



EFFECTIVE LEADERS:

THE LYNCHPINS OF WORKPLACE WELL-BEING

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INTRODUCTION



TOP SUCCESS FACTOR FOR WORKPLACE WELLNESS

Quick quiz: What factor would you say is essential for the success of workplace well-being programs?

1. Meditation training
2. Smart phone apps that nudge healthy behaviors
3. Inspiring speakers about resilience, stress management, and physical health
4. High-quality leaders and supervisors

For sure, all of these can be helpful. But you've probably guessed already that my vote is for No. 4. Why, you may ask? There are multiple reasons. But the one I'll focus on here is the impact of supervisors' leadership style. A large body of research has found that supervisors with the most direct and frequent contact with employees have the biggest impact on their work experience—good or bad (Brafford, 2017, 2021).

LEADERS MAKE OR BREAK CULTURES OF WELL-BEING

Good supervisors powerfully impact employees' mental health through:

- Their leadership style
- Creation of psychologically healthy work cultures
- Management of mental health matters at work, and
- Support for workplace well-being programs (Brafford, 2021; Kelloway, 2017; Kelloway & Dimoff, 2017).

This article focuses on supervisors' leadership style, which impacts not only employees' well-being but also performance, engagement, job satisfaction, and retention. Bad leadership does just the opposite. It's linked, for example, to depression, anxiety, burnout, and alcohol use. Multiple studies also have linked supervisors' bad behaviors to an increased risk of heart disease, heart attack, and death. Yes, *death* (Brafford, 2017, 2019).

LEADERS CAN'T OPT OUT OF THEIR IMPACT

For our purposes, all senior lawyers (including all law firm partners) and staff managers are leaders—whether or not they have formal titles or recognize themselves as leaders. Anyone who is responsible for supervising and motivating others has a leadership role.

Partners and other senior managers are especially impactful leaders because employees watch them closely for what's valued and expected and whether they're valued and respected. High status bestows this influence and impact; there's no opting out. Leadership scholars Karina Nielsen and Kevin Daniel (2012) summed it up like this:

“Leaders cannot escape responsibility of communicating meaning because their behaviors and interpretations become events that followers interpret.”

THESE STRATEGIES ARE FOR YOU

If you're reading this article, you're probably a leader who (hopefully) wants to know what concrete things you can do to support workplace well-being. Luckily, there are many do-able strategies no matter your position. This article is for all kinds of leaders—including those interested in incorporating leader development into their workplace well-being initiatives.

TRY A SMALL WINS APPROACH TO IMPROVING YOUR LEADER EFFECTIVENESS

Because leaders so strongly influence whether lawyers and professional staff have energizing or draining work experiences, ignoring leader development will hinder (if not doom) well-being initiatives. But, like so many in the legal profession, your busy schedule might make it hard to find time for education and experimenting with new strategies.

To tackle this challenge, an approach that focuses on accumulating “small wins” may be most effective. A small wins strategy can produce quick, concrete outcomes that confirm the value of your investment in new leader behaviors and attract others to engage and copy your successful approaches, which may eventually achieve large-scale acceptance (see Termeer & Dewulf, 2019). A small wins approach incorporates bite-sized learning and behavioral nudges that feel do-able to you as a busy leader. The strategies also *need to work* or busy leaders like you will quickly abandon them in favor of old habits.

THE RIGHT LEADER DEVELOPMENT FRAMEWORK FOR A SMALL WINS STRATEGY

A leader development framework that fits these criteria is a well-established theory of human flourishing called **self-determination theory**—or SDT for short.

The theory, which is backed by hundreds of workplace studies, proposes that employees' optimal functioning (which encompasses well-being, job attitudes, and performance) are facilitated or thwarted by the extent to which the workplace satisfies their basic needs for relatedness, autonomy, and competence. Satisfaction of these needs, in turn, contributes to psychological processes that fuel high-quality, autonomous motivation that enables optimal functioning at work. When we act out of autonomous motivation, we feel a whole-hearted sense of ownership over our work. We are fueled by love of the activity itself or by feeling self-directed based on our own values and preferences.

Research has found relationships between need-satisfaction and/or autonomous motivation and an array of workplace outcomes that we care about—such as lower turnover intentions and burnout and higher:

- Well-being, self-esteem, and optimism
- Performance
- Job satisfaction, engagement, and organizational commitment
- Fairness perceptions
- Meaningful work
- High-quality workplace relationships.

The three basic needs that fuel this important process are:

Relatedness

This is a need to feel cared for and valued in *secure interpersonal relationships* and to *experience belonging* within groups. A sense of belonging is a feeling of fit and being an integral part of a pair, group, or organization that occurs when we feel valued, accepted, needed, and connected.

Competence

This is a need to feel effective and capable. It's best satisfied when work affords optimal challenges, feedback, and opportunities for growth—including clear expectations and goals, consistency in guidelines, and feedback in informational rather than personal ways.

Autonomy

Autonomy encompasses needs

1. *To act volitionally* or feel that one's behaviors are self-endorsed and
2. *To be or act authentically* or self-congruently.

The autonomy need often is confused with independence or detachment. But its core driver is self-regulation.

THE AUTONOMY NEED IS	THE AUTONOMY NEED IS NOT
Self-regulation	Independence, individualism, detachment
Authors of our actions	Feeling controlled, micromanaged, or dominated
Feeling able to make choices that are aligned with our values, goals, and preferences	Feeling pressured to think, feel, or behave in particular ways

FULFILLING YOUR TEAM'S BASIC NEEDS WITH A SMALL WINS APPROACH

Embedding Need Supportive Behaviors In Every Day Practice

One-and-done trainings aren't enough to shape new behaviors. Learning must be embedded into everyday practices. A few ideas for supporting frameworks for leaders to learn and be continually nudged to use need-supportive strategies include:

- Start a pilot program and invite interested partners to form Mentoring Circles to share experiences, discuss books or articles, and request programming and resources that interest them.
- Develop guides and tools for partners to use to ask associates for feedback about their leadership. Ask a few partners to use them and share their experiences.
- Ask firm and practice group leaders to regularly circulate and comment on accessible, relevant articles (e.g., *Harvard Business Review* is one good source).
- Periodically email prompts to action about good leader behaviors.
- Ask partners to create behavioral checklists that include a small number of concrete behaviors that they want to work on and to keep a tally of the occasions they engage in the target behaviors.
- During regular partner meetings, top leaders can introduce a leadership theme/behavior, ask partners to try it out during the month, and then carve out time during the following meeting to share experiences.
- Incorporate leadership topics into partner retreats.

8 Need-Supportive Strategies

To launch a small wins approach to leader development, we recommend eight do-able strategies below to help leaders fulfill teams' SDT needs.



STRATEGY 1: PRIORITIZE QUALITY, INDIVIDUALIZED RELATIONSHIPS

An essential foundation for effective leadership is high-quality, individualized relationships with each team member characterized by mutual caring, respect, and contribution (e.g., Gottfredson & Aguinis, 2017). Team members need to feel that their personal contributions to the team are fairly matched by their leaders' support and guidance.

→ CARE FIRST

Whether interacting with your team in person or via technology, start with personal exchanges that show you care about them as people (Worline et al., 2017). Also remember that your team members are not mind-readers. Caring that is confined to your own thoughts is not the same as actively showing them that you care.

If, due to time pressures and stress, you accidentally slip into behaving coldly, as if work is just an impersonal transaction for pay, team members are likely to respond with cynicism, distrust, and disengagement. Always remember that there are living, breathing people on the other side who care deeply about whether you value and accept them.

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If you notice that team members are not showing as much ownership or engagement as you'd like, pause and reflect on possible causes. Is your typical first reaction to blame *their* character, attitudes, or skills? Next time, consider first what you may be doing or not doing as their leader to meet or thwart their basic needs that might be contributing to problematic performance or burnout.

→ GET TO KNOW THEM INDIVIDUALLY

Regularly connect with each team member in ways designed to get to know them and to understand and support their needs (Nielsen & Daniels, 2011). We all share the same SDT needs (regardless of demographics or culture), but those needs may be expressed and satisfied in different ways. Getting to know each team member individually will help you understand how to support their needs in ways tailored to them (rather than assuming they're just like you or other team members). Even micro-moments of real, need-supporting connection can make a difference (Dutton & Heaphy, 2016). For example, send team members helpful articles, notes of thanks, books aligned with their

interests—any tangible sign that you know and accept them, care about them, and want to support their growth.

→ RE-READ YOUR EMAILS BEFORE PRESSING SEND

Pause before sending emails to your team and consider whether the message is likely to bolster or thwart their basic needs. Revise accordingly, if needed. Too often, busy leaders draft emails hastily with little thought and empathy for the receiver (Goleman, 2007), which can thwart all three basic needs. Keep in mind as you rush through your email pile that we all are more likely to accidentally act in uncaring ways when we experience stress, a sense of urgency, or time famine (Geher, 2017; Perlow, 1999).



STRATEGY 2: SCHEDULE REGULAR CHECK-INS

Schedule regular team meetings and one-on-one check-ins, which will provide opportunities for you to support team members' basic needs (Mroz & Allen, 2015). During these check-ins, work on the following:

→ LISTEN, LISTEN, LISTEN

Do a lot of listening—which is essential for supporting all needs. This skill directly fosters relatedness. By inviting employees to voice their concerns and ideas, it also supports their autonomy. Listening also will help you diagnose team members' obstacles and issues, which can help you facilitate their competence.

→ CLOSE THE PSYCHOLOGICAL DISTANCE

For dispersed teams, use (but don't over-use) video conferencing to bolster a team's sense of connection (Larson et al., 2020). Also carve out time for the team to connect on a personal-level and foster a sense of belonging. This practice can help satisfy team members' relatedness needs while also deepening familiarity, which is tied to stronger team performance (Marlow et al., 2017).

→ DO STRUCTURED MEETINGS THAT FOCUS ON HIGH-QUALITY COMMUNICATION

To support employees' competence and autonomy needs, leaders can use structured check-ins to clarify assignments and expectations. While regular communication is essential to team performance, quality is more important than frequency (Marlow et al., 2017).

- Improve communication quality by encouraging each

team member to share information freely and often.

- Ensure that team members have an equal number of times and amount of time to contribute (Duhigg, 2016).
- Improve communication quality by regularly conducting structured “after-action reviews” (Harvard Business Review, 2015), which can improve team performance by as much as 25% (Tannenbaum & Cerasoli, 2013).

Practices that improve communication quality and clarity help reduce stressful role ambiguity (Skogstad et al., 2014). They also can help form common mental models of team norms and expectations, which can improve team performance (e.g., van Knippenberg & Mell, 2016).

→ DO SHORT, INFORMAL CHECK-INS

Also schedule less formal weekly check-ins, in which you simply ask: What are your goals for the week and how can I help? This practice that can substantially boost team engagement (Buckingham & Goodall, 2019). Even during such brief, routine encounters, be intentional about supporting members’ SDT needs. Check-ins are best seen as opportunities for bottom-up feedback, not micromanagement. The latter can undermine employees’ autonomy and sense of ownership.

→ CELEBRATE PROGRESS

Track and regularly highlight team members’ progress on project goals—which can help satisfy all three needs. Acknowledging even small examples of progress fuel positive work experiences and engagement (Amabile & Kramer, 2011). You can try using a [Daily Progress Checklist](#) to help reap these benefits.



STRATEGY 3: CONVEY HIGH EXPECTATIONS—AND PLAN FOR IMPERFECTION

A need-supportive leader is not lax on performance expectations. The proposed approach is to clearly communicate your high expectations while also actively supporting your teams’ needs and abilities to meet them. Keep in mind, though, that your teams are made up of humans who will make mistakes. Plan ahead to mitigate the potential negative impact of imperfections. Especially when under stress (as is often the case in law), everyone’s competency need (and actual competence) is at risk due to the toll that stress, anxiety, and uncertainty take on everyone’s cognitive capacity (Ali, 2020). Human mental

bandwidth is finite. And during prolonged stress, the brain constantly demands extra energy (Peters et al., 2017). This process can interfere with cognition, decision making, and mood and can trigger a cascade of negative effects.

During prolonged uncertainty and stress, the brain constantly demands extra energy—a process that can interfere with cognition, decision-making, and mood.

As leaders, we can exacerbate already challenging circumstances for our teams by communicating (verbally or nonverbally, intentionally or not) a loss of faith in their abilities or value. The Pygmalion effect (White & Locke, 2000) and similar social psychology theories describe mechanisms through which leaders’ beliefs about employees can powerfully boost or diminish their confidence, performance, and well-being.

Similarly, thwarting employees’ basic needs can trigger a cascade of self-defeating behaviors, like procrastination, reduced stamina, lethargy, and depression (Brafford, 2017). A more effective approach to avoid such negative effects is to be need-supportive and to respond to challenges with patience, compassion, and understanding.

→ SUPPORT NEEDS & PSYCHOLOGICAL SAFETY

The best approach is to keep expectations high while also fostering psychological safety and minimizing fear (Delizonna, 2017), enabling team members to meet your expectations, and supporting their needs. If employees fear that any failure is a threat to their jobs or value as a team member, their well-being and performance will suffer.

→ BUILD IN TIME BUFFERS

When scheduling project milestones, add time-buffers to avoid last-minute rushes to the finish line. Everyone (including leaders) may be working with decreased mental capacity when under stress—which is often. Failing to make such plans may transform you into a need-assassin when the work (predictably) is not perfect or is late.



STRATEGY 4: MAKE WORK MEANINGFUL

An important (though perhaps often overlooked) job of leaders is to make work meaningful: Team members need to feel that they matter and their work matters. Burnout

is an almost certain outcome of work that is drained of meaningfulness. On the other hand, experiencing work as meaningful boosts well-being, engagement, and job satisfaction (Allan et al., 2019). We perceive meaningfulness in and at work when the following are true:

- Our workplace interactions and the work itself help satisfy our SDT needs
- We evaluate our work as valuable or worth doing
- Our work contributes to our growth and self-realization
- We understand how our work contributions help or positively impact others
- Our work interactions are respectful and rewarding
- Our work roles are respected and valued (Allan et al., 2018; Martela & Riekkari, 2018).

As leaders, we can have a big impact on whether our teams experience work as meaningful by paying attention to the simple checklist above. We can create meaningful experiences and also spotlight meaningful aspects of work that might otherwise be overlooked. Because need-satisfaction generates the experience of meaningfulness, all strategies in this article can help. Some additional simple strategies focused on positive impact are identified below.

→ CONNECT THEM WITH CLIENTS

Although work product of all kinds benefits others in many ways, employees can be too distracted by their piles of work to notice or too distant from relevant information to know how their work makes a difference for others. You can support employees' relatedness needs and foster meaningfulness by increasing the quality and frequency of contacts with clients (and other beneficiaries of their work) and explicitly explaining how work positively impacts them (Grant, 2007, 2011). Especially impactful is asking clients to directly share stories about the positive impact that employees' work has had for them.

→ TELL THEM WHY THEIR WORK MATTERS

Talk about your team members' work in ways that explicitly highlights why it matters—how it helps you or the client or why it is significant in the bigger picture (Cleavenger & Munyon, 2013). This includes routinely conveying to employees:

- How their contribution is important to the project
- How it fits into the larger framework
- How it helps achieve important goals, and
- The results of the project as a whole (Oldham, 2011).

→ MODEL & ENCOURAGE ACTS OF KINDNESS

Encourage everyday experiences of positive impact by inviting and role modeling frequent acts of kindness. In addition to fostering meaningfulness, acts of kindness can positively impact well-being. For example, in a workplace study that asked participants to secretly do small acts of kindness for coworkers, givers showed increased need-satisfaction and job satisfaction and fewer depressive symptoms (Chancellor et al., 2018). The givers' influx of kind acts ignited a pay-it-forward effect that encouraged receivers to increase their own acts of kindness by 278 percent. Other research shows that acts of kindness boost the givers' own positive emotions, health, and happiness (e.g., Lyubomirsky, et al., 2005).



STRATEGY 5: STRIVE FOR SUPPORTIVE ACCOUNTABILITY

Avoid falling into a command-and-control leadership style—even when work stress nudges you in that direction. A directive approach may be necessary (and even welcome) to effectively manage problems arising during a rare crisis. But if your go-to approach is bossy micromanager, your team's well-being and motivation will suffer. At best, employees will half-heartedly comply with work requirements without being fully committed. Especially in a demanding profession like law (and as remote work becomes more common), motivating employees to engage and proactively take ownership of their work and joint goals is critical.

→ LEAD THROUGH INFLUENCE, NOT COERCION

Resist the urge to be a micro-managing, helicopter boss and, instead, foster an autonomy-supportive leadership style. Autonomy-supportive leadership helps satisfy all three needs; promotes internal motivation; and is significantly related to employees' well-being, engagement, job satisfaction, and organizational commitment (Slemp et al., 2018). You can support employees' autonomy by inviting them to fully contribute their ideas and talents and by avoiding controlling behavior. Supportive behaviors include:

- Avoid controlling language (Say “Can you please ...?” rather than “Do this”)
- Minimize coercive controls like unilaterally-imposed deadlines, threats, and constant surveillance
- Maximize employees' sense of choice (“What should

our working norms be on this new project?”)

- Give them appropriate discretion and decision-latitude (“You understand our goal and I trust you; take this and run with it”)
- Seek to influence their motivation by referring to or leveraging their own strengths, interests, and work-related values (“It’s a tough assignment but you have the right skills and it will be such a benefit to the client”)
- Acknowledge and validate their emotions and reactions (“I know it can be tough to stay focused right now, but we’ll figure it out together”)
- Encourage self-initiation (“What part of this project would you like to lead?”)
- Invite participation (“What do you think we should do here?”)

Dwight D. Eisenhower captured the core message of autonomy-supportive leadership with his definition of motivation:

Motivation is the art of getting people to do what you want them to do because they want to do it.

This is precisely what effective leaders do when they seek to tailor work, workplaces, and how they talk about the situation to align with employees’ strengths, abilities, talents, and values. When, instead, leaders exclude employees from discussions and decisions, use bossy language, micro-manage, and rely on other forms of coercion, they communicate to employees that their unique ideas and strengths are not invited or valued. That approach seeks to get employees to do what leaders want them to do because they said so rather than because employees want to do good work themselves. This approach is toxic to motivation and optimal functioning.

➔ BE CARING WHILE HOLDING THEM ACCOUNTABLE

Autonomy-supportive leadership is not neglectful or hands-off leadership—which actually harms well-being and performance. Top team performance and job satisfaction requires leaders to be engaged and foster a sense of ownership, responsibility, and accountability. The goal is to be both autonomy-supportive and caring, while also holding the team and each member accountable for achieving expectations—which includes both appreciating good performance and responding to deficient performance (Hall et al., 2006; Mero et al., 2014; Wikhamn & Hall, 2014).

Building accountable team cultures is an important

leadership skill to curtail employees’ potential “social loafing,” which is the general tendency to exert less effort when working in groups (Karau & Williams, 1993). For example, research shows that, if playing tug-of-war, people pull less hard in teams than when playing one-on-one—but they are unaware of their reduction in effort.

A major factor contributing to social loafing is the diffusion of responsibility in groups. This can happen, for example, when team members:

- Believe that they will escape individual evaluation
- Judge their efforts as dispensable
- Feel justified in matching the perceived low efforts of others
- Feel unfairly treated (De Backer et al., 2015; Karau & Williams, 1993).

The risk of social loafing is amplified in work conditions that make team members feel invisible, dispensable, or treated unfairly. The goal is to be caring and otherwise need-supportive while also enhancing employees’ felt accountability (Dawkins et al., 2017; Dose & Klimoski, 1995; Mero et al., 2014):

- Don’t let people get lost in the crowd: Reduce team size and make each member’s work identifiable to the extent possible.
- Clarify individual goals and expectations.
- Ask them to explain what they’re working on or why they chose a particular strategy.
- Regularly discuss progress on their individual goals.
- Give candid feedback—positive and critical.
- Make their work rewarding by, for example, highlighting the value and significance of their contributions to you, the team, and client.
- Emphasize that “*YOU* are needed.” Make individuals feel that their contributions are unique and necessary, not redundant and dispensable. Make them feel that they matter.
- Never let good work go unnoticed. Tell them that you value and appreciate their work—especially extra effort or exceptional quality.
- Communicate that you care about their well-being. If you do not show that you care about them, they are less likely to care about meeting your expectations.
- Convey pride in their accomplishments (Karau & Williams, 1993; Lerner & Tetlock, 1999; Mero et al., 2014).



STRATEGY 6: ASSIST WITH WORK-LIFE BOUNDARY MANAGEMENT

Proactively help your team members manage work-life boundaries and be need-supportive in doing so. Research shows that work-life conflict and well-being issues are inseparable (Brafford, 2021). Employees' preoccupation with work-related thoughts and work-life conflict that deprive them of a sense of control over their lives are major contributors to burnout and poor mental and physical health.

How can you help as a leader? Studies show that employees perceive less work-life conflict when their supervisors actively support their juggling of work and nonwork activities (Brafford, 2021). On the other hand, supervisors create work-life conflict by not enabling employees to unplug from work. Even silence can be harmful, because employees may infer demands that you don't intend.

Chronic work-life conflict can harm all three SDT needs by making employees feel that they're not cared about (relatedness), that they are incapable of handling all of the demands on them (competence), or that they must always sacrifice their personal values and priorities to be valued members of the team (autonomy).

Supervisors can reduce employees' experience of work-life conflict and turnover intention and increase job satisfaction by using the following need-supportive strategies (e.g., Hammer et al., 2009, 2011; see also the [Work-Family & Work-Life Support Reference Guide's](#) list of behaviors):

→ GIVE EMOTIONAL SUPPORT

- Listen to team members' problems in juggling work and nonwork life
- Take time to learn their personal needs
- Ensure that team members can have comfortable and effective communications with you about solving conflicts between work and nonwork issues

→ HELP WITH JOB & PERSONAL PROBLEM-SOLVING

- Help resolve scheduling conflicts

- Help cover work obligations when members have nonwork demands

→ BE A GOOD ROLE MODEL

- Serve as a good role model for balance
- Demonstrate how to effectively juggle work and nonwork priorities and how a person can be successful both on and off the job.

→ MANAGE CREATIVELY

- Make efforts to organize team/department work to jointly benefit members and the firm
- Ask for suggestions to make it easier for members to balance work and nonwork demands
- Manage the team/department as a whole to enable everyone's needs to be met



STRATEGY 7: ACTIVELY SUPPORT THEIR GROWTH

You can best satisfy your team members' competence needs by structuring their work to afford optimal challenges (where they feel stretched but not outmatched), continual opportunities for growth, communication of clear expectations and goals, plenty of positive feedback, and needed negative feedback delivered in informational rather than personal ways. Employees who do not feel like they're mastering their jobs and workplace dynamics in ways that satisfy their competence need are likely to feel helpless, amotivated, and burned out.

In the multitude of interviews I've conducted with law firm associates over the years, the examples they give of their most energizing work experiences have similar attributes: Supervising partners trusted them with important opportunities that stretched their skills while also supporting their ability to succeed. These types of opportunities convey that you as their leader care about them enough to personally invest in their growth and also build their sense of effectiveness and confidence as developing lawyers. These examples underscore that showing that you care as a leader is not conveyed solely (or perhaps even primarily) by social bonding activities. Actively supporting your team members' growth, goals, and career aspirations is a powerful way to support all three SDT needs.



STRATEGY 8: MAINTAIN YOUR OWN HEALTH

Prioritize your own mental health to be your best for your team members—from whom you expect so much. When your busy schedule has you feeling stressed, sleep-deprived, depleted, and moody, it will be harder to meet your own needs and effectively lead (Byrne et al., 2012; Harms et al., 2017; Goleman et al., 2011).

One concrete step to prioritize your mental health is to start (or continue) practices that bolster mindfulness and emotion regulation. Mindfulness can help you regulate your emotions and behavior, manage stress, and satisfy your own basic needs (Brown & Ryan, 2015)—all of which can contribute to your ability to be an effective leader (Decuyper et al., 2018).

Mindfulness also can help you listen more clearly, focus more effectively, and maintain a mental openness and flexibility that enables more effective responses to changing circumstances and team dynamics.

You can build mindfulness through a regular meditation practice as well as practices sprinkled throughout your day. Examples include:

- Periodically taking a few minutes to notice your breath;
- Mindfully walking, eating, or listening to music
- Doing a body scan (Bentley, 2019; Hayes, 2019; Hougaard & Carter, 2016; Schairer, 2018).

CONCLUSION

William James said “Act as if what you do makes a difference. It does.” This was never truer than now for firm leaders. Leaders are being asked to sustain firm members’ performance and well-being under ever-changing circumstances and high job demands. We highlight three key elements on which to focus: autonomy, competence, and relatedness. The science-based strategies discussed above can help you fulfill these essential needs of your team members and provide positive leadership to help them be and feel their best.

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Select Publications For Your Workplace Well-Being Library

- **Handbook.** *Workplace Well-Being Handbook for Law Firms*, 2021. Available on the [Resources page](#) of the Well-Being Week in Law website (proceeds donated to Well-Being Week in Law).
- **Book.** [Positive Professionals: Creating High-Performing, Profitable Firms Through the Science of Engagement](#). American Bar Association, 2017.
- **Article.** [3 Ways to Motivate Your Team Through an Extended Crisis](#) (co-author), Harvard Business Review, 2020.
- **Article.** [Enabling Lawyer Well-Being Through Diversity and Inclusion Practices](#), ABA's Law Practice Magazine, 2020 (longer version available on the Well-Being Week website [here](#)).
- **Report.** [Law Firm Well-Being Program Benchmarking Report](#), 2021.
- **Policy.** [Alcohol Use Policy Template for Legal Employers](#), 2021.
- **Book Chapter.** *Transform Lawyer Well-Being into a Team Sport* in [The Best Lawyer You Can Be](#), an anthology of chapters related to lawyer well-being. American Bar Association, 2018.
- **Book Chapter.** *Positive Institutions: Organizations, Laws, & Policies* (co-author) in [The Oxford Handbook of Positive Psychology](#), 2020.
- **National Report.** Editor-in-Chief & co-author of [The Path to Lawyer Well-Being: Practical Recommendations for Positive Change](#), the 2017 report of the National Task Force on Lawyer Well-Being.
- **Toolkit.** [Well-Being Toolkit for Lawyers and Legal Employers](#), sponsored by the American Bar Association, 2018.
- **Article.** [Judge's Well-Being and the Importance of Meaningful Work](#) (co-author), Court Review, 2018.

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