Agenda

❑ Certification Overview

❑ Finding Your Focus or Preparing to Prepare

❑ Identifying Resources

❑ Creating a Plan and a Timeline

❑ Cheerleaders and Allies

❑ Questions?

What Is a Professional Certification Program?

Certification = assessment of ability to apply professional knowledge and skills against an established standard

ATD established a *new global standard* for talent development with the Talent Development Capability Model
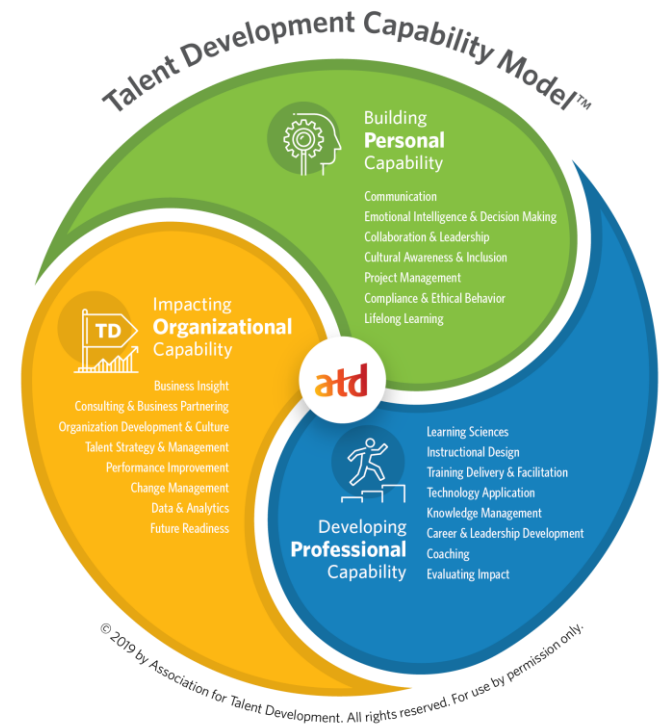
ATD Certification programs are grounded in the Talent Development Capability Model

This is *not* a training program designed to transfer knowledge or skill – although you may learn a few things while preparing

Certifications Grounded in Research

- Tied directly to the [Talent Development Capability Model](#)

- Personal, Professional and Organizational domains of practice include 23 capabilities
  [www.td.org/capability-model](#)

Talent Development Capability Model™

Building **Personal** Capability
- Communication
- Emotional Intelligence & Decision Making
- Collaboration & Leadership
- Cultural Awareness & Inclusion
- Project Management
- Compliance & Ethical Behavior
- Lifelong Learning

Impacting **Organizational** Capability
- Business Insight
- Consulting & Business Partnering
- Organization Development & Culture
- Talent Strategy & Management
- Performance Improvement
- Change Management
- Data & Analytics
- Future Readiness

Developing **Professional** Capability
- Learning Sciences
- Instructional Design
- Training Delivery & Facilitation
- Technology Application
- Knowledge Management
- Career & Leadership Development
- Coaching
- Evaluating Impact

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Finding Your Focus or Prepare to Prepare

Understand everyone's journey will be different *(there is no silver bullet)*

Identify your particular gaps *(focus on your weaker areas)*

Create a personal plan that includes a target testing window, support, and accountability partners *(the hardest part is sticking to a plan)*

Understand that the exam is *practice based* and will require you to *apply* what you know – not just recall memorized terms

Successful certificants report that studying with a buddy or in a group were invaluable to their process

Identifying Gaps

Option 1: Complete the self-assessment in the Talent Development Capability Model

- Choose the "APTD-Ready" Learning Path
- Click on "Learning Resources" to see gap analysis for ONLY those KSAs covered on the exam

Option 2: Use gap analysis found in the Candidate Handbook

Option 3: Review the Test Content Outline for the APTD in the Candidate Handbook and identify areas you have less experience with or don't feel as comfortable

What Our Certificants Say…..

❖ You will learn a lot during the preparation process

❖ Working toward the credential gives you more credibility

❖ Shows employers you're current

❖ You get out what you put in

❖ Just do it! Enjoy the Journey!

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APTD exam questions are not RECALL level questions – they are at the APPLICATION level

A talent development professional is conducting an on-the-job observation of a new hire after the employee has completed initial training. Which level of the Kirkpatrick model is being demonstrated?

○ A.   Level 1

○ B.   Level 2

○ C.   Level 3

○ D.   Level 4

Solution

Answer: C

Explanation:

Kirkpatrick's Level 3 evaluations are used to determine if learning is being applied through observing behavior change in the employee's daily job. The employee in this scenario has already completed training and is now being observed on the job, which is the best fit for Level 3. All other levels occur before or during training, or are focused on measuring results after training.

In order to gain insights on how to make sessions interactive and engaging, a talent development professional observes a senior colleague facilitating a training session. Which type of learning is described in this scenario?

○ A.   Blended learning

○ B.   Asynchronous learning

○ C.   Informal learning

○ D.   Instructor-led learning

Solution

Answer: C

Explanation:

This is an example of informal learning. Informal learning occurs naturally in everyday life and on the job through observing others, using trial and error, and talking and collaborating with others. Formal learning occurs in a structured format with a curriculum and clear objectives in a time-bound manner. Since the talent development (TD) professional is only observing, this is not an example of blended learning, which involves a mix of formal and informal learning elements. Nor is it an example of instructor-led learning, because the TD professional is not acting as a participant in the session. Asynchronous learning occurs when learners are not attending the same training session at the same time.

How can a talent development professional incorporate a systems thinking approach while building a strategic workforce plan for an organization?

- A.   By analyzing the type of resources the competition is hiring

- B.   By aligning the staffing needs to the organization's strategic objectives

- C.   By helping the organization identify newer markets to target based on competitive research

- D.   By identifying how the inclusion of a new skill in the workforce plan impacts succession planning for existing employees

Solution ⊠

Answer: D

Explanation:

Systems thinking views each component as a part of a system by examining relationships with each other rather than viewing each component in isolation. The holistic view is important to change initiatives because small changes to any part of a system affect the whole system. One way in which a talent development professional can incorporate this thinking is by identifying the impact of a new skill on the succession planning, which is related to but not specifically part of the workforce plan. Analyzing what skills the competition is hiring may help the talent development professional advise management on what to consider but is not an example of systems thinking. Developing a useful workforce plan is the job and, by itself, is not an example of systems thinking, nor is helping to identify newer markets.

How can a talent development professional best ensure that outcomes of a learning intervention are aligned to the organization's goals?

- ○ A.   Use the organization's goals as the goals of the intervention.

- ○ B.   Define outcomes as the skills and knowledge that learners are expected to gain from the intervention.

- ○ C.   Determine which learner behaviors need to change based on what the sponsor desires.

- ○ D.   Write the outcomes from the learners' perspectives to make the intervention meaningful for them.

Solution

Answer: C

Explanation:

To ensure alignment to the organization's goals, the talent development professional should identify the learner behaviors that need to change based on what the sponsors desire. That will help to define appropriate learning outcomes. Using the organization's goals does not make sense, since they would be much more strategic than goals set for a specific intervention. Outcomes should be defined as the specific change in behavior that the sponsors wish to see, not as the skills they expect the learner to gain. Objectives should be written from the learner's perspective, while outcomes should be written from the perspective of the stakeholders.

Identifying Resources

❖ Everyone's journey will be different *(there is no silver bullet)*

❖ Use professional development for eligibility to help you prepare

Reading / Texts

Talent Development Body of Knowledge (TDBoK) – comprehensive collection of concepts, definitions, methodologies, and examples of content from the Capability Model. This is INCLUDED with ATD Prep Course.

Reference Reading List – help you dig deeper on specific topics. NOT intended for you to read all of them

Use **ATD book bundles** to focus on a specific domain of practice
- Personal Capabilities
- Professional Capabilities
- Organizational Capabilities

Guided Preparation

❖ Join an ATD Chapter Study Group

  ❖ You do NOT need to be a member

  ❖ Held virtually

  ❖ Low cost; typically need TDBoK access

  ❖ Different groups meet on different days

  ❖ Built-in peer network of cheerleaders and support

❖ APTD Certification Preparation Course

  ❖ Self-paced, asynchronous + scheduled facilitator sessions

  ❖ Higher cost

  ❖ TDBoK digital access included

  ❖ Practice Test included

    ❖ *Watch for ATD Summer Sale later this month when courses are 20% off!*

Practice, Practice, Practice!

Full-Length Practice Test – developed by exam item writers; on same platform as scored exam; timed; provides correct answer and explanation. You have three (3) attempts to take it

Apply what you are learning back on-the-job as you go

Consider **Quizlet** and **YouTube** for tips/flashcards from previous candidates

Creating a Plan and a Timeline

❖ APTD candidates spend average of 60 – 80 hours preparing

❖ Identify your **target testing window** and determine the number of weeks

❖ Break your plan down week-by-week

❖ Block study time on your calendar

Choose a Testing Window

APTD is offered in ODD numbered months
- January
- March
- May
- July
- September
- November

Candidates choose a **two-month window** for testing (*Example*: July – September, no testing is available in August)

Testing windows are available 12 months in advance

Develop Your Study Plan

80 hours / # weeks to start of testing window = hours per week

❖ Use **APTD Study Guide** to break down the content
- Outline of what is covered on exam
- Sample test questions
- Suggested 12-week study plan broken down by content area
- Resource reading list
- More insight into how the exam is created

❖ Set a **schedule in your calendar** for yourself and do your best to stick to it

What Our Certificants Say…..

- Schedule it into your calendar

- Get an accountability buddy

- Focus on the reference list

- Ask your manager for study time

- Plan for life to get in the way

Cheerleaders and Allies

- Enlist the support of people at home and at work to help you stick to your study plan

- ATD Chapter Study Groups are built-in cheerleaders and partners
  - Chapters have taken their study groups virtual – find a time that works for you
  - Don't have to be an ATD member
  - Don't have to be a chapter member
  - Don't have to be in that area
  - Low cost

What Our Certificants Say….

Break the process down into steps

Write down your questions

Do your homework!

Talk to people who have done it

ATD webinars

Focus on what you want to get out of the process

Apply what you're learning

Don't do it alone

Schedule your exam appointment

Helpful Resources

Active candidates page: www.td.org/certification/active-candidates

Virtual mentoring calls with current certificants or with staff:
https://www.td.org/certification-questions-and-calls

Linkedin groups:
◦ APTD Candidate Group: https://www.linkedin.com/groups/8660635/
◦ CPTD Candidate Group: https://www.linkedin.com/groups/8896013/

Study group page

Certification Webinars

Free & Inexpensive Professional Development Activities

Questions?

❑ Type your questions in the chat

Contact Us:

certification@td.org