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PRACTICE QUESTIONS

Advanced Credentials by Ripples Learning and Research

CLDP

Certified Learning & Development Professional

EDITION

Demo

QUESTIONS

9

FORMAT

Limited Edition PDF

Before you begin

What this is

9 practice questions for Advanced Credentials by Ripples Learning and Research **CLDP**, each with its answer key and an explanation. Answer a question before you read its key — the explanation is worth more once you have committed.

If something looks wrong

Send us three things and we will check it:

- the exam code, **CLDP**
- the question number
- the email address on your order

Write to **support@mometrix.net**. We reply within one business day.

QUESTION 1

MULTIPLE CHOICE

A facilitator is preparing a two-day workshop for a cohort of experienced mid-career accountants pursuing a CLDP-aligned professional development program. According to adult learning (andragogy) principles as applied in the CLDP body of knowledge, which of the following instructional decisions are most consistent with andragogy? (Choose two.)

- ☒ **A** Structuring the session around the real client audit scenarios the participants currently face on the job, and inviting them to map course concepts onto those scenarios.
- ☐ **B** Beginning each day with a long, uninterrupted lecture on foundational theory before any application activity, to ensure the knowledge base is fully established first.
- ☒ **C** Providing participants with a choice of case-study tracks (tax, audit, or advisory) so they can investigate the area most relevant to their role.
- ☐ **D** Treating all incorrect responses during practice as a sign that the learner is underprepared, and remediating by repeating the same drill until the answer is correct.
- ☐ **E** Setting all learning objectives unilaterally, based solely on what the facilitator believes the sponsoring firm needs, without consulting the participants.

ANSWER A - C

WHY Andragogy, as represented in the CLDP framework, holds that adults are self-directed, bring rich experience to learning, are problem-centered, and are motivated by relevance to their work. Option A reflects the use of participants' existing experience as a learning resource and connects content to real work problems. Option C reflects self-direction and the principle that adults learn best when they can direct their own path. Option B violates the adult learner preference for active involvement; Option D misapplies drill practice and treats errors as failure rather than as a normal part of adult learning; Option E violates the principle of involving learners in planning their learning.

QUESTION 2

MULTIPLE CHOICE

A Learning & Development Professional has been asked to determine why the customer-service team's first-call resolution rate has dropped from 78% to 61% over the past quarter. Which two actions are most appropriate as part of a CLDP-aligned training needs analysis? (Choose two.)

- A** Reviewing a representative sample of recorded calls, CRM case notes, and the team's knowledge-base search logs to identify where competency gaps appear.
- B** Immediately commissioning a full-day, mandatory refresher course for the entire department, without first diagnosing the cause of the performance drop.
- C** Conducting structured interviews and a short survey with agents, team leads, and the quality-monitoring team to compare perceived and observed performance.
- D** Assuming the drop is due solely to a knowledge gap and creating a written knowledge test to assign blame to underperforming individuals.
- E** Replacing the existing performance metrics with a new metric chosen by L&D because the old one was 'inconvenient' to report against.

ANSWER A • C

WHY A CLDP-aligned training needs analysis distinguishes knowledge/skill gaps from motivation, process, tooling, and environmental causes. Option A is a legitimate task analysis / performance analysis step using objective performance evidence. Option C is a legitimate data-collection step using structured interviews and surveys with multiple stakeholder groups, which is a core TNA technique. Option B jumps to a solution before diagnosis; Option D confuses assessment with attribution of blame and ignores non-training factors; Option E subverts the validity of the analysis by changing the metric rather than understanding the cause.

QUESTION 3 TRUE FALSE

In the CLDP body of knowledge, the Learning & Development function is described as a strategic partner that is solely responsible for solving all organizational performance problems through training.

- ☐ A True
- ☒ B False

ANSWER B

WHY False. The CLDP framework positions L&D as a strategic partner that contributes to organizational performance, but it explicitly recognises that not all performance problems are training problems. Causes such as faulty processes, inadequate tools, unclear expectations, or motivation issues require non-learning interventions. L&D's role is to diagnose, advise, and intervene with learning solutions where appropriate, not to own every performance issue.

QUESTION 4 SINGLE CHOICE

A new L&D Professional is using the ADDIE model to build a compliance course. During which ADDIE phase should the designer produce a detailed task analysis, identify the target audience's existing knowledge, and define measurable learning objectives?

- ☒ A Analysis
- ☐ B Design
- ☐ C Development
- ☐ D Implementation

ANSWER A

WHY In ADDIE, the Analysis phase is where the designer gathers information about the learners, the performance gap, the learning context, and the tasks to be learned, and from this derives the learning objectives that the rest of the design must satisfy. Design is where the instructional strategy, assessments, and prototypes are specified; Development is where the materials are built; Implementation is where the course is delivered to learners.

QUESTION 5 SINGLE CHOICE

A retail bank wants to evaluate whether a new sales training programme is influencing branch revenue. According to Kirkpatrick's Four-Level Training Evaluation Model, at which level is this measurement taken?

- ☐ A Reaction
- ☐ B Learning
- ☐ C Behaviour
- ☒ D Results

ANSWER D

WHY Kirkpatrick Level 1 (Reaction) measures participant satisfaction. Level 2 (Learning) measures knowledge, skills, or attitudes gained. Level 3 (Behaviour) measures on-the-job application. Level 4 (Results) measures business outcomes such as revenue, quality, productivity, or cost. Branch revenue is a business outcome, so it is measured at Level 4, Results.

QUESTION 6 SINGLE CHOICE

An e-learning module contains short knowledge-check questions after each section that give the learner immediate feedback and adapt the learner's path through the content. Which type of assessment does this illustrate?

- ☐ A Summative assessment
- ☐ B Diagnostic assessment used for hiring decisions
- ☒ C Formative assessment
- ☐ D Norm-referenced high-stakes certification assessment

ANSWER C

WHY Formative assessment is low- or no-stakes, conducted during learning, and used to monitor progress, give feedback, and guide further instruction. The in-module knowledge checks with feedback and adaptive branching fit this definition. Summative assessment (Option A) is high-stakes and used at the end of instruction to judge overall achievement. Hiring decisions and high-stakes certification (Options B and D) are not the purpose of these in-module checks.

QUESTION 7

SINGLE CHOICE

Which of the following learning objectives is correctly written according to the SMART criteria as taught in the CLDP programme?

- ☐ A Understand the importance of customer service.
- ☐ B Be aware of conflict-resolution techniques.
- ☒ C After completing the module, frontline agents will be able to de-escalate a complaining customer in under five minutes using the LEARN script, as measured by a simulated role-play scored against the rubric.
- ☐ D Know everything about the company's products.

ANSWER C

WHY SMART objectives are Specific, Measurable, Achievable, Relevant, and Time-bound, and a well-formed learning objective also names the learner, the action verb, the condition, and the criterion. Option C names the learner (frontline agents), the behaviour (de-escalate), the condition (using the LEARN script), and the criterion (under five minutes, measured by a rubric-based role-play). Options A, B, and D use vague verbs such as 'understand', 'be aware of', and 'know everything', which are not measurable.

QUESTION 8

SINGLE CHOICE

An organisation wants to shorten the ramp-up time for new hires by capturing and sharing the troubleshooting tips that experienced support engineers routinely exchange in their team chat channels. Which category of learning is the L&D Professional primarily designing for?

- ☐ A Formal learning
- ☒ B Informal learning
- ☐ C Mandatory compliance learning
- ☐ D Synchronous classroom learning

ANSWER B

WHY Informal learning is learner-driven, embedded in daily work, often unstructured, and typically occurs through conversation, observation, and on-the-job problem solving, such as tips shared in a team chat. Formal learning is intentional, structured, and institutionally sponsored (Option A). Compliance learning (Option C) is a content category, not a structural category, and it is typically formal. Synchronous classroom learning (Option D) is formal and scheduled, which does not describe chat-based troubleshooting exchanges.

QUESTION 9

SINGLE CHOICE

Which combination of actions is most likely to improve the transfer of training from a classroom workshop to the workplace, as described in the CLDP learning-transfer content?

- ☐ **A** Making the workshop as long and theory-heavy as possible so learners memorise the content before returning to work.
- ☐ **B** Removing manager involvement so that learning remains 'pure' and not contaminated by operational pressure.
- ☒ **C** Providing post-training job aids, manager reinforcement, and opportunities to apply new skills on real tasks soon after training.
- ☐ **D** Eliminating any follow-up after training so that learners can self-direct their application without interference.

ANSWER C

WHY CLDP-aligned content on transfer of training identifies post-training conditions such as manager support, reinforcement, opportunities to apply, and job aids as the strongest predictors of transfer. Option C bundles these. Option A overloads learners and delays application; Option B removes a key transfer driver (manager support); Option D removes reinforcement and accountability, which reduces transfer.