

Raising the Bar for Connection:

Promoting High-Quality Connections to Improve Lawyer's Well-being

Damien Catani, Danny Fung, Shaye Haver, Julie Muroff, and Kerry O'Neill

School of Arts and Sciences, University of Pennsylvania

Author Note

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Correspondence concerning this paper should be directed to Julie Muroff at email muroffj@gmail.com.

Abstract

The legal profession is facing a mental health crisis, with lawyers experiencing higher rates of depression, anxiety, and substance abuse compared to other professions. This alarming trend highlights the need for targeted interventions to promote mental well-being and resilience in the legal community. In response, the Utah State Bar seeks to improve attorney well-being through the New Lawyer Training Program (NLTP) by leveraging research on positive psychology interventions and high-quality connections. This paper begins with a comprehensive situation analysis of the Bar's needs, followed by an in-depth literature review on positive psychology interventions, high-quality connections, and research on attorney well-being. Based on these findings, a 30-minute e-learning Train-the-Trainer (TTT) module targeting mentorship in the NLTP is proposed to promote the flourishing of Utah lawyers by fostering high-quality connections. The paper presents four positive interventions aimed at promoting high-quality connections in the early stages of mentor-mentee relationships, along with a storyboard for an e-learning module, and a detailed planning to produce it.

Keywords: positive psychology interventions, e-learning, mental well-being, lawyers' well-being, mentorship, high-quality connections, Utah State Bar, New Lawyer Training Program

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Raising the Bar on Connections: An Introduction

There is a mental health crisis in the legal profession across the United States, with alarming rates of depression, anxiety, addiction, and suicide (Krause & Chong, 2019). Specifically in Utah, lawyers have reported a 25% higher rate of depression compared to the general working population, and they are 8.5 times more likely to report suicidal ideation (Thiese et al., 2021). The Utah State Bar has increasingly focused on enhancing awareness, programming, and support regarding attorney well-being, through the Bar's Well-Being Committee for the Legal Profession (WCLP), in response to overwhelming data supporting a mental health crisis in the legal profession across the United States. Currently, the Bar's well-being efforts serve its 12,000 members that are geographically spread out across the state of Utah.

Research on Utah attorneys suggested that relationship-related stress plays a significant role in overall attorney job satisfaction (Thiese, 2020). Our project addresses the relationship aspect that contributes to lawyers' well-being and focuses on high-quality connections (HQCs): short-term interactions between two individuals that reinforce positive cognitive, emotional, and behavioral experiences (Dutton, 2003). Our project will be integrated into the mentoring component of the Utah Bar's mandatory New Lawyer Training Program (NLTP)—a year-long mandatory program for all newly admitted lawyers. The ensuing sections of this document provide a situation analysis, including a review of attorney well-being on a national and state level and the Utah State Bar's effort in promoting attorney well-being; a review of positive psychology research literature focusing on HQCs; an application plan describing HQCs interventions that are attuned to the lawyer population; and the application material of an e-learning module storyboard presenting one of the proposed interventions.

Situational Analysis – Utah State Bar and Lawyer’s Well-being

Utah’s state legislature established the Utah State Bar by statute in 1931. A 1985 amendment to the state constitution reinforced the Bar’s central role in advancing regulatory, informational, and public interest services under the direction of Utah’s Supreme Court (Utah State Bar, 2023). Through its long history and deep connections to Utah’s legal community, the Bar is strategically positioned as a leader and influencer in legal education and culture. Currently, the Bar serves approximately 12,000 legal professionals and the public by coordinating legal resources, including professional/practice development and low/no-cost legal services (Utah State Bar, 2023).

Since 2019, the Bar has increasingly focused on enhancing awareness, programming, and support regarding attorney well-being in response to overwhelming data supporting a mental health crisis in the legal profession across the United States, specifically within Utah (M. Knudson, personal communication, January 25, 2023). Over the past 20 years, the national data has indicated alarming rates of depression, anxiety, addiction, and suicide in the legal profession compared to the general public (Krause & Chong, 2019). Lawyers are three times more likely to struggle with depression and three to five times more likely to have alcohol-related problems (Krause & Chong, 2019). The 25% increase in the global prevalence of anxiety and depression in the first year of COVID-19 (World Health Organization, 2022) further reinforces the urgent need for positive intervention strategies.

A Systemic Understanding

The first system of influence on attorney well-being is the American Bar Association (ABA), the counterpart of the Bar at the national level. The ABA co-sponsored a 2016 study that catalyzed the national attorney well-being movement (Krill et al., 2016). That survey of 13,000

practicing lawyers reported that 36% qualify as problem drinkers, and up to 28% have symptoms of depression, anxiety, and stress; problem drinking and depression were most prevalent among younger lawyers in their first decade of practice and those in private law firms. According to the study, the problems are compounded by attorneys' tendency to avoid seeking help; for example, only 7% of problem drinkers reported receiving treatment given fears of stigma or other negative implications for their identities and careers (Krill et al., 2016). To address these cultural concerns, the ABA participated in a National Task Force on Lawyer Well-Being that authored a 2017 report with 44 recommendations (American Bar Association, 2017). The ABA urged all states to consider the recommendations, and the Task Force evolved into the Institute for Well-Being in Law (IWIL), with a mission to lead a cultural shift toward well-being (IWIL, 2023). The ABA also convened a 2017 working group to implement the report and launched the Well-Being Pledge Campaign as a seven-point commitment to address well-being (American Bar Association, 2018):

1. Provide robust education to lawyers and staff on topics related to well-being, mental health and substance use disorders.
2. Reduce the expectation of alcohol at workplace events and ensure non-alcoholic alternatives are available.
3. Partner with outside experts and organizations committed to well-being in the legal profession.
4. Provide confidential access to addiction and mental health services, including access to free self-assessment tools.
5. Develop proactive policies and protocols to support well-being and mental health concerns.

6. Show that self-care and help-seeking are core workplace values.
7. Use the ABA pledge to attract and keep talent.

In response to the national mental health crisis and well-being initiatives throughout the United States within the legal profession, the Utah Supreme Court commissioned its study in 2019 to investigate the well-being of Utah's law practitioners. The findings mimicked the national research and highlighted additional concerns unique to Utah attorneys. 44.4% of 654 law professionals surveyed reported feelings of depression, and 48.7% reported some level of burnout (Thiese, 2020). Unsurprisingly, burnout is a statistically significant predictor for drug abuse; lawyers who experience burnout are also more likely to have problems with drug use (Ogbonnaya et al., 2022). Alcohol and illegal drug use are culturally and religiously rejected amongst the Mormon community, which comprises a substantial percentage of Utah's population. In this context, Thiese et al. (2021) findings on Utah attorneys are especially disturbing: 10.5% of Utah lawyers reported having prior drug abuse. Furthermore, lawyers in Utah report depression 25% higher than the general working population and are 8.5 times more likely to report suicidal ideation (Thiese et al., 2021). Finally, the study commissioned in 2019 suggested that relationship-related stress involving clients, attorney colleagues, and opposing counsel plays a significant role in overall attorney job satisfaction (Thiese, 2020).

A second system of influence on attorney well-being is legal employers/legal organizations. In a 2019 survey of 3,200 firm attorneys and staff, 74.1% reported that the legal profession negatively affected their mental health, and 73.4% said that work conditions such as billable hours contributed to mental health problems (Henderson & Henderson, 2020). Notably, 60.6% indicated that their firm is concerned for their mental health, but only 36.8% believe that concern translates to practice changes (Henderson & Henderson, 2020). The 2021 version of the

survey had similar findings and indicated a disproportionate impact on lawyers of color where nearly 61% of Black lawyers said they feel isolated in their law firms (Jackson, 2021). In an update on the ABA Pledge Campaign, employers reported progress in their firms' well-being initiatives; however, many flagged their struggle to reconcile well-being with the business demands of client service/billable hours (Buchanan & Beitner, 2020). The Utah Bar Association has made considerable strides to continue addressing the well-being needs of its lawyers. In 2019, the Well-Being Committee for the Legal Profession (WCLP) was created and since has incorporated well-being topics into longstanding professional requirements, such as Continued Learning Education (CLE), and developed new ways of supporting attorneys, such as the New Lawyer Training Program (NLTP) and peer to peer counseling through Lawyers Helping Lawyers (LHL). The WCLP and the Utah Bar has partnered with TAVA Health and Unmind, and developed "Thriving Thursday's" social and media posts, built well-being guides for leaders and individuals, and recently developed a podcast for a bi-monthly e-bulletin.

The state has even shown interest and initiative in these efforts. In conjunction with the Utah Bar Association, a consortium of Utah businesses and community organizations created a guide for building engagement, resilience, mental fitness, and well-being for law professionals (*Living Well in Law: A Guide to Building Engagement, Resilience, and Well-being for the Legal Profession*, 2022). According to the director of the WCLP (personal correspondence, May 4, 2023), these initiatives and well-being guides have been excellent toolkits and contain good information, however, lawyers read all day long and do not tend to have the time to take any other "projects" for implementation. The director has found through the CLE modules that the better way to disseminate important information on well-being topics is to increase "live" discussions with individuals and groups, making programs like the NLTP and LHL prime

opportunities to bolster awareness and normalize help-seeking and supportive behaviors by making resources readily available and less threatening to confidentiality and credibility concerns.

Positive Psychology Application

Positive Psychology is the art and science of discovering what is inherently good about individuals and organizations and provides evidence-based approaches to optimizing holistic health and well-being (Seligman & Csikszentmihalyi, 2000). Moving forward, we want to capitalize on the strengths and momentum of The Utah State Bar's well-being efforts through the Bar's WCLP. Their influence has already bolstered awareness throughout the Utah legal community, law schools, and courts in a very productive way, and we wanted to amplify the effectiveness of in-person and live well-being initiatives. As we investigate positive psychology application avenues, we must remember that our audience is not directly captive: the legal professionals are not the Utah Bar Association's employees, and we will need to leverage the existing delivery processes and the mandatory touchpoints for all practicing legal professionals in the state to maximize impact.

Our team believes that an efficient way to leverage positive psychology content to serve the Bar's community is to integrate it into the mentoring component of the Utah Bar's mandatory New Lawyer Training Program (NLTP)—a year-long mandatory program for all newly admitted lawyers - as the Bar's mandatory orientation to the practice of law in Utah. Specifically, we believe it will be most efficient to provide positive psychology training to NLTP mentors. Consistent with a *train-the-trainers* approach (Ray et al., 2012), the mentors then can model and teach those practices to their mentees, influencing current and future generations of Utah attorneys. Currently, the NLTP provides volunteer mentors with a few hours of training every

other year. Our content could be incorporated into that training and/or other Bar training and events, and it also could be used as stand-alone training for the NLTP or other Bar programming.

Review of the Literature: High-Quality Connections

Research on Utah attorneys suggested that relationship-related stress plays a significant role in overall attorney job satisfaction (Thiese, 2020). Considering the pervasive experience of loneliness in the legal community and the strong influence it has on the mental health of lawyers (Krill et al., 2023), we decided to focus our project's content on *high-quality connections* (HQCs). HQCs are short-term interactions between two individuals that reinforce positive cognitive, emotional, and behavioral experiences and that have positive implications on a systemic level, such as strengthening a sense of belonging and community within an organization (Dutton, 2003). Positive connections are so essential to flourishing that positive psychology has been summarized with the three-word mantra: "other people matter" (Peterson, 2013). In particular, HQCs align with *relatedness*, the need to feel a sense of belonging and connection with others (Ryan & Deci, 2008). According to *self-determination theory*, relatedness is one of the three basic psychological needs (along with autonomy and competence) essential for motivation, development, and well-being (Ryan & Deci, 2008). Research indicates that meeting those basic needs is more predictive of attorney well-being than external factors such as money (Krieger & Sheldon, 2015).

Core components of HQCs include *respectful engagement*, *task enablement*, and *trust* (Dutton, 2003). Positive organizational scholarship also has included *play* (Stephens et al., 2012), which could be a useful element in distinguishing our project from other training, and in making our content more enjoyable and engaging for Bar members. Our intention is for our project to leverage all of those HQC elements and benefits to advance personal and professional

well-being for NLTP mentors and mentees. To that end, we summarize below our research on various topics that inform our project, guided by the core component of relatedness from self-determination theory. Specifically, we review background on mentorship, then elaborate on each component of HQCs including play, then discuss train-the-trainer models.

Mentoring

In Homer's *Odyssey*, as King Odysseus was leaving Ithaca and his young son, Telemachus, to fight in the Trojan War for an extended period, he entrusted his son to his friend Mentor (Homer & Stanford, 1967). The meaning of the term "mentor" has since expanded, to represent an experienced, trustworthy individual who guides a less experienced person (Nassour et al., 2020). Mentorship is an extension of the centuries-old tradition of apprenticeship (Backman, 2009), and the field of law has adopted that custom.

Needs and opportunities abound for new lawyers as mentees, being guided by veteran lawyers as mentors. In particular, questions and concerns about how well-prepared new lawyers are to practice law after graduating from law school have become ubiquitous. One position is that new lawyers are academically prepared to continue thinking as students, yet ill-prepared for real-life professional practice (Backman, 2009) and for navigating the stress and other challenges that threaten their health and well-being (Krill et al., 2016). A longitudinal field study analyzing reports from mentors and mentees in nine organizations at three different points over seven months found that workplace mentorship can be an important means to increase the well-being and organizational commitment of mentees and mentors (Chun et al., 2012). That study also indicated that the intimate nature of the mentorship dyad can support a transition in the leadership style of the mentor from a transactional approach that emphasizes authority, position,

and performance, to a transformational approach that is more conducive to altruism and mutual respect (Chun et al., 2012).

Specifically, within the legal profession, research indicates that the mentor-mentee relationship can help the mentee not only professionally but also psychosocially, facilitating growth in forming healthy interpersonal relationships and building self-confidence, self-worth, identity, and moral, ethical, and character development (Hamilton & Brabbit, 2007). Mentorship is also an effective means of helping lawyers overcome burnout through the framework of self-determination theory (Brafford, 2022) that was referenced in the introduction and will be discussed further in the task enablement section.

While some of the gaps in lawyer preparation can be addressed through NLTP and more specifically, within the NLTP mentoring program, it is important to be sensitive to barriers to the success of mentoring in law firms. Those barriers include the lack of adequate resources for new lawyers leaving law school, the pressure to accumulate billable hours, and the lack of local resources to match women and ethnic minorities with suitable mentors (Backman, 2009). Although mentorship generally has a relatively low financial cost (Backman, 2009), it involves other challenges, including time demands in a profession in which time constraints are already high- and time literally translates to money due to the billable hour system that is common in law firms (Billett, 2003). Further challenges to overcome include the importance of management buy-in and support (Billett, 2003), the finding that women attorneys may benefit from a constellation of mentors versus a single mentor (Kay & Wallace, 2009), and the need for mentoring to be viewed by all attorneys as vital to success and well-being, to improve attorneys' attitudes about and investment in mandatory trainings. As more research is conducted on

mentoring for attorneys, it will be important to trumpet the benefits to overcome barriers to this important resource for professional and personal growth.

Respectful Engagement and Trust in HQCs

Building HQCs is an essential strategy to leverage the compelling benefits of mentoring and to catalyze the professional and personal growth of mentors and mentees. As core components of HQCs that promote flourishing, respectful engagement and trust should be emphasized as objectives for NLTP's mentoring program. Based on positive organizational scholarship, *respectful engagement* is defined through interactions that both reflect and reinforce mutual value; and *trust* is built through interactions that demonstrate confidence in the good faith and autonomy of others (Dutton, 2003).

Respectful engagement and trust are relevant to the basic human need to *matter*, defined as feeling valued and adding value (Prilleltensky, 2020). Feeling valued is associated with appreciation, respect, and recognition; adding value is associated with contributions that make a difference (Prilleltensky, 2020). When we engage other people respectfully, and we offer and earn trust, we reinforce that the person we are interacting with matters. The drive to matter may be especially relevant for new lawyers in NLTP, given the context of the mental health crisis in the legal profession. Because a sense of belonging that is central to mattering is cultivated through sharing about mutual capabilities and vulnerabilities (Prilleltensky & Prilleltensky, 2021), a mentoring relationship has great potential to reinforce mattering and advance well-being. For example, it will be important for NLTP mentors to help mentees add value through meaningful work assignments, and to feel valued through appreciation of their efforts.

The following five strategies can promote respectful engagement: being present, communicating affirmation, being sincere, actively listening, and using supportive

communication (Dutton, 2003). Specifically, mentoring dyads can be intentional about: minimizing distractions when they meet, e.g., turning off their cellphones; emphasizing mutual appreciation and areas of strength; being authentic in expressing areas for further discussion or improvement; listening actively, with empathy and relevant questions or follow-up; and communicating expectations and needs through specific requests or statements (Dutton, 2003). Mentoring dyads also must navigate the time pressures of fulfilling client and firm demands, the hierarchical nature and power imbalances inherent in mentoring relationships, and communication challenges, including virtual interactions (Dutton, 2003). To navigate these barriers, mentors and mentees can discuss acceptable communication parameters, including preferred timing, mode, and frequency.

NLTP mentoring dyads also can explore several strategies to build and sustain trust. For example, research indicates the importance of having and assuming the best of intentions, being forthcoming with relevant and appropriate information, and requesting and receiving input in a positive way (Dutton, 2003). Dyads also must be mindful of barriers to trust, including resistance to the vulnerability that accompanies trust (Dutton, 2003). That barrier may be especially relevant given stereotypes or expectations of lawyers that emphasize stoicism. Another potential barrier is the need to overcome negative past experiences or associations (Dutton, 2003), including with one's mentor/mentee, or with mentoring or legal practice more generally. To address these barriers, mentors and mentees can prioritize open communication and take incremental steps in sharing information to gain longer-term comfort and momentum (Dutton, 2003).

Task Enablement in HQCs

Task enablement, facilitating another's success or performance on a task or goal, is another essential pathway to build HQCs in three primary ways (Dutton, 2003). First, NLTP mentors can invest resources such as advice, experience, and motivation in their mentees' development; second, mentors can communicate positive regard and affirmation to mentees to reassure them of their value; and third, mentors can elevate mentees' self-image by bolstering their self-worth or self-confidence (Dutton, 2003). To foster task enablement, three strategies can be added to the existing NLTP model: teaching, mentorship design, and nurturing growth (Dutton, 2003).

First, while there are many ways to integrate teaching as a task enablement tool, a promising option is for mentors to share strategies with mentees about accomplishing career goals (Dutton, 2003). That casual approach to teaching may be received better by mentees than a more formal didactic approach, given the finding that mentees with informal mentors rated them as more effective, and seemed to accrue more career benefits under their guidance, compared to mentees with formal mentors (Ragins & Cotton, 1999). An informal teaching approach in mentoring also appears to support the development of mentees' *self-efficacy* (Ragins & Cotton, 1999), defined as self-confidence in their abilities (Maddux & Kleiman, 2016). That finding is important because research on law students suggests that self-efficacy is especially meaningful for lawyers, given the competitive nature of legal education and practice (Sheldon & Krieger, 2007).

Second, regarding mentorship design for task enablement, NLTP mentors can deliberately design their interactions with their mentees to be enriching and empowering (Dutton, 2003). To that end, self-determination theory indicates that a strategy for enrichment is to leverage *intrinsic motivation*, characterizing action that is done willingly out of interest and/or

enjoyment as opposed to being driven by external influences (Brown & Ryan, 2015). Regarding empowerment, self-determination theory also emphasizes the importance of supporting the basic psychological need of *autonomy*, one's ability to control one's decisions and environment (Brown & Ryan, 2015). For that purpose, mentors can empower mentees to take on complex or challenging tasks, support them in learning from mistakes, and encourage them to seek help when needed (Dutton, 2003).

Third, nurturing growth through task enablement by addressing personal and professional developmental needs is a priority in mentorship (Dutton, 2003). This facet of task enablement involves emotional support and vulnerability, and manifests in role-modeling and in providing support and guidance beyond work-related contexts (Dutton, 2003). A study on help-seeking behaviors found that individuals with a positive peer relationship were more likely to ask for help that positively impacted both performance and well-being (Lee, 1997). Asking for help is important, especially given the high stakes of the mental health challenges that we are trying to address through our project. Although mentoring is not necessarily considered a peer relationship due to the difference in legal experience between the mentor and mentee, nurturing growth through the mentoring relationship may contribute to a dynamic that is comparable to peers, and therefore may increase the likelihood of new lawyers reaching out for help.

Play in HQCs

Positive organizational scholarship posited that observable behavior like play facilitates the development of HQCs (Stephens et al., 2012). *Playful* activities are defined as activities that enable variation in response patterns, promoting learning about another that is less likely in a conventional work or non-play mode (Stephens et al., 2012). Introducing playful activities in the work environment can improve staff morale and energy levels (Brown, 2009). Work colleagues

who relate to each other more playfully tend to develop more personal, human, mutually respecting, and authentic connections (Stephens et al., 2012). Integrating play and fun into work relationships also can result in a higher likelihood of forming genuine friendships outside of work (Tews et al., 2014), which may reduce the loneliness that is so prevalent among lawyers (Krill et al., 2023). A study investigating the relationship between social interrelations and innovation in large organizations found that playful interactions help people get to know each other differently and facilitate the process of relating with others – a necessary condition for creating innovative teams (Dougherty & Takacs, 2004). However, in the context of the legal profession, law firms often have a hierarchical structure and policies for workplace conduct, which may discourage playful activities or events in their work environments. Designing interventions that create a playful atmosphere in mentoring dyads and beyond will have to address workplace stigmas and limitations.

Research has shown that play can cultivate positive qualities, such as creativity and engagement, that can translate into positive experiences and performance outcomes. In an experimental design study involving play cues (such as colorful childish sweets, colorful toy guns, and silly instructions) in real-life work meetings, meetings with play cues improved the creative climate and playfulness among teams modestly compared to control groups without compromising on productivity (West et al., 2016). In another study, a playful workplace was positively and directly related to behavior among young workers that supported the organization's community, and it also was positively and indirectly related to performance (Fluegge-Woolf, 2014).

Because the context of those research studies differs from law firms, we must be cautious about their findings' generalizability to the legal profession. However, there is indication that

play can be acceptable and useful to legal workplaces. For example, Barbara Stark (1996) argues that the practice of law mimics play because of the intense need for role-playing during law school and also, at times, after law school. Examples of role-playing in the legal profession include simulating a court environment to practice legal arguments in a moot court, and playing different roles (e.g., plaintiff or defendant) to anticipate opposing counsel's responses and counterarguments. Stark (1996) argues that practicing or playing law in those ways can enhance lawyers' satisfaction and engagement, which may be especially meaningful given the higher likelihood of becoming depressed and anxious in legal environments (Skead et al., 2018). To overcome institutional barriers to implementing play, mentors can consider more subtle approaches like play cues, or incorporating more role playing as part of the mentoring process, rather than the conventional and explicit approach of play through organizational team-building exercises.

Play could be incorporated into the NLTP mentoring program through physical activities and games. A study of Australian legal professionals and law students found that more frequent exercise was associated with less physical distress and lower psychological distress (Skead et al., 2018). As a preventative measure, physical activity can help lawyers inoculate against psychological stress by reducing reactivity and promoting quicker recovery from increased heart rate, blood pressure, and muscle tension (Ratey, 2008) that can be elevated by the stress of practicing law. In a randomized controlled trial involving 202 participants with major depressive disorder, moderate aerobic exercise training was shown to be as effective as antidepressant medication after four months of treatment (Blumenthal, 2007). Physical activity also profoundly impacts cognitive functioning by releasing brain-derived neurotrophic factor, which facilitates the growth of brain cells, helps maintain the brain's infrastructure, and is associated with

improved performance (Ratey, 2008). Regarding the last point on performance, the research that we reviewed focused on studies in academic settings; the findings seem relevant given the academic nature of legal research and writing, though future research specific to lawyers would be helpful.

Train-the-Trainer

We intend our training of NLTP mentors to have a multiplying effect on the well-being of Bar members: the mentors will learn positive psychology concepts to apply to and for themselves, and they also will model and teach those concepts to their mentees, influencing current and future generations of Utah attorneys. That vision is consistent with *train-the-trainer* approaches, in which subject matter experts train a group of individuals to become trainers themselves, typically to disseminate knowledge or skills to a broad audience in a cost-effective way (Ray et al., 2012). Empirical research on train-the-trainer programs can provide insight into how the Bar can improve delivery of positive psychology content to and through NLTP mentors.

The requirement for continued learning in an organization generally arises from various needs, such as sustaining a competitive edge in the market, upgrading employee knowledge and expertise, and improving overall productivity (Arthur et al., 2003). Structured training is one of the most prevalent approaches to accomplish those goals, enhancing individual efficiency and helping to spread organizational objectives (Arthur et al., 2003). Empirical studies have indicated that training programs involving a variety of interactive interventions—such as role-playing, simulations, and feedback—may offer the most efficient approach for developing professionals (Pearce et al., 2012). Train-the-trainer models can provide a comprehensive approach to professional development that considers the entire learning community (Pancucci, 2007);

therefore, they are particularly relevant for large and diffuse organizations, such as the Bar, where reaching individuals directly can be challenging.

While train-the-trainer models offer promising features for knowledge dissemination, some significant limitations must be highlighted. Overall, our literature review in this area failed to deliver generalizable insights, as the heterogeneity of the studies and the lack of consistent data prevented an extensive meta-analysis (Pearce et al., 2012). We had to rely on studies of train-the-trainer programs in a wide range of application contexts that differ from the demographics of the Utah Bar, such as rural hospitals in Sri Lanka (Rajapakse et al. 2013), a tobacco cessation program (Corelli et al., 2007), and HIV peer education programs (Tobias et al., 2012). The duration of the programs also differed considerably from study to study, from a few days for the shorter ones to a year for the longer ones. Evaluation methods for the programs also differed; some programs used a self-report by the trainers at the end of their training (Pancucci, 2007), whereas more complex programs evaluated the competencies gained by the trainees a few weeks after being trained (Rajapakse et al., 2013).

Although we are mindful of those limitations, it was encouraging to see that train-the-trainer approaches have shown signs of efficiency in disseminating practices across a diffuse population. For example, using train-the-trainer approaches in teen pregnancy prevention projects demonstrated measurable gains in content transfer and training skills (Ray et al., 2012). Also, the training of select teachers to become information technology coaches in elementary schools was considered effective by all participants (Pancucci, 2007). Additionally, a national train-the-trainer model for HIV peer educators significantly improved local capacity to train educators (Tobias et al., 2011).

Take-aways from this research include a need for convergence on how to roll out successful training programs. This need calls for audacity and creativity as well as humility and simplicity, as there is no single model that works for all populations. It is important to tailor our training program to our population. Another conclusion drawn from the research is the need to carefully consider the operationalization details and to define a clear success metric for the changes that our project can bring to NLTP's existing mentoring program. That metric requires further refinement of the objectives of our project (Arthur et al., 2003), as discussed in our application plan.

Our review of relevant research- inspired by the relatedness component of self-determination theory to focus on mentorship, HQC components, and train-the-trainer models- provided a substantive orientation to our team on how we can leverage positive psychology to support the Bar's efforts to facilitate flourishing. Specifically, the research informed our plan to develop concrete strategies to help NLTP mentoring dyads develop HQCs. By strengthening the interpersonal connections that can help lawyers thrive, we aim to address the basic human need for relatedness, to help counter the risks of loneliness and other mental health challenges affecting Utah lawyers.

Application Plan

This application plan is the framework for our team's proposed positive psychology interventions. We intend to promote the flourishing of Utah lawyers by targeting mentorship in the Utah State Bar's New Lawyer Training Program (NLTP). Our plan is aligned with our situation analysis of the Bar's needs to further address the impact of the nationwide lawyer mental health crisis (Krill et al., 2023) on Utah's legal community. We also leverage research from our literature review highlighting the importance of *high-quality connections* (Dutton,

2003) to enhance well-being. We focus on these interpersonal connections, aligned with the relatedness component of *self-determination theory* (Ryan & Deci, 2008). Research on attorneys indicates that meeting lawyers' basic internal needs—including through connections bolstered by *autonomy-supportive* mentoring—is more predictive of attorney well-being than external factors such as money (Krieger & Sheldon, 2015). Autonomy-supportive mentoring is characterized as respecting the perspectives or preferences of and providing meaningful choices to the mentee, and offering reasons when such choices are not available (Krieger & Sheldon, 2015).

We intend to create a feasible yet meaningful, streamlined project for all involved, so we propose designing a 30-minute e-learning Train-the-Trainer (TTT) module. Regarding learning objectives, our module intends to raise awareness among attorneys that high-quality connections enhance well-being and performance and to guide mentors in implementing positive interventions that foster high-quality connections. Our deliverables will be a draft script for our module and a more detailed project plan for the final module to integrate with the Bar's virtual platform. We understand that the Bar is considering developing an umbrella NLTP e-learning program with multiple modules on a stand-alone basis or coupled with in-person training. Our module could be included within that framework and can help to pilot that learning approach. Our content also can be expanded or extracted to support other Bar training and audiences. We expect that completing modules such as ours would be compulsory within a specific timeframe, with incentives of CLE credit for mentors and Bar admission/standing for mentees.

An e-learning model is best suited for our application for many reasons. First, this application is accessible from anywhere with an internet connection, which is particularly useful given the wide geographic distribution of Utah's attorneys (M. Knudson, personal communication, January 25, 2023). Ensuring that training is accessible and engaging, especially

for attorneys who are isolated, can help to counter adverse well-being effects, such as the pervasive experience of loneliness in the legal community (Ash & Huang, 2022). The flexibility of e-learning is another benefit, enabling lawyers to complete training at their own pace and on their schedules. This flexibility is essential for lawyers with busy schedules who find it challenging to attend the in-person training. Other advantages include the ability to make learning customized and creative; our module integrates various learning modalities, including tests and short videos/demos, etc., to keep the learning interactive and engaging. Additionally, e-learning can be cost-effective when targeting a large audience, especially when its infrastructure has been integrated and refined from increased use throughout the pandemic and when portions of programs can be repurposed for other needs.

Below, we offer four examples of positive interventions to promote high-quality connections that could be included or revised in the final program. These interventions are typically targeted at the early stages of the mentor-mentee relationship building process.

Intervention #1: Positive Interrogatories

Our literature review included research by Wen et al. (2019), indicating that mentoring can improve *subjective well-being*, explained as positive affect and satisfaction with life, and mediated through *psychological safety*, as the security to take interpersonal risks without fear of negative consequences. We also noted research finding that psychological safety is positively associated with high-quality relationships that leverage respectful engagement and trust (Carmeli & Gittell, 2009), potentially increasing personal and professional well-being. This intervention is inspired by that research, with the desired outcome of strengthening positive emotions, such as interest and hope, between (and within) mentors and their mentees. Specifically, through those positive emotions that broaden perspective and build resources, this intervention leverages

upward spirals of positivity (Fredrickson, 2009) to enhance trust and psychological safety that reinforce relatedness or connection between mentors and mentees.

Our module will provide resources to guide mentors in framing and implementing this intervention. A QR code will link to a one-page PDF with concise instructions, including hyperlinks to the studies referenced above, to establish familiarity with relevant research and build trust and credibility for the intervention. Our module will also describe the intervention's main steps: mentors should give mentees advance notice to prepare to briefly discuss two specific examples of successes that mentees are most proud of, and to explain what lessons the mentees learned from those successes. Mentors will notify mentees that mentors will share two specific examples of failures that mentors experienced and lessons that mentors learned from those failures. That perspective from mentors is intended to enhance relatedness by encouraging candor and vulnerability, normalizing setbacks in legal practice, and decreasing the power imbalance in the dyad. Our module will include brief footage of two members of Utah's legal community or Utah Bar's staff role-playing to demonstrate the exercise, mainly walking through examples of mentor failures to model appropriate and valuable content.

Our module will recommend that mentors allocate 15-20 minutes to discuss their success/failure stories during a meeting with their mentees. We will encourage mentors to emphasize support for mentees and appreciation of mentees' successes by using techniques such as *active-constructive responding* (Gable et al., 2004) to authenticate mentees' experiences. Active-constructive responding will be taught to mentors and mentees in a separate module, involving role-play, which could be applicable to other interventions facilitating relatedness and high-quality connection.

Intervention #2: Positive Opening Statements

As highlighted in our literature review, play is a key component of fostering high-quality connections, yet workplace stigmas and limitations within the legal profession restrict the integration of play. Considering alternative options, our adapted version of the positive introduction (Peterson, 2006) facilitates authentic interactions between the mentor and mentee through creative self-expression and collage creation. Since the need to belong, be accepted, and be valued is one of the most basic human needs (Prilleltensky, 2020), distinguishing oneself through self-expression and others' recognition of the self positively impacts one's psychological well-being (Kim & Ho, 2007).

Through the e-learning module, we will teach mentors the steps required to introduce this intervention to their mentees. The intervention comprises two parts, first, the preparation, and second, sharing and receiving feedback. The preparation requires both the mentor and mentee to think of a time in their lives when they were at their best. This time may have been a positive response to a particular challenge or crisis or a time in life when they were simply flourishing. Authenticity is critical; thinking about being their best should elicit positive emotions such as joy and pride. Our ability to authentically express ourselves (i.e., being autonomous) is essential to relate well with others (Krieger, 2018). In other words, when we are being our true selves, other people respond to us more positively. This self-expression could be as simple as collating a collection of photos, artwork, or visuals for the collage into a PowerPoint slide to aid storytelling. For mentors, we recommend focusing on themes that can inspire the mentees and prepare them for the challenges they will likely encounter as new lawyers, though this approach is optional. An exemplar collage will be shown to mentors during the e-learning training, and we encourage a prominent member of the Utah State Bar to provide a sample positive introduction, offering his/her endorsement and modeling for high-quality connections. As part of their e-

learning experience, mentors will receive a PDF with instructions for this intervention which they can share with their mentee during the project briefing stage.

When the mentor and mentee meet for this intervention, each person will spend around 10 minutes telling his story to the other person using the collage they created. Once the storyteller has finished sharing their story, the listener will spend 5 minutes giving feedback to the storyteller on the strengths and values identified and ask follow-up questions. Our module will hyperlink to resources that will teach mentors to identify strengths and values exhibited in their partner's story. We will show an example of giving feedback. The desired outcome of this intervention is an increased mutual understanding, trust, and connection between the mentor and mentee in a less formal setting.

Intervention #3: Lien-in to Vulnerability

A vital strength of any leader is their ability to be authentic, transparent, and realistic (Chun et al., 2012). In a high-performing and rewards-based environment like the legal profession, the temptation to shy away from transparency for fear of divesting competence and status is a genuine concern and may lead to feelings of isolation, discontent, and maybe even shame. Famous for her research on shame resilience, Brené Brown (2015) describes the indispensable superpower of vulnerability and the freedom that flows from showing up authentically in our lives and with others. Practicing authenticity may be vulnerable for many, but it is a sure way to build stronger connections and relatedness (Brown, 2015). A perfect opportunity to set this example professionally is in the initial stages of creating a high-quality connection between a mentor and their mentee.

As part of the e-learning experience, an interactive timeline will guide mentors through steps to share an embarrassing moment, worst day, significant challenge, or adversity as a new lawyer with their mentees, and how they overcame it:

1. Choose a real story. Be genuine and authentic about the event and personal impact. We all have bad days. It could be self-induced, exacerbated by others, or environmentally driven. What was the challenge?
2. Describe the thoughts, feelings, and emotions surrounding the immediate and lingering effects of the incident. Be as descriptive as possible about how the event felt cognitively, emotionally, and physically.
3. Reflect on what factors (internal strengths, external support, existential inspiration) were used or could have been used to overcome the challenge in the moment or eventually overcome the adversity (Gunnestad, 2006). What personal lessons from this challenge or adversity provided insight into self or others?
4. Invite the mentee to put themselves in the mentor's shoes and assess how they would handle a similar situation. Allow the mentee to ask questions about the lessons learned from the experience and invite them to relate.

Intervention #4: High Five for High-Quality Connections

Introductions often only reveal a person's name, place of residence, and career. Even after getting to know someone over some time, the relationship may continue to remain on the surface. Often, one way we suggest going deeper is if a cue allows more meaningful revelation and *high-quality connections*. The High Five exercise is an excellent example of one such intervention that can have a powerful impact on individuals, dyads, and groups.

The activity in the context of the mentor-mentee relationship is to have each individual share answers to the following questions:

1. **Hero** – Who is a hero in your life, past or present?
2. **Hardship** - What is a hardship you have overcome?
3. **Highlight** - What is a highlight in your life?
4. **Hill** – What is a hill that you are currently climbing?
5. **Hope** – What is a hope you have for the future?

This simple exchange provides the opportunity for a high-quality connection. A suggested best practice for this exercise is for the mentor to answer first, modeling transparency and sincerity for the mentee. The questions do not need to be shared in advance; however, it is helpful for each individual to have them in writing as they answer. Allow for about five minutes for each person to share and an additional five minutes for questions and comments, for 20 minutes. The questions and comments should focus on the strengths displayed by the individual who is sharing. First moments and small moves have been shown to have a big impact on developing high-quality connections (Worline, 2023). The e-learning activity will model for the mentor best practices for conveying presence, being genuine, communicating affirmation, and practicing effective listening and supportive communication, all of which form the building blocks of *respectful engagement* on the path to building *high-quality connections* (Dutton, 2003). A printable PDF with instructions will be provided to the mentor on the e-learning platform.

Limitations

While an e-learning module has some advantages that we have stressed, there are also limitations. It may be less costly and logistically simpler than in-person training but is also less effective than traditional classroom learning at offering immediate feedback to learners (Zhang et

al., 2004). Given the complexity and seriousness of the mental health crisis in law (Krill et al., 2023), we acknowledge that our approach of offering a 30-minute module on well-being is only part of the solution and should be seen as an additional step that can contribute to incremental progress. In addition to that, proposing an asynchronous modality to help participants build relationships may sound paradoxical. The mentors will be taught how to run positive interventions with their mentees, but we will have no control over whether and how they implement them. Mentors may complete the module to get their CLE credits and wait to follow up to support their mentees. To address these limitations, we propose a highly engaging experience that motivates the mentors and gives them clear instructions on rolling this content out in the real world, with high enactment compliance. We are building accountability through the assessment by the mentees of the interventions run by mentors (see Appendix). We also will need to manage the expectations of the Bar and of all participants about what outcome(s) can be reasonably considered as success or progress under these circumstances.

Application Materials

Our team has carefully considered a range of HQC interventions and selected the "High Five for High-Quality Connections" as a particularly promising approach to address the well-being needs of attorneys. We have developed this intervention into a storyboard for a 30-minute e-learning module. The purpose of this module is not only to raise awareness among attorneys about the vital role that high-quality connections play in enhancing well-being and performance but also to provide practical guidance for mentors in implementing positive interventions that foster such connections. By focusing on this specific intervention, we aim to empower mentors and mentees in the Mandatory New Lawyer Training Program to develop and maintain

meaningful relationships, ultimately contributing to a more supportive and resilient legal community.







“High Five” E-Learning Module Storyboard

E-learning module storyboard

Mocha Cohort

1

Legend

-  *titres*
 -  *Screen with text*
 -  *Screen with pedagogical interactions*
 -  *video*
-
-  *Comments re: content / interactivity*
 -  *Comments re: design / ux / interactivity*



Screen design example

Please also check notes at the bottom of the slides

2

Duration: 25 min

[Category / program name]




BUILDING QUALITY CONNECTIONS: THE HIGH FIVE PROTOCOL

Start

Design and style guidelines (font, colors, etc.) to be agreed by UBA and designers

3

[MODULE TITLE]
Click the chapters to explore them.



THE HIGH FIVE PROTOCOL

- 1 FOREWORD: UTAH LAWYERS' WELL-BEING (2 min)
- 2 MODULE OBJECTIVES (1 min)
- 3 INTRODUCTORY QUIZ (2 min)
- 4 THE IMPORTANCE OF HIGH QUALITY CONNECTIONS (5 min)
- 5 PRESENTING THE HIGH FIVE EXERCISE (5 min)
- 6 DEMO OF THE HIGH FIVE EXERCISE (5 min)
- 7 BEST PRACTICES AND INSTRUCTIONS (3 min)
- 8 QUIZ (2 min)
- 9 GOING FURTHER

Navigation: need to complete a chapter to open the next one (except "Going further" which is not compulsory and always open)

4

FOREWORD: UTAH LAWYERS' WELLBEING

1a

Video 1. "Welcome message"
 Ideally, a video with Martha presenting the module in the context of the wider wellbeing initiative.
 Guidance in the notes.
 1-2 min

5

MODULE OBJECTIVES

Click to discover your learning goals

An illustration on the left (e.g., a target)
When you click the objectives appear on the right

- Appreciate the importance of quality connections
- Master and teach mentees a technique to start interactions positively
- Enhance mentoring skills and relatedness

2a



6

INTRODUCTORY QUIZ

Let us start by answering a few questions.



Out of nine factors that contribute to Utah lawyer work satisfaction (Thiese, 2020), how many have to do with relationships with others?

Zero

Two

Five

INTRODUCTORY QUIZ

Let us start by answering a few questions.



Out of nine factors that contribute to Utah lawyer work satisfaction (Thiese, 2020), how many have to do with relationships with others?

Zero

Two

Five

The nine factors that contribute to Utah lawyer work satisfaction are (five of them in bold have to do with relationships):

1. **Collaboration/Enjoy working with others**
2. Creativity/ Intellectual challenge
3. Flexible work schedule, ability to do other things
4. **Knowing that my contributions are valued**
5. **Actions of other attorneys at my firm**
6. Billable hour requirement
7. **Client stress/pressure**
8. **Frustrations with opposing counsel**
9. Inflexible court deadlines

INTRODUCTORY QUIZ

Let us start by answering a few questions.

3c

In the US, lawyers rank 4th in suicides among working professionals.

True

False

INTRODUCTORY QUIZ

Let us start by answering a few questions.

3d

In the US, lawyers rank 4th in suicides among working professionals.

True

False

In the US, lawyers rank 4th in suicides among working professionals, after dentists, pharmacists, and doctors (Thiese, 2020).
Utah lawyers report depression 25% higher than the general working population and are 8.5 times more likely to report suicidal ideation (Thiese et al., 2021)

INTRODUCTORY QUIZ

Let us start by answering a few questions.

3e

Research shows that positive relationships are associated with higher...

Wellbeing

Productivity

Performance

Job satisfaction

All of the above

INTRODUCTORY QUIZ

Let us start by answering a few questions.

3f

Research has show that positive relationships increase... well -being, productivity, performance, and job satisfaction.

Wellbeing

Productivity

Performance

Job satisfaction

All of the above

The Report of the National Task Force on Lawyer Well -Being highlights many of the benefits for prioritizing well -being as a working professional which include holistically positive health benefits for individuals and relationships (Buchanan, 2017).

INTRODUCTORY QUIZ

Let us start by answering a few questions.

3g

Which factor may contribute to the loneliness of Utahian lawyers?

Internet

Taxes

Geography

INTRODUCTORY QUIZ

Let us start by answering a few questions.

3h

Which barrier may be a contributing factor to overworked, stressed, and lonely Utahian lawyers?

Internet

Taxes

Geography

Some factors, such as the geographical spread over an extensive territory, exacerbate the stress, loneliness, and overwork experienced by Utahian lawyers (Krill et al, 2023).

INTRODUCTORY QUIZ

Let us start by answering a few questions.

3f

A 2019 study of Utah lawyers conducted by the University of Utah shows that an alarming percentage of lawyers experience:

Chronic stress

Burnout

Depression

Substance abuse

Lack of connection with peers

All of the above

INTRODUCTORY QUIZ

Let us start by answering a few questions.

3f

A 2019 study of Utah lawyers conducted by the University of Utah shows that an alarming percentage of lawyers experience:

Chronic stress

Burnout

Depression

Substance abuse

Lack of connection with peers

All of the above

An alarming percentage of lawyers experience chronic stress, burnout, depression, substance abuse, and a lack of connection with peers.

INTRODUCTORY QUIZ

Let us start by answering a few questions.

3k

QUIZ RESULTS

Text if >= 80%

You answered [80%] of the questions correctly, well done!
This elearning module will help you find out more about **being** and connections, and will teach you a technique to foster positive relationships.

Text if < 80%

You answered [40%] of the questions correctly.
This elearning module will help you learn about **being** and connections, and will teach you a technique to foster positive relationships.

There is no pass or fail here. Whatever the score, you can proceed.

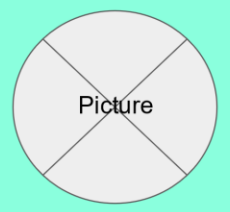
Next >

THE IMPORTANCE OF HIGH QUALITY CONNECTIONS

Click to explore each video subchapter.

4a

WHAT ARE HIGH -QUALITY CONNECTIONS?



Name Surname
Title

Navigation : the steps appear progressively, one step per click
Suggested script is in the notes

Next >

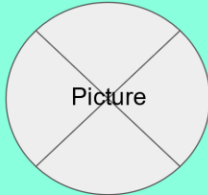
THE IMPORTANCE OF HIGH QUALITY CONNECTIONS

Click to explore each video subchapter.

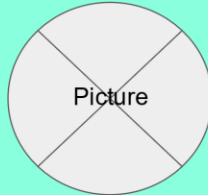
4b

WHAT ARE HIGH -QUALITY CONNECTIONS?

WHY ARE HIGH-QUALITY CONNECTIONS IMPORTANT?



**Name Surname
Title**



**Name Surname
Title**

Next >

THE IMPORTANCE OF HIGH QUALITY CONNECTIONS

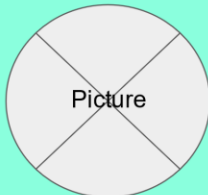
Click to explore each video subchapter.

4c

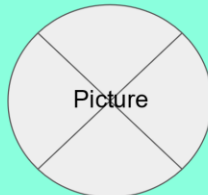
WHAT ARE HIGH -QUALITY CONNECTIONS?

WHY ARE HIGH-QUALITY CONNECTIONS IMPORTANT?

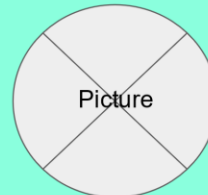
HOW CAN MENTORS MAKE/MODEL HIGH-QUALITY CONNECTIONS?



**Name Surname
Title**



**Name Surname
Title**



**Name Surname
Title**

Here a pdf document can be downloaded with text of the chapter + references

Download 1 -pager

HIGH FIVE: AN INTERVENTION TO FOSTER HIGH QUALITY CONNECTIONS
 Click Next to continue

5a

Your first interaction with someone is the best time to develop a high-quality connection. But conventional introductions often only reveal a person’s name, place of residence, and career. Even after getting to know someone over some time, the relationship may continue to remain on the surface. The ‘High Five’ exercise is an excellent intervention that allows for more meaningful *high-quality connections* between the mentor and the mentee .

Next >

21

WHAT IS THE HIGH FIVE EXERCISE?
 Click on each of the five elements to discover the details.

5b

The High Five consists of sharing the answers to five elements of one’s life, all of which begin with the letter H.

HERO

Who is a **hero** in your life, past or present?

Modeling- learning by watching others and then imitating

HARDSHIP

What is a **hardship** you have overcome?

Resilience- the ability to navigate through adversity

HIGHLIGHT

What is a **highlight** in your life?

Savoring- attending, appreciating and enhancing positive experiences

HILL

What is a **hill** that you are currently climbing?

Accomplishment- the pursuit of excellence and success

HOPE

Optimism - the belief that the outcomes of events will be positive

Pop-up items

Navigation : when you click the Hero box, the corresponding text + Hardship box appear, and so on. When all boxes are clicked, Next button.

HOW TO RUN THE HIGH FIVE EXERCISE

Click to discover the steps.

5c

MENTOR

Hero Hardship Highlight Hill Hope

Mentor models the first H for the mentee

MENTEE

Hero Hardship Highlight Hill Hope

Navigation: the steps appear progressively, one step per click

OPTION: All 5Hs can done in one session OR the 5Hs can be split up into five sessions

Next >

DEMO OF THE HIGH FIVE EXERCISE

6a

Here Kerry and Danny perform the high five exercise remotely through a video call.

Here is our sample :
<https://drive.google.com/file/d/125pweyLXMFu8iiSrxRqgSz3GNkeTFmz/view?usp=sharing>

Start

Decide on video sophistication level (and budget): recording vs filming, motion design editing (titles, etc.)

24

BEST PRACTICES FOR THE HIGH FIVE EXERCISE

7a

- Answer the questions in order as they move chronologically from past to present to future.
 - A suggested best practice is for the mentor to answer first, modeling transparency and vulnerability.
 - When answering, think in terms of your life, not just your career.
 - Allow for about five minutes for each person to answer
 - Engage in active listening, using good eye contact and body language, such as nodding in agreement.
 - When commenting, focus on the strengths displayed by the individual who is sharing.
- The guide you can download here will help you run the exercise with your mentee. It includes QR codes for and your mentee to share feedback.

Here the tips can appear as one clicks. At the end there is a download button

The pdf includes the instructions for the exercise as well as a QR code linking to a feedback form to be filled out after the exercise
Include this info before the video instead?

Download instructions

25

QUICK SURVEY Help us evaluate this training module.

8a

- I understand better the importance of connections for my well-being.
- I am clear about how to teach the intervention to my mentee.
- This training can help me understand and relate to my mentee better.

Strongly Disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8b

Thank you for completing this module.

We hope you will find it helpful to build quality connections with your mentee and beyond.

We can't wait to receive your feedback as you run the High Five intervention.

All the best!

27

9a

GOING FURTHER

UBA well-being materials

Inspiring mentorship videos

Research articles

Here you have a mini-menu with the various sections. When you click each section > page with related links and documents

28

GOING FURTHER

UBA wellbeing materials

- Utah Bar Association:**
- <http://wellbeing.utahbar.org/resource-directory.html>
- Mentor -Mentee Relationships:**
- NTP Mentor Manual
- Well-Being:**
- Living Well and the Law Guide

GOING FURTHER

Inspiring mentorship videos

How to be a Great Mentor (14:34)
https://www.youtube.com/watch?v=G3q8kEn_nsg

The Mutual Benefits of Mentorship (10:33)
<https://www.youtube.com/watch?v=2lCijlLK2m8>

Simon Sinek: Why Reciprocity Improves Mentor
 Mentee Relationships (1:42)
<https://www.youtube.com/watch?v=NrWg1qy2WNI&t=52s>

Mentoring Series: The Role of a Mentor (7:31)
https://www.youtube.com/watch?v=2TBJz6S_BoU

Mentoring Series: The Role of a Mentee (6:25)
https://www.youtube.com/watch?v=zIKps86x_MY



“High Five” E-Learning Module Project Planning Considerations

1. Finalize the storyboard and script
 - Resources: This can be done internally
 - Deliverables: Google slides storyboard and texts for videos finalized
 - Make sure you are comfortable with the flow of the module, add clarifications where required (the comments will help the person integrating the module at the end)
 - Review the text appearing on the slides, edit it where needed.
 - Budget: Review the text that will be used as support for the videos. Even for someone who does not need to read the text, it is important to have an agreed script.
2. Design the storyboard
 - In order to have more control over the final product, a design phase is essential.

- Resources: Here ideally, you find a freelance designer (on a freelance platform such as Upwork) who is also a module designer/integrator. If there are two different designers, they need to talk to each other so that the design suggested by the storyboard designer can be easily integrated into
- Deliverable: The designer prepares a static version of the module on slides (basically, the same as what we have with the initial storyboard, with the selected font, colors, style and illustrations).
- You can anticipate a couple of iterations.
- Budget: This should represent 2 to 4 days of work for the designer. Budget should not exceed \$1500.

3. Produce the videos

- As the module is sketched right now, it involves shooting 4 short videos. 2 minutes per video is a good target. This can be done in parallel with 2a (storyboard design).
- Resources: Here you should find someone who is able to shoot the videos and then edit them with simple motion design (names, titles, etc.). One person can play the “producer” and supervise the shooting.
- Deliverables: 4 edited videos, with subtitles (or subtitles files).
- Half a day of shooting should be enough. You don’t need to be in a studio. One front camera is probably enough unless you want to mix different angles. You need a nice background and good lighting (same one for all videos potentially). Lights can be rented for the day. The person who shoots the video should be able to help (either he/she has the equipment or can tell you what to rent).

- People speaking should have prepared their text. To be on the safe side, the text can be read with a teleprompter. Some simple systems exist with smartphone apps now. You just need to rent out a prompter that works with a phone or a tablet.
- To avoid back-and-forth, be clear upfront about what you expect (cover page with title, people's name, etc.). Share the style (fonts, colors, etc.) selected for the storyboard design.
- Consider adding subtitles. It's now very easy to make them automatically. Once you have the videos, use a service such as HappyScribe. You will be able to export the subtitles (.srt files). You can burn them into the video (then give them to the videomaker) or make them optional (then give them to the module designer).
- Budget: This should represent 3 to 5 days of work for the videomaker. Budget should not exceed \$2000 (+up to \$500 for material rental).

4. Integrate the module

- Resources: Now that all pieces are ready, you just need an elearning designer to put the pieces together. Use a modern tool such as Articulate Storyline. Find an elearning designer who masters the tool you want to use.
- Deliverables: a SCORM file (SCORM is an interoperable format that integrates with LMS). Check if there are specificities with the LMS you use or want to use. For example, some companies have old in-house LMS that require a specific version of SCORM.
- Here the guidance in the storyboard (comment boxes) should help follow the structure of the module. Be specific upfront. For example, "each chapter opens

when the previous chapters are completed, while the “Going further” section is always open”.

- The e-learning tools have a review feature that allows the e-learning integrator to share with you draft versions of the module for comments and feedback. You can anticipate a couple of iterations.
- Budget: As a rule of thumb, you can anticipate to pay between \$50 to \$100 per slide (\$1500 to \$3000 in total).

Conclusion

In conclusion, this project seeks to address the pressing issue of mental well-being in the legal profession, particularly in the state of Utah, by focusing on high-quality connections (HQCs) and their role in fostering positive cognitive, emotional, and behavioral experiences. Through a comprehensive situation analysis, literature review, and the development of an application plan, we have presented a well-rounded approach to integrating HQCs into the mentoring component of the Utah Bar's Mandatory New Lawyer Training Program (NLTP).

The e-learning module storyboard serves as a crucial component of our proposed intervention, providing an interactive, engaging, and informative experience for NLTP mentors and mentees. By incorporating key elements of HQCs, such as respectful engagement, task enablement, trust, and play, we aim to promote a supportive and nurturing environment for lawyers as they navigate their professional journey.

We believe that our approach, grounded in positive psychology research and tailored to the unique needs of the legal profession, has the potential to make a meaningful impact on the well-being of Utah's attorneys. By fostering high-quality connections within the legal community, we hope to contribute to a healthier and more resilient profession, where lawyers can thrive personally and professionally. As our project is implemented and evaluated, we look forward to refining our strategies and sharing our insights, ultimately benefiting the broader legal community and beyond.

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Appendix: Assessment Plan

Our assessment plan primarily focuses on improving the relational skills of mentors and mentees (relatedness). To optimize user experience, we will leverage the e-learning platform and other technologies to ensure data collection is highly integrated with a high adherence rate.

First, all mentors will complete a simple, integrated form at the end of the training module. The form will capture three evaluation metrics on the training module *per se*. A 5-point Likert scale will provide options of ‘Strongly Disagree’, ‘Slightly Disagree’, ‘Neutral’, ‘Slightly Agree’, and ‘Strongly Agree’, for the following statements:

1. Increased awareness of the components of well-being, specifically relatedness (*“I understand better the importance of connections for my well-being”*);
2. Self-rated ability in teaching the intervention (*“I am clear about how to teach the intervention to my mentee”*); and
3. Relatedness with mentee (*“This training can help me understand and relate to my mentee better”*).

At this stage, we are only measuring the effectiveness of the train-the-trainer component of the program and not the interventions themselves. The second stage of the assessment plan measures the self-reported effectiveness of the high-quality connection interventions. A QR code linking to the intervention evaluation form is embedded in each instructional, intervention-specific PDF. This form is completed by both the mentor and the mentee. The form will capture three evaluation metrics on the intervention carried out:

1. Helpfulness of the intervention (*“How helpful is the intervention in improving your overall relational skills?”*);

2. Connectedness with mentor/mentee (*“To what extent are you more connected to your mentor/mentee as a result of the intervention?”*); and
3. How the intervention improved mentor-mentee connectedness (with a qualitative question: *“Please describe how the intervention has or has not improved your connection with your mentor/mentee.”*).

We acknowledge that our assessment plan does not capture the effect size of our interventions and that the administration of pre- and post-intervention research studies should be a part of the Utah State Bar’s longer-term assessment plan.