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## Mentoring Student Training, what Is Important?

### Abstract

Numerous activities and tasks are performed in the course of the tutorial during student training, but not all have the same importance for the tutor. We approach this answer through a wider investigation (Martinez, 2010) conducted in two phases: an initial qualitative one using an interview as a tool for obtaining information, and a second one more quantitative with an electronic questionnaire. The results show the importance that tutors attribute to “being available for students”, “integration into the center” and “providing contextual knowledge and access to documentation of the institution”.

*Keywords: mentor, mentoring, student training, education, professional profile, professional competence*

### Introduction: Tutoring in student training

The literature reviewed conceptualizes that student training could be defined as an opportunity to implement and transfer the knowledge previously learned during the initial formation to the professional reality. Since this perspective, we can say that it deals with formative situations where there is a deliberation about both, experience in a real context (Gutierrez *et al*, 2009) and learning from experience (Zabalza, 2005).

The educative and pedagogical nature of student training is going to depend on the execution of the tutoring implied, so that “without tutoring, there is no training” (Martinez & Raposo, 2011a, p. 158). As a core element of training (Zabalza & Cid, 2005), tutoring during training implies a formative and guiding activity which leads to the convergence of different agents and it is the opportunity to