

Lawyered Unplugged Ep 6 (Bonus Episode Preview)
Lifelong Learning ft. Gina Alexandris
Episode Transcript

[00:01] HUSEIN: This is Episode Six of Lawyered Unplugged. The exclusive bonus podcast series for members of the Lawyered patron community. And on today's special episode, we'll be speaking about the area of Lifelong Learning and Professional Development with Gina Alexandris. Gina is a coach, educator, and former lawyer who supports thousands of students, lawyers, and professionals in their journey of transformation and development.

[00:27] And we're going to explore the practical side of mentorship, education, career, and some of the key skills that lawyers graduating from law school need to know about, including the business of law and the emotional intelligence. It's going to be a meaty conversation, so whether you're a law student, senior lawyer, or somewhere in-between, I think you are going to be pretty happy with this episode. So, stick around, this is Lawyered Unplugged.

[Music Break]

[01:02] HUSEIN: Hey there, everybody, and welcome to this teaser snippet of Lawyered Unplugged, our bonus podcast series. We're very happy to have you with us on today's program. And we've got a great discussion for you today from someone who is fairly famous I would say, in the legal space and certainly in the legal education space. I'm going to be speaking about Lifelong Learning and Professional Development, and I can say personally that I think that this means different things to different people.

[01:32] I know that years ago when I heard professional development, I always just associated that with those CBD conferences at the start of the year that I won't say who, but I'm sure many lawyers attend just so they can check off that box at the end of the year for the lawyer licensing procedure. But there really is so much more to that.

[01:53] Lifelong Learning is a concept that is so central to the way that lawyers are providing services and that it's necessary to keep up to date on the skills and the concepts, whether they be soft skills or hard skills, in order to make sure you're able to best do your job and help your clients, and by extension, help to move the needle in acts of justice. And there's a lot of ways you can up-skill your own credentials. I'm going to be exploring a lot of that today.

[02:27] We're going to be speaking about mindsets, we're going to be speaking about curiosity, we're going to talk about the real meaning of emotional intelligence and what lawyers can do to help enhance that, as well as a better cultural understanding of the people who they're serving. We're going to get into also the business of law and what lawyers, whether they are junior lawyers, senior lawyers need to understand about building their own practice and

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understanding how the mechanics of a law practice really operate. There's a lot of content in this episode, I think you're really going to enjoy it.

[03:00] Now, the episode that you're going to hear is part of a longer conversation about this concept of lifelong learning and professional development. Now, there is a longer cut that you can hear, so we're going to have a snippet today, and the full episode is almost two hours long in total. And if you want to hear that, you can join our crowd-funding campaign, and that full version will go a lot deeper into some of these concepts.

[03:27] You're also going to explore some of the background about law school, some areas for improvement, both for the structures that we have in place and ways to move forward on that. We're also going to talk about the theory and background about education in and of itself and what that really means, and go in more detail about the themes that we're exploring today as well.

[03:50] So, if you want to hear the full episode, you can check that out by joining our crowd-funding campaign, and you can find out how to do that at our crowd-funding website, which is www.lawyeredpodcast.com/patron. So, you'll be able to hear this full episode and the full episodes of our other bonus episodes. We've covered a bunch of topics as far about building community and finding purpose in the public sector and the lifestyle of a counselor.

[04:20] We did a great episode last year about lawyer happiness. So, we put a lot of effort and thought into making these episodes as valuable as possible to ensure that it's able to really serve the people who are listening. And as you know, by becoming a member of our crowd-funding group, you also get a bunch of other rewards, including the opportunity to submit some questions for our listeners. You also get early access to our show and a bunch of other aspects as well.

[04:46] So, more content on that on the website. And as you know, I'm very selective about the guest that we feature for our regular episodes and especially too for our bonus episodes. And our guest for today's show is someone who is eminently qualified to speak on these topics about Lifelong Learning and Professional Development. She's well known in this space. She has helped thousands of students and lawyers in their own career paths, including numerous roles with universities. I think she's got a lot to say about these topics and you can get a lot of value out of it as well. And so without further ado, here's our preview of our episode with our guest Gina Alexandris.

[05:30] HUSEIN: Gina is a certified professional co-active coach, educator and former lawyer, whose mission it is to help individuals and organizations lead and perform at their peak in a

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respectful, engaged and authentic manner. For over 20 years, she has been inspiring and supporting individuals and organizations to define their hopes and achieve their goals. She's passionate about personal and professional success and development, leadership, equity, diversity and inclusion, and supporting new and senior professionals alike to create strong and lasting networks and strategies to support career growth and transitions.

[06:10] Over the years, within her own coaching practice and through her former roles, Gina has supported thousands of students, lawyers at various stages and professionals in other industries in their journey of transformation and development. She's currently a certified career coach and professional development consultant, and previous to this, Gina was a senior director of the Law School of Toronto Metropolitan University, formerly known as Ryerson University.

[06:40] Gina was also the Director of Strategic Planning with the Legal Services Division at the Ministry of the Attorney General, Director of the internationally trained lawyers program at the University of Toronto, Faculty of Law and Assistant Dean and Director of Career Services at Osgoode Hall Law School. Gina graduated from Osgoode Hall Law School, holds a master of education, an adult education from OISE and a Certificate of Completion for the Art and Practice Leadership Development Program at the Harvard Kennedy School. And in 2017, Gina completed the coaching program from the International Co-Active Training Institute. So, Gina, thanks so much for doing this on the show today.

[07:18] GINA: Thank you so much, Husein, and it's a pleasure to be here with you and everyone.

[07:22] HUSEIN: Thank you. And so, as I mentioned in the bio, you have a ton of experience in the area of education, in particular legal education. And so for this bonus episode, I really want to focus on these themes of professional development and lifelong learning, what it means to you and also what it means for the profession as well. So, maybe the best place to start would be to level this out. Since so much of your career has been within this sphere of professional development, what does this concept mean to you?

[07:56] HUSEIN: Thank you. When I think about professional development, especially for your audience, largely within the legal profession, law students, lawyers at different stages, there is the formal definition, but then there is my definition. I will try and address both of those as we lay the foundation. So, whereas we have our formal training as students in our JD programs, our master's programs, whatever the case is, that isn't where your learning ends.

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[08:25] The expectation and the desire and the benefit comes from continuing that learning and that growth even after you have graduated and you're in the workforce to be able to, two things, stay current, really important, or even better, get ahead of the game and to help advance your own career. And so, again, when you think about professional development, it could be a number of different areas or items. It could be formal or informal.

[08:55] So, for the LSO, for example, there's a variety of different ways that you could claim your CPD requirement, and that includes courses or workshops that we take. But also, it could be to the podcast that you're going to listen to on an informal basis, such as this one. It could be the books that you're choosing to read on your off time. It could be the people that you're following on social media that you're learning from and that you're exploring more information about through LinkedIn or through whatever form a social media you're interested in.

[09:25] But it really means looking at something as, I'm done school, but I'm still learning. I'm still developing in a professional capacity. And there's so many different possibilities. There's so much that you could do. And sometimes we put that to the side. We don't really think about it. And that's why, Husein, you may know that the Law Society gets an uptake of people signing off in sort of November, December. I think we get reminders, say, have you done your CPD? Oh, no, we save it until November, December.

[10:00] My hope and my strong push has always been CPD is a continuous thing. It's something that happens from January through to December, Monday to Sunday too, sometimes, because it's your own choice to develop. So, it really is post formal required learning that helps you advance in your career.

[10:22] HUSEIN: So, you were mentioning a moment ago that even if we didn't have this regulatory requirement, you think that professional development should be something that all lawyers and professionals should be doing, but why is that exactly?

[10:35] GINA: There's a couple of reasons. One... and I think we're going to get to this conversation a little bit later, the benefits that come from continuous learning, continuous curiosity is really critical, I think, and really important for us as individuals. But over and above that, trying to stay current, trying to stay connected to your clients, to their needs, and I'll focus on lawyers right now. Being able to ensure that you have the necessary skills and tools and technologies and awareness that you need to serve your clients is critical.

[11:11] We are a service professional, right? We are a service profession. We deal with clients. In order to best serve those clients, we can't stick to what we knew 10 years ago, five years ago, or 20 years ago for that matter. We need to ensure that we are as up to date as we can. And

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this is where professional development also includes sort of a little bit of that personal development. We need to know what's going on in the world around us as well, again, to best serve our client.

[11:37] If the profession wasn't so intently wrapped up with clients, if we did not have clients or consumers or customers, and you were doing something that is not necessary to stay up to date, then I'd say fine, it's not necessarily important. But everything that we do, every time that we interact with a client or a colleague or a supervisor, if we're in our early years, it's really critical that we maintain that ability.

[12:07] And apart from that, our brain needs to keep functioning as well and being able to add new information and being able to challenge ourselves with something that we may not be comfortable with always helps us on a personal level, just maintaining that brain activity, that brain growth.

[12:25] HUSEIN: Yeah, for sure. And I know it's been said numerous times that the law is always changing. And so if you went to law school, in X year and learned certain leading cases in criminal law or whatever, years later, those might not be the same leading cases, but those might be overturned or there's new things to be kept up with, I imagine. Is that right?

[12:45] GINA: It's absolutely the case. And one of the things that over the years mentors or supervisors or colleagues that I've had have said to incoming lawyers or junior lawyers, they do a refresh every year of their materials for example, if not every year, at least every couple of years, because let's take any practice area, Wills and Estates or Family Law. If there are changes, your precedents may need updating, your reporting letters and information that you might have to may need changing, your forms may need changing.

[13:16] There was an overhaul recently in the Family Law profession. If you're still using something from 10 years ago or 20 years ago or even five years ago potentially, you are not only doing a disservice to your client, but you're potentially not needing your obligations under the code of conduct for the Law Society.

[13:38] Again, apart from the fact that it's regulated as a requirement to have continuing professional development, we also must remember that we have obligations as professionals to maintain certain service standards and certain standards for our interactions with our clients. Part of that is the knowledge that we would bring to the clients.

[14:00] And if we're using forms that are out of date or if we're using processes that are out of date or if we're not aware of the law that has changed something in the business contract. So, there's a leading Business Law case recently where people have to change their agreements to

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be in line with the requirements of the new case. If you're not aware of that and if you're not following that and you're practicing in that area, you're doing a disservice and potentially not achieving the standards that you have to achieve as a minimum for your clients.

[14:33] HUSEIN: You mentioned a couple examples of ways to pursue professional development, whether they be like going to conferences or listening to podcasts or whatnot. And I imagine that some of these opportunities may be even more challenging if you're in a smaller firm or in a more remote area. But how would one identify what format would be the best format for their own professional development?

[14:58] GINA: What a great question. And so, one of the things that I will say is that the formal requirement, the formal LSO CPD allows a number of different ways to achieve that continuing professional development. And I think that gives you an example, everything from being an instructor or leading a group discussion on something or being a mentor, for example, to supervising others. That allows you the chance to share with others. And as you're sharing with others, you're typically learning something.

[15:32] It allows the conferences. And I think there are just a few examples within the formal requirement of what works best for you. But how do you discover what works best for you? So, whether it's free or whether it's paid, whether it's online or in-person, whether it's reading something or whether it's having a conversation, or some combination of that. The first thing you really need to do is think about how you learn, think about how you learn best.

[16:00] If you're not the type that likes conferences because you get lost in the networking part, you really want to go see people or you actually don't like being with that many people and you're not going to pay attention to a 20-minute presentation times 10, then you might go there for the networking purpose, but know that you want to take some time otherwise to be able to really do the learning.

[16:25] If what your takeaway from a conference, though, is the material that you will then be able to digest separately on your own time, then that's a really beneficial way of doing it as well. Some people actually need to enroll in courses, full courses, whether they are one week or full time for a couple of months or part time for a couple of months because the engagement with other people, the facilitation by a professor and instructor is how they would learn best.

[16:55] Others are self-learners and can really open up a book, listen to a podcast and really move forward in that way. So, if anything, nobody can say nothing works for me because there's so many possibilities. Thinking back to what works best for you, figuring out what works best for you, thinking about past experiences. And if you only take your law school experience,

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what worked best? What were the circumstances where you really felt like you were engaged as a learner? What were the circumstances where you felt like you were learning and growing more?

[17:30] So, a few examples from there that you can then apply later, was it the hands-on practical experience of being in a legal clinic, for example? Well, then maybe you'll continue learning by taking some time and going and seeing how something happens in-person. Is it from doing your self-directed paper with one other professor who was leading it and you were doing the research on your own?

[17:57] Well, maybe you're a self-guided learner and you can actually come up with the resources and move forward with it. Or maybe you just wanted a group setting where you were at your best when you were in your study group and we're leading that study group or organizing the materials for the study group and getting people organized. That might be a great way for you to continue then the learning, pick a subject, pick a weekly date where you get people together and you have a conversation about it.

[18:20] So, there's so many different ways and you have to sit down and think about what has worked best for you and what might work best for you in the future. And I think be open to something different. Be open to maybe trying something that you may not have tried before and trying something in a way that you might not have tried before. It might ultimately not be a great way of doing it for yourself but you won't know that if you don't try it. And so I think if anything we have learned so far is just to be open with the possibilities, we'll talk a little bit more about that.

[18:52] HUSEIN: Sometimes it takes identifying what doesn't work for you to identify what does work for you. I mean, I know like from my own personal experience when I went to law school, I did not consider myself to be a very good writer. So, when I was enrolling courses, I pretty much only took courses where there was an exam that was 100%. But by virtue of my school's requirements, you had to take at least one essay course. So, I took the one required one and that ended up being my best mark. But I would have never thought that I was good at this unless I had to actually given it a shot. So yeah, that really resonates with me in terms of, you know, identifying what your best learning style is.

[19:30] Speaking of law school, I wanted to shift gears briefly and talk about a lot of lawyers and licensees would believe that there's a gap in terms of like how law schools are preparing their students. And I would say like personally, totally, I feel like a couple of years out, I don't feel like law school fully prepared me for what the practice of law would be. I'm sure we're

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going to a bunch of directions, but I want to get your thoughts on this question and this issue about law school preparation and how well or not well schools are preparing their students.

[20:07] GINA: So, I have lots to say on that. I'll come back to how we opened up, which is your learning, your education does not stop after three years, or if you're in a joint program after four years. So, when we step back and think of our journey in the profession, in the practice, as broader than three years, we get a different view of it. When we know that we're going to be continuing to learn afterwards, there is that understanding that you don't just stop at law school and you can't get everything necessarily at law school.

[20:44] So, what I will say, there are a couple of parts. On the positive side is the fact that in Canada, different from other jurisdictions where there are numerous law schools, lots of competition, you can't really say much about the... there really are hierarchies or standards that are or are not met in some other jurisdictions. What we can say in Canada, given the number of law schools that we have across the whole country, not being as high as a number of other jurisdictions, I think there's a confidence that we can take away that wherever you go to law school, you have a good foundation. There are strengths in all of the law schools in Canada.

[21:24] So, that's one of the things my experience working in legal education has given me comfort that wherever a student goes to law school across the nation, they're going to get a good foundation. I think the differentiator, especially in the last several years, although when I say that even when I was going to law school, oodles of years ago, too long ago, the differentiator for me really is the emphasis that some of the law schools will place on experiential or practical elements.

[21:50] One of the frustrating things for lawyers, either new graduates themselves or supervisors of those new graduates, is when the expectation is that you won't see some of the fundamental things for the practice of law until you are either practicing or in a placement or in the first or second year of practice.

[22:13] HUSEIN: But you'll know all about the law of perpetuity, before getting to that practical aspect.

[22:17] GINA: Absolutely. And so, the example when I was working with the TMU and we were setting up the law school there, one of the constant refrains that we would hear from the profession was we're going out and doing a little bit of scoping in the profession was, okay, why is it that you can never get to see a contract or deal with a contract until you're in practice? Why is it that you haven't had a client meeting, whether it's a real client meeting or simulation, until you hit practice?

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[22:47] There are some things fundamentally that we are expecting a law school to be able to afford to a student in the three years. There's three years of a program. And so, if some of those foundational fundamental expectations aren't there, that's where I think it's problematic. And that's where I think there is some gap. It's lessening from what it used to be, but I still think it's there.

[23:10] I'll give you the example. I still say that one of my most—and perhaps it was how I learned—but one of my most effective learning opportunities for me at my law school at Osgoode was the one semester where I did at Parkdale Legal Clinic. Because all of a sudden, whatever I had learned in the past, I had to actually meet with clients. I had to give information to clients. I had to get information from them. I had to manage these things called files. Oh my gosh, actual paper files. I really was putting into place not some of the things that we had talked about in law school, because I don't think we had talked about those things in the past. But I was actually getting that experience hands-on.

[23:51] But not everybody is mandated to do an intensive, for example, at the law school. A couple of the schools now, here in Ontario at least, are offering that placement opportunity as a mandatory part of graduation. The IPC at TMU, for example, and up at Lakehead as well. So, the opportunity to have a hands-on perspective is critical. But even within courses, so for example, doing a contracts course and never seeing a contract or trying to draft a clause in a contract seems not fulfilling or not appropriate.

[24:27] Not being able to meet with a client for all three years and practice... I just came off of a week's intensive course where we're practicing client interviews. They need to have that simulation of that practice for the actual practice before they hit the real client that they're going to see in practice. Of course, there's differences in nuance and changes in the real world. But your first time dealing with somebody who might cry or who might tell a lie or who might not be willing to speak very forth-comingly, should not be in practice. You should at least have thought about these issues while you're in your three years of law school.

[25:03] So, that's where I think there still remains a little bit of a gap with some of our schools. The theory is being taught and taught brilliantly and well. And people are coming out with all of the theory that's here. And there's a reason for that. Building the critical thinking skills of our future lawyers is absolutely an imperative. But the other aspects of emotional intelligence, the other aspects of the practice of law, the business of law, the other aspects of cultural awareness is equally as critical to have exposure in those three years rather than just when you're out in practice.

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[25:37] HUSEIN: I know you mentioned the gap is lessening, but do you ever sense of why this gap exists in the first place about why our schools are so theory driven to the detriment of the practical elements?

[25:50] GINA: Historically, how a lawyer got licensed, there was no academic or university setting. It used to be that you get licensed through the apprenticeship program way back when. When we started moving the professional requirements into an academic setting, into a degree setting, we then started somehow disengaging from the practice. Academic requirements, university requirements, both the expectations of faculty, the expectations of the university in terms of how to approve a course, started taking over, if you will. And rightfully so, the degree—the JV, as it's currently called, certainly has benefited from the engagement of universities in the professional training of lawyers. Absolutely.

[26:46] However, once it moved in that direction, some of the institutions wanted to hold on to the academic training. I don't know how many times I would hear throughout my career, but we can't know for sure that those who come to the law program, to the JV program or the LLB as it was then known, we can't know for sure that they all want to go out to be lawyers because some of them just might want to do it for the rigor of the law degree.

[27:15] And I understand that some may want that, but the majority of students who are sitting in classes in a JV program or an LLB program are likely thinking that they're going to spend some amount of time, might not be all their life, but some amount of time in the practice of law from the academic portion, there has to be a marriage of the two. And for several years, I think that there was a resistance among some faculties, Little F and Capital F, to marry those two.

[27:54] We will do what we need to do to train the minds of a law graduate. You will do what you need to do, profession, to train the lawyers that come out. I just think there has to be more conversations and I think there has been, and I think we're seeing that a little bit, it doesn't have to be one or the other. There can be a wonderful marriage of the two. And we're seeing that, for example, at TMU... I'm not sort of touting TMU, but at TMU, we're seeing that. And the example that I gave of myself at Osgoode, that marriage of the practical setting of the profession with the academic information and learning is really where the beauty happens, I think, in terms of the strengths of a law degree. You cannot separate the two. I think they have to be thought of together.

[28:45] HUSEIN: So you mentioned that there's been like some progress, maybe incremental progress. Where do you see this going in the next couple of years? Like, do you foresee that other law schools will incorporate more of these practical elements? Do you see other programs like the LBP coming up?

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[29:02] GINA: So, again, another great question. I wish I had that crystal ball. One of the answers I did not give you in terms of why the change hasn't happened or what the historical reason is, law has tended to be a very tradition-based profession. We rely on precedence. We rely on case law from years and years ago. We have been a profession that is very resistant to change. And so whether it is within legal academia, whether it is even in the profession sometimes, that change can come across really, really slowly.

[29:50] And so where do I see the future going? Two years might be too short a window, Husein, but I think at some point in the future, we will see more schools offering or requiring experiential learning as a requirement before graduation. When we had been to the Law Society to discuss the IPC, the Integrated Practice Curriculum for the university, for example, there were people at a couple of other universities at other law schools who said, why is that we're not doing this? Why is that our school not doing this?

[30:29] And that conversation may have gone back to the law school. But there's also the newness factor. And so until something is tried, until something is determined whether or not it's workable and working, people will be resistant to jump on and say, yes, we'll try that. So, that's why I hesitate, because I think there are changes in the future, whether or not we'll be in the next two years, still remains to be seen. I think change is slow in the profession.

[31:03] Although having said that, we saw a whole bunch of changes to systems from the pandemic. We saw how people could shift very quickly and very effectively when the need arose. It took the crisis to show some shifts, whether or not we're going backwards again or back to old habits is a different ballgame. So, yes, I think there's some changes in legal education coming. How soon those will be will depend on a number of different factors, I think.

[31:38] HUSEIN: I think you mentioned there was a couple of areas you think would warrant a larger focus. One was this practice of law.

[31:48] GINA: Yeah, there are. There definitely are a couple. The one larger area when it comes to different—and I invest a lot of time in this and teaching and in learning and then trying to apply it, the whole concept of emotional intelligence. And really, I think in any profession where we are so involved with other people, with clients, whether your client is a private member, whether your client is a government member, whether your client is a business, it really becomes important to understand the impact that both emotions, your own and the other parties has on an outcome.

[32:29] So, emotional intelligence, the whole thinking behind emotional intelligence is being able to understand and manage and regulate your own emotional circumstances as well as the

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other person. So, as an example, you and I are here recording today. I am aware of my own circumstances. I'm always nervous and excited to be joining on a podcast and to speak to somebody and to have that shared with others. That nervousness may mean that I might speak a little quicker than I should be speaking.

[33:05] The excitement means that I might very well forget some of the things that I want to the group and have to come back to it afterwards. I'm also aware that some people might not be interested in this topic. And so, that could play a little bit on my confidence, right? What do I do to ensure that I'm still engaging people who are interested in this? So, those are the things that I know are going on from my perspective and how do I manage it?

[33:30] So, for example, I prepared. I ensured that I gave myself a window of 45 minutes before this session started to focus on getting ready from a perspective of, get my water ready, get myself ready, and get my focus on what I'm doing here. So, I prepared beforehand. I did that a lot of the time beforehand. And then, I'm also aware that you have your own things going on. You and the audience who's listening have your own emotions happening.

[33:56] You might be distracted by whatever's happening in your world right now. You might be nervous about other things or you might be really excited about something. And how does that impact what we are here to do? So, our goal today is to be able to impart some knowledge about professional development and about progressing in one's career as successfully as possible. What are the barriers that might come up with that from an emotional perspective?

[34:21] So, I'll pause because I can get very – as you can see – very interested in the whole discussion of how emotions impact us. I will say it's not just emotions though. You have to also layer in a cultural awareness as well because together with our emotions and culture, you raised EDI, the factors that impact our culture, the biases that I bring both intentional and unintentional. I'm aware and unaware. I understand that those may have an impact as well. The examples that I might give, your example that you might give.

[34:51] And so, being able to have that awareness in any profession such as law, where there are clients that you serve, an awareness and a management of your emotions is critical. And if I can say that the profession of law, I don't think should come as surprise, has its stresses. You're responsible for many obligations. You have other people who are looking to you to save the day in some way, shape or form. You have your own personal circumstances going on that the stress that can come to you in your professional life has to also be taken into account as you're managing your emotions.

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[35:35] So, being able to plan, I know the University of Western, if I'm not mistaken, has now a meditation course or a wellness course. And I applaud that because being able to understand what to do to be able to do that will happen is really, really critical to future professionals and the profession that we have.

[36:00] HUSEIN: I think that some people in this profession feel like emotional intelligence and all these things are kind of like nice to have, but are kind of like fluff. And that there are things that are like mental health in the profession, there are things that are important issues, but are we going to worry about that? My practice involves drafting contracts. My job is very technical. I have juniors who can deal with some of these like fluffy sensitive client issues, but it's not really an issue for me. What would you say to people who don't identify the value of emotional intelligence in this profession?

[36:38] GINA: Thank you for adding me in this profession because I'm going to allude to a couple of things to remember. And we hear that all the time, right? It's fluff, it's, you don't need to worry about meditating, you don't need to worry about dealing with your emotions. Just go in there and do the job.

[36:53] HUSEIN: In day, we never had any of these.

[36:56] GINA: Right. In my day, we never had any of it, right? We just did the job. And there's a great book when litigator, a well-known litigator, Canadian litigator, was being asked about his emotional intelligence. And he was a really good courtroom litigator. And authors who were dealing with emotional intelligence and "soft skills" and I say quote-unquote because I think they're amongst the most critical and hardest skills to have.

[37:26] When they started going over... so this litigator at the beginning said, "I don't want to be in a book on emotional intelligence because frankly, I don't worry about that. I don't think about that." And then they started giving examples of this litigator's work, dealing with the client in a way that allowed the client to open up and tell their story fully in a crisis situation. Being able to deal with opposing counsel in a way that moved a file forward. Being able to examine a witness or cross-examine a witness and understanding what questions to ask, what tone to use, what language to use.

[38:06] You said the senior partner who, I just give something to my junior. All right, you've got somebody you're supervising. How is that person going to build a report with you? How are you going to build a report with that person so that you can get the best work out of them? Your colleagues and your staff, the people that are around you, and if you don't worry about these

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things, you may very well see a lot of turnover, a lot of resentment, a lot of issues with those team members, if you're not caring at all about this "fluff" that matters sometimes more.

[38:38] So, the one comment that a lot of research has shown for emotional intelligence is intellect, intelligence, or your Intelligence Quotient, the IQ, is almost a given. We know that people are smart in the profession. We know that they have the technical skills for the most part. That is almost the foundation. That is almost what you need as a bare minimum to be able to succeed, to be able to do well, to be able to really move your career forward.

[39:07] These additional skills of emotional intelligence, cultural competence, for example, or cultural intelligence really are what will distinguish you. Study after study has shown that the best leaders, the people who progress in their professions or in their careers, are those who think about these matters and actually take the time to develop. There's a really wonderful lawyer who speaks quite a bit about emotional intelligence. She does it in a very practical way. I use the example of a litigator, so you may think, okay, I'm never going to go to court, as you said. I'm just "drafting" something. What else are you doing when you're drafting?

[39:53] She always gives the example because she's a Business Lawyer, she's an Entertainment Lawyer, Darlene Tinelli. She's an entertainment lawyer who, yes, may have to draft things, but to draft things, there's a little bit of negotiation. Well, first of all, with your own client, you need to get the story. Being able to understand and pull out the story from a client as all of us who've dealt with clients, you need to be aware how you're doing it and what's happening in the other person's situation.

[40:18] And then if you're going to negotiate a contract, guess what? There's somebody else's emotions now who are on the table as well, that you have to take into account. And if the first time you even think about this is in your second, fifth, tenth, or twentieth year of practice, there could be a bit of a challenge.

[40:37] Many people demonstrate high emotional intelligence without even thinking about it, and that's good. It's the people who aren't thinking about it and aren't demonstrating high emotional intelligence, who are potentially hurting or harming themselves and potentially hurting or harming others around them as well. And that's what we're trying to prevent in terms of the future of the profession by having these in in law school workshops or early workshops in the profession as well.

[41:05] HUSEIN: Is this something that can be taught in an educational setting?

[41:10] GINA: Absolutely. I taught it last week, for example, as an introduction. And so understanding emotional intelligence is one thing. And even this morning, I did an introductory

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90 minutes for the law practice program. And there's different ways of developing that skill. And so that's an ongoing process. So, sometimes in a negotiations course, and when I asked the question this morning, how many of you have heard of this concept, what came up was, oh, it came up in my advocacy course, it came up in my negotiations course.

[41:43] And so in some courses, it's already talked about a little bit, but you can certainly continue to develop listening skills. There're a few different ways how to teach emotional intelligence. First of all, just being aware of the fact that it exists. Secondly, being able to think about what your interactions are with the other people that you deal with. So, client interviewing, being able to teach it during client interviewing, advocacy, negotiations, those are some of the areas where you would typically have it come up.

[42:12] But also in terms of wellness, because part of it is managing your... and that's why I really appreciate the course out in Western, because part of being able to manage and deal with your own emotions is understanding how to navigate and how to manage and control your own circumstances, your own stress levels as well.

[42:33] HUSEIN: If the lawyer is in practice, whether they're a junior lawyer or a non-junior lawyer, are there specific resources or techniques that you would suggest them look into if they're looking to hone their own emotional intelligence.

[42:49] HUSEIN: Absolutely. And the fact that our Provincial Legal Insurer, LawPro, has an article on emotional intelligence and sort of ways that you can improve emotional intelligence, I think, is telling because one of the things that the... so to the point of should we care? When the LawPro, the Legal Insurer says that the largest amount of claims comes from, there's three areas. One is fact investigation. So, let's leave that for the time being. But the other two areas consistently for a number of years is in communications, client communications, and in practice management matters.

[43:27] So, when you think about those two, if the insurer is saying that most claims from clients are coming from, the largest number are, those two are among the three top reasons, what does that mean? So, your client communication skills, are you being too aggressive with the client? Do you need to think about how to speak to a client in a different manner? Do you need to be able to figure out how to interview in a way that you can actually get information from the client? Are you writing in a way that potentially is not demonstrating emotional intelligence either and is throwing the clients off? Are you not being transparent, for example?

[44:06] So, there are a number of different ways that you can work on that. And then in terms of practice management, you might say, what's practice management got to do with it? If I'm

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distracted, if I am not aware that my... a classic example, I get an email or phone call, if we ever get phone calls anymore, and I don't respond to it for several days or weeks, right? There's an emotional intelligence to that that says, somebody has reached out to me, they have an urgent matter where they have a matter that needs to be addressed, what should I be doing?

[44:36] If you're in a situation where you're overwhelmed or you just don't think it's important or you misplaced the email for whatever reason, because you don't have a decent filing system, because organization is not your strong point. Well, all of those things potentially are going to land you into trouble. And so being able to, first of all, determine what the areas are, what the gaps are, there are ways that you could certainly move forward with improving those.

[45:05] And so in terms of being aware, first of all, with emotional intelligence, and then figuring out where those gaps are or what those challenges might be, and working on them on a regular basis.

[45:17] HUSEIN: Implicit in a lot of these answers is that there's a strong business case to be emotionally aware and sensitive to your client's needs. Now clients tend to pick up on these things, even if they've already retained or still retained the lawyer, they have a sense of, whether they were being respected, whether the juniors that work on the fellow are being respected as well. I think it also goes for adjudicators. Being sensitive in the courtroom setting, I'm sure can pay dividends in terms of getting into that sort of result.

[45:45] GINA: Absolutely. I think we focused on the emotional intelligence of those in the profession, but those including those who are on the bench, many of them are fabulous and have that sense of emotional intelligence. And there are some who may not be aware of how they are impacting, in a not positive way, those who come before them. And I think when you're representing the profession in such a capacity, it really is that much more important to come forward.

[46:18] And so, you know, we've had a couple of examples, if you will, right now. The two that come to mind, the Supreme Court Justice who recently left or retired because there were some mental health issues that he was dealing with that he really needed to step away so he could bring his best foot forward to the work that he does. Chief Justice George Strathe, for those who may not be aware, wrote an incredible piece about the behavior of... and it was very much focused on litigants, but the behavior of litigants and partly litigators and whether or not an aggressive... not whether or not, but how an aggressive approach isn't necessarily going to get you what you need in your own profession, in your own personal life, and for your client's benefit.

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[47:02] So, two examples from members of the judiciary who were very well aware. And I'll tell you that Chief Justice Strathy, whenever I've heard him speak and I've spoken with him, he is one who is very emotionally intelligent. Not that we don't make mistakes. Anybody will say, people still mess up, people still get too annoyed, can't manage their emotions at some point. But he is so very well versed in this and speaks to people about this in such a way that you realize, okay, if our Chief Justice is telling us that there are these issues or these challenges, and he looks at it from his own personal perspective, what a great role model, I don't know anybody better than that to ask, it's a role model in terms of conversations about emotional intelligence.

[47:50] So, in terms of resources, his article or his letter, is one that I would always recommend. And there's so many others that are, you know, developing your emotional intelligence in the legal profession, I can share with the group a few resources if there's an interest in it later on.

[48:09] HUSEIN: I feel like the two examples you gave so far are quite different. Like one was about the practice of law and how that's an area that maybe warrants more attention. And the other was emotional intelligence and cultural competency. I feel for the first one, people are pretty aware if that's an area which is lacking for them personally. I'm not on the right career track that I want. I don't have a business that's meeting the needs that I wanted to have.

[48:35] But in terms of emotion, intelligence, I feel like that's an area in which sometimes you don't know if you don't have it. So, I'm wondering if you have any thought on how people will go about identifying if that is an area in which they are lacking.

[48:47] GINA: So, I will start with the suggestion that emotional intelligence is something that we can all improve, that we can continue to develop, right? And nobody will be 100% emotionally intelligent. So, it's always an area that we can build. Our listening skills, our management skills, our advocacy skills, our negotiating skills, those can always be improved. And I think this is to the point that you made earlier, even the most senior lawyer, if they're open to it, if they're willing, can actually take steps to change or improve something.

[49:24] And you don't have to change everything, but if you can change one aspect or a couple of things, then that's a starting point. If you change how you approach your clients, that might be one thing. If you change how you receive your materials and how you organize yourself so that you can have a better practice, that's another thing. When you say, how do people know that they're not emotionally intelligent? Give you some practical ways that it might come up. You might lose a lot of staff repeatedly. If you're self-aware, because one of the first components of emotional intelligence is self-awareness.

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[50:02] And you need to be open to being self-aware. But if you're consistently losing people, ask yourself the question, is there something going on with them, or is there something maybe going on with me that I want to look at? And what might that be? If you are getting repeat notices by the Law Society of problems with your practice, for example, that's a pretty stark reminder that there might be something that you have to look at.

[50:28] If you are losing clients or not gaining the clients that you want, what's the reason for that? Drilling down. So, part of this, part of the whole exercise for emotional intelligence, and it starts with law school, I'll say that right now, is being open to feedback, being able to receive the feedback, being able to analyze the feedback, and then being able to do something with that.

[50:53] You may not agree with the feedback, but at least being open in a non-defensive way to what comes your way. So, some Profs may say to you, you write really well. That's great feedback, but tell me how I write well. Tell me why. Is it persuasive? Is it the tone that I'm using, the language that I'm using? Others will say you're writing these improving. Okay, what is that sense of improvement? So, being open to questions, being able to be open to feedback, I think is a really important part.

[51:26] So, to your point and to your question, you need to first be aware that there is this thing called self-awareness and what's working and what hasn't been. And look at the things around you. Sometimes it's somebody coming to you and saying, Husein, you know what, that really was not an appropriate way of doing something, or that really was a harsh way of approaching it. You want to maybe rethink about how you're... and this would never happen to you, but how you're approaching this other individual.

[52:56] And it's just being able to hear that in a non-defensive way and just say, okay, wait, what was it about that circumstance that caused that situation? What could I do differently? And I think being able to listen to somebody else with no judgment and no defensiveness is a really good first step. And again, those other things, don't get clients, you're not getting repeat clients. You get notices from the Law Society. Those are the warning lights going out.

[52:27] HUSEIN: I know you were just using me as an example, but I do think that my generation, like millennials get a bad rap for being, oh, so sensitive and we don't like doing any of things. But I bet there's a lot of people who have these blind spots and are very resistant to get feedback. When people are trying to give you feedback, I've heard it is like a gift, like they're telling you something that's in your blind spot, and some of they're making you aware of gaps or strengths or weaknesses that you'll be being unaware of whether it's the emotional intelligence or something else.

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[53:02] GINA: Feedback is interesting. Feedback is definitely a two-way street, and being open to it is your responsibility. Being able to hear what is being said and take in what's being said in a way that you think of it, you said it again, but it is information, it's data, and being able to then really think about how to apply it is critical. You don't have to accept all the feedback that's given to you, but you do have to at least consider it, I think.

[53:36] You had an example of the generation, and it came up during our course last week, and it was interesting because both last week and just this morning, one of the themes or questions or topics, and I've seen this throughout my years in dealing with students, is the concept that, it's not just this generation, the concept that aggressive versus assertive behavior.

[54:01] Part of emotional intelligence is understanding how that can be defined, how you come across as assertive or versus aggressive. The example that comes out across oftentimes, and I've seen this with students who are in placements, I heard it last week, there is an example, and even this morning, we were watching a clip of something and the distinction came up. If somebody is approaching you and asserting their position, or giving you feedback that is based on fact, and that's why I think feedback based on just opinion, without anything to back it up.

[54:35] You're lazy. Okay, well, why do you think I'm lazy? Give me some examples, give me some concrete reasons why you're labeling me as lazy. Or you are always late. Okay, do you have the examples that show that I'm always late? Apart from how it's presented, I need to be able to have factual evidence to be able to back it up. And so if it's just being given to you as a statement, no, not appropriate, at least give that information.

[55:05] Lawyers... so this is to your senior people, lawyers haven't been trained to give feedback. And so when a junior comes in or a student comes in, they just sort of say, yeah, great, no, not great, or they'll start relying on how they learned. And if somebody would yell something at them, they might just be doing the same thing, unfortunately, because that's how they were role modeling. Being able to step back and think, what's another way of giving feedback in a way that it'll preserve your relationship, but help move this person's professional development forward is really critical.

[55:36] And that difference between assertive and aggressive, I really want people to think about it. I've often had people say, "She was yelling at me, and she gave me a bad review," for example. And as we drill down, there's a different comfort level for people. When I ask them to sort of say yelling, there are a couple of times when people have yelled, which is inappropriate, you don't yell. But if I'm raising my voice because I'm excited or because I want you to hear me, that's not yelling. But for some people's comfort zone, they may take offense to that or maybe they may be put off by that.

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[56:12] So, you really need to determine whether or not the other person is angry yelling or demeaning or crossing that line, or if it is something that they're doing to get a point across. Again, this is where emotions come up, but also just understand what the practice is like. And the practice, just because it's been done a certain way before, so just because potentially your supervisor 20 years ago would berate you, does not mean that it's appropriate now or even was then to do the same now.

[56:47] So thinking about what the practice has been is really important. Speaking to people to get a bit of perspective is really important. It's all part of understanding where you fit in, how you fit in into this practice that you're joining.

[57:01] HUSEIN: Speaking about feedback, another theme that's come up a number of times during this conversation is about mentorship. There's a lot of common things people talk about mentorship, you know, find a mentor you can relate to, reach out, our community is so welcoming. But I was wondering, what do you think on a practical level, what are the benefits of having a mentor in this profession, whether it's your direct boss or someone else in the profession or someone from the community?

[57:30] GINA: For all the reasons that we've talked about before, in terms of being able to have a role model, in terms of being able to run ideas past somebody, in terms of being able to just get another opinion on something, mentors really play critical roles. In my career, I've had several different mentors, formally and informally, and I wanted to stress that. Before I got into law school there was a lawyer that I would go to maybe once every three to four months and just sort of, you know, I didn't know much about lawyering. I didn't have any family members who were lawyers. I didn't know anything about the profession.

[58:09] But there was this one older Greek lawyer that I would speak to periodically who would give me his impression about the profession of law. And it was really important to have that guidance and really mentors are able to offer you that guidance. Later on in my career, a couple of the partners at the firm that I was at, were mentors, even though they were bosses and formally supervising me.

[58:38] Over the years, while I was a student and then as a junior lawyer, they were both informal and formal mentors. Informal mentors in the sense that I would watch and observe how they handled themselves in various circumstances, sometimes talking about that, sometimes not. I'll give you one example. The fact that two of the partners that I really valued and respected would make the time... and this was at the stage now 20 years ago, both men who would make the time to ensure that they were very involved with their children's birthday parties and their children's schooling.

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[59:12] They would be doing the drop off/pickup with their wife. This was 20 years ago or so. And that to me has always been, I think many of my values were role modeled in them, and it was really helpful to see how they navigated their professional requirements with their personal requirements. So, that mentorship was really critical. And in my years in legal academia, when I've been in law schools, being able to see faculty and lawyers and leaders who display certain traits and qualities that I truly value and respect in a leader or in a role model was critical, but also being able to run the really tough stuff that we get into was really helpful.

[01:00:00] So, being able to lay down your guard and just say, I don't know what the heck I'm doing. I have no clue here. Where do I start? How do I even get out of this mess? Is really beneficial to be able to have somebody you feel comfortable that will be able to close the door, let you cry, let you scream, know your confidence might be shattered and will help pick you back up.

[01:00:25] And I want to just distinguish mentors play a certain role. There is this phrase called champions, people who will help move you very directly forward in your career. Mentors get you some of that, but aren't necessarily getting you that next job. But the feedback, the information, the relationship that you have with the mentor, I think is incredible. And for any senior lawyers out there or even junior lawyers thinking back to law students that they may have in their lives, the mentorship relationship is a two-way street and I'm very much a firm believer of this.

[01:01:02] I have had mentees over my career as well. And I have learned from them almost as much sometimes more than they have learned from me. And you've got to be open to that relationship being a two-way street. So, there's so many different ways that you could seek out a mentor, if you don't have one right now, there's so many different, from VOBA to a number of the affinity groups that have mentorship programs.

[01:01:31] Your alumni association, for example, may have mentorship programs. And just think about your network. Think about who you might want to connect with. It might just be a coffee every six months or a phone call every six months. But being able to touch base and get a lay of the land and state of the union, if you will, with that person really is beneficial.

[01:01:56] HUSEIN: You have a very unique vantage point. I mean, not just from your own personal experience, but I assume it's been involved with numerous faculty. So, what would you recommend to me to like specific tactics? I mean, you mentioned that people have access to all these communities, whether they're cultural or alumni or whatever. But once they've identified someone who might be a good mentor, how does someone even go about broaching this conversation?

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[01:02:21] GINA: Yeah, I think a couple of points that I'll make with that because we're talking about... so there's two things. Those groups would all have a formal program. And I think some structure in a mentor relationship is really helpful. So, what do I mean by that? As a mentee, I need to recognize if it's a formal relationship with one of the groups, or if I'm just reaching out on my own, I need to also realize that that person may very well have time constraints and have their own challenges and whatnot.

[01:02:52] So, I want to be respectful of their time. I want to be respectful of their energy. And so starting out by an email to say, "I'm wondering if we can have a conversation. I really respect and value the work that you're doing. I think I could really learn a lot from you. I don't have a formal mentorship program, but I'd like us to be able to maybe connect periodically just so I can learn from you."

[01:03:15] And then if you're saying that you're going to connect for a 30-minute call, make sure it's 30 minutes. If you have an agenda of three things that are troubling you, or two things that you'd like to discuss, have that sent out to them in advance, so the person's not blindsided. Sometimes you're going to have that, look, I just need a coffee chat with you, and have a casual conversation. There's a value to that. But if there's something going on that you want to have a conversation with, let them know about that in advance. And be respectful of time, be respectful of what might be going on in their world, in their life as well.

[01:03:50] HUSEIN: What types of mentor/mentee relationships do you think work best? Like, is it, we have coffee every three months? Is it like an annual check-in? Is it like a call you when I need you? What would you recommend?

[01:04:07] GINA: All of the above. All of the above at different times. So, one of the things that I actually—it depends on the stages—So, one of the things that I value in the organized mentorship programs is that there is a structure and we have a check-in. And check-ins once a month or once a week, whatever the case might be. So, in some of the firms, for example, there are mentors, there's either a junior associate mentor or a more senior partner mentor.

[01:04:34] And depending on who they are, it serves as the check-in, but it's structured. So, you're going to meet them at least five times or six times a year or once a month for that matter. But I think if there's some structure to it, that tends to work best for me, at least in terms of knowing I will be able to meet with this person X number of times a year. And you can have that, lay that expectation in advance. You might very well say, look, can I call you as needed? And for many of my mentees, and even when I reach out to my mentors, you might say once a month, a telephone chat or a coffee visit, but something comes up in that month.

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[01:05:15] And I need to know as a mentee or I need to discuss that as a mentor, whether or not I will be willing to take that one-off phone call or those emergency emails that will come up, because it's great to be able to have that structure and I think it's important, but I also need to know that if something unexpected happens and I need to run something by you, can I reach out to you? Most mentors will say, absolutely, don't worry about that, reach out to me.

[01:05:41] So that's why I said all of the above, because knowing that you're going to get the person's ear for 30 minutes or an hour, once every couple of months or once a month is really beneficial for you, as long as you are able to move that person forward together in the conversation, but also being able to understand it in the pinch when you really, if something unexpected comes up, you'll be able to reach out to them. I think that's really critical as well.

[01:06:09] HUSEIN: And you mentioned that there's some established mentorship programs or alumni groups or whatnot. But outside of that, if you're reaching out to a lawyer out of the blue, from your experience, are lawyers receptive to these cold calls from people who are saying, "Will you be my mentor? Will you be my once a month call or twice a month call?"

[01:06:35] What I found with the legal profession is that most lawyers are definitely open to that. There may be periods in their lives or in their professions when the timing doesn't work out 100%. They might not be able to make that commitment. I think you as the person reaching out, need to be able to appreciate that. Look, if they say no, there's a reason for saying no.

[01:07:00] I'll give the classic example. A parent who has a newborn at home and things are just kind of right now for them, just too overwhelming. Right now, I might not be able to have that ability to reach out to you as I'd like. That's an example. When my parents were ill, I still would have people contact me, but my energy levels and my ability to really have those conversations was probably less than a little in the last year as a result of my focus being on something else.

[01:07:29] So, being able to be mindful of that, I think, is important. How do you reach out? It's not going to be a completely cold call. There is something that you read on LinkedIn or something that you saw on a post that tells you there's a similarity in thinking or something that tells you that, yeah, what this person's area of interest might be, something that you have a share in. It's not completely cold. I think when you do reach out, indicate why you're reaching out. What was the reason? "I read your post on" or "I know that you're an expert in and I'm really interested in this area."

[01:08:05] The ones that are going to get rejections are going to be the ones that say, "Will you be my mentor?" If I've got no reason, why do you think ... If I don't know you and you either there's no familiarity or similarity or even an enthusiastic understanding of why you want me to

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be your mentor, you're probably not going to get a positive response. Again, the emotional intelligence that comes with knowing how to write, what to write, how to reach out, I think is really critical in your part.

[01:08:39] I will say this, with university students entering or applying to law school, one of the requirements typically is a reference letter. I will always say to pre-law students, when you're asking somebody for a reference, ask them for a positive reference. You may think the world of you, but the person you're asking may not know you very well or may be afraid to say no or may actually not be able to give you a positive reference for things that they don't want to tell you because they don't want to be mean for whatever reason.

[01:09:10] So, being able to say, "I hope that you're willing to offer and able to offer a positive letter of reference," gives them the chance to give you one of a few responses. "Absolutely, yes, thank you." Or, "At this point in time, I've got other things that I'm doing. I don't think I'd be best suited to do this, have somebody else to do it." Same thing with a mentor. You can't just ask them, be my mentor. "Do you think that you have the time and the capacity right now to be my mentor because I see that we have an interest in or I see that you have an expertise in? I'd really like to be able to spend some time chatting about that."

[01:09:44] HUSEIN: I think it always comes down to identifying what are your professional development goals? Like what are you trying to learn? Because that might inform whether you're reaching out to the right person or the wrong one and doing your advanced research as well.

[01:09:57] GINA: I will say also, you don't have to have one mentor at a time. You can have different mentors for different components. So, you may want a mentor of the same gender, for example, for various reasons. And you might want somebody who's an expert in an area of law who might not be that same person. So, you could very well have a couple of different mentors at the same time. Your mentor is also not the be-all, end-all. They can't be everything to you. So, have reasonable expectations of what that mentorship relationship is and don't be afraid to sort of reach out to others. But I will say be respectful, be mindful of their time and enjoy the relationship.

[Music Break]

[01:10:44] HUSEIN: So, Gina, I want to thank you so much for taking the time to speak with us about these important topics. As we mentioned, you have a very unique vantage point given your role in the legal education system. And I've seen a lot about how this question has been evolving. And I think that our profession has a reputation for being kind of steeped in tradition.

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But then you made some important comments and insights about the importance of lifelong learning and why there are important, not just for lawyers, but for everyone who we interact with as well. So, I want to thank you again for taking the time to speak with us and we look forward to staying in touch in the future.

[01:11:16] GINA: I truly appreciate the opportunity and I wish everybody well as they hear this and move forward. And if I can give any help to anybody, I'd be delighted to connect. Thanks so much, Husein, and continue doing some great work.

[01:11:33] HUSEIN: And that's going to be a wrap on this preview episode of Lawyered Unplugged. Thanks for listening. I hope you enjoyed what you heard on this preview. And if you want to hear the full episode, the full version is about two hours long, you can check out www.lawyeredpodcast.com/patron, to learn how to do just that. And we go a lot deeper into a lot of themes that we discussed today, including that of mentorship and emotional intelligence and the business of law, and really a deep dive on the educational system that's currently operating right now with considerations for both students and educators alike. So, definitely check that out if you're interested.

[01:12:14] And if you'd be always interested in being a patron, you'll also hear all of our bonus episodes. We've done a bunch so far with topics like community building, mental health, in-house counsel life, and lawyer happiness and a lot more, including more bonus episodes coming down the pike in the future. You can also get a bunch of other bonus rewards that are available. And all these funds are being used to improve the show, to make it more accessible to more people. This is a pro-bono exercise. We're trying to make this content more valuable for more viewers.

[01:12:45] So, if any or all of this is of interest for you, check out our crowd-funding group at www.lawyeredpodcast.com/patron. Our guest for today's episode was Gina Alexandris. You can learn more about her and her ongoing work on her coaching and consulting business at her website, which is www.ginaalexandris.com. She also posts some pretty insightful content on her LinkedIn page. You can check that out as well.

[01:13:11] And if you go to our website, which is www.lawyeredpodcast.com, you can find the entire list of resources that Gina provided, some of which Gina referenced directly in the episode and others that she provided that were helpful afterwards. So, take a look at that if you so choose.

[01:13:30] Our sound-ending work was managed by Solomon Krause-Imlach and our website is maintained by Steve Demelo. And on the off chance that you are not already following our

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show, subscribe to this podcast for free on iTunes or your favorite device and tell a friend as well. You can also follow our show on Facebook, LinkedIn, and Twitter. Our Twitter handle is @lawyeredpodcast. We had a bunch more episodes coming up in the next couple of weeks with more guests and more content coming out. So, stay tuned for that. Until then, keep it legal.