

**Assessing Competencies:
An Evaluation of ASTD's Certified Professional in Learning and
Performance (CPLP) Designation**

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Executive Summary

The American Society of Training and Development's (ASTD) Certified Professional in Learning and Performance (CPLP) program is purported to be based on the ASTD's competency model, a model which outlines foundational competencies, roles, and areas of expertise in the field of training and performance improvement. This study seeks to uncover the relationship between the competency model and the CPLP knowledge exam questions and work product submissions (two of the major instruments used by the ASTD to test for competency of CPLP applicants). A mixed qualitative-quantitative approach is used to identify themes, quantify relationships, and assess questions and guidelines. Multiple raters independently analyzed the data and identified key themes, and Cohen's Kappa coefficient was used in measuring inter-rater agreement. The study concludes that several discrepancies exist between the competency model and the knowledge exam and work product submission guidelines. Recommendations are given for possible improvement of the CPLP program, including further emphasis on personal competencies and the role of learning strategist in the exam questions and work product submissions, and a reassessment of the place of knowledge and recall in the competency model.

Background

The American Society of Training and Development (ASTD) created the Certified Professional in Learning and Performance (CPLP) designation to provide evidence of the knowledge, experience, and standards required to be successful in the field of workplace learning and performance. The certification is open to all applicants that have at least three years of work experience in the learning and performance field. At least five years of experience is preferable, with exposure to multiple areas of expertise (e.g. coaching, human performance improvement, managing the learning function, knowledge management, succession planning, etc.). The CPLP certification is a lengthy process that takes place in four testing windows each year (March, May, September, and November). During each testing window, individuals are required to take a knowledge exam. The knowledge exam consists of 150 questions that touch on practical and theoretical aspects of the field. Out of these 150 items, there are approximately 30 experimental items per test. In order to pass the knowledge exam, individuals must answer 76% of the non-experimental items correctly. From June 2005 - December 2007, 1184 exams were administered among nine testing windows. The pass rate was 79.6%, and the fail rate was 20.4% (www.astd.org, 2009).

If the applicant passes the knowledge exam, they are required to submit a work product that represents their expertise in a specific aspect of the field, along with several project-related essays and two essay responses to general strategic and operational questions related to the field. The CPLP Work Product Exam requires individuals to score at least 12 out of 18 total points to pass. From June 2005 - December 2007, 730 work product submissions were scored among four testing windows. The pass rate was 74.4% and the fail rate was 25.6%. If the work product submission receives a passing score, the individual becomes certified. Individuals seeking the

certification must pay a testing fee (\$799 - \$999) as well as possible fees for various learning materials to assist with test preparation. Currently, there are 697 CPLPs, with the majority (686) coming from the United States, and the rest coming from Canada (6), Saudi Arabia (2), India (1), United Arab Emirates (1), and the United Kingdom (1).

Before creating the CPLP designation, ASTD developed a competency model that became a set of standards by which performance professionals were to be judged. The CEO of the ASTD, Tony Bingham, has well summarized the role of a competency model in the development of a professional field: “A defined set of competencies is a hallmark of a true profession, and the practice of creating and supporting a competency model is a key role of a professional association” (ASTD 2004, 1). This competency model was elucidated in ASTD's 2004 book-length treatment of the subject *Mapping the future: Shaping new workplace learning and performance competencies*. See the image below for a visual representation of the model from ASTD's CPLP Web site:

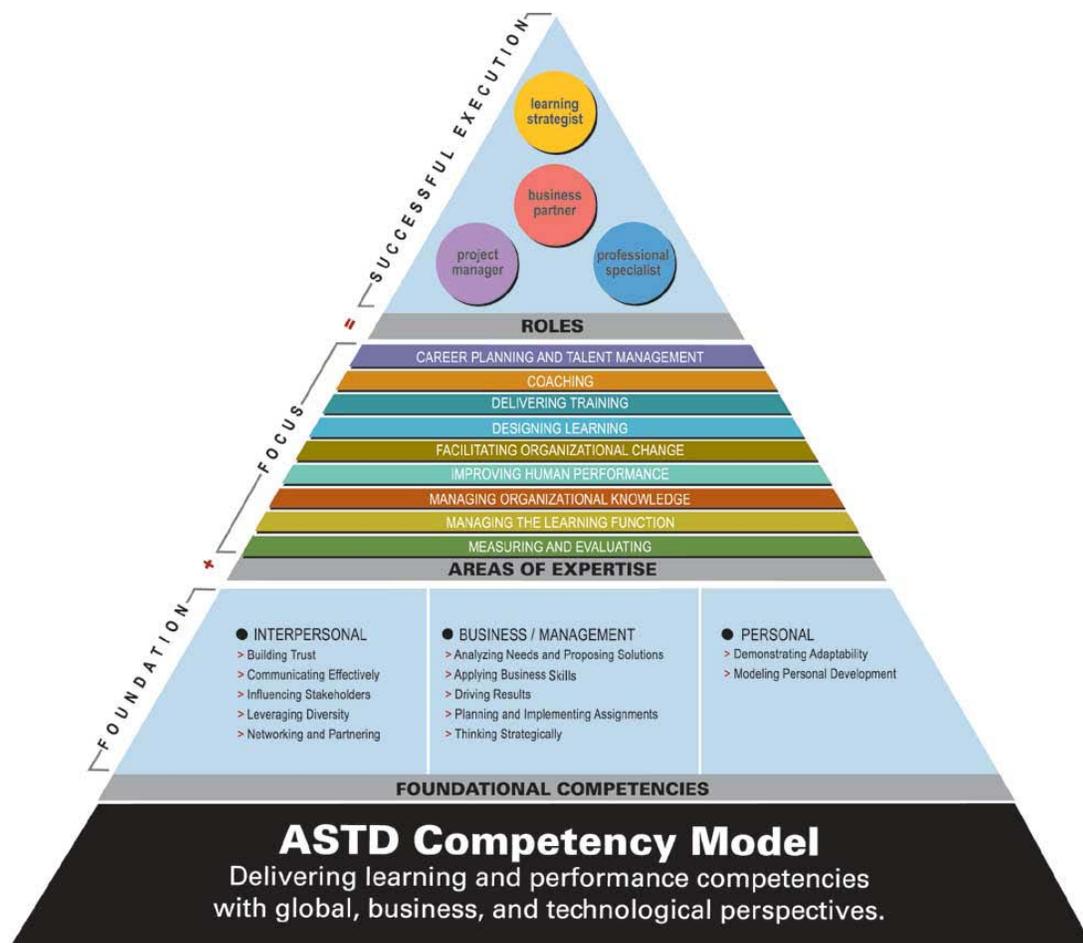


Figure 1: ASTD Competency Model visual representation (Bernthal et al., 2004)

At the base of the model (Figure 1) are the **foundational competencies** of the profession. The foundational competencies include personal, interpersonal, and business and management competencies. The following questions are the focus of this section of the pyramid:

1. How well does the individual relate with and influence people, policy and change (interpersonal competencies)?
2. How well does the individual analyze, make and implement decisions in diverse situations (business and management)?
3. Is the individual forward-looking with his/her career, and how well does he/she adapt to change (personal competencies)?

At the next level of the model are nine **areas of expertise** (AOE), which include career planning and talent management, coaching, delivering training, designing training, facilitating organizational change, improving human performance, managing the learning function, managing organizational knowledge, and measuring and evaluating. The last and top-most level of the competency model is **roles**. The four roles identified are 1. learning strategist, 2. business partner, 3. project manager, and 4. professional specialist. The competency model outlines the expected level of competency of professionals in the field, and has become the basis for the CPLP designation. But how thoroughly does the CPLP process follow this standard? And how does the CPLP process implement the model as an evaluation tool by which to judge the quality of professionals in the field? Perhaps more importantly, do individuals in the field feel that their certification reflects their professional work experiences?

Research Objective

To evaluate if the overall CPLP designation is representative of ASTD's competency model and of the current workplace context for professionals.

Research Questions

1. Are the components of the ASTD competency model represented in the CPLP knowledge exam?
2. Are the components of the ASTD competency model represented in the work product submission?
3. Do individuals with their CPLP designation believe that the certification is representative of their professional work experiences?

Research Methodology

A mixed qualitative-quantitative approach was used to collect and analyze the data. After analyzing key qualitative themes from the ASTD Competency Model we compared the model with items representative of knowledge exam test questions, as well as the work product submission criteria found in ASTD's CPLP bulletin (<http://www.astd.org/content/ASTDcertification/CPLPBulletin.htm>). We did this by developing a matrix for quick comparison of relationships between themes in the data concerning areas of expertise, roles and competencies. We also gathered survey data from current CPLPs on their perception of the representativeness of the CPLP exam in relation to their jobs. This process involved content analysis techniques. Content analysis "enables researchers to study human behavior in an indirect way, through an analysis of their communications...A person's or group's conscious and unconscious beliefs, attitudes, values, and ideas often are revealed in their communications" (Fraenkel & Wallen, 2006, p.). The content analysis involves the following steps:

Content Analysis Step	Application
Determine objectives	To compare the ASTD Competency Model with the CPLP Knowledge Exam and Work Product submission.
Define terms	See the section, "Definitions Used in Content Analysis" found later in this report.
Specify the unit of analysis	Phrases found in the ASTD competency model, CPLP knowledge exam, and CPLP work product submission.
Locate relevant data	ASTD Competency Model, CPLP Learning Books, CPLP Bulletin
Develop a rationale	The sources of data adequately represent the parts of the ASTD competency model, the types of questions found in the CPLP knowledge exam, and the grading rubrics that judges use to examine work product submissions.
Develop a sampling plan	Knowledge Exam - We randomly selected three questions from each of the nine Areas of Expertise (AOEs) in the CPLP Learning Books, resulting in a total of 30 questions. (See Appendix A for the selected questions) Work Product Submissions - We analyzed the grading rubrics of each of the nine AOEs. (See Appendix B for area-related questions)
Formulate coding categories	Our coding categories reflect the three pieces of the ASTD Competency Model: the AOEs, the Foundational Competencies, and the Roles. (See Appendices C and D for coding instrumentation and synopses).
Analyze the data	Two researchers independently analyzed the data in an effort to

	<p>"assess the agreement between two or more categorizers" (Fraenkel & Wallen, 2006). Cohen's Kappa coefficient was used to measure inter-rater agreement (because we used only dichotomous questions and had only two raters comparing data) (1960). The two raters of the exam questions disagreed on 12 of 63 questions, and the two raters of the work submission questions disagreed on 2 of 42 questions. The observed percentage agreement for the exam questions was .81, while the observed percentage agreement for the work submission questions was .95. The overall probability for random agreement on the exam questions was .49, and the overall probability for random agreement on the work submission questions was .67.</p> <p>Knowledge exam questions: $k = \frac{\text{Pr}(a) - \text{Pr}(e)}{1 - \text{Pr}(e)} = \frac{.81 - .49}{1 - .49} = .63$</p> <p>Work submission questions: $k = \frac{\text{Pr}(a) - \text{Pr}(e)}{1 - \text{Pr}(e)} = \frac{.95 - .67}{1 - .67} = .85$</p> <p>The kappa coefficient for inter-rater agreement on exam questions was .63 (substantial agreement according to Landis and Koch), and the Kappa coefficient for agreement on the work submission questions was .85 (almost perfect agreement) (1977, 165).</p> <p>We also did a qualitative analysis of themes identified in the exam questions and work product submission questions. Key themes were identified based on their relevance to the competency model.</p>
Determine findings	See the section below labeled "Research Findings"

Definitions Used in Content Analysis

ASTD defines the Foundational Competencies as follows:

- **Interpersonal:** how well you work with, manage, and influence people, policy, and change.
- **Business and Management:** how well you analyze situations, make decisions, and implement solutions.
- **Personal:** how well you adapt to change and make personal decisions to enhance your career.

ASTD defines the workplace learning professional roles in the ASTD 2004 Competency Study. They are defined as follows:

- **Learning Strategist:** Determines how workplace learning and performance improvement can best be leveraged to achieve long-term business success and add value to meet organizational needs. Leads in the planning and implementation of learning and performance improvement strategies that support the organization's strategic direction and that are based on an analysis of the effectiveness of existing learning and performance-improvement strategies.
- **Business Partner:** Applies business and industry knowledge to partner with the client in identifying workplace performance-improvement opportunities; evaluates possible solutions and recommends solutions that will have a positive impact on performance; gains client agreement and commitment to the proposed solutions and collaboratively develops an overall implementation strategy that includes evaluating impact on business performance; uses appropriate interpersonal styles and communication methods to build effective long-term relationships with the client.
- **Project Manager:** Plans, resources, and monitors the effective delivery of learning and performance solutions in a way that supports the overall business venture; communicates purpose, ensures effective execution of an implementation plan, removes barriers, ensures adequate support, and follows up.
- **Professional Specialist:** Designs, develops, delivers, or evaluates learning and performance solutions maintains and applies an in-depth working knowledge in any one or more of the workplace learning and performance specialty areas of expertise - Career Planning and Talent Management, Coaching, Delivering Training, Designing Learning, Facilitating Organizational Change, Improving Human Performance, Managing Organizational Knowledge, Managing the Learning Function, and Measuring and Evaluating.

ASTD defines the nine Areas of Expertise as follows:

- **Designing Learning:** Designing, creating, and developing learning interventions to meet needs; analyzing and selecting the most appropriate strategy, methodologies, and technologies to maximize the learning experience and impact.
- **Delivering Training:** Delivering learning solutions (for example, courses, guided experience) in a manner that both engages the learner and produces desired outcomes; managing and responding to learner needs; ensuring that the learning solution is made available or delivered in a timely and effective manner.
- **Improving Human Performance:** Applying a systematic process of discovering and analyzing human performance gaps; planning for future improvements in human performance; designing and developing cost-effective and ethically justifiable solutions to close performance gaps; partnering with the customer when identifying the opportunity and the solution; implementing the solution; monitoring the change; evaluating the results.
- **Measuring and Evaluating:** Gathering data to answer specific questions regarding the value or impact of learning and performance solutions; focusing on the impact of individual programs and creating overall measures of system effectiveness; leveraging findings to increase effectiveness and provide recommendations for change.
- **Facilitating Organizational Change:** Leading, managing, and facilitating change within organizations

- **Managing the Learning Function:** Providing leadership in developing human capital to execute the organization's strategy; planning, organizing, monitoring, and adjusting activities associated with the administration of workplace learning and performance.
- **Career Planning and Talent Management:** Ensuring that employees have the right skills to meet the strategic challenges of the organization; assuring the alignment of individual career planning and organization talent management processes to achieve an optimal match between individual and organizational needs; promoting individual growth and organizational renewal.
- **Coaching:** Using an interactive process to help individuals and organizations develop more rapidly and produce more satisfying results; improving others' ability to set goals, take action, make better decisions, and make full use of their natural strengths.
- **Managing Organizational Knowledge:** Serving as a catalyst and visionary for knowledge sharing; developing and championing a plan for transforming the organization into a knowledge-creating and knowledge-sharing entity; initiating, driving, and integrating the organization's knowledge management efforts.

Instrumentation Used For Coding In Content Analysis

- 1) See APPENDIX C for the knowledge exam analysis coding instrumentation and synopses.
- 2) See APPENDIX D for the knowledge exam analysis coding instrumentation and synopses.
- 3) Survey question for individuals with the CPLP designation

The question, "Have you found that your CPLP certification reflects all areas of your professional work experience? If not, what's missing?" was posted on CPLP-specific pages on two social networking sites: LinkedIn and Facebook.

Research Findings

Research Question #1

Are the components of the ASTD competency model represented in the CPLP knowledge exam and work product submission?

Table 1: Knowledge exam focus areas and their respective foci on foundational competencies and roles as outlined in the ASTD's competency model.

Areas of Expertise	Foundational Competencies			Roles			
	Interpersonal	Business Management	Personal	Learning Strategist	Business Partner	Project Manager	Professional Specialist
1. Designing Learning	XX	X			XX	X	XX
2. Delivering Training	X	XX	X		XX	XX	XX
3. Improving Human Performance	XX	XX			XX		XX
4. Measuring & Evaluating	X	XX	X		XX	XX	XX
5. Facilitating Organizational Change		XX			XX	X	XX
6. Managing the Learning Function	XX	X		XX		X	XX
7. Career Planning and Talent Management	X	XX					XX
8. Coaching		XX			XX	X	XX
9. Managing Organizational Knowledge		X					XX

(The Blue X represents Coder #1 and the Red X represents Coder #2.)

As our Cohen's Kappa coefficient score shows, although we had substantial inter-rater agreement (0.63), there was some confusion regarding how to code the exam questions within the framework of the ASTD Competency Model (Table 1). The ASTD Competency Model defines the foundational competencies and roles in language that suggests higher order thinking and application of knowledge (e.g. managing, influencing, analyzing, changing, etc). The Knowledge Exam questions, however, appear to exist at a recall level, requiring test takers to memorize and regurgitate facts instead of applying the facts to a situation.

The Learning Strategist Role was coded in one Area of Expertise, Managing the Learning Function (Table 1). This coding outcome came as a surprise to the researchers, who hypothesized that the role would be prevalent throughout all of the AOE's. Given the strategic nature of this role, as it is defined in the ASTD Competency Model, as well as the focus that this role has on valuing outcomes, it seems as though the questions in other AOE's would have touched more on this category. One must question whether the format and style of the knowledge exam questions were limiting factors to the exhibition of this role.

Table 2: Work submission focus areas and their respective foci on foundational competencies and roles as outlined in the ASTD's competency model.

Areas of Expertise	Foundational Competencies			Roles			
	Interpersonal	Business Management	Personal	Learning Strategist	Business Partner	Project Manager	Professional Specialist
1. Designing Learning	XX	XX		XX	XX	XX	X
2. Delivering Training	XX	XX		XX		XX	XX
3. Improving Human Performance	XX	XX		XX	XX	XX	XX
4. Measuring & Evaluating	XX	XX			XX	XX	XX
5. Facilitating Organizational Change	XX	XX	X		XX	XX	XX
6. Managing the Learning Function	XX	XX		XX	XX	XX	XX

The Business Management foundational competency appeared to have a strong representation in both the Knowledge Exam and the Work Product Submission (Table 1 and Table 2). Perhaps this was in response to a recent study (Salopek, 2008) which found that "As the workplace learning and performance profession has increasingly earned its seat at the strategic table and become a business partner, the need to develop that foundational competency has become more pronounced" (p. 45).

The Personal Foundational Competency was not coded as much as the Business Management foundational competency; it was coded twice in the Knowledge Exam and only once in the Work Product Submission section (Table 1 and Table 2). There was no rater reliability on the coding of

this category. These results raise questions about the relevance and applicability of this foundational competency. Perhaps either the three AOE's that aren't currently represented in the Work Product Submission or the Personalized Challenge Questions that are disseminated via email to CPLP hopefuls would have touched on this competency especially since they focus more on internal processing of learning endeavors; however, these three AOE's were part of the Knowledge Exam and were still not coded by the researchers. One may question whether the definition needs to be revised to reflect a wider range of competencies, as well as whether the Knowledge Exam and Work Product Submission can include more items related to personal growth and adaptation to change.

The Professional Specialist role was coded in every Area of Expertise (AOE) in both the Knowledge Exam and the Work Product Submission (Table 1 and Table 2). This occurred because the definition of the Professional Specialist is quite broad and general in nature. One must question whether the breadth of this definition renders the category useless. In addition, the word "specialist" usually brings about connotations of specific areas of expertise, whereas "generalist" typically refers to having a broad range of capabilities. As a result, this role may need to be renamed to "Professional Generalist", which would match more effectively with the current definition, or the role should be removed altogether.

Research Question #2

Do individuals with their CPLP designation believe that the certification is representative of their professional work experiences?

One respondent to our online survey told us via LinkedIn, "More or less, yes. I do think the ASTD model of "how things are done" is a broad ideal. The client for whom I did the work product work did things differently. I don't believe either is totally right or wrong; they are just different. A (*sic*) also thinks the ASTD knowledge exam was focused on a very traditional model, and the work I am doing now (and less so then) is moving toward a more RID, informal model. The exam did reflect concepts and ideas I had used before and will use again. I guess I'm saying that neither the exam nor the WP can cover all the bases, that the profession is changing for many of us, and that the exam and WP covered valuable material."

This response highlights the impression that the test and work product submission may not fit the current makeup of the field. This point is taken up by a 2008 ASTD Competency Model pulse check study, which discovered via an in-depth literature review, a survey, and interviews with practitioners, that "the competencies and areas of expertise outlined in the ASTD Competency Model remain highly relevant today. However, the context in which they are practiced are shifting, driven by two strong trends - technology and the increased expectations of WLP professionals to leverage technology effectively, and globalization" (Salopek 2008, p. 43). These results show an overall positive evaluation of CPLP certification, and a belief in the value of the process, but allow for the possibility of further enhancements in holism, currency and diversity of perspective.

Limitations of the Study

Lack of authentic knowledge exam questions

We did not have access to actual knowledge exam questions. However, we believe that our use of sample questions from the ASTD CPLP site, and from ASTD CPLP study materials reflects the content of the actual knowledge exam. One of the researchers has taken the actual knowledge exam, and has experience with the authentic questions.

Lack of authentic work product submission evaluation results

We had access to all of the actual work product submission questions, but did not have access to evaluation results (after grading was completed on an actual submission). It would be helpful to see how graders identify key themes in the essays, and how these key themes relate to the ASTD competency model.

Small sample size of CPLP question respondents

We had only one respondent to our survey question posted on two major social networks. It would have helped the research immensely to have more personal feedback concerning the perceived fit between the competency model and the knowledge exam and work product submissions.

Conclusion

The CPLP certification process, particularly the knowledge exam and the work product submissions, clearly follow the ASTD competency model in their construction and application. However, several gaps were identified. For instance, three of the Areas of Expertise are not tested at all in the work product submissions, and these same three areas (Career Planning and Talent Management, Coaching, and Managing Organizational Knowledge) receive the lowest weighting in the scoring of the knowledge exam (between 6-8%). Apparently these areas of expertise have been judged by the creators of the CPLP certification process as much less important or central to the field than the others (if not, no clear reason is made for overlooking these areas of expertise from the competency model) even though the 2004 ASTD competency study of professionals in the field discovered Coaching to be the fourth most commonly found area of expertise (an average of 10.6 percent of professionals' time was spent coaching others) (Davis, Naughton, & Rothwell, 2004, p. 33). We have also identified a nearly complete lack of focus on personal competencies in both the knowledge test and work product submission.

Future research might include a longer survey with a larger sample, an analysis of actual knowledge exam questions, an evaluation of how reviewers identify key themes in work product submissions, and a more thoroughly developed qualitative survey of the current field as

compared with the competency model. Research might also identify and evaluate key similarities and differences between the ISPI and ASTD certification processes.

Our research team has developed the following recommendations for the ASTD CPLP certification process:

Recommendation #1

Consider adding a "Knowledge" competency to the ASTD competency model. This competency would focus more on the ability to recall learning theories, dates, and names, which would be a closer match with the knowledge exam portion of the CPLP process.

Recommendation #2

Consider revising the definition of personal competency to include a broader base (beyond just adjustment to change and career enhancement). It may also be advantageous to test this competency more thoroughly in the knowledge exam and work product submissions (no clear testing of this competency has been identified by the present research).

Recommendation #3

Consider increasing the focus on the role of Learning Strategist. The name of the certification is the "Certified Professional in *Learning* and Performance." Given the prominence of the term "Learning" in the designation, we feel that the role of Learning Strategist should be better represented in the CPLP certification process. This role is only clearly touched on in one section of the knowledge exam, and in only four of the six product submissions. This seems to represent a gap in application of the competency model to the certification process.

Recommendation #4

Consider increasing diversified types of questions in Knowledge Exam. Knowledge Exam questions appear to test basic levels of knowledge acquisition. However, we think that more questions should examine and help to advance real-world applicable business competencies. Some of our suggestions include having diversified types of questions such as case scenario questions or application exercises. Theoretical knowledge can become practical when the questions are in a business context. That way, participants can be assessed to see if they have a holistic and systematic view of performance improvement that can lead to business success.

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APPENDIX A: Knowledge Exam Questions

Areas of expertise	Questions
Measuring and evaluating (12% of exam)	P.20, #12, According to PBT model, learners must demonstrate knowledge or skills prior to leaving the class or instruction. a. True b. False
	p.38, #7, Variance is defined as how spread out a distribution of data points is, whereas the standard deviation is the measure of how spread out the data points are when the mean is used to calculate central tendency. a. True b. False
	p.87, #1, Which of the following best describes an executive summary? a. It explains the methods used to collect data and typically includes samples of the data collected. b. It's a brief overview of the entire report, explaining the basis for the evaluation and significant conclusions and recommendations, and is designed for those who need only the most important information. c. It describes any unexpected issues or environmental concerns that arose during the evaluation d. It describes why the evaluation was conducted and gives a general description of the WLP component, practice, product, service, or process being evaluated. The evaluation's objectives are presented here as well as information about what was being evaluated.
Managing the learning function (9% of exam)	p.23, #5, which of the following is not an advantage of a job aid? a. Excellent for tasks with low frequency b. Excellent for tasks with short reaction time c. Excellent for tasks with high consequence of error d. Excellent for tasks likely to change in the future
	p.82, #9, An example of a budget expense includes all the following except a. Salaries for full time and temporary employees b. Light bulbs, flipcharts, tools, and equipment c. Annual maintenance renewals or service contracts d. Owner equity
	p. 116, #2 Training managers are responsible for helping the HR department plan short-and long-term goals based on changes occurring inside and outside the organization. a. True b. False
Managing organizational knowledge (8% of exam)	p.13, #2 Which of the following is not an example of best practices for knowledge management in an organization? a. Information chunking b. Measurement

	<p>c. Explicit knowledge d. Collaboration</p> <p>p.37, #4 Six sigma is a business-driven approach to improvement that seeks to increase customer satisfaction by providing more effective sales and product training for the sales force. a. True b. False</p> <p>p.69, #3 One technique used to map work process flow includes the input-process-output model. a. True b. False</p>
Improving human performance (15% of exam)	<p>p.12, #8. Which of the following, one of the cornerstones of HPI, indicates the need for a holistic approach so that fixing one component of an organization does not negatively affect another part of the organization? a. Knowledge and skills</p>
	<p>b. Capacity c. Resources d. Systems thinking</p>
	<p>p.73, #1, Of the following, which is the correct sequence of events in the ASTD HPI model? a. Performance analysis, business analysis, intervention selection, root cause analysis b. Business analysis, performance analysis, intervention selection, root cause analysis c. Business analysis, performance analysis, root cause analysis, intervention selection d. Gap analysis, performance analysis, root cause analysis, intervention selection</p>
	<p>p.95, #9. Behavioral styles of individuals are categorized into all of the following except. a. Personality differences b. Information processing styles c. Emotional differences d. Instructional preferences</p>
Facilitating organizational change (12% of exam)	<p>p.21, #1, Which of the following terms is most appropriately defines as the study of how simple systems can generate complicated behavior and is a state where patterns cannot be made nor details understood? a. Complexity b. Chaos c. the butterfly effect d. the whole is more than the parts</p>
	<p>p.61, #3, What is the key benefit of having members from different functional areas of the organization on the action learning team? a. To ensure that all required learning and change initiatives are implemented in each participant's functional area.</p>

	<p>b. To develop a list of questions that applies to each participant's functional area.</p> <p>c. To focus on problems in each participant's functional area.</p> <p>d. To provide a multidisciplinary view and fresh perspectives and approaches</p>
	<p>p.99, #10, Which of the following is not a reaction to change?</p> <p>a. Problem</p> <p>b. Threat</p> <p>c. complacency</p> <p>d. Solution</p>
Designing learning (15% of exam)	<p>p.22, #6, Which learning theory seeks to involve the right and left hemispheres of the brain and the cortex and limbic systems in learning-and by involving the different functions makes learning more natural?</p> <p>a. Andragogy</p> <p>b. Accelerated learning</p> <p>c. Multiple intelligences</p> <p>d. the four-quadrant model</p>
	<p>p.65, #3, A client wants a designer to develop a training class to improve declining sales of the sales force. What is the best thing to do first?</p> <p>a. Locate historical documentation.</p> <p>b. Perform a front-end analysis</p> <p>c. Confirm the budget and timeframe.</p> <p>d. Identify representatives with top sales.</p>
	<p>p.125, #7, All of the following are levels of needs assessment except</p> <p>a. Organizational assessment</p> <p>b. Task assessment</p> <p>c. Performance assessment</p> <p>d. Individual assessment</p>
Delivering training (15% of exam)	<p>p.26, #2. Which of the following seating arrangements is the least conducive to stimulating group discussion?</p> <p>a. Circle and table</p> <p>b. Rectangular</p> <p>c. Theater style</p> <p>d. U-shaped style</p>
	<p>p.69, #7, Trainers should use eye contact to scan the class for learning reactions during classroom delivery to accomplish all of the following except</p> <p>a. Detect comprehension</p> <p>b. Assess lack of understanding</p> <p>c. Single out quiet participants</p> <p>d. Identify boredom</p>
	<p>p.92, #5, Which of the following best describes Ned Herrmann's approach?</p> <p>a. Accelerated learning</p> <p>b. Neurolinguistic programming</p> <p>c. Multiple intelligences</p> <p>d. Brain-based learning</p>

Coaching (8% of exam)	<p>p.10, #1, which of the following best defines coaching and its primary goal?</p> <ul style="list-style-type: none"> a. The process of addressing individual skills or knowledge gaps b. The process of helping people with career development c. the process of helping people evaluate their current behaviors and discover and learn more productive behavior patterns d. the process of addressing the issues of a particular employee to help achieve organizational goals and objectives <hr/> <p>p.33, #1, Which questioning technique seeks to develop critical thinking and creativity skills?</p> <ul style="list-style-type: none"> a. Open-ended b. Closed-ended c. Socratic d. Didactic
Career planning and talent management (6% of exam)	<p>P.19, #2.</p> <p>Which of the following is not one of the approaches to replacement and succession planning?</p> <ul style="list-style-type: none"> a. Top down b. Future oriented c. Promoting d. Market driven <hr/> <p>p.57, #4</p> <p>The primary goal of career guidance is to match an individual to a particular job or career path.</p> <ul style="list-style-type: none"> a. True b. False <hr/> <p>p.73, #5</p> <p>The managerial development process recognizes the fluidity of a manager's role, differences in roles among different managerial levels, and different competency levels that these roles require.</p> <ul style="list-style-type: none"> a. True b. False

APPENDIX B: Work Submission Questions

Work Product Essay Questions (word count—350 each question)

1. Designing Learning
 - a. Project Relationships
 - i. Explain how you established sign-off and approval of the design project from the sponsor.
 - ii. Explain how you managed the project elements and the people working on them.
 - b. Planning
 - i. Describe the adult learning theory and principles you need to design the curriculum or learning materials.
 - ii. Describe exactly how you analyzed the audience needs, business needs, and the performance gap.
 - iii. Explain how you choose the medium for the curriculum.
 - c. Output
 - i. Describe the decision-making process for selecting or establishing the structure of the curriculum or learning materials: for example, explain how you identified the unit or module.
 - ii. Explain the evaluation plan and the results of the pilot phase of the project.
 - d. Outcomes
 - i. Explain the feedback about the curriculum and/or the learning materials from the pilot and how you communicated it to the sponsor.
2. Delivering Training
 - a. Project Relationships
 - i. Summarize the steps you took to gain management and/or organizational support for the learning event.
 - ii. Summarize the pre- and post-event communications you did for this training event.
 - b. Planning
 - i. Describe the planning steps you took to address the logistics for the learning environment, the materials, and the media used in the training activity.
 - ii. What information did you have about the participants' backgrounds, experiences, and demographics before the course? How did you use this information to prepare for the delivery? Include in your answer content, facilitation style, and any contingencies, constraints, or limitations that you addressed.
 - c. Output
 - i. Based on learner information gathered, describe at least two analogies, examples, or other content modifications you incorporated into the learning activity. Be specific.
 - ii. What actions did you take to monitor that the learning objectives were accomplished at the conclusion of the learning event? How do you know they were accomplished?
 - d. Outcomes

- i. How did you evaluate the delivery of instruction? Describe the instrument or processes you utilized and summarize the results.
 - ii. What would you take into consideration for future delivery of the learning event?
- 3. Improving Human Performance
 - a. Project Relationships
 - i. Explain how you developed credibility and trust with the people impacted by your project.
 - ii. Explain how organizational culture or politics had an impact on your project and how you addressed the situation.
 - iii. Describe the steps you took to increase readiness for the intervention/solution and engagement for the implementation.
 - b. Planning
 - i. Explain the process for determining which systems, systems elements or components to use as part of your data collection.
 - ii. Describe your rationale for your proposed intervention/solution.
 - c. Output
 - i. During implementation, what challenges (e.g., conflicting priorities, or lack of resources, or ambiguity) did you encounter and how did you overcome them?
 - ii. Explain how the results of the IHP intervention/solution supported the organization's goals and the client's needs.
 - d. Outcomes
 - i. How did you measure the success of your IHP intervention/solution? What was your rationale for using that approach?
- 4. Measuring and Evaluating
 - a. Project Relationships
 - i. Describe strategies or techniques used to ensure cooperation or buy-in from key stakeholders identified above. Be sure to include the stakeholders specifically identified in the report. For the stakeholders not specifically identified in the report, include a brief description of their roles.
 - ii. Describe how you adapted your communication of results to key stakeholders' special needs or interests.
 - b. Planning
 - i. Describe the factors you used to determine the evaluation strategy.
 - ii. Describe how you balanced the need for technical accuracy with practical organizational considerations and/or other constraints.
 - c. Output
 - i. Explain if you reported results using descriptive and/or inferential statistics, and why you chose these statistics to summarize study results.
 - ii. Describe whether you used input from stakeholders in interpreting data. If you did, how? If you didn't, why not?
 - d. Outcomes
 - i. Describe the evaluation study's impact or significance for the organization.
 - ii. Describe the limitations of the evaluation study, how you dealt with those limitations, and what you could do differently to address those limitations in future studies.

5. Facilitating Organizational Change
 - a. Project Relationships
 - i. Describe how you determined who to involve in the project. How did you then build ownership, motivation and engagement in the change process?
 - ii. What was the most challenging aspect of managing stakeholder interaction? How did you handle it?
 - iii. What roles did you play during the project (formal and informal)? How did you manage your various roles, what challenges did that create, and how did you handle those challenges?
 - iv. How did you surface and resolve spoken or unspoken conflict or resistance to change?
 - b. Planning
 - i. How did you reach the decision on your intervention recommendation? For example, what factors and options did you consider? How did you determine which organizational system elements or components to consider and address in the project?
 - ii. How did you determine, negotiate, and manage the scope of the project? Who did you involve in the decision and how?
 - c. Output
 - i. How did you manage the ongoing implementation of the project? What happened, if anything, that you did not anticipate and how did you manage this?
 - d. Outcomes
 - i. Based on what you learned in this project, how will you facilitate organizational change in the future?
6. Managing the Learning Function
 - a. Project Relationships
 - i. Provide three examples explaining how you serve as a role model in the learning function or on the project team.
 - ii. Explain how you supported the professional development of your team to achieve organizational or project performance goals.
 - b. Planning
 - i. Describe the process you used to partner and communicate with internal and/or external clients.
 - ii. Describe the process you used to plan learning activities or the learning project that supported the business goals of constituents, clients, or stakeholders.
 - c. Output
 - i. Describe the process used to select appropriate resources, either internal or outsourced, for the solution provided or if the resources were assigned to you, how you matched the skill sets with the needs of the function or project.
 - ii. Explain the core competencies you look for in recruiting and selecting your staff and why these competencies are important or if selected/assigned to you, how you identified the competencies needed.
 - d. Outcomes

- i. Describe/provide evidence of project success and tangible outcomes or measurable results that added value to the organization. Describe your role in producing those outcomes or results.
- ii. How do you ensure that all of your learning activities comply with relevant legal, ethical, and regulatory requirements?

APPENDIX C: CPLP Knowledge Exam Coding

Coding instrument:

9 Areas of Expertise (AOE) in ASTD Model	Knowledge Exam (KE) Questions	KE identified Themes/Issues	Is ASTD competency model represented in Knowledge Exam Questions?
Measuring and evaluating			
Managing the learning function			
Managing organizational knowledge			
Improving human performance			
Facilitating organizational change			
Designing learning			
Delivering training			
Coaching			
Career planning and talent management			

Coding Synopses

1. Designing Learning

- a. Selected Exam Questions - Selected exam questions ask about learning theory, development of training class and levels of needs assessment.
Identified Themes/Issues
- b. Essential elements in the selected questions include human performance improvement approach to designing learning that involves practice in needs assessment, job/task analysis. Test-takers should know how to apply a structured step-by-step process toward designing learning programs.

2. Delivering Training

- a. Selected Exam Questions - Selected exam questions ask about group discussion, classroom delivery and Individual Learning Styles.
- b. Identified Themes/Issues - Essential elements in the selected questions include how to understand different delivery options and facilitator's role to provide insight and make recommendations regarding the delivery of the content.

3. Improving Human Performance

- a. Selected Exam Questions - Selected Exam Questions ask about human performance improvement, HPI models and behavioral styles.
 - b. Identified Themes/Issues - Elements in the selected questions include applying systematic process of discovering and analyzing human performance gaps, planning for future improvements in human performance and understanding elements that affect group dynamics process.
4. Measuring and Evaluating
- a. Selected Exam Questions – Selected Exam Questions ask about no practical or holistic approach related with performance solutions in business case.
5. Facilitating Organizational Change
- a. Selected Exam Questions - Selected exam questions ask about Chaos and complexity Theory, action research theory and concepts of change.
 - b. Identified Themes/Issues - Selected questions simply address basic theories and technical knowledge regarding learning and change theories. No themes addressing business skills how to apply theories into current/certain organization/organizational situations.
6. Managing the Learning Function
- a. Selected Exam Questions - Selected exam questions ask about a job-aid, budgeting and the role of training managers.
 - b. Identified Themes/Issues - Essential elements in the selected questions include understanding of how important the learning function (its people and programs) is in business. However, overall strategy how learning function can have a meaningful impact on the organization and how professionals can network and partner is not described.
7. Career Planning and Talent Management
- a. Selected Exam Questions - Selected exam questions ask about replacement and succession planning, career guidance and managerial development process.
 - b. Identified Themes/Issues - Essential elements in the selected questions include strategic skills to align individual career planning and organization talent management processes. This question also recognizes primary goal of career counseling and the role of leadership development.
8. Coaching
- a. Selected Exam Questions - Selected exam questions ask about coaching competencies and techniques

- b. Identified Themes/Issues - Essential elements in the selected questions include techniques to improve client's ability and a model to that outlines coaching process.
- 9. Managing Organizational Knowledge
 - a. Selected Exam Questions - Selected exam questions ask about knowledge management.
 - b. Identified Themes/Issues - Essential elements in the selected questions include best practices for knowledge management and multi-disciplinary approach of knowledge-creating and sharing process.

APPENDIX D: CPLP Work Product Submission Coding

Coding Instrument:

ASTD Competency model	Model	Work Product Submission Criteria	Identified themes/issues
Foundational competencies	Interpersonal		
	Business/management		
	Personal		
Areas of expertise	Measuring and evaluating		
	Managing the learning function		
	Managing organizational knowledge		
	Improving human performance		
	Facilitating organizational change		
	Designing learning		
	Delivering training		
	Coaching		
	Career planning and talent management		
Roles	Learning strategist		
	Business partner		
	Project manager		
	Professional specialist		

Coding Synopses:

1. Designing Learning Work Submission

a. Submission Criteria

Provide training analysis documentation, design documentation, and 90-minute sample of curriculum or learning materials.

Training analysis documentation includes data collection methodology, data analysis, recommendations, and conclusions.

Design documentation must include a project overview, development timeline, learning/performance objectives, plan for evaluation, topical outline, identification of source content, chosen delivery medium, and description of learning activities.

The types of curriculum or learning materials that can be submitted are classroom training lesson plans, guides, overheads, and workbooks; on-the-job training checklists, job aids, and handouts; self-instruction workbooks, media and a list of reference materials; and Web-based training digital materials, storyboards, scripts and screen shots.

b. Identified Themes/Issues

Essential elements include how the designer manages relationships with others in the project, how well planning is performed, the measurability of the activities, and the evaluation and sustainability of the learning outcomes.

2. Delivering Training Work Submission

a. Submission Criteria

Provide a VHS, CD, or DVD of 20 minutes of instructor-led classroom training, and a facilitators guide for the 20 minutes of training. The instruction must be synchronous, instructor-led, involve six or more learners, show interaction between the facilitator and the learners, and actually show learners at least at the beginning of the recording.

b. Identified Themes/Issues

Essential elements include how the facilitator develops the project and creates a learning environment, how well the planning is managed and objectives are followed, how well learning is facilitated, and how well solutions align with objectives and learner needs.

3. Improving Human Performance Work Submission

a. Submission Criteria

Criteria are not specifically defined to allow flexibility for candidate submissions. Appropriate submissions might include interventions aimed at

improving structures, processes, resources, knowledge, skills, motives or wellness.

b. Identified Themes/Issues

Essential elements include how the performance specialist manages and develops project relationships, how well planning and analysis is performed, how evidence is used to support positive outcomes, and how well the intervention is assessed for results.

4. Measuring and Evaluating Work Submission

a. Submission Criteria

Provide a report measuring and evaluating one learning event. The focus for this submission is on designing research to meet stakeholder needs, collection and analysis of data, and preparation of recommendations. The report must go beyond an evaluation of reaction (level one of Kirkpatrick and Kirkpatrick's four levels of evaluation) (2006).

Items in the report would include the dates of the program, evaluation and report; a full description of the methodologies and strategies employed; a presentation of results, conclusions, and recommendations; a detailed presentation of communication carried out during the study; a compilation of documents and tools used in the study; an executive summary; and an interpretation of the findings.

b. Identified Themes/Issues

Essential elements include how the evaluator identified participants, how the planning of the data analysis and collection was managed, how the instruments and data were described and how the quantitative and qualitative results were provided, and how well the conclusions and recommendations were elucidated.

5. Facilitating Organizational Change Work Submission

a. Submission Criteria

Provide documentation of initial contact or issue, analysis, statement of work, facilitated action, and results. Data collection and analysis procedures, as well as timeframes, proof of facilitation of processes, and follow-up assessments must all be presented. A problem must be identified and analyzed, and a solution must be designed, implemented and supported.

b. Identified Themes/Issues

Essential elements include how the facilitator involved others in the processes from the beginning, how the facilitation was planned and assessed, how the intervention were supported, and how well the results were managed and evaluated.

6. Managing the Learning Function Work Submission

a. Submission Criteria

There are two tracks available for this work submission: strategic and operational. The strategic track is designed to assess those who lead the learning function. Applicants must provide documentation on deliverables produced as a learning leader, or as a leader of a strategic initiative. The operational track is designed to assess those who manage or oversee learning projects. Applicants must provide evidence of development or implementation of a learning product or service, such as deliverables from a project managed by the applicant.

Two organization charts must be provided indicating the applicant's position within the project team. Strategic plans for the project should be written out, learning functions budgeted, project communications presented, and project reports should be included.

b. Identified Themes/Issues

Essential elements include how the learning manager coached, mentored, motivated key individuals and groups, how they managed and planned the project (including assessments of value added), how they balanced the demands and the timelines involved, and how well they ensured attention to budget constraints and provided evidence of positive results.