

BOOK REVIEW

GHIDUL TRAINERULUI. STRATEGII ÎN DEZVOLTAREA PROGRAMELOR DE FORMARE

[Trainer's Guide. Strategies Related to the Development of
Training Programs] Editura A.S.C.R., Cluj Napoca, 2019

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The volume represents a result of a valuable collaboration between Mrs. Dana Opre, Associate Professor at Faculty of Psychology and Educational Sciences - Babeş-Bolyai University Cluj-Napoca, Director of the Center for Innovation in Teaching and Learning for about 20 years, with huge expertise in the field of adult education, and Mr. Radu Fritea, Ph.D. in Psychology, coming from the same prestigious university, and working as an organizational trainer for over 15 years, being also founder and co-director of *Frontline Solutions* and *Frontline Productions*.

In this volume, the authors try to approach from a dual perspective - theoretical and methodological - a topical issue concerning the designing and implementing of training programs for adults.

Thus, the authors appreciate, starting from the preface, that the work represents “a functional tool to help trainers in the development and implementation of personal and professional development programs” (Opre, & Fritea, 2019, p.7).

As structure, the work is organized in ten chapters, during which the authors aim to address logically, systematically and gradually, each aspect that contributes to the configuration of a correct and coherent approach, specific to a training program. Each chapter ends with a rubric called “Remember!”, in which the key elements specified in various contexts are resumed in a synthetic and structured way.

Thus, the first chapter (*Transfer and learning in organizational training*) is dedicated to defining the concepts of transfer, training and learning, with emphasis on the characteristics of adult and social learning process.

In the frame of the second chapter (*Instructional design*), the authors start from the presentation of “general instructional models, applicable to all fields and learning contexts”, and continue with specific instructional models like: the ADDIE model, the rapid prototyping model - MPR, the model of successive approximations - SAM, and the gradual transfer model - MTG (Opre, & Fritea, 2019, p.27). Admirable is the interest given by the authors to the process of formulating of the instructional objectives, depending on the specifics of the chosen model.

The third chapter addresses the *Analysis of the training needs*, starting from clarifications related to specific conceptual framework and continuing with discussing on the need for such analysis, identifying the types of training in the context of which specific needs analysis is clear, and debating on the stages of the needs analysis. Particular attention is paid to the methods of identifying the training needs - observation, questionnaire, interview, focus group, document analysis. The chapter concludes with a description of transfer facilitation strategies that can be used in the needs analysis stage - the development of students' motivation for learning and transferring, respectively the involvement of the supervisor and managers in the development of training.

The next three chapters are focused on the design of the training process. Thus, in chapter 4 (*Design and planning of the training*) includes, in details, all the steps that have to be completed in order to write a training plan/ program. This chapter continues in a coherent and natural way through the following ones, dedicated to *Strategies of facilitating the transfer through motivational factors and through instructional factors* - strategies that can also be used during the design of the training process.

In chapter seven, the authors directly address the training methods, divided into: methods/ activities for opening the training process (ice-breaking, team building, energization, preparation, initial assessment and immediate involvement), methods/ activities related to presentations (lecture, guided learning, demonstration, use of videos and specific methods of cooperative learning), and practical methods (role playing, case study, simulations, mental imagery and writing activities).

The following two chapters are focused on the issue of training delivery, both in terms of trainer's ability to organize the instructional context, to prepare and effectively make presentations, but also in terms of his/ her managerial skills related to the interaction with students and/ or training groups.

The last chapter (*Evaluation of training*) addresses the need to evaluate a training program and the multiple perspectives of its achievement, by referring to the reaction of trainees, cognitive acquisitions, behavioral effects and training results. The chapter ends with the presentation of post-training activities, necessary to support the effects of the training on medium and long term.

We cannot conclude without noticing the practical value of this work, the examples and the explanations provided by the authors that have a fundamental role in the fully understanding of the addressed issues.

We also appreciate the good quality of the graphics involved in the volume, the way of highlighting of the chapters and subchapters, as well as the numerous included tables, in order to facilitate the comprehension of the content.

The volume is based on an important expertise, especially gained in adult education, and on a complex/ up-to-date documentation - over 80 bibliographic sources, all from international literature, certainly representing a valuable work in the field of Educational Sciences in general, and vocational training or continuous professional development, in particular.