



TK0-201

CompTIA Technical Trainer

A Success Guide to Prepare-
CompTIA Technical Trainer

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Introduction to TK0-201 Exam on CompTIA Technical Trainer

Use this quick start guide to collect all the information about CompTIA CTT+ (TK0-201) certification exam. This study guide provides a list of objectives and resources that will help you prepare for items on the TK0-201 Technical Trainer exam. The Sample Questions will help you identify the type and difficulty level of the questions and the Practice Exams will make you familiar with the format and environment of an exam. You should refer this guide carefully before attempting your actual CompTIA CTT Plus certification exam.

The CompTIA CTT+ certification is mainly targeted to those candidates who want to build their career in Instructor domain. The CompTIA Certified Technical Trainer (CTT+) exam verifies that the candidate possesses the fundamental knowledge and proven skills in the area of CompTIA CTT Plus.

CompTIA TK0-201 Certification Details:

Exam Name	CompTIA Certified Technical Trainer (CTT+)
Exam Code	TK0-201
Exam Price	\$319 (USD)
Duration	90 minutes
Number of Questions	95
Passing Score	655 / 900
Schedule Exam	CompTIA Marketplace
Sample Questions	CompTIA CTT+ Sample Questions
Practice Exam	CompTIA TK0-201 Certification Practice Exam

CompTIA TK0-201 Exam Syllabus:

Topic	Details
Planning Prior to the Course 13%	
Review learning objectives and match them to learner and organizational needs.	<ol style="list-style-type: none"> 1. Knowledge of: <ol style="list-style-type: none"> 1. Key content points likely to cause learner confusion or resistance 2. Key characteristics of the learning environment 3. Types of needs assessments, such as surveys or interviews with learners or their managers 4. Learning outcomes not specified in the materials but desired by the organization or learner 5. Situations in which it is appropriate to modify original learning activities and materials 6. Techniques for modifying learning activities and materials to meet the needs of the organization, learner and/or situation 7. Course aims and objectives in order to ensure that any modifications have been made to ensure that an adequate range of learner characteristics have been addressed (e.g., conduct audience analysis) 8. Instructional design techniques to create customized training 9. Available instructional resources and delivery tools in a classroom or virtual session room 2. Skills to: <ol style="list-style-type: none"> 1. Research additional content information to address potential points of confusion or resistance 2. Assess learner's current skill level and compare results with course prerequisites 3. Assess organizational needs for additional learning outcomes 4. Analyze results of needs assessment of the learner in relation to learning objectives 5. Modify learning materials to meet specific needs of an organization, learner or situation without compromising original course design
Create an environment conducive to learning.	<ol style="list-style-type: none"> 1. Knowledge of: <ol style="list-style-type: none"> 1. Logistical needs before the instructional session (e.g., dates of the offering; how materials will be provided [ship to learner or site, send instructions and link to download] space arrangements; adequacy of the facility; equipment; materials;

Topic	Details
	<ol style="list-style-type: none"> 2. Learner registrations; pre-course assignments). For Virtual Trainer, this would include creating a session room, sending login instructions to users, setting user privileges, loading and testing session materials and testing all equipment 3. Logistical needs after the instructional session (e.g., equipment and materials are returned, discarded, or made available for their next use; facilities are left in an acceptable condition; problems with the facility, equipment, furniture or materials are communicated to appropriate authorities). For Virtual Trainer, this includes stopping recording, saving files, closing session 4. rooms, running attendance reports, updating learner status, document session and follow up on technical problems 5. Optimal arrangement of seating and equipment to establish comfortable learning environment as required by course design, content and learners 6. Optimal virtual arrangements to provide a viable learning environment consistent with the instructional design (e.g., network connection, tool capability to handle audience size, system check) 7. Optimal organization of learner supplies, resources and materials (e.g., neatly organized and located at each learner’s seat or at a convenient central location). For Virtual Trainer, consolidate emails and files sent to participants Appropriate equipment set-up to ensure a safe learning environment (e.g., trip hazards removed, power cords hidden, learning aids correctly assembled) 8. Environmental options to maximize learner comfort and safety (e.g., ventilation, temperature, lighting, external noise and cleanliness) 9. Environmental requirements or problems that call for notification of appropriate personnel (e.g., safety issues or equipment failure) 10. Virtual environmental needs to maximize learner comfort and safety (e.g., distractions, popup windows, background noise, mute rules, quiet work zone use do not disturb sign) 11. Corrective actions that should be communicated to appropriate authorities (e.g., assessment of environmental problems that need to be corrected) <p>2. Skills to:</p> <ol style="list-style-type: none"> 1. Review pre-course communications with learners (e.g., course announcement, confirmation, description or agenda and prerequisites and pre-course assignments)

Topic	Details
	<ol style="list-style-type: none"> 2. Alter recommended physical or virtual classroom set-up according to specific learner and organizational needs 3. Confirm timings and logistics for course (e.g., scheduled breaks, meal arrangements, labs, activities outside of classroom, time zones for virtual training, materials receipt) 4. Ensure that learning-related tools and equipment required for hands-on practice are properly set up and working, and verify that all learner exercises can be completed as intended 5. Establish a safe learning environment including identification of emergency evacuation procedures 6. Confirm with learners that the physical and virtual learning environments are comfortable (e.g., lighting, sound, conference call or VoIP audio, online tool is functioning well) 7. Prepare contingency plans for unique class events (e.g., fire drill in classroom, loss of connection, some users not able to view materials)
Methods and Media for Instructional Delivery 14%	
<p>Select and implement delivery methods.</p>	<ol style="list-style-type: none"> 1. Knowledge of: <ol style="list-style-type: none"> 1. A wide variety of delivery methods (e.g., discussion, brainstorm, lecture, demonstration and role play) 2. Advantages and disadvantages of each delivery method 3. Characteristics of adult learners and generally accepted adult learning theories 4. Different styles of learning 5. Techniques for delivering instruction in a classroom environment 6. Techniques for delivering instruction in a technology-delivered environment (computer lab) 7. Techniques for delivering instruction in a virtual environment 2. Skills to: <ol style="list-style-type: none"> 1. Use delivery methods as intended by the course designers 2. Adapt delivery methods to meet a variety of learning styles 3. Engage learners through multiple delivery techniques as appropriate to the material, the learners and the situation 4. Organize and introduce content in a variety of ways (e.g., compare and contrast, steps in a process, advantages and disadvantages) 5. Identify and implement learning activities that are relevant to the course objectives

Topic	Details
	<ul style="list-style-type: none"> 6. Monitor learner comfort level during the use of participatory activities 7. Stimulate interest and enhance learner understanding through appropriate anecdotes, stories, analogies and humor 8. Use activities that allow learners to review and apply content at appropriate intervals
Use instructional media.	<ul style="list-style-type: none"> 1. Knowledge of: <ul style="list-style-type: none"> 1. Types of media that can support and enhance learning (e.g., handouts, shared computer applications, graphics files supported by the specific virtual classroom software) 2. Advantages and disadvantages of each media type 3. Technology limitations associated with e-learning (e.g., use of video where low bandwidth slows delivery and access to websites that are blocked for some organizations) 2. Skills to: <ul style="list-style-type: none"> 1. Use a variety of media to support learning objectives and meet learner needs 2. Handle minor problems associated with each particular medium 3. Enhance, substitute or create media as appropriate
Instructor Credibility and Communications 10%	
Demonstrate professional conduct and content expertise.	<ul style="list-style-type: none"> 1. Knowledge of: <ul style="list-style-type: none"> 1. Personal conduct and grooming acceptable to the organization and learners and appropriate to the training event 2. Acceptable manners and behaviors for learning environment 3. Strategies for accepting responsibility where appropriate without blaming or belittling others, the training materials or management 4. Subject matter, the course plan and learning activities as prescribed by the course designer 5. Learner and organizational uses of course skills and knowledge after the training 2. Skills to: <ul style="list-style-type: none"> 1. Maintain consistent behavior with all learners 2. Demonstrate confidence with and mastery of subject matter

Topic	Details
	<ol style="list-style-type: none"> 3. Provide and elicit from learners practical examples of how knowledge and skills will transfer to their workplaces 4. Handle relevant learner inquiries on topics for which the instructor has limited expertise 5. Maintain positive atmosphere and avoid criticizing the training materials, tools or other members of the training team
<p>Use communication and presentation skills to facilitate learning.</p>	<ol style="list-style-type: none"> 1. Knowledge of: <ol style="list-style-type: none"> 1. Correct vocabulary, grammar and syntax 2. Appropriate colloquialisms, technical terms, acronyms and organizational jargon that can be used to clarify content 3. Elements of the voice (e.g., tone, rhythm, volume, inflection and pace) 4. Verbal articulation (e.g., proper pronunciation and enunciation, fluidity of speech and lack of distracting expressions) 5. Non-verbal communication (e.g., use of eye contact, gestures, silence, pauses, movement and facial expressions) 6. Technical non-verbal tools such as emoticons 7. A variety of methods for communicating the course plan to learners (e.g., course overviews, advanced organizers or session summaries) 2. Skills to: <ol style="list-style-type: none"> 1. Pronounce words correctly and use suitable grammar and syntax 2. Explain and clarify content points through inflection, emphasis and pauses 3. Ensure verbal and non-verbal communication is free of bias (e.g., sexual, racial, religious, cultural and age) 4. Employ purposeful body language to enhance learning 5. Minimize distracting trainer behaviors (e.g., playing with object in hand, making noise with change in a pocket or nervously rocking or pacing) 6. For the classroom trainer, use body language and other non-verbal techniques to minimize or eliminate learner disruptions. For Virtual Trainer, use private chat and group agreements to mitigate disruptions 7. Use course overviews, advanced organizers and session summaries at appropriate times to orientate learners and link key learning points

Topic	Details
<p>Group Facilitation 45%</p> <p>Establish and maintain a learner-centered environment.</p>	<p>1. Knowledge of:</p> <ol style="list-style-type: none"> 1. Group dynamics, development phases and facilitation techniques 2. Techniques to engage learners (e.g., connect, invite, question, personalize and discuss) <p>2. Skills to:</p> <ol style="list-style-type: none"> 1. Open a training session in a positive way 2. Communicate the course plan to the learners 3. Communicate learner performance objectives as indicated by course design 4. Obtain input from the learners about their personal objectives and expectations 5. Reconcile any discrepancies between learning objectives and learner expectations 6. Establish an environment that supports learning and maintains focus on meeting stated learning objectives 7. Establish a learning environment free of bias, favoritism and criticism that optimizes the productive participation of all learners 8. Manage course flow and pace activities based on learner needs while ensuring that all learning objectives are met 9. Provide opportunities and assistance for learners to identify and achieve initial, intermediate and terminal objectives 10. Facilitate group dynamics in a positive way, including encouraging interactions that are respectful 11. of the rights of individual learners and redirecting unproductive digressions 12. Create opportunities for learners to work with and learn from each other to attain the learning objectives while building individual learner confidence 13. Handle learner disruptions as discreetly as possible 14. Use virtual class tools like chat and polling to optimize learner contribution 15. Use virtual class tools to achieve learning objectives
<p>Use a variety of question types and techniques.</p>	<p>1. Knowledge of:</p> <ol style="list-style-type: none"> 1. Active listening techniques 2. Types and uses of questions (e.g., open, closed, probing, hypothetical, higher order and clarifying) 3. Advantages and disadvantages of each type of question <p>2. Skills to:</p>

Topic	Details
	<ol style="list-style-type: none"> 1. Use active listening techniques to acknowledge and understand learner contributions 2. Use a variety of types and levels of questions to challenge learners, involve them and monitor their progress 3. Use questions that lead learners from recall to application of content 4. Direct questions appropriately 5. Create opportunities for learners to contribute to the discussion 6. Employ activities to encourage learners to ask and answer questions themselves
<p>Address learner needs for additional explanation and encouragement.</p>	<ol style="list-style-type: none"> 1. Knowledge of: <ol style="list-style-type: none"> 1. Tools and techniques for determining learners' needs for clarification (e.g., body language, learner questions or comments, asking learner to perform the application, emoticons, polling/surveying/quizzing, private chat) 2. Techniques for providing positive and constructive feedback 2. Skills to: <ol style="list-style-type: none"> 1. Interpret and confirm learners' verbal and non-verbal communication to identify those who need clarification and feedback 2. Determine how and when to respond to learners' needs for clarification and/or feedback 3. Provide feedback that is specific to learners' needs 4. Elicit learner feedback on the adequacy of trainer responses
<p>Motivate and reinforce learners.</p>	<ol style="list-style-type: none"> 1. Knowledge of: <ol style="list-style-type: none"> 1. Strategies to motivate learners 2. Personal characteristics and learning styles of individual learners 2. Skills to: <ol style="list-style-type: none"> 1. Encourage and match learner achievement to learner and organizational needs and goals 2. Determine and apply appropriate motivational strategies for individual learners

Topic	Details
	<ol style="list-style-type: none"> 3. Plan and use a variety of reinforcement techniques during training
Evaluate the Training Event 18%	
Evaluate learner performance throughout the training event.	<ol style="list-style-type: none"> 1. Knowledge of: <ol style="list-style-type: none"> 1. Methods of assessing learner achievement of learning objectives (e.g., practical or written exercises, quizzes, exams) 2. Need for multiple observations and evaluations of each learner 3. Need for uniform evaluation standards for all learners 4. Assessment techniques that include both formative and summative evaluation 5. Post-course support methods to communicate with learners 2. Skills to: <ol style="list-style-type: none"> 1. Monitor learner progress during training 2. Develop, select and administer appropriate assessments that are in compliance with recognized and accepted measurement principles 3. Gather objective and subjective information that demonstrates learner knowledge acquisition and skill transfer 4. Compare learner achievements with learning objectives 5. Suggest additional training or resources to reinforce learning objectives
Evaluate trainer performance and delivery of course.	<ol style="list-style-type: none"> 1. Knowledge of: <ol style="list-style-type: none"> 1. Methods to evaluate delivery of training 2. Types and levels of evaluation 3. Legal requirements associated with preparing reports on learners 4. Organizational requirements for end-of-course reports 5. Required record-keeping of individual learner attendance, activity and performance 2. Skills to: <ol style="list-style-type: none"> 1. Evaluate the success of the course design, including modifications made during delivery 2. Critique one's own preparation for and delivery of a training event 3. Evaluate impact of external influences on the training event

Topic	Details
	<ol style="list-style-type: none"> 4. Evaluate the effectiveness of the training to meet the learning objectives 5. Use evaluation results to adjust and improve one’s own performance in next training event 6. Prepare a report documenting end-of-course information 7. Report recommended revisions and changes to existing materials and suggestions for new programs and activities, as appropriate 8. Report information about learning, physical and virtual environments 9. Submit reports to customers in accordance with contractual agreements or requests

TK0-201 Sample Questions:

01. An instructor demonstrates effective communication skills when doing all of the following EXCEPT:

- a) using technical terms familiar to the learners
- b) rephrasing and restating key terms until the learners understand the message
- c) using terminology that emphasizes the instructor's intelligence and credibility
- d) using frames of reference that are familiar to the learners

02. Which of the following is the most appropriate response by an instructor to a learner-generated question that clearly indicates confusion about the course content?

- a) Responding immediately to learners with the correct answer
- b) Reviewing the basic concepts with the entire class
- c) Explaining that the learner's question is answered in the course materials
- d) Rephrasing the learner's question to determine the source of the confusion

03. An instructor is teaching a course where the learners are required to be accredited through a third party certification body. The instructor prepares the class and then creates a difficult final exam. Which of the following would be the BEST reason for doing this?

- a) To encourage the learners to work harder in the class
- b) To over-prepare the learners so the exam will seem easy
- c) To ensure the learners' success with the third party exam
- d) To place additional stress on the importance of the material

04. An instructor wants to be available to the learners after the completion of the course but does not want to reveal any personal information. Which of the following might be the BEST method for post-course support?

- a) The website of the instructor
- b) Distribute the instructor’s email address
- c) Independent website discussion forum
- d) Contact through the hosting facility

05. An instructor is preparing to teach a class and notices that the instructor guide does not offer students any way to check their learning. In this situation, the instructor should:

- a) develop questions to give the students during the teaching of the class
- b) create a take-home test to give the students at the end of the class
- c) have the class create questions to use as a self-study guide
- d) expect the learners to determine how well they understand the material

06. At the end of a course an instructor needs to verify that the learning objectives are met by learned:

- a) assignments
- b) knowledge
- c) abilities
- d) achievements

07. During discussion a learner challenges an answer the instructor provides. Which of the following is the BEST method for handling the situation?

- a) The instructor should answer the questions to demonstrate product knowledge and transfer information.
- b) Always make the supporting documentation the authority when answering questions.
- c) Poll the learners for best practices and to develop a frame of reference for the question.
- d) Create a classroom discussion with learners enabling them to learn from each other.

08. While delivering training, several learners are making fun of another instructor's shortcomings from a pre-requisite course. Which of the following is the BEST way to handle this situation?

- a) Correct the learners in front of the class.
- b) Continue with the course.
- c) Agree with the learner's comments.
- d) State that the classroom is not the place for these types of conversation.

09. When writing a review of learners in a training course, the instructor inadvertently misidentifies a learner and comments negatively on their participation and competency of the material in their written report. Which of the following is the MOST serious repercussion to the instructor?

- a) Could be sued for defamation
- b) Could forfeit pay
- c) Would most likely not be asked to teach future classes
- d) No repercussion could happen as this is considered routine error

10. During introductions a learner asks if a related topic can be reviewed during the course; however, the topic is outside the prescribed course material. Which of the following is the BEST way to handle this request?

- a) Review the topic in the next more advanced course.
- b) Extend the length of the course to include the topic.
- c) Remove a section from the course material to make room for the requested topic.
- d) Include the topic without modifying the course material.

Answers to TK0-201 Exam Questions:

Question: 01 Answer: c	Question: 02 Answer: d	Question: 03 Answer: c	Question: 04 Answer: d	Question: 05 Answer: a
Question: 06 Answer: d	Question: 07 Answer: b	Question: 08 Answer: d	Question: 09 Answer: a	Question: 10 Answer: d

Note: If you find any typo or data entry error in these sample questions, we request you to update us by commenting on this page or write an email on feedback@edusum.com