mentoring, providing the students with the knowledge of the context and access to documents in the institution. Although favoring an adequate working environment in line with reality (Edwards, 1998; Rajuan, Douwe & Verloop, 2007; Yusko & Feiman, 2008), reviewing, programming, participation, group work, cooperation, involving other professionals or entities related to the development of their professional work are some of the features and functions of mentors, the results of the study indicate that there is no collaboration with the coordinator regarding the design of the student training program itself, in designing their professional profile or with other centers in order to enrich student training.

It is noteworthy that there is some discrepancy between what mentors do and what they consider relevant. In the first case, they note that they mainly provide knowledge of the context and facilitate access to documents in the institution whereas Raposo-Rivas & Martínez-Figueira (2013) show that being available for students is the most important task for mentors.

At the same time, from the mentor’s perspective, variables such as previous training, age and working fulltime as a tutor have a significant influence on mentoring. Therefore, it is necessary to take this into account when proposing a training experience to future professionals in training centers.

Finally, we must mention the difficulty in conceptualizing and operationalizing the functions involved in student training and covering a detailed and thorough list which compiles all the variables and possible contexts involved in the situation (Martínez-Figueira & Raposo, 2011a). Consequently, we made a necessary selection and specification of activities and functions, therefore the reader might regard that a certain activity or function they consider relevant is missing. Nonetheless, the results obtained in this research are a reference for assessing the mentoring functions carried out in student training and the possibility to incorporate new study indicators or scientific objectives that can promote improvements towards a higher quality of the subject of our study.

References


