

TRAINING NEEDS IN EDUCATION AND THE PROFESSIONAL ENVIRONMENT

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ABSTRACT

Training has become an essential component of both educational and professional development, functioning as a dynamic process through which individuals acquire knowledge and skills relevant to their academic or workplace responsibilities. Unlike traditional learning, training emphasizes applicability, adaptability, and interaction, enabling participants to integrate new competencies directly into practice. This paper explores the multidimensional nature of training needs, emphasizing the interconnected roles of trainers, learners, and learning environments. The analysis highlights that determining training requirements is influenced by factors such as teaching style, trainer expertise, participant age, educational background, and professional experience. A comprehensive typology of trainers—facilitators, speakers, and experts—is examined alongside distinctions between technical, human skills, and business-oriented trainers. The study also underlines the relevance of interaction styles, ranging from authoritarian to democratic and laissez-faire approaches. Participants play an equally significant role in shaping training needs. Homogeneous groups tend to support more effective learning, whereas mixed groups require trainers to demonstrate advanced adaptability, differentiated instruction, and increased engagement strategies. The findings show that effective trainers can reduce the need for repeated sessions, while inadequate facilitation may hinder learning outcomes and increase the demand for additional training. The paper concludes that training must be viewed as a continuous process rather than a singular event, especially in today's rapidly evolving educational and professional landscapes. Successful training programs depend on a balanced integration of trainer quality, participant characteristics, flexible teaching methodologies, and a sustained focus on real learning needs.

KEYWORDS: *adult learning, professional development, training methods, training needs, trainer competencies*

J.E.L. Classifications: I21, J24, M53

1. INTRODUCTION

Training, regardless of the form it takes, represents the process through which individuals acquire the knowledge and skills necessary for professional or academic activities. Unlike traditional learning, training emphasizes applicability, an adapted pace, and interaction, ensuring that participants not only understand information but also integrate it into their current practice. One of the most widespread forms of training today is e-learning, carried out entirely online. Platforms provide access to theoretical materials, visual examples, and tests, while participants can assess their level of understanding in real time through quizzes or open-ended questions. E-learning is widely used both in universities and in the corporate environment due to its flexibility and accessibility.

For young people—especially children and adolescents—educational camps have become an alternative training method. Organized during the summer vacation and lasting from one week to a full month, these programs create an informal environment, far from the constraints of school. Participants learn through games, interactive activities, and exploration, discovering that education can be both useful and enjoyable. This type of non-formal learning complements classical education and develops skills such as communication, teamwork, and autonomy.

Students, on the other hand, often encounter educational training in the form of seminars, conferences, symposiums, or congresses. In this context, training takes on an academic dimension and is delivered by professors or specialized trainers. These events allow participants to develop critical thinking, gain exposure to new perspectives, and build professional connections in their field of interest.

In the professional environment, workplace training becomes essential, as the information transmitted is directly linked to job responsibilities. Whether we refer to face-to-face training sessions, hands-on courses in production settings, or exchange visits for best-practice learning, the emphasis is placed on quickly acquiring skills that can be applied immediately. In these contexts, the structure of the training and the trainer's competence directly influence the future performance of the employee.

2. THE NEED FOR TRAINING AND THE ROLE OF THE TRAINER

Determining training needs is not a static process but one influenced by a series of interconnected criteria. One of the central factors is the trainer, who is not merely a provider of information but a facilitator of the learning process. For this reason, trainer classifications remain essential for understanding how they contribute to the effectiveness of training.

From the perspective of teaching style, trainers can be facilitators, speakers, or experts. The *facilitator trainer* guides participants toward discovery through exercises, discussions, and group activities. They do not offer direct solutions but help learners uncover them on their own. The *speaker trainer*, by contrast, captures attention through an engaging presentation style, using expressive examples and explanations. The *expert trainer* focuses on delivering technical knowledge in a clear and efficient manner, responding in detail to questions.

When considering classification by area of expertise, we distinguish between technical trainers, human skills trainers, and business trainers.

Technical trainers specialize in fields such as engineering, mechanics, or IT and provide concrete, skill-oriented instruction.

Human skills trainers focus on interpersonal abilities, communication, and emotional intelligence, while business trainers address topics such as management, marketing, or accounting.

Each category meets distinct needs, and selecting the appropriate trainer can significantly influence the outcomes of a training program.

Another relevant classification criterion is the interaction style with participants. Some trainers are more authoritarian, structured, and firmly in control of the process; others are democratic, encouraging active participation and group decision-making; while some adopt a laissez-faire style, intervening only when necessary in order not to limit group creativity.

Regardless of typology, an effective trainer must be able to identify the real needs of participants. While some trainers use quick tests at the beginning of a session to establish the initial level, others prefer more friendly approaches, such as group discussions, practical exercises, or participant-led

presentations. It is essential for the trainer to distinguish between declared needs and actual needs. Often, employees underestimate their need for training either due to lack of time or the perception that training is an inconvenience. This is why the trainer must demonstrate the usefulness of the process and motivate both employees and employers to engage actively.

Another important distinction concerns internal versus external trainers. Internal trainers have the advantage of detailed knowledge of the organization, its processes, and internal culture, which helps them adapt explanations effectively. However, situations may arise where subjectivity or excessive familiarity becomes a disadvantage. External trainers, on the other hand, bring objectivity and fresh perspectives, although they may require additional time to understand the company's specific context.

3. PARTICIPANTS AND THEIR IMPACT ON TRAINING NEEDS

In addition to the trainer, participants play a decisive role in determining training needs. Age, education level, and professional experience directly influence the learning pace, comprehension capacity, and the way information is retained. Research shows that younger individuals assimilate information more easily and are more familiar with technology, while older individuals may require additional explanations or a slower pace. Educational level also shapes expectations and learning styles.

To improve the efficiency of training, organizers aim to form homogeneous groups, where participants are similar in age and experience. However, this is not always possible, and in mixed groups, the trainer's responsibility increases. The trainer must identify a common level accessible to all, without compromising the quality of the information. Here, the trainer's ability to adjust the pace, explain concepts in multiple ways, and maintain group motivation becomes essential.

A passionate and well-prepared trainer can transform the training process into a positive and stimulating experience, reducing the need for repeated sessions on the same topic. Conversely, an uninterested or overly rigid trainer can hinder learning and increase the necessity for additional training.

4. CONCLUSIONS

The need for training is influenced by multiple variables—from the quality of the trainer, to participant characteristics, and the teaching methods employed. In a world that is constantly changing, professional development can no longer be viewed as a one-time event but as a continuous process. Adaptability, diversity of training formats, and attention to the real needs of participants are key elements for the success of any training program.

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