



The Next Page



Message from the Dean	/2	The Student Experience	/8	Lights, Camera, Action!	/15
The Dream Team	/4	Start your journey: Making the Video	/8	Partenariats et formations : la CLE de notre succès!	/15
Tips from a Project Management Professional	/4	Learn. Connect. Jump.	/12		
Expanding Beyond the Classroom	/6	Q&A with EY	/14		

Message from the Dean

LEARN. CONNECT. ENGAGE.

APPRENDRE. S'ENGAGER. ENTRAIDER.



DR. JUDITH POTTER

Dean of Continuing Studies
Doyenne de l'éducation permanente

We at the School are driven by our core values. We value and respect diversity, we strive for excellence in all that we do, and we are committed to collaborating with multiple stakeholders. In this issue, we highlight some of the many ways in which the School dedicates itself to community engagement.

The School in itself is a community, with our learners at its centre. You'll hear from some of our students, who share stories of their personal journeys both inside and outside the classroom. You'll also hear from instructors, who are taking leadership roles in offering students new experiences and supporting international collaborations. Their energy, vision, and commitment help us to build a more inclusive space.

We also feature diverse voices from our external community. Industry professionals highlight the strengths of our graduates and provide their expertise on emerging trends. Likewise, our growing number of community partners provide exciting learning opportunities, helping students realize their personal and professional goals, and providing the school with the means to give back to the community in return. We remain committed to listening to their input and ideas.

We also wish to recognize those who continue to generously support us: our volunteers, donors, and advisory board members. All play an important role in our goal of achieving the highest quality and excellence in everything we do, and we continue to be inspired by their energy and good works.

As members of this community, we are in a remarkable place to support both McGill's and the School's mission. I strongly encourage you to champion these values, share your voice, and become part of a dynamic force for positive change. *H*

À l'École, nous sommes guidés par nos valeurs fondamentales. Nous valorisons et respectons la diversité, nous visons l'excellence dans tout ce que nous entreprenons, et nous misons sur la collaboration avec plusieurs acteurs. Dans ce numéro, nous mettons en valeur quelques-uns des nombreux moyens mis en œuvre par l'École qui démontrent son engagement communautaire.

L'École forme en soi une communauté, et nos apprenants y sont au cœur. Vous pourrez lire le récit de certains de nos étudiants qui partagent leur parcours personnel à l'intérieur et à l'extérieur des classes. Vous aurez aussi l'occasion de connaître comment les chargés de cours prennent les devants pour offrir aux étudiants de nouvelles expériences et encourager les collaborations internationales. Leur énergie, leur vision et leur engagement nous aident à bâtir un milieu plus inclusif.

Nous vous présentons également diverses autres voix de notre communauté externe. Les professionnels de l'industrie soulignent les forces de nos diplômés et offrent leur expertise sur les tendances émergentes. De la même manière, le fait que nous ayons de plus en plus de partenaires dans la communauté nous permet d'offrir des occasions d'apprentissage intéressantes, d'aider les étudiants à réaliser leurs objectifs personnels et professionnels, et de redonner à la communauté. Nous demeurons résolus à écouter leurs propositions et leurs idées.

Nous souhaitons également témoigner notre reconnaissance à ceux qui continuent à nous aider généreusement: nos bénévoles, nos donateurs et nos membres du conseil d'administration. Chacun d'eux joue un rôle important dans l'atteinte de notre objectif: la qualité et l'excellence inégalées dans tout ce que nous entreprenons. Nous continuerons de nous inspirer de leur énergie et de leur bon travail.

En tant que membres de cette communauté, nous sommes à même de contribuer à la mission de McGill et à celle de l'École. Je vous encourage grandement à soutenir ces valeurs, à faire entendre votre voix et à vous investir dans une force dynamique pour apporter des changements positifs. *H*

"THEIR COMMITMENT
HELPS US BUILD
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THE DREAM TEAM

“WHAT AM I DOING WITH MY LIFE?”

That’s a question you hear often when you’re an advisor at the School of Continuing Studies. Robert Guirguis and Mary Rubiano are academic advisors, Emilie Nketiah is the Acting Career and Transition Advisor, and France Bruneau is an Administrative and Student Affairs coordinator. “Students come to the School because they have an idea of where they want to be, but they don’t know how to get there,” explains Bruneau. “I think our goal is to help them succeed, however they want to define their success.”

We sat down with Bruneau, Guirguis and Nketiah to discuss their roles, their expertise, and what they do to help current and prospective students.

How would you describe what you do at the School for prospective students?

RG: There’s a lot of information out there; we try to bring it to life for prospective students.

Some individuals come to us because they want to advance in their career; others are looking to transition jobs, or just looking to see if there’s something we can offer to help get them where they want to be. We often ask them, “What do you want to achieve from taking a course with us? What are you missing to get that dream job? What tools do you need to take the next step?” We want to help them so that they’re well-rounded candidates when they re-enter the job market.

EN: Potential students often come in with an idea or a course in mind, but what they need is a strategy. I help them determine where they want to end up, and together we pick the programs and courses that will close the gap.

FB: We’re their sounding board. We make sure they’re in the right place at the right time. I have an open-door policy with my students; I see them through all the steps of their studies in Language and Intercultural Communication.

What are some common questions you receive?

EN, FB, RG: What am I doing with my life? Can I get a master’s after this? Will I get a job? Can I do this job without knowing French?

RG: We get a wide range of questions. A lot of people come in with a plan in mind and look to us to answer the question “am I on track to achieve my goal?”

EN: The main question is often, “What do I do next?” The individual is instrumental in answering that question. You need to take inventory of your skills, and come in with a few ideas we can work with.

How do you help once they become a student at the School?

RG: We end up being their student advocate within the School. We help them problem solve, and encourage them when things get tough. Life happens. Sometimes plans have to be readjusted, and we’re here to help them get where they’re going.

EN: We offer support. It’s a partnership. If you’re willing to invest in yourself, I am going to help you achieve your goals.

FB: Sometimes we have to step in, because we want them to take their studies seriously. We discuss the issues together, so it’s a collaborative effort. Ultimately, it’s for their benefit.

EN: I don’t give bad news; I give hope. Learning how you can improve is an opportunity to become better and achieve what you want. It is the beginning of an action plan.

Do you have a favourite story you’d like to share?

FB: There are a couple. With language courses, you can see your progression. Each class helps, and the improvement is almost immediate.

One woman came to the School to improve her French. Once she improved, she became an executive assistant, and now leads the Montreal chapter of a large non-profit. She already had the background; she just needed a boost. For her, that was language classes.

Another time a man came up to me at an immigration fair and asked, “Do you remember me?” He was an engineer who had all the professional tools, and only spoke French. He took our English course, and he wanted me to know that he’s now a CEO. Hearing those stories is the best reward.

EN: I had an individual career advising meeting with a student who was having trouble finding a job. He had strong skills and abilities, but he needed help in presenting himself as a good cultural fit to employers. With his permission, I was entirely honest with my feedback, and he returned for two or three other meetings to practice mock interviews. About three weeks after our last session, he called me to say he got a job. I’m not sure who was more excited – me or him!

“There are countless resources available, and so much of it is geared towards our target market of adult learners. There’s an entire community behind you, rooting for you to succeed.”

FB: Students often tell me, “I can’t believe how nice you are.” We take the time to listen. And I think the work we do here is truly amazing.

What would you say to someone who is considering a course at the School, but is still on the fence?

FB: Come in and ask your questions; you’ll never know if you don’t ask.

Some have an idea but say, “I don’t know, I’m too old, I don’t have the time, it’s too expensive.” But it may not be as impossible as it seems. The School is extremely flexible, with classes in the evenings, afternoons, and on weekends.

RG: Decide what you want to do and go for it. You don’t have to commit to a full program. In some cases you can take as little as one course.

EN: Do your research. Visit our website, ask questions, then come in and see us – we’re here to help. There are countless resources available, and so much of it is geared towards our target market of adult learners. There’s an entire community behind you, rooting for you to succeed. *H*



France Bruneau,
Administrative
and Student Affairs
coordinator at McGill SCS



Emilie Nketiah,
Career and Transition
Advisor at McGill SCS

5 TIPS FROM A PROJECT MANAGEMENT PROFESSIONAL

Here are 5 tips he suggests for those aspiring to work in the field of project management:



1. RAISE YOUR HAND “There is no specific path to project management – I think it’s often a matter of opportunity. If you’re on the job and hear a project is about to start, seize the opportunity. That’s how it happened to me!”



2. GET CERTIFIED “PMP® and PRINCE2® are the two most recognized certifications around the globe. Students should get certified as soon as possible. If they do not meet the requirements for PMP®, they can start with the CAPM® certification.”



3. GROW YOUR NETWORK “This goes for all professions, but here in Montreal, we have the opportunity to belong to the fifth-largest project managers’ community of the Project Management Institute, and the first one for French speakers. This provides us with an incredible advantage, and opens many doors.”



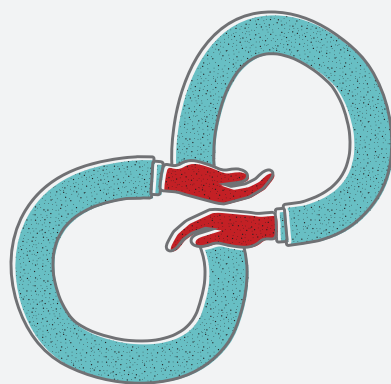
4. ADAPT “Early in your career, you will rely 90 per cent on technical skills, and 10 per cent on soft skills. As you climb the ladder, it becomes the opposite, and you rely more on your soft skills, such as management and exerting influence.”



5. GET READY FOR THE EXECUTIVE SUITE “This is relevant because project management culture is getting an increasing amount of attention at the senior management level. CEOs have no choice but to make their company more adaptive and flexible to change, and they’re realizing that it can only be achieved through projects. As a result, project managers can position themselves as the keystone between high-level strategy and the delivery of short-term results.



Henri-Jean Bonnis has spent 13 years working in the field of project management, and says it was “totally by chance. I studied engineering, and started my career with a technical position. Soon I was coordinating activities and managing my colleagues’ tasks, so the switch to project management came naturally, without changing jobs.”



EXPANDING BEYOND THE CLASSROOM

AS AN EDUCATIONAL INSTITUTION, THE SCHOOL PROMISES ITS STUDENTS THE OPPORTUNITY TO LEARN AND CONNECT. THESE OPPORTUNITIES ARE OFTEN PRESENT IN THE CLASSROOM AMONGST INSTRUCTORS AND CLASSMATES, BUT THEY ALSO LIE BEYOND OUR CAMPUS WALLS, WITHIN THE SCHOOL'S EXTERNAL COMMUNITY.



These opportunities are the result of several ongoing community engagement initiatives, which the Dean of Continuing Studies, Dr. Judith Potter, enthusiastically supports. "Community engagement is reducing barriers and encouraging accessibility, and those are values that push me," says Dr. Potter. "It also supports what the Principal is trying to do."

"We are an international institution, but we are also embedded in our surroundings."

Dr. Potter is referring to McGill University's Principal and Vice-Chancellor Suzanne Fortier. Fortier's priorities include enhancing partnerships with the city of Montreal, Quebecers, and McGill's global community. "I see the School having a significant role to play in that," says Dr. Potter. "We are an international institution, but we are also embedded in our surroundings."

The School has several initiatives that reflect those values. Some are brand new, such as a Writing and Community Action course, tentatively scheduled for the 2016-17 school year. Proposed by Sarah Wolfson, a Faculty lecturer at the McGill Writing Centre, the goal of the course is to teach undergraduate students strong autobiographical writing skills, and

then have them lead autobiographical writing workshops off-campus. Wolfson specifically designed the course to be an engaged learning course, in which students go out into the surrounding community. She's working with the McGill Social Equity and Diversity Education office to identify partners, which will likely include seniors' organizations and youth groups that have limited access to creative outlets. "Engaged learning is an opportunity for a university to work with communities beyond our [campus] walls," says Wolfson. "The effect should be a mutually beneficial experience between McGill students and the community."

With any luck, these community engagement projects can become sustainable. That has been the case with the Graduate Certificate in Public Relations Management program and Le Chainon, a non-profit organization for women in need in Quebec. Instructor Charles Pitts leads the program's Public Relations Event Management course, and he was eager to provide his students with a hands-on opportunity to apply their skills. In the fall of 2014, Pitts proposed that the class "find a cause to support and create a real event. And something that will make it very real is making it a fundraiser." The class ended up hosting a wine-and-cheese event for Le Chainon, and one year later his fall of 2015 class decided to continue the tradition. "We liked the idea of making it an annual contribution," says student Melissa Legault.

"WE ARE IN A PRIVILEGED POSITION TO HAVE THE OPPORTUNITY TO GIVE BACK."

The class organized all aspects of the event, and after two years the amount raised from the one-night affair jumped from \$1,000 to over \$5,000. "They built on the previous year's success and Le Chainon is thrilled," says Pitts. So are his students. "Getting a hands-on learning experience was my favourite part of the program," says Legault. Her classmate Domenica 'Nikki' Gear confirmed that the event "made us realize that we are professionals."

The program's Communications Planning course has also partnered with local organizations. Instructor Amy Creighton's students have done case studies for ALS Quebec, *Quench* magazine, and the Women's Canadian Club of Montreal. "It's a very good experience for the students as well as the client," says Creighton. "The students engage with a living, breathing client with specific needs, and the clients receive excellent materials produced by some really bright students – it's a win-win."

Jessica Vingerhoeds-Carbino is hoping for a similar outcome. She's enrolled in the Graduate Diploma in Translation program, and she and two fellow classmates will soon complete their practicum with the Montreal Assault Prevention Centre, a non-profit community organization. "I'm happy to be working with a non-profit," says Vingerhoeds-Carbino, who'll receive credits for working on the Centre's training manuals,

website and workshop materials. "We'll get experience doing both translation and revision work, and I like the idea of helping out and making a difference."

The School's students are not the only ones getting involved. The School's staff, Advisory board, and the McGill Association of Continuing Education Students (MACES) are all founding and supporting community initiatives.

The School's Language and Intercultural Communication unit has fundraised on behalf of the Leukemia and Lymphoma Society of Canada for a number of years. Established by a staff member whose friend was diagnosed with leukemia, they've raised thousands of dollars with bake sales and by participating in the Light the Night Walk. Over the years, the partnership has expanded to include the unit's Semester Abroad with Internship program, which has placed several international students at the Society as interns. MACES became involved two years ago, holding fundraising events that have included a poker night and a Christmas party. "All the work is done by staff and student volunteers," says Katherine-Marie Albisi, VP Communication/External Affairs at MACES. "Taking part has been a really rewarding experience."

In the meantime, Nabil Beitinjaneh, a member of the School's Advisory Board, is involved with Le centre culturel syrien, a non-profit organization dedicated to helping those who have been displaced and impacted by the situation in Syria. In December the group organized a benefit concert attended by Montreal Mayor Denis Coderre, Member of Parliament Marc Miller, and Dr. Judith Potter. With all ticket sale proceeds going to charity and the Canadian government contributing matching funds, a total of \$80,000 was raised.

"Engaged learning is an opportunity for a university to work with communities beyond our [campus] walls," says Wolfson. "The effect should be a mutually beneficial experience between McGill students and the community."

With so many generative activities being done in association with the School, Dr. Potter is "absolutely delighted" with the School's ongoing engagement with the external community. "As the Dean, I want to do whatever I can to encourage these values and this kind of creativity," she says. "We are in a privileged position to have the opportunity to give back." *H*



Students from Public Relations Event Management course who applied their skills with Le Chainon

OLUSEMI 'DAVI' AKAPO

WEEK ONE

Coming off a helpful orientation session I attended the evening before, I'm feeling confident about how this year will play out. My first class this semester is Concepts of Financial Accounting. I'm really a morning person, so evening classes will be a challenge. And although I'm Canadian now I grew up overseas, so the deep chill of winter doesn't make it any easier.

The classroom setting is familiar: students in the back, professor up front. Some faces are vacant, some distracted, others absorbed in their tasks. However, something is different this time – I am. This is my second venture in post-secondary education, but after five years away I am still trying to decide where my future lies. This time, however, I'm completely committed to learning for my own personal growth, both in and outside the classroom. The pedantries of earning an A+ or a C seem less important now. Okay fine, an A-.

Our instructor has a good sense of humour, and soon you can feel the class relax and open up. I'm happy to be here, and look forward to meeting and making new friends and acquaintances.

"Coming off a helpful orientation session I attended the evening before, I'm feeling confident about how this year will play out."

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WEEK TWO

I think the biggest surprise has been the diversity of students in my program – there's a range of ages and nationalities. Some are looking to polish their skills, others have found it difficult in the current job market and have returned to school hoping to improve their prospects. One student I spoke to is a McGill Arts graduate. There's a lot to relate to in these stories, and though most of us are quite busy, I hope to get to know more of them.

For personal curiosity, I made an appointment with the McGill Writing Centre. The MWC helps students with their writing skills and offers guidance on how to improve their work. It has been a while since I've written academic papers, so I wanted to get feedback on my weaknesses and a feel for McGill standards. The service is open to everyone, so it would be an oversight not to use it. Registering is a painless affair done online, my tutor was helpful, and I was on my way after just 30 minutes. Perhaps the most agreeable aspect of the experience was observing someone else unpack my thoughts and noting the gaps in my work.

I visited the MACES building this week as well. With the snow streaking past, its bright red door looked like a portal to Narnia. It's a pleasant enough place tucked away from the bustle of main campus. It did take me a second look to realize my McGill card served as a key; don't forget to bring that along. MACES is currently preparing for executive elections, and I think I might be interested. We'll see how that goes.

"I think the biggest surprise has been the diversity of students in my program—there's a range of ages and nationalities."

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WEEK THREE

This week went pretty well. I had my first quiz in my accounting course. Although the course load has been light, the quiz was tougher than I expected. This is where people start struggling, and you start to have second thoughts. Now I have a better idea of how to prepare for this class. After the quiz I started rethinking my approach, and proactively trying to get ahead of the class. I plan to take more courses in the summer semester, so how am I going to handle it without feeling overwhelmed?

This week we discussed accounting ethics, and implementing financial controls to prevent abuse. We've already covered the basics, such as assets, liability, and equity. We've focused on the textbook, and our instructor showed us some software. I'm still meeting students in my course—one student from China earned a master's and a PhD in the U.S., while others are from Colombia and Spain. It's not just people coming from McGill undergrad.

I'm still thinking of running for a MACES position, but I haven't submitted my application yet. I didn't get involved in student government during my undergraduate years and I feel like I missed out the first time around—that's why I'm interested. If I'm disciplined, I can handle the responsibilities of both classwork and the executive. I also imagine it's a great way to socially integrate myself into the School. I'm interested in running for VP Finance – I am studying accounting, after all.

"This week went pretty well. I had my first quiz in my accounting course. Although the course load has been light, the quiz was tougher than I expected."

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WEEK FOUR

One month down, and it's going pretty fast. Mid-terms are coming up in two weeks, and the instructor seems pleased by how far we've gotten. I haven't received last week's quiz results yet, so I don't know how I did. I get the impression that a lot of people struggled with it, and that it's going to be tough going forward. When a few people didn't show up this week, I wasn't sure if it was because of the quiz or the chilly weather.

I'm getting to know the students in my class a bit better. I submitted my nomination for MACES executive elections, so I asked the professor if I could quickly introduce myself to the class as a nominee for VP Finance. One of my classmates is also considering running for a MACES position as VP Academic Affairs. We talked a bit about it, and what the executive might look like.

Our instructor is great, and has a lot to offer. You can tell he has industry experience, because he provides real-life examples. He's also very engaging, which is hopefully keeping people's interest. But it is different from undergraduate studies. There you could lean on the professor to get you through your course; now it's more on you to get a handle on what you're doing. For long-term goals, I'm still focused on either the finance or the GCPA program. I'm sure some of the courses are the same, so I have some time to plan with my academic advisor. Either way, I'm looking forward to whatever comes down the pipeline.

Our instructor is great, and has a lot to offer. You can tell he has industry experience, because he provides real-life examples.

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Olusemi 'Davi' Akapo is just one of over 300 new students at the School this semester, but his story is one many can relate to. He's new to Montreal, and it's been five years since he last spent time in a classroom.

Akapo has an undergraduate degree in business administration, and he's enrolled as a part-time student in the Diploma in Accounting to prepare for a career in accounting or finance. He says there were "a couple of factors" involved in his decision to go back to school. "I wanted to bolster my skills to improve my job search in the current economy," says Akapo. "Secondly, both my parents eventually went on to get advanced degrees, and part of me always felt that this was a path I should take too. This will help me do that."



START YOUR JOURNEY:

MAKING THE VIDEO

IMAGINE SEEING YOUR JOURNEY AS A STUDENT AT THE SCHOOL DEPICTED ON YOUTUBE. THAT SURREAL EXPERIENCE WILL SOON BE THE CASE FOR A HANDFUL OF STUDENTS AND ALUMNI, BECAUSE THEIR STORIES INSPIRED THE SCHOOL'S NEW PROMOTIONAL VIDEO.



"We needed a video that highlighted the student experience and could be used at different events," says Elana Trager, Senior Marketing and Communications Advisor. "We wanted to showcase what really sets the School apart, and the benefits of choosing McGill." With the final cut just launched, here's a sneak peek of how it all came together.

"We wanted to showcase what really sets the School apart, and the benefits of choosing McGill."

The video complements the School's 'Learn. Connect. Elevate.' campaign that launched in Summer 2015. The School collaborated with Akufen on the video, who in turn brought in staff from Koze, a content marketing production workshop and motion designer Benoit Fortier. Three of the key players were Sophie Pepin and Gabrielle Lafontaine at Akufen, and Vincent Chabot of Koze.

"Just like the print campaign, we wanted to use real students, and the idea of 'Learn. Connect. Elevate.'"

"Elana provided us with guidelines and the overall strategy behind the type of video required," says Lafontaine. "Just like the print campaign, we wanted to use real students, and the idea of 'Learn. Connect. Elevate.'" To ensure it was as authentic as possible, Lafontaine and Pepin had the opportunity to interview real students and alumni. "It was a no-brainer," says Lafontaine. "They're the ones who go to McGill, so they know what it's like. It was the best part of the whole project, because their experiences are so inspiring. They talked about

their studies, the friends they made, and how they connected with their instructors – it all helped to create the personas in the video."

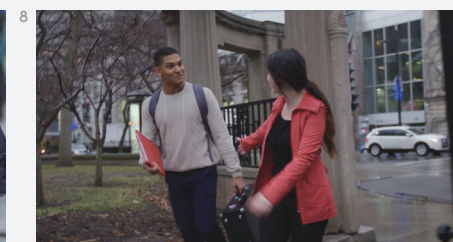
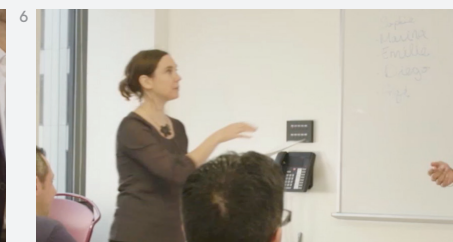
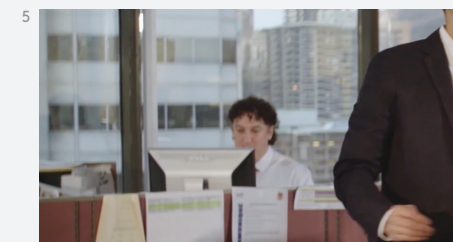
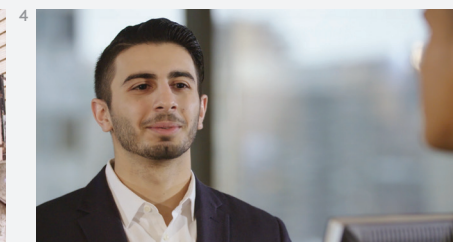
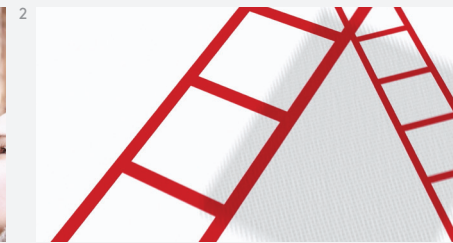
As a result, "every scene in the video is inspired by a real story – nothing was invented," confirms Lafontaine. "When the woman works on her business plan with her teacher, that happened in real life. When she presented it, that happened too."

Even the locations were accurate: the crew shot on location, featuring McGill's Roddick Gates, the School's classrooms, offices and Client Services area, and a shop owned by a current School student. "Being there helped us relate to the story," says Chabot. "Meeting the teachers and the students made it fun and interesting. You could tell they were happy to help – there was a sense of pride."

"As a result, 'every scene in the video is inspired by a real story – nothing was invented,' confirms Lafontaine. 'When the girl works on her business plan with her teacher, that happened in real life.'"

That feeling seems to have rubbed off on the crew. "The whole experience was so inspiring I actually signed up for a course," says Pepin. She'll start an English course shortly.

Until then, the entire team is anxious to present the video to the public. "It's always fun to see people's reactions," says Chabot. "We're excited to see how the McGill community will relate to the story." *H*

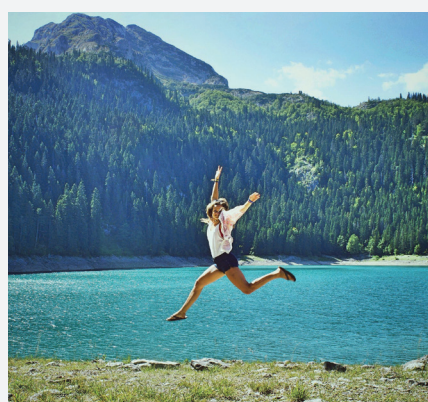
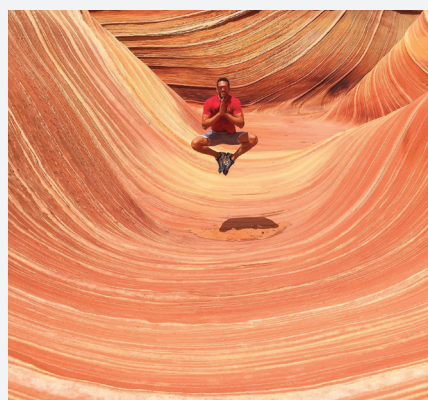


1. Inspired by **Marina Sonin**,^{*} Graduate Certificate in Entrepreneurship
2. "The ladder transitions appear at key moments when they're elevating," says Gabrielle.
3. Inspired by **Masashi Usui**,^{*} Certificate of Proficiency in English – Language and Culture
4. **Sammy Tork**, a representative at Client Services
5. **Johnny Martuccio**, Student Records Manager
6. This scene was inspired by **Natalie Zhayvoronok**,^{*} Certificate of Proficiency in English – Language and Culture
7. This scene was inspired by **Joanne Paquette**,^{*} Certificate in Translation
8. The colour red was used throughout the video by the two main personas in reference to the McGill logo
9. Shot on the 10th floor at the School
10. **Manon Gadbois**, coordinator in the Certificate of Proficiency – French for Professional Communication
11. **Emilie Nketiah**, Career and Transition Advisor
12. **David Horowitz**, instructor in entrepreneurship
13. Shot on the 12th floor at the School
14. Shot on location at B-Lux Boutique & Atelier, owned by current student **Marina Sonin**

^{*} To read their stories, please visit publications.mcgill.ca/continuingstudies/

LEARN. CONNECT. *Jump.*

NADER DIAB WAS 18 YEARS OLD WHEN HE TOOK HIS FIRST FLIGHT. THAT TRIP MARKED HIS EMIGRATION FROM LEBANON TO MONTREAL, AND THE BEGINNING OF HIS WANDERLUST.



Images from Facebook

“BUT I DIDN’T WANT TO JUST BE A TRAVEL BLOGGER. I WAS INSPIRED TO CREATE SOMETHING MORE.”

Ten years later, Diab has travelled to locations around the world, and is now looking to turn his travels into a humanitarian movement. His first step was enrolling in the Diploma in Public Relations and Communications Management.

Diab earned his undergraduate degree in biology; it was during his study breaks that he started travelling. He soon met Imad Berro, a fellow Lebanese-Canadian and enthusiastic explorer. “We started travelling together,” says Diab. “Our first adventure was from Montreal to Hawaii, exploring the west coast in between.” The two documented their trips in photos, and jumping in mid-air became their signature pose. “We started posting our photos on social media, and developed a following. We created an audition video for the *Amazing Race Canada* and had thousands of views. But I didn’t want to just be a travel blogger. I was inspired to create something more.”

That something is Globe Jumpers, which Diab and Berro founded in 2012. Together they want to take their global social media following and establish it as a non-profit.



A big ceremony with all the volunteers we gathered in Burundi



Gobi Desert Mongolia with Aya

“My background is in biology, but I’m still young and still learning,” says Diab. He had already completed a Spanish course at the School, and returned to speak to an advisor. The advisor recommended the Public Relations and Communications Management program because it includes courses in non-profit communications, fundraising and philanthropy. Diab is now working full-time as a laboratory technician and continuing his studies part-time.

With a strong social media following and a website set to launch this spring, Diab wants to inspire others to follow their dreams and give back. “We began by posting to Instagram. Now we’re on Facebook and Twitter, and our website is launching this spring.” It will feature the pair’s photos and videos, as well as their humanitarian work. Diab and Berro have volunteered in Burundi, spoken to students in Quebec elementary schools, and filmed a travel documentary with Berro’s sister Aya, who has Down’s syndrome.

Diab’s vision for Globe Jumpers is to serve as a global hub for travellers, volunteers and fundraisers, and bring them together to make positive change in the world. “Yes we want to travel, but we also want to help others.” Armed with what he’s learned in his program, Diab hopes to “take Globe Jumpers to the next level.” *H*

Q&A

WITH EY

For students who attend the School in hopes of elevating their job prospects, it's encouraging to hear that your skills are in demand. That's the feedback provided by EY, one of the world's most respected professional services firms. Their Montreal office has consistently recruited accounting students from the School's programs.

"McGill's academic programs are well reputed and recognized internationally," says Georgia Tournas, Senior Manager in Assurance at EY and leader of campus recruiting. "The quality and professionalism of its graduates has not gone unnoticed." As a result, she and Ingrid Chénier, People Consultant and Campus Recruiter at EY, have a formal recruiting relationship with the University for CPA internships in their external audit department. "We hire approximately 50 new graduates a year in Montreal," says Chénier. "We want them to reflect diversity in their skills, perspectives, backgrounds and cultures."

We asked Tournas and Chénier to tell us why our students stand out from the pack.

EY is a global firm. Can you tell me a bit about the Montreal office?

Globally we have over 210,000 employees. We've been in Canada for over 150 years, and what started with just a few employees offering restructuring work has grown to 800 people in Quebec. We're much more than an auditing firm; our offerings include taxation, transaction advisory and other advisory services that continue to transform amidst the changing environment.

What are you looking for when you're hiring someone?

We're looking for people interested in pursuing their CPA Auditor designation. After that, we're looking for high-performing individuals committed to reaching their full potential while helping our clients achieve theirs.

We also look for well-rounded people who have previous work experience, are successful academically and get involved, whether it's in an organization, a committee or a personal activity. We are focused on making sure our recruits share our values and vision.

Why do you actively recruit from McGill University?

Our national recruiting leader is based in Toronto, but he's said that if he could hire everyone from McGill, he would! You can spot them – they are globally minded.

What do new recruits do when they start working at EY?

Graduates begin by building their core competencies in accounting and auditing. They work in teams, and are given responsibility early on for building their relationships with clients and completing quality work. We really view external audit as the launch pad to their career.

Are there any McGill alumni currently on your staff that stand out, and why?

There are so many McGill alumni who stand out I don't even know where to begin! McGill alumni are among our staff, managers and partners, and they continue to demonstrate their commitment to the firm, our clients, and our communities every day through their hard work.

Would you recommend hiring a McGill School of Continuing Studies student or graduate to others?

Absolutely, which is why we actively hire them ourselves! Mature and international students bring a different understanding. We want well-rounded individuals who can apply their experience to their work. One of our colleagues at EY had a first career in biotechnology; now he's a manager here. When we meet with scientists to discuss their business, he brings his past expertise to the table, and that's an asset.

What advice would you give to a potential or current McGill student who aspires to work at EY?

We want recruits to stay true to who they are. Be yourself, be authentic, and show people who you are. You want to work in a place that shares your values.

Take the time to identify your strengths, and what sets you apart from the crowd.

Participate in as many recruiting activities as possible to make connections and get to know the people who work at the firm. Take the time to research EY to make sure you understand who we are, and what values our firm is based on.

Any final words of advice?

At EY, all of our activities collectively play a role in building a better working world. It's the pride in what we do, more than the economic gain. We're looking for individuals who are ready to join us on our journey. *H*



Ingrid Chénier,
People Consultant and
Campus Recruiter at EY



Georgia Tournas,
Senior Manager in Assurance
at EY and leader
of campus recruiting.

LIGHTS, CAMERA, ACTION!

This fall the spotlight once again shone on the talented international students and graduates of the School's Certificate of Proficiency – Language and Culture programs in both English and French. Over 20 individuals participated in the annual *McGill's Got Talent*, which highlights the students' abilities and passions.



"It's been a tremendous success from the beginning," says Kevin Callahan, a faculty lecturer and senior program coordinator for the School's Certificate of Proficiency in English – Language and Culture program. "It just gets bigger every year."

The event is the brainchild of instructor Devaki Groulx, who has taught at the School for over 30 years, and now serves as the master of ceremonies for each event.

"We were constantly meeting students who had very special talents, and Devaki thought it would be great to showcase this," says Callahan. "Past highlights include performances by an incredible opera singer from Ukraine, a jazz musician from Japan, dancers from Africa, and a young woman from the Philippines who performed with Bryan Adams at Place des Arts. One performer, a magician from China, is no longer a student, but he continues to perform at all our events because he's so popular."



Vietnamese. "It's a big production, and all the work is done by students, staff and volunteers. It's a bonding experience."

The event is also a showcase for the School's multiculturalism, and was especially timely this year. The red curtain went up at the Montreal Marriott Chateau Champlain on November 20, only a week after the terrorist attacks in Paris. As a result, the group was eager to put on "an optimistic show. It was an opportunity to make a positive statement that people of different cultures can live together in harmony," says Callahan. *H*

PARTENARIATS ET FORMATIONS: LA CLE DE NOTRE SUCCÈS!

Plusieurs fois par année et dans différentes villes du monde, la maison d'édition française CLE International organise, en collaboration avec ses partenaires institutionnels, des activités de formation destinées aux enseignants de français.

Le 29 octobre dernier, CLE International et l'École d'éducation permanente ont offert, une journée de formation intitulée *Enseigner le français dans le contexte québécois : défis, approches et perspectives*. Cette journée CLE-McGill était en fait la deuxième que nous organisons à Montréal.

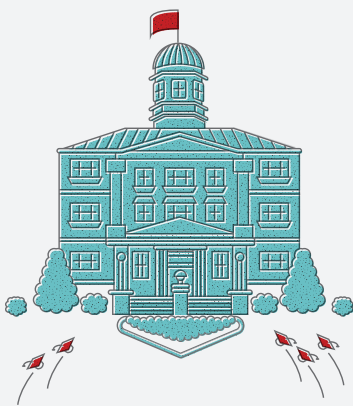
Pour nous, cet événement visait un triple objectif : réunir des enseignants pour une rencontre à la fois professionnelle et conviviale, consolider nos relations avec nos partenaires et remplir un des volets de notre mission académique.



Une centaine de personnes ont participé à la journée CLE-McGill. Elles venaient de différentes régions et représentaient différents établissements scolaires, mais elles partageaient toutes une même passion : l'enseignement du français. Pendant la journée, les participants ont non seulement pu se former et s'informer en prenant part à une variété d'ateliers, mais ils ont aussi eu l'occasion d'échanger des idées, de partager des expériences et de développer leur réseau de contacts.

Le Département des langues et de la communication interculturelle était responsable de l'organisation locale de cet événement. Ce faisant, nous avons consolidé nos liens avec différents partenaires : CLE International, bien sûr, mais aussi le Centre d'enseignement du français, qui a collaboré avec nous à l'organisation de cette journée, et la librairie Michel-Fortin, qui alimente en manuels pédagogiques plusieurs de nos étudiants.

L'organisation d'événements à orientation pédagogique fait partie de notre mission académique et de notre plan stratégique. Pour cette raison, et aussi parce que ces journées récoltent beaucoup de succès auprès des enseignants, d'autres formations CLE-McGill sont à prévoir au cours des années à venir. À la prochaine! *H*



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The Next Page

LEARN. CONNECT. ELEVATE.

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