching

    B. Mentoring

    C. Training

    D. Job sharing

13. **Which analysis approach should an organization adopt to determine if a new training program will impact organizational effectiveness?**

    A. Return on investment

    B. Kirkpatrick evaluation

    C. Systems diagnosis

    D. Knowledge acquisition

14. **Which is the best approach for a talent development professional to reduce intercultural communication problems in a training session?**

    A. Provide interpreters for delivery of training where learners are likely to speak a common second language.

    B. Use gestures so that learners from different cultures can understand what is being said.

    C. Provide presentation materials in writing.

    D. Adapt the delivery of the message to the cultural viewpoint of the learners.

15. **A talent development professional measured and analyzed employees after training for a complex task that is not applied regularly and determined 50% of the attendees met expectations. What is the best solution to increase results?**

    A. Communities of practice

    B. Additional classroom training

C. Web-based training

D. Electronic performance support system

APTD Practice Questions: Answer Key

Question 1
Answer: C
Test Content Outline topic: 1.3.C
Reference: *Focus on Them*, p. 105-108

Question 2
Answer: D
Test Content Outline topic: 3.3.B
Reference: *Learning for the Long Run* Chapter 3, page 62

Question 3
Answer: B
Test Content Outline topic: 1.5.A
Reference: *Talent Development Body of Knowledge*, 1.5.1.5 and 1.5.1.7

Question 4
Answer: A
Test Content Outline topic: 2.1.B
Reference: *ISD From The Ground Up*. p.12

Question 5
Answer: A
Test Content Outline topic: 3.6.A
Reference: ASTD Handbook, Chapter 47, page 764

Question 6
Answer: D
Test Content Outline topic: 2.3.A
Reference: *The Art and Science of Training*, pg 23

Question 7
Answer: A
Test Content Outline topic: 2.7.A
Reference: *ATD Foundations of Talent Development*, pages 230-231

Question 8
Answer: D
Test Content Outline topic: 2.8.A
Reference: *Four Levels of Training Evaluation*, pgs 24, 34-35

Question 9
Answer: B
Test Content Outline topic: 3.1.A
Reference: *Talent Development Body of Knowledge*, 3.1.2

Question 10
Answer: B
Test Content Outline topic: 2.2.B
Reference: *Talent Development Body of Knowledge*, 2.2.2.4.3

Question 11
Answer: A
Test Content Outline topic: 3.2.A
Reference: *ATD Foundations of Talent Development,* page 159

Question 12
Answer: B
Test Content Outline topic: 2.6.A
Reference: *ASTD Handbook 2nd edition* 2014, Section VI: Expanded Roles of the T&D Professional, pg 368

Question 13
Answer: C
Test Content Outline topic: 3.5.A
Reference: *ASTD Handbook*, chapter 34, page 557-559

Question 14
Answer: D
Test Content Outline topic: 1.4.A
Reference: *Destination Facilitation*, pg 9 - 11

Question 15
Answer: D
Test Content Outline topic: 2.4.D
Reference: *Talent Development Body of Knowledge*; 3.5.6

Appendix C: APTD Study Plan Template and Create Your Own Plan Worksheet

Study Plan Template

This study plan template is for a 10-week study schedule for a typical APTD candidate. However, you should adjust this based on the amount of experience you have in the various content areas.

1. Developing Personal Capability (20 Percent)		
Content Area	**Time Required**	**Scheduled For**
Communication: • Skill in conceiving, developing, and delivering information in various formats and media (for example, reports, briefings, memorandums, presentations, articles, and emails). **Content Resource:**	2 hours	Week 1
Emotional Intelligence and Decision Making: • Knowledge of theories of emotional intelligence **Content Resource**:	2 hours	Week 1
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 methods and criteria for establishing and managing collaboration among various units (for example, finance, operations, IT). • Knowledge of principles and techniques for providing feedback. • Knowledge of theories of leadership (for example, transformational, inclusive, and situational). **Content Resource(s)**:	4 hours	Week 1
Cultural Awareness and Inclusion: • Knowledge of methods and techniques to foster cultural awareness, encourage cultural sensitivity, and broaden viewpoints. **Content Resource(s):**	2 hours	Week 2
Project Management: • Knowledge of project management principles and processes (for example, scheduling, planning, allocating resources, evaluating, and reporting). **Content Resource(s):**	4 hours	Week 2
Compliance and Ethical Behavior:		

• Knowledge of laws, regulations, and ethical issues related to the development of instructional content (for example, intellectual property, copyright laws, and accessibility requirements). **Content Resource(s):**	2 hours	Week 2
Total Study Hours Planned for Domain 1	16 hours	

2. Building Professional Capability (50 Percent)		
Content Area	**Time Required**	**Scheduled For**
Learning Sciences • Knowledge of the principles and applications of cognitive science for learning (for example, auditory and visual processing, information storage/retrieval, memory, and cognitive load). • 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. **Content Resource(s):**	6 hours	Week 3
Training Delivery and Facilitation: • Knowledge of facilitation methods and techniques. **Content Resource(s):**	2 hours	Week 3
Instructional Design • Knowledge of instructional modalities (for example, classroom learning, blended learning, massive open online courses [MOOCs], gamification, multidevice/mobile learning, and virtual reality simulations). • Knowledge of types and applications of instructional methods and techniques (for example, discussion, self-directed learning, role playing, lecture, action learning, demonstration, and exercise). • Knowledge of methods and techniques for planning, designing, and developing instructional content. • Knowledge of the criteria used to assess the quality and relevance of instructional content in relation to a desired learning or behavioral outcome • Knowledge of methods and techniques for defining learning and behavioral outcome statements. • Knowledge of how design thinking and rapid prototyping can be applied to the development of learning and talent development solutions. • Knowledge instructional design models and processes (for example, ADDIE and SAM). • Knowledge of how formal and informal learning experiences influence and support individual and group development. **Content Resources:**	8 hours	Week 4

2. Building Professional Capability (50 Percent), Continued		
Content Area	**Time**	**Week**
Technology Application • Knowledge of techniques and approaches to leverage social media platforms and tools to support knowledge sharing, idea exchange, and learning. • Knowledge of existing learning technologies and support systems (for example, collaborative learning software, learning management systems, authoring tools, and social media). • Knowledge of communication technologies and their applications (for example, video conferencing, web conferencing, audience response systems, and presentation software). • Knowledge of functions, features, limitations, and practical applications of the technologies available to support learning and talent development solutions. **Content Resources:**	4 hours	Week 5
Knowledge Management • Knowledge of methods and techniques for disseminating and sharing knowledge across individuals, groups, and organizations. **Content Resource(s):**	2 hours	Week 5
Career and Leadership Development • Knowledge of leadership development practices and techniques (for example, formal training programs, job rotation, and coaching and mentoring). • Knowledge of career development methods and techniques (for example, job rotations and stretch assignments). **Content Resource(s):**	2 hours	Week 5
Coaching • Skill in helping individuals or teams identify goals, develop realistic action plans, seek development opportunities, and monitor progress and accountability. **Content Resources:**	2 hours	Week 6
Evaluating Impact • Knowledge of models and methods to evaluate the impact of learning and talent development solutions. • Knowledge of qualitative and quantitative data collection methods, techniques, and tools (for example, observations, interviews, focus groups, surveys, and assessments). **Content Resource(s):**	6 hours	Week 6
Total Study Hours Planned for Domain 2	32 hours	

3. Impacting Organizational Capability (30 Percent)		
Content Area	**Time Required**	**Scheduled For**
Business Insight • Knowledge of business strategies and factors that influence an organization's competitive position in the industry. **Content Resource(s):**	2 hours	Week 7
Consulting and Business Partnering • Knowledge of needs assessment approaches and techniques. **Content Resource(s):**	2 hours	Week 7
Organization Development and Culture • Knowledge of work roles, relationships, and reporting structures within an organization. • Knowledge of strategies and techniques for building, supporting, and promoting an organizational culture that values talent and learning as drivers of competitive advantage. **Content Resource(s):**	4 hours	Week 7
Talent Strategy and Management • Knowledge of talent management functions (for example, workforce planning, acquisition, employee development, performance management, and compensation and rewards). • Knowledge of methods to identify critical requirements of tasks, jobs, and roles (for example, job analysis, competency modeling, and leadership competency development). • Knowledge of approaches for identifying and developing high potential talent. **Content Resource(s):**	6 hours	Week 8
Change Management • Knowledge of how change impacts people and organizations. **Content Resource(s):**	2 hours	Week 8
Performance Improvement • Knowledge of performance analysis methods and techniques (for example, business process analysis, performance gap assessment, and root-cause analysis). • Knowledge of how human interactions with work environments, tools, equipment, and technology affect individual and organizational performance. **Content Resource(s):**	4 hours	Week 9

3. Impacting Organizational Capability (30%), Continued		
Content Area	**Time Required**	**Scheduled For**
Data and Analytics • Knowledge of data visualization, including principles, methods, types, and applications (for example, texture and color mapping, data representation, graphs, word clouds). **Content Resource(s):**	2 hours	Week 9
Future Readiness • Knowledge of techniques to promote, support, and generate innovation and creativity (for example, design thinking, brainstorming, and ideation). • Knowledge of emerging learning technologies and support systems (for example artificial intelligence, augmented and virtual reality). **Content Resource(s):**	2 hours	Week 9
Total Study Hours for Domain 3	24 hours	
Review of Weaker Capability Areas	8 hours	Week 10
Total Study Hours to Prepare	80 hours	

Creating Your Own Detailed Study Plan

Time Commitment: Certification is an important career milestone. Successful candidates report spending 80 – 100 hours preparing for their certification exam outside of formal coursework. It is recommended that you plan to take the exam approximately 6 to 9 months after you start your preparation.

Study Planning: Thinking about your personal and professional commitments over the next 6 to 9 months, how much time can you set aside **each week** to focus on studying for the exam?

Hours each week: _____

Which days/timeslots can you set aside for those hours (e.g. Monday and Wednesday evenings from 8pm – 10pm)?

Describe how your manager can help you support this goal:

Describe how your family or support system can help you support this goal:

Identify target test date

(100 hours to study) / (**hours available each week**) = _____ **# of weeks**

+ 2 weeks buffer time

= _____ Total Weeks Needed

(**Total Weeks Needed**)/4 = _____ **months to target test date**

The APTD exam can be taken in the months of January, March, May, July, September, and November.

Enter your target test month here: _____

Plan to apply for the exam in: _____ (at least two months before target month)

Next Step: *Detail your study plan*

Detailing Your Study Plan:

Step 1: If you have not already done so, complete the self-assessment that is part of the Talent Development Capability Model. Put yourself in a reflective, thoughtful space when doing the self-assessment. The more honest assessment will give you better direction.

Step 2: After completing the assessment, choose the "APTD-Ready" Learning Path

Step 3: Review the "My Gap Analysis" tab to identify areas for study focus. This tab shows those topics covered on the APTD exam where your selected proficiency level is below the recommended level. These capability areas are ones you should consider spending more time reviewing.

Step 4: Record here the top 3 – 5 capabilities where you feel least confident and will want to spend more time studying.

1. Focus Area
2. Focus Area
3. Focus Area
4. Focus Area
5. Focus Area

You are the best person to determine how to divide up your study time. You may want to spend more time on areas where you have less direct experience. Here is a suggestion, based on the emphasis of content on the exam:

Content Area	Percentage of Exam	Suggested # of Hours	# of Hours You Will Spend
Building Personal Capabilities	20%	16	
Developing Professional Capabilities	50%	40	
Impacting Organizational Capabilities	30%	24	
Focus Area 1		4	
Focus Area 2		4	
Focus Area 3		4	
Focus Area 4		4	
Focus Area 5		4	
Total Time		100 hours	

Use the information above and the following template to fill in the number of hours and which weeks you will spend on each topic area. Then, add these topics to time blocks indicated above to block your study time on your calendar.

Your Detailed Study Plan

1. Developing Personal Capability (20 Percent)		
Content Area	**Time Required**	**Week Scheduled**
Communication: • Skill in conceiving, developing, and delivering information in various formats and media (for example, reports, briefings, memorandums, presentations, articles, and emails). **Content Resource:**		
Emotional Intelligence and Decision Making: • Knowledge of theories of emotional intelligence **Content Resource**:		
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 methods and criteria for establishing and managing collaboration among various units (for example, finance, operations, IT). • Knowledge of principles and techniques for providing feedback. • Knowledge of theories of leadership (for example, transformational, inclusive, and situational). **Content Resource(s)**:		
Cultural Awareness and Inclusion: • Knowledge of methods and techniques to foster cultural awareness, encourage cultural sensitivity, and broaden viewpoints. **Content Resource(s):**		
Project Management: • Knowledge of project management principles and processes (for example, scheduling, planning, allocating resources, evaluating, and reporting). **Content Resource(s):**		
Compliance and Ethical Behavior: • Knowledge of laws, regulations, and ethical issues related to the development of instructional content (for example, intellectual property, copyright laws, and accessibility requirements). **Content Resource(s):**		
Total Study Hours Planned for Domain 1	16 hours	

2. Building Professional Capability (50 Percent)		
Content Area	**Time Required**	**Week Scheduled**
Learning Sciences • Knowledge of the principles and applications of cognitive science for learning (for example, auditory and visual processing, information storage/retrieval, memory, and cognitive load). • 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. **Content Resource(s):**		
Training Delivery and Facilitation: • Knowledge of facilitation methods and techniques. **Content Resource(s):**		
Instructional Design • Knowledge of instructional modalities (for example, classroom learning, blended learning, massive open online courses [MOOCs], gamification, multidevice/mobile learning, and virtual reality simulations). • Knowledge of types and applications of instructional methods and techniques (for example, discussion, self-directed learning, role playing, lecture, action learning, demonstration, and exercise). • Knowledge of methods and techniques for planning, designing, and developing instructional content. • Knowledge of the criteria used to assess the quality and relevance of instructional content in relation to a desired learning or behavioral outcome • Knowledge of methods and techniques for defining learning and behavioral outcome statements. • Knowledge of how design thinking and rapid prototyping can be applied to the development of learning and talent development solutions. • Knowledge instructional design models and processes (for example, ADDIE and SAM). • Knowledge of how formal and informal learning experiences influence and support individual and group development. **Content Resources:**		
Technology Application • Knowledge of techniques and approaches to leverage social media platforms and tools to support knowledge sharing, idea exchange, and learning. • Knowledge of existing learning technologies and support systems (for example, collaborative learning software, learning management systems, authoring tools, and social media). • Knowledge of communication technologies and their applications (for example, video conferencing, web conferencing, audience response systems, and presentation software). • Knowledge of functions, features, limitations, and practical applications of the technologies available to support learning and talent development solutions. **Content Resources:**		

2. Building Professional Capability (50 Percent), Continued		
Content Area	**Time Required**	**Week Scheduled**
Career and Leadership Development • Knowledge of leadership development practices and techniques (for example, formal training programs, job rotation, and coaching and mentoring). • Knowledge of career development methods and techniques (for example, job rotations and stretch assignments). **Content Resource(s):**		
Coaching • Skill in helping individuals or teams identify goals, develop realistic action plans, seek development opportunities, and monitor progress and accountability. **Content Resources:**		
Evaluating Impact • Knowledge of models and methods to evaluate the impact of learning and talent development solutions. • Knowledge of qualitative and quantitative data collection methods, techniques, and tools (for example, observations, interviews, focus groups, surveys, and assessments). **Content Resource(s):**		
Total Study Hours Planned for Domain 2	32 hours	
3. Impacting Organizational Capability (30 Percent)		
Content Area	**Time Required**	**Week Scheduled**
Business Insight • Knowledge of business strategies and factors that influence an organization's competitive position in the industry. **Content Resource(s):**		
Consulting and Business Partnering • Knowledge of needs assessment approaches and techniques. **Content Resource(s):**		
Organization Development and Culture • Knowledge of work roles, relationships, and reporting structures within an organization. • Knowledge of strategies and techniques for building, supporting, and promoting an organizational culture that values talent and learning as drivers of competitive advantage. **Content Resource(s):**		
Talent Strategy and Management • Knowledge of talent management functions (for example, workforce planning, acquisition, employee development, performance management, and compensation and rewards). • Knowledge of methods to identify critical requirements of tasks, jobs, and roles (for example, job analysis, competency modeling, and leadership competency development). • Knowledge of approaches for identifying and developing high potential talent. **Content Resource(s):**		

3. Impacting Organizational Capability (30%), Continued		
Content Area	**Time Required**	**Week Scheduled**
Change Management • Knowledge of how change impacts people and organizations. **Content Resource(s):**		
Performance Improvement • Knowledge of performance analysis methods and techniques (for example, business process analysis, performance gap assessment, and root-cause analysis). • Knowledge of how human interactions with work environments, tools, equipment, and technology affect individual and organizational performance. **Content Resource(s):**		
Data and Analytics • Knowledge of data visualization, including principles, methods, types, and applications (for example, texture and color mapping, data representation, graphs, word clouds). **Content Resource(s):**		
Future Readiness • Knowledge of techniques to promote, support, and generate innovation and creativity (for example, design thinking, brainstorming, and ideation). • Knowledge of emerging learning technologies and support systems (for example artificial intelligence, augmented and virtual reality). **Content Resource(s):**		
Total Study Hours for Domain 3	24 hours	
Review of Weaker Capability Areas	20 hours	
Total Study Hours to Prepare	100 hours	

Best Practices for Using the APTD Practice Test

A full-length Practice Test is available for purchase OR is included if you purchase ATD's On Demand APTD Preparation Course. It is recommended that you use the Practice Test as follows:

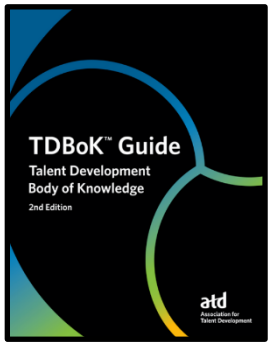
- **First Attempt**: Take approximately 25% of the way through your study plan timeline. Use your review of the items you answered incorrectly to identify concepts that will require more focus. Adjust your study plan accordingly.
- **Second Attempt**: Take approximately 75% of the way through your study timeline. Use the results to make final adjustments as you close out your studying.
- **Third Attempt**: Take a week before your exam to remind yourself how to effectively use the testing platform and get you ready for test day.

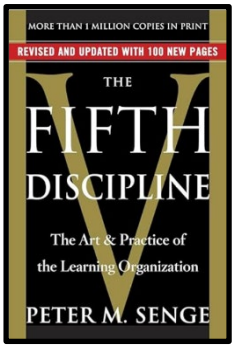
Appendix D: Certification Resource List

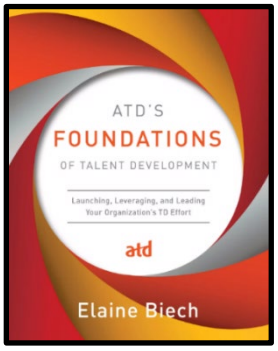
This list is organized by capability area and designed to assist candidates in finding resources to aid in filling knowledge gap areas. It is not designed to be exhaustive or intended to be a must-read list. Each candidate will have their own gaps and their own personal libraries from which to prepare.

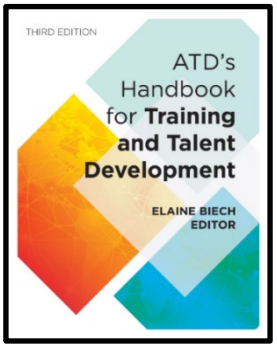
Several publications may be found in more than one capability. *Click the images below*. If you are an ATD member, the digital *TDBoK Guide* is included as part of your membership. The *TDBoK Guide* is also included for those who purchase the optional ATD On Demand Preparation Course. Most resources can be searched and purchased through ATD or other third-party booksellers such as Amazon.

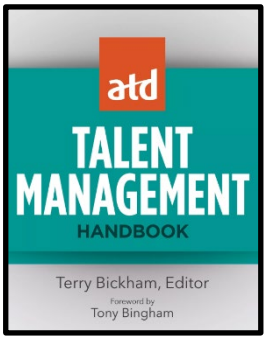
Comprehensive Resources
Covering Multiple Topics Across the Capabilities











Additional Resources Focused by Capability

atd YOU
LEARNING LIBRARY

atd
Micro Course Library
(ATD Professional Plus members)

Continued, next page

1. Building Personal Capability	
1.1 Communication	• Own Any Occasion: Mastering the Art of Speaking and Presenting (2017) Palmer, Erik. ATD Press • 10 Steps to Successful Business Writing (2nd Edition) (2017) Appleman, Jack. ATD Press • 10 Steps to Successful Presentations (2nd edition) (2019) ATD Press • Influence in Talent Development (2021) Blade, V. ATD Press
1.2 Emotional Intelligence & Decision-Making	• Emotional Intelligence (2005) Goleman, D. Bantam Press • Emotional Intelligence in Talent Development (2021) Malone, P. ATD Press
1.3 Collaboration & Leadership	• ASTD Leadership Handbook (2010) E. Biech editor. Alexandria, VA: ASTD Press • 10 Steps to Be a Successful Manager (2nd edition) (2019) Haneberg, L. ATD Press • Focus on Them: Become the Manager Your People Need You to Be (2018) Ito, Tim; Jenkins, W.; O'Quinn, K. ATD Press • Teamwork in Talent Development (2021) Bellomo, T. ATD Press • The New Extraordinary Leader: Turning Good Managers into Great Leaders (3rd edition) Zenger, J. and J. Folkman. New York: McGraw-Hill Publishers.
1.4 Cultural Awareness & Inclusion	• TD at Work Building Blocks of Workplace Inclusion (2017) ATD Press • Culture Savvy: Working and Collaborating Across the Globe (2011) Rabotin, M. ATD Press • Diversity, Equity, and Inclusion for Trainers (2022) Morukian, Maria. ATD Press • Destination Facilitation: A Travel Guide to Training Around the World (2017) Steffey, D. Alexandria, VA: ATD Press.
1.5 Project Management	• Project Management: Absolute Beginner's Guide, 4th edition (2017) Horine, G. Indianapolis, IN: Que Publishing. • Agile for Instructional Designers (2019) Torrance, M. ATD Press
1.6 Compliance & Ethical Behavior	• Business Ethics: How to Design and Manage Ethical Organizations, 2nd edition (2019) Collins, D. Thousand Oaks, CA: SAGE Publications.

2. Developing Professional Capability	
2.1 Learning Sciences	• The Adult Learner, 10th edition (2025) Knowles, M. Routledge • The Art and Science of Training (2016) Biech, E. Alexandria, VA: ATD Press • Design for All Learners (2025) Mercier, S. ATD Press • Learning that Clics (2022) Thompson, J., Ahn, J., Slaughter, M. ATD Press
2.2 Instructional Design	• ISD from the Ground Up,5th edition (2025) Hodell, C. ATD Press. • Design for All Learners (2025) Mercier, S. ATD Press • Design for How People Learn, 2nd edition (2015) Dirksen, J. New Riders • Introduction to Instructional Systems Design (2021) Hodell, C. ATD Press
2.3 Training Delivery & Facilitation	• Design for How People Learn, 2nd edition Julie Dirksen • The Art & Science of Training (2017) Elaine Biech. ATD Press • 10 Steps to Successful Facilitation (2018) ATD Press • Next Level Virtual Training (2022) Howles, D. ATD Press • The Virtual Training Guidebook, 2nd ed. (2024) Huggett, C. ATD Press
2.4 Technology Application	• Applying AI in Learning and Development (2025) Cavalier, J. ATD Press • The Modern Learning Ecosystem (2022) Dillon, JD. ATD Press

	• Shock of the New (2019) Udall, C., & Woodill, G. ATD Press • The LMS Guidebook (2017) Foreman, S. ATD Press
2.5 Knowledge Management	• Ready Set Curate (2015) Betts, Ben & Anderson, Allison. ATD Press • Knowledge Management Basics (2009) Atwood, Christee. ATD Press • If We Only Knew What We Know: The Transfer of Internal Knowledge (2012) O'Dell & Grayson. Free Press
2.6 Career & Leadership Development	• The New Extraordinary Leader: Turning Good Managers into Great Leaders (2019) Zenger, J and J Folkman. NY: McGraw-Hill • Leaders Start to Finish: A Road Map for Developing Top Performers (2012) Bruce, A. and S. Montanez. ATD Press. • Promotions Are So Yesterday (2022) Winkle Giulioni, J. ATD Press
2.7 Coaching	• Coaching Basics, 2nd edition (2016) Haneberg, L. ATD Press • Every Day Coaching (2017) Bianco-Mathis, V. & Nabors, L. ATD Press
2.8 Evaluating Impact	• ATD's Handbook for Measuring and Evaluating Training, 2nd ed. (2025) Phillips, P. ATD Press • Four Levels of Training Evaluation (2016) Kirkpatrick, J. & Kirkpatrick, W. ATD Press • TD at Work Guide A Strategic Approach to Talent Development (2019) ATD Press

3. Impacting Organizational Capability	
3.1 Business Insight	• Aligning Instructional Design with Business Goals (2023) Newbauer, K. ATD Press • TD at Work Preparing & Defending Your Training Budget (2017) Oliver, L., ATD Press • 10 Steps to Successful Budgeting (2019) Oliver, L.; Nin, E. ATD Press • L&D's Playbook for the Digital Age (2021) Carson, B. ATD Press
3.2 Consulting & Business Partnering	• TD at Work Guide A Strategic Approach to Talent Development (2019) ATD Press • Needs Assessment on a Shoestring (2023) Jones, K., Lumsden, J. ATD Press • TD at Work Guide Turning Trainers into Trusted Business Partners Consulting on the Inside (2011) Scott & Barnes. ATD Press
3.3 Organization Development & Culture	• ATD's Organization Development Handbook (2023) Flores, B. ATD Press
3.4 Talent Strategy & Management	• TD at Work Guide A Modern Approach to Performance Feedback (2019) ATD Press • TD at Work Guide A Strategic Approach to Talent Development (2019) ATD Press
3.5 Performance Improvement	• Performance Consulting: A Strategic Process to Improve, Measure, and Sustain Organizational Results (2015) Robinson, D. & Phillips, P. Berrett-Koehler Publishers • Performance Basics, 2nd Edition (2016) Willmore, J. ATD Press
3.6 Change Management	• The Hard and Soft Sides of Change Management (2021) Zukof, K. ATD Press • Rapid Retooling (2013) Gerschel, A. & Polsky, L. ATD Press • Leading Change (2012) Kotter, J. Harvard Business Review.
3.7 Data & Analytics	• TD at Work Guide A Strategic Approach to Talent Development: (2019) ATD

	Press • Data & Analytics for Instructional Design (2023) Torrance, M. ATD Press • Effective Data Visualization: The Right Chart for the Right Data, 2nd edition (2019) Evergreen, S. Thousand Oaks, CA: SAGE Publications
3.8 Future Readiness	• Shock of the New (2019) Udall, C. & Woodill, G. ATD Press • L&D's Playbook for the Digital Age (2021) Carson, B. ATD Press • The Modern Learning Ecosystem (2022) Dillon, JD. ATD Press • Creativity in Talent Development (2021) Porter, D., Tennant, N. ATD Press

Appendix E: Supplemental Resources

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

1) **APTD Certification Handbook:** All candidates should be sure to read the APTD Certification Handbook carefully to be aware of the policies and procedures that govern the certification process.
2) **APTD Candidate Preparation Linked in Group:** ATD facilitates a LinkedIn group for APTD candidates where candidates can network and share information with one another.
3) **Talent Development Capability Model:** The interactive site for the Talent Development Capability Model includes a self-assessment, learning resource and learning plan function that may be helpful. Explore the model and interactive features here.
4) **Talent Development Body of Knowledge Guide (TDBoK Guide):** This comprehensive resource provides 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 APTD exam and the TDBoK Guide should not be the only resource that you should use to study for the exam. That is because the exam is practice-based and will focus on how to apply the concepts. The TDBoK Guide covers the WHAT and WHY of the capabilities but not the HOW.
5) **Reference Resource List:** The reference resource list in Appendix D of this study planning guide should be used to deepen your knowledge and understanding of how to apply the concepts tested on the APTD exam. You do not need to read all books on this list, but they should be viewed as the best sources of information on the topics tested on the exam.
6) **APTD Preparation Course**: The ATD Education department offers the APTD Certification Preparation Course that includes a full-length practice test and access to the digital TDBoK Guide.
7) **APTD Practice Test:** A full-length APTD Practice Test is available that provides an opportunity for you to become familiar with the certification exam experience. It is housed in the same platform as the actual exam. The practice test is included as part of the APTD preparation course but is also available to purchase as a stand-alone product.
8) **Flashcards**: The TDBoK Guide has a flashcard function that allows you to create your own flashcards about important concepts. Online flashcard systems such as Quizlet and Brainscape have also been helpful to candidates in the past. Please be aware that these flashcards are not prepared by ATD and are likely to reflect the old version of the ATD Competency Model and not the newer capability model.
9) **Recent Webinars**: ATD CI periodically holds free webinars on topics of interest to candidates, including preparing for the exams. A list of the most recent and recorded webinars can be found here.
10) **Q&As with an APTD Panel and ATD Staff Zoom Calls**: The ATD CI staff holds open zoom calls each month to answer candidate questions. In addition, a virtual Q& A mentoring call is held every other month with current APTD credential holders to answer questions from candidates and prospective candidates. Register for an upcoming call.
11) **Chapter Study Groups:** Current ATD sponsored Chapter Study Groups are available virtually. Most are open to nonmembers and are affordable options for a more interactive and structured preparation experience. For more information on your local chapter go to td.org/chapter-locator.
12) **Create Your Own Study Group:** For those who are interested in forming their own study group, we have a Study Group Guide that can help you to get started.