Mentorship Malpractice

Article in JAMA The Journal of the American Medical Association - April 2016
DOI: 10.1001/jama.2015.18884

CITATIONS
26

READS
521

3 authors, including:

Vineet Chopra
University of Michigan
335 PUBLICATIONS 4,712 CITATIONS

Sanjay Saint
University of Michigan
542 PUBLICATIONS 24,859 CITATIONS

Some of the authors of this publication are also working on these related projects:

Targeted Infection Prevention (TIP) Study View project

I-DECIDED: device assessment and decision tool View project
Mentorship Malpractice

The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.

Steven Spielberg

The word mentorship evokes strong emotional and intellectual chords. In formal parlance, mentorship has been defined as "a dynamic, reciprocal relationship in a work environment between an advanced-career incumbent (mentor) and a beginner (mentee) aimed at promoting the career development of both." In our careers in academic medicine, we have seen mentees benefit from mentors through development of critical thinking skills and advice on research ideas, scholarship, and networking opportunities. Similarly, now as mentors we have also benefitted by gaining an ally to support our work, developing larger circles of influence, and establishing legacies as academic leaders. It is thus not surprising that mutually beneficial mentor-mentee relationships are a key predictor of academic success.

While much has been written about the qualities that constitute an ideal mentor, little attention has been given to behaviors that make one less desirable. This gap is important because mentor-mentee relationships are, by definition, unequal, with mentees being more vulnerable. Mentees are also likely to disproportionately suffer in a dysfunctional relationship, behaving them to be cognizant of mentor behaviors that threaten success. In our combined 50 years in academic medicine, we have borne witness to—and, sadly, even occasionally participated in—suboptimal mentoring. While small intermittent lapses are natural when managing various responsibilities, mentor behavior that puts a mentee's academic career at risk crosses a threshold we term mentorship malpractice. Here, we outline active and passive prototypes of mentorship malpractice, using tongue-in-cheek names to portray behaviors and characteristics of the unwanted behavior. We then offer solutions for mentees to approach these important mentorship problems.

Active Mentorship Malpractice

Characterized by dysfunctional behavior, active mentorship malpractice is often blatant and easy to spot. Three classic phenotypes exist.

The Hijacker

Hijackers are bullies who take hostage a mentee's ideas, projects, or grants, labeling them as his or her own for self-gain. Mentors who engage in this form of malpractice often do so in the setting of career challenges such as shortages of funds, publications, or intellectual creativity. Notably, some mentees are unknowingly complicit in this behavior, comforted by feeling valued regardless of the underlying pretext. Like a Stockholm syndrome variant, the mentee willingly gives up lead positions on manuscripts or grants, mistakenly expecting that the success of the mentor will ultimately cascade down to him or her. It is only when this fails to occur that mentees realize they have been cheated, but usually the damage from such a negative association is already done.

The Exploiter

The Exploiter torpedoes mentees' success by saddling them with low-yield activities. Typified by self-serving advice, Exploiters commandeer mentees by thrusting their scientific agenda or nonacademic responsibilities onto them, often justifying such behavior as "the price of mentorship" or "a valuable learning experience." Exploiters may assign mentees to mentor other trainees, supervise project staff, or manage projects central to the mentor, but not the mentee's area of expertise. In this way, Exploiters value managers, not independent scientists, and have no interest in cultivating mentees.

The Possessor

The trademark of the Possessor is domination of the mentee. Possessors are insecure and view seeking assistance from others as a threat to their position. Such anxieties lead possessors to take a passive-aggressive approach to collaboration, disparaging potential co-mentors or demeaning the mentee for reaching out to others. Like a battered spouse, mentees in this relationship become isolated from social and collegial interactions, making it difficult to recognize or be rescued from the Possessor. Rather, mentees are often lured into feeling special by the attention of the Possessor, who does so only to fulfill his or her own needs.

Passive Mentorship Malpractice

Passive mentorship malpractice is insidious and shares inaction by the mentor across three distinct subtypes.

The Bottleneck

Bottlenecks are preoccupied with their own competing priorities and have neither the bandwidth nor the desire to attend to mentees. Their internal focus quickly diminishes mentee productivity, a phenomenon that is particularly problematic for early-career researchers. The rate-limiting behavior of Bottlenecks is accentuated when they insist on signing off on a work product, essentially hand cuffing mentees to their timeline. While the quality of the feedback may offset this cost, mentees always pay the price in diminished academic output when working with Bottlenecks.

The Country Clubber

The mentor who wants to be everybody's friend and evades conflict—regardless of need—is the Country Clubber. These mentors avoid engaging in difficult but necessary conversations on behalf of the mentee such as negotiations regarding protected time, authorship po-
Don’t Be Complicit

Mentees must therefore insist on change when mentors malpractice. Whether it is sacrificing papers to the Hijacker or accepting chores the Mentor Exploiter assigns, mentees must demand that mentors fulfill their responsibilities. The Mentor Exploiter’s tendency to self-worship, coupled with limited bandwidth or interest to support mentee growth, means that mentees have little time for their trainees on a day-to-day basis. Ironically, the most successful and sought after for meetings, presentations, or research support. They minimize the importance of mentee to others. Academic success fueling fame/appreciation. Academic and intellectual insecurity, financial challenges, limited creativity, fear of being overtaken by others. Assignment of tasks such as supervising staff, managing projects unrelated to mentee. Believes mentee should be privileged to work with them. Self-preserving behavior related to string of failures. Self-serving philosophy with tendency to self-worship; promotes personal interests over mentees.

Set Boundaries and Communicate Needs
Effective communication helps prevent mentorship malpractice. Some malpractice is so egregious and refractory to countermeasures that it should be viewed as a deal breaker. This is most true of the Hijacker but should be considered for others when countermeasures fail. If a mentor is sabotaging the mentee’s career, consciously or otherwise, mentees must be prepared and willing to end the relationship.

Establish a Mentorship Team
All forms of mentorship malpractice become more dangerous when the mentee is dependent on one mentor. Having several mentors allows mentees to not only learn from each advisor, but also more easily recognize dysfunction. For example, Hijackers stand out like a sore thumb in comparison to Country Clubbers, whereas the World Traveler’s lack of availability can be partly overcome by the involvement of others.

Conclusions
In times of tight research funding, the need for effective mentors has never been as acute. Mentorship malpractice is a serious barrier to achieving this goal. Mentees must identify these problems within themselves and their mentors in order to remedy such issues. Failure to do so can result in catastrophic loss. Academic medicine can no longer afford such behavior.