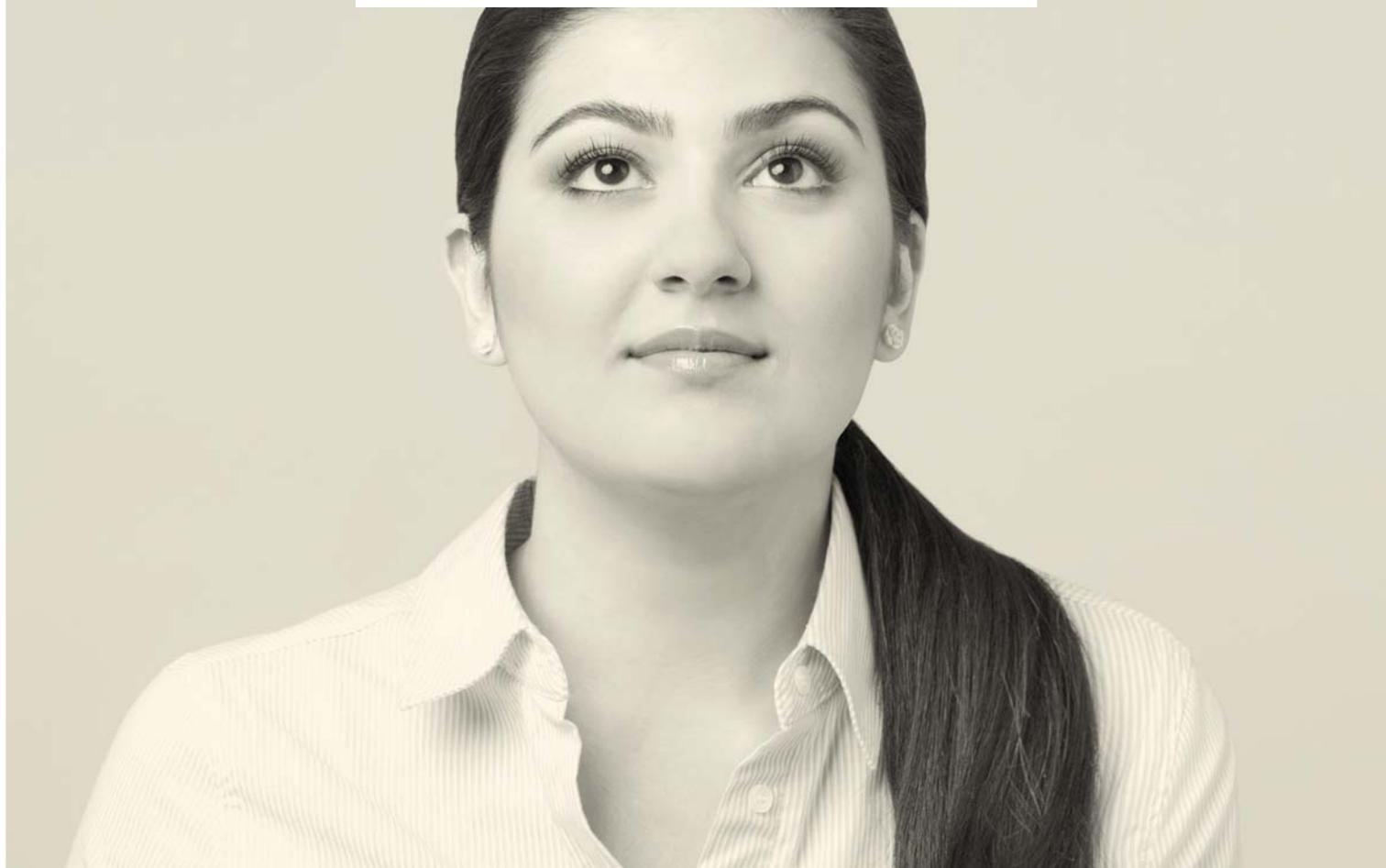


# THE NEXT PAGE

FOR WHAT  
YOU'VE  
GOT IN MIND.



## INSIDE

### MESSAGE DE LA DOYENNE

La famille s'agrandit

### MESSAGE FROM THE DEAN

Our Expanding Community

### NEW WORKSHOPS PROVIDE READY-TO-GO SKILLS

Dozens of Choices for Wide Audience

### NEW WRITING CENTRE TO SERVE ENTIRE UNIVERSITY

Doing It Write at McGill

PAGE 2

### HONORARY DOCTORATE

Herménégilde Chiasson: The Great Gift of Knowledge

PAGE 3

### ALUMNI PROFILE

Paul Lévesque, President, Pfizer Canada Inc.

PAGE 4

### SPANISH, PROFESSIONALLY SPEAKING

Communicating Effectively in the Hispanic Business World

PAGE 6

### NEW PROGRAM GIVES ABORIGINAL STUDENTS VALUABLE SKILLS

Many Travel to McGill from Across Canada

PAGE 8

PAGE 10

PAGE 10

PAGE 11



**McGill**

School of  
Continuing Studies

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## MESSAGE DE LA DOYENNE

# LA FAMILLE S'AGRANDIT

**« Apprendre est une source de plaisir pour toute la vie.  
C'est un processus quotidien éternellement renouvelé. »**  
– Herménégilde Chiasson

D<sup>RE</sup> JUDITH POTTER – DOYENNE DE L'ÉDUCATION PERMANENTE

Dans ce numéro consacré aux partenariats, nous sommes fiers de vous présenter certaines des réalisations conjointes actuellement en cours à l'EEP. En nous associant avec de nombreuses facultés et unités de McGill, ainsi qu'avec de nombreux secteurs de l'industrie et associations professionnelles, nous offrons des possibilités d'apprentissage innovantes dans notre milieu tout en élargissant notre auditoire au Canada et dans le monde entier.

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Le présent numéro est consacré à notre communauté en évolution. Autrefois, un tel numéro aurait réuni des articles sur la vie dans nos locaux de la rue Sherbrooke. Aujourd'hui, grâce à l'interconnectivité croissante dans le monde et par le biais de nombreuses initiatives locales en pleine expansion, nous avons réussi à entrer en contact avec de nouvelles communautés d'apprenants, d'enseignants et de partenaires, peu importe où ils se trouvent. C'est avec plaisir que je vous présente les nouveaux membres de notre famille.

À titre d'exemple, nous sommes en train de tisser des liens avec des apprenants en Chine où une équipe représentant l'Université McGill a exploré les possibilités de partenariats avec diverses organisations et institutions chinoises. À Montréal, nous avons accueilli soixante-six étudiants des quatre meilleures universités japonaises dans le cadre d'un programme intensif d'immersion anglaise fait sur mesure.

De plus, une autre de nos équipes vient d'établir un partenariat remarquable avec l'Arabie saoudite où notre expertise en matière de coordination, de formation et didactique des langues sera mise à contribution dans la gestion d'un programme d'un an pour mille étudiants dans la ville industrielle de Jubail.

Plus près de nous, nous rejoindrons un cercle élargi d'étudiants par le biais du McGill Writing Centre, une nouvelle initiative conçue pour soutenir toutes les formes de communication écrite de diverses façons : cours, ateliers, tutorat et aide en ligne, ici à McGill et ailleurs.

Pour créer un environnement d'apprentissage stimulant, il est important de reconnaître le travail d'individus qui, par leur engagement et leur dynamisme, inspirent collègues et étudiants à se surpasser. Dans cet esprit, nous avons remis aux chargés d'enseigne-

ments Raad Jassim et Éric Dupont le Prix d'excellence en enseignement pendant la cérémonie de remise des diplômes du printemps.

À l'occasion de la même cérémonie, l'Université McGill a remis à Herménégilde Chiasson, artiste polyvalent et ancien lieutenant-gouverneur du Nouveau-Brunswick, un doctorat honorifique en littérature. Nous sommes très heureux de compter une personne de cette qualité dans nos rangs. Comme nous, monsieur Chiasson croit que l'apprentissage continu joue un rôle crucial dans la recherche du succès et du bonheur.

Par ailleurs, Paul Lévesque, un autre apprenant particulièrement inspirant reconnaît que c'est pendant son passage dans notre programme de management qu'il a acquis les habiletés qui lui ont permis de réussir dans son domaine aux échelons les plus élevés. Monsieur Lévesque est l'actuel président de Pfizer Canada, une des plus grandes entreprises pharmaceutiques du pays.

Au fur et à mesure que s'élargira notre programme de développement de carrière et perfectionnement professionnel – notamment plus de quarante nouveaux ateliers et séminaires de formation cette année – nous guiderons d'autres étudiants qui suivront la trace de monsieur Lévesque pour peut-être devenir un jour dirigeants d'entreprises et d'organismes.

Pour conclure, je vous invite cordialement à vous investir pleinement dans la vie de l'École d'éducation permanente et à profiter des nombreux bienfaits de l'éducation permanente dans une communauté dynamique et passionnée avec tous nos enseignants, apprenants, employés de soutien, partenaires et anciens.

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## MESSAGE FROM THE DEAN

# OUR EXPANDING COMMUNITY

**“Learning creates such great pleasure throughout your life.  
It’s an ongoing daily and lifelong process.”  
– Herménégilde Chiasson**

DR. JUDITH POTTER – DEAN OF CONTINUING STUDIES

Welcome to our Community issue. Years ago, a community issue would have focused primarily on events and activities taking place at 688 Sherbrooke Street West. Today, thanks to the increasing connectedness of the world, as well as through many expanding local initiatives, we have been seizing opportunities to reach new communities of learners, teachers and partners, wherever they are. This issue highlights that blossoming growth.

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For example, we are connecting with learners in China, where our team travelled recently on behalf of McGill to discuss partnerships with various Chinese organizations and institutions. Locally, this summer we hosted 66 students from four of the top Japanese universities for a specially tailored intensive English immersion program.

Another team has just set up an impressive partnership in Saudi Arabia, where our program coordination, training and second-language teaching expertise have been tapped to lead a year-long 1,000-student program in Jubail Industrial City.

Within McGill, we will be reaching an entirely new community of students through our recently opened McGill Writing Centre, an exciting initiative designed to help bolster all forms of written communication, through courses, workshops, tutoring and online support, at the university and beyond.

Part of nourishing a learning community includes regularly acknowledging individuals who, through their commitment and drive, inspire their students and peers to greater successes. In that spirit, we presented Raad Jassim and Éric Dupont with the Award for Distinguished Teaching at Spring Convocation.

Also at Convocation, McGill bestowed on Herménégilde Chiasson, a multi-talented artist and the former Lieutenant-Governor of New Brunswick, an honorary Doctor of Letters degree. We are thrilled to have such an accomplished individual in our community. Like us, he embraces the notion of lifelong learning as a crucial part of everyone’s success and happiness.

Another inspiring individual in our community, Paul Lévesque, credits the skills he learned while earning our Diploma in Management with helping him succeed in the upper echelons of business. He is currently the president of Pfizer Canada, one of the largest pharmaceutical firms in the country.

As our career and professional development offerings continue to expand – including more than 40 new workshops and training seminars this year – we look forward to nurturing new students who, like Paul Lévesque, may one day lead companies and organizations.

Finally, I invite you to participate fully in the School of Continuing Studies to experience first-hand the myriad benefits of lifelong learning in a truly vibrant community of committed and dynamic teachers, learners, support staff, partners and alumni.



PHOTO: CLAUDIO CALIGARIS

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DOZENS OF CHOICES FOR WIDE AUDIENCE

# NEW WORKSHOPS PROVIDE READY-TO-GO SKILLS

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What's the best place in Montreal to pick up instantly usable career- and life-enhancing skills from professionals, entrepreneurs and business experts, *and* get a resumé-worthy McGill attestation? The answer: At Career and Professional Development's newly launched series of workshops and training seminars. Heading up over 40 practical and relevant short-term offerings, recognized industry leaders and educators are sharing their valuable insights and professional acumen in areas ranging from business and communication skills to personal growth and marketing and sales strategies.

"We've designed our workshops to provide valuable skills as quickly as possible. Learners will come away with important tools, tips and techniques that they can employ right away in their business, professional or personal lives," says Inna Popova, Associate Director, Professional Development and Corporate Training. "These offerings will appeal to a wide range of individuals who would like to get solid professional and personal 'how-to' type skills. And our schedule offers a variety of options – during the day, at night or on weekends."



*Inna Popova, Associate Director, Professional Development and Corporate Training*

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## INSTRUCTORS ARE LEADERS IN THEIR PROFESSIONS

"A really important part of our programming is the quality and experience of our instructors," continues Popova. "We have unmatched professional talent who share their insights and hard-won expertise." Instructors for upcoming workshops include Michael Kamel, the Director of Strategy & Business Development at Bombardier Aerospace, who covers project risk and innovation; Guy Martel, Director of Lean Solutions Practice at Fujitsu, who shares lean business practices; Robert Boyer, Lead Architect, Security Services, Standard Life, who teaches computer security; and Pinny Gniwisch, founder of online jewellery store ice.com, who heads up the Marketing Power of Social Media.

Lloyd Bartlett, an MBA and engineer, will be leading several workshops on project management, an area that he knows very well, given his 25 years of experience in that realm. Bartlett is enthused about the new shorter format offerings: "These will be great for providing people with tools and approaches they can apply immediately. I'm sure there will be lots of 'aha' moments along the way, as the instructors divulge their secrets and best practices and demonstrate the tools of their trades."

Ann Brosseau, who has vast experience in psychology, sociology, adult education, management and training, and leads a variety of human resources-related workshops, concurs on the new format: "I really enjoy seeing participants gain skills on the spot and share how they will be using what they learn in the workplace. I love addressing practical questions like 'How can I apply this in my organization?' and 'How could I use this in such-and-such a situation?'"

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PHOTO: RYAN BLAU



### LEARNING BEST PRACTICES SAVES TIME, MONEY AND HEADACHES

One popular workshop is Consultative Selling Skills, led by Giovanni Di Girolamo. This is not surprising, given that a quick scan of job postings shows that highly skilled and specialized sales professionals are very much in demand. As well, some formerly non-commercial environments now require employees to develop sales skills in addition to their core competencies. According to Popova, “The kind of guidance and valuable tips Giovanni provides are typical of our workshops. Students can take these into the office the next day and put them into practice.” Susan Glazer, a recent graduate of Di Girolamo’s workshop, couldn’t agree more: “Great course – I was able to start using Giovanni’s techniques right away.”

Another popular workshop that’s already been run twice – and has attracted everyone from a professional athlete to recent retirees planning to start small businesses – is From Idea to Launch: Transforming Business Ideas into Reality. In this intensive week-long course, Gillian Pritchett, a chartered accountant with entrepreneurial experience in several countries, provides her students with a very practical toolkit to help turn good ideas into entrepreneurial success. Not surprisingly, the word is out on this workshop, which is bringing in people from Toronto and Ottawa.

### MEETING THE PROFESSIONAL DEVELOPMENT NEEDS OF MANY SECTORS

According to Popova, many of these new workshops are vital because they directly maintain and enhance the knowledge, skills and competencies of working professionals. “We have partnered with many organizations [see sidebar] to recognize and promote our courses and workshops. Their members learn new skills while earning continuing professional development units, which are now mandatory in so many professions. Given the breadth of our offerings, we would like to become the first-choice provider of English-language continuing education solutions for professional orders and associations in Québec.”

### WEBINARS: REACHING PEOPLE WHEREVER THEY ARE

While the majority of the workshops and courses bring people together at 688 Sherbrooke Street West, Inna Popova and her team are expanding the popular webinar format. “In many ways, online workshops are ideal for many topics. We can accommodate a large number of people in an interactive format and at a convenient time, such as at noon on a workday. We offered four webinars in the spring on the topic of Crisis and Reputation Management and they went very well, so we are putting together more for the coming year. The beauty of the webinar is, of course, that people can participate from the convenience of their workplace or home – wherever they can log in.”

### “AFFORDABLE, ACCESSIBLE, APPLICABLE, FLEXIBLE”

If Popova has a mantra about the wealth of workshop offerings that Career and Professional Development is rolling out this year, it comes down to those four words. “Our workshops are for everyone – they’re not limited to business executives. We’re really targeting working professionals and the general public with these because they are so wide-ranging and convenient to take – some during the day, some in the evening, some on weekends, or a combination of those timeslots.” As well as the many other tangible benefits that workshop attendees will enjoy, at the end they receive a McGill attestation. “And no one can deny that looks great on a resumé!” she concludes.

### TO LEARN MORE . . .

Professional Development and Corporate Training workshops cover areas such as Business and Management; Communication Skills; Entrepreneurship; Finance and Accounting; Human Performance; Information Technology; Intellectual Property; Leadership; Marketing and Sales; and Project Management. For full details, go to: [www.mcgill.ca/prodev](http://www.mcgill.ca/prodev)

### SOME PROFESSIONAL ORDER/ ASSOCIATION PARTNERS

Barreau du Québec; Certified General Accountants (CGA), Canadian Institute of Traffic and Transportation (CITT), Certified Management Accountants (CMA), International Institute of Business Analysis (IIBA), Ordre des administrateurs agréés du Québec (ADMA), Project Management Institute (PMI)

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## DOING IT WRITE AT MCGILL

# NEW WRITING CENTRE TO SERVE ENTIRE UNIVERSITY

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How important is good writing in the Twitter and Facebook era? Can today's students easily make the transition from texting to essay writing? How do you write for an academic or professional audience? The brand-new McGill Writing Centre (MWC) is ready to help answer questions like these, while supporting many key writing activities, both inside and outside the Roddick Gates.

Located in the McLennan-Redpath Library and officially open since September, the MWC offers a large number of writing courses that were previously given by different units, including the Faculty of Arts and the Faculty of Education. As well, the Centre will expand the scope of writing support at the university into areas such as workshops, individual tutoring and online resources.



*Dr. Sue Laver,  
Director,  
the McGill  
Writing Centre*

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## MCGILL STUDIED BEST PRACTICES AT OTHER UNIVERSITIES

Over a year ago, the Deputy Provost (Student Life & Learning) commissioned an in-depth review of many writing centres and programs at North American institutions such as Purdue University and the University of Alberta. Dr. James Archibald, Director of Translation & Written Communication and a member of the MWC steering committee, notes that “The study clearly indicated that a writing centre could offer services of enormous value to McGill.”

The University chose the School of Continuing Studies as the administrative home of the MWC because it has strong ties with McGill faculties and schools, regularly offers specialized writing courses, and has extensive translation, language-teaching and intercultural expertise, as well as partnerships and outreach initiatives with numerous organizations, professional orders and associations.



*MWC  
Faculty Lecturer  
Carolyn Samuel  
and student*

## PROMOTING THE IMPORTANCE OF STRONG WRITING SKILLS

The MWC's primary activities – courses, workshops and tutorials for undergraduate, graduate and continuing studies students – will put the emphasis on enhancing students' writing techniques rather than just pointing out grammatical errors. "A large part of our focus," Archibald continues, "is to foster the solid writing skills that every student needs to succeed at university and that individuals require in their professions."

Dr. Sue Laver, the MWC's Director, notes that by far the most common problem that students experience is the difficulty of transforming their ideas and insights into an organized and coherent piece of writing. This is the case, Laver points out, for undergraduate, graduate and continuing studies students alike, whether they are anglophones, francophones or allophones. Laver encourages students to "take MWC courses as early in their university career as possible. They need to make sure they can write clearly and coherently, regardless of their program or intended career. Learning to write well really does increase your chances of academic and professional success."

## A WIDE RANGE OF COURSES FOR ALL LEVELS

The MWC offers writing-across-the-curriculum courses at the undergraduate and graduate levels for both native and non-native speakers and writers of English. As well, many faculty-specific courses are available for students in disciplines such as engineering, social work and nursing. Based on her meetings with faculty representatives over the past six months, Laver anticipates increased demand for courses designed to enable students to meet the communications expectations of their future employers.

At the graduate level, students can benefit from taking courses in which they can work on a chapter of their thesis. As the MWC evolves, it will also offer graduate workshops and seminars tailored to assisting graduates and post-docs in specific areas. Laver points out that graduates and post-docs who seek assistance with their academic writing are also likely to see an improvement in the quality of their grant applications.

Given the School of Continuing Studies' historical focus on writing for specific purposes, the MWC will continue to offer courses for fields such as public relations and management, which both help professionals succeed in their current jobs and enable them to move into new areas. Other offerings may include courses in specialty areas such as scientific and technical writing, depending on the needs of the marketplace.

## PARTNERSHIPS TO BENEFIT STUDENTS AND INSTRUCTORS

Since it's located in the McLennan-Redpath Library, the MWC is close to important resources such as liaison librarians, who can help students and instructors find publications that will enhance their writing and research activities. As well, the MWC will consult with experts from Teaching and Learning Services (TLS) on the best instructional practices and latest teaching technologies. To help graduate students with their writing needs, the MWC will collaborate with SKILLSETS, a professional development initiative of Graduate and Postdoctoral Studies (GPS) and TLS.

Laver is encouraged and excited by the level of interest in the Centre and the range of possibilities ahead. "The launch of the MWC has stimulated lots of contact and a clear desire for cooperation and collaboration. We are consulting with faculties, departments, instructors and student organizations, and we are already in the process of adapting existing courses, developing faculty-specific courses and exploring the possibility of co-teaching with subject-matter experts."

While some faculties and units may continue to offer their own writing courses, Laver says that "the MWC can also provide advice and support for them if requested." Through all these laudable activities, Laver is confident that over time, "The MWC will contribute significantly to McGill's recognition as a world-class institution."

## CENTRE WILL CONTINUE TO EXPAND SERVICES

In addition to running both credit and non-credit courses, the MWC will offer workshops and seminars on relevant writing topics that will appeal to students who may not have the time to take a semester-long course but still need writing support. As well, in the near future the Centre plans to launch a one-on-one tutoring service for students who require more immediate and personalized assistance with specific writing issues or assignments.

Another important feature of the Centre will be a dynamic online presence. The MWC's website ([www.mcgill.ca/mwc](http://www.mcgill.ca/mwc)) will list all available writing courses and also include pertinent information and links to online writing resources at McGill and beyond. Laver says that the website will add an important dimension to the Centre's role, "especially for students who do not have time to drop by the Centre or who are busily dotting their *i*'s and crossing their *t*'s outside our opening hours."

PHOTO AT LEFT AND ABOVE: RYAN BLAU

## HERMÉNÉGILDE CHIASSON: THE GREAT GIFT OF KNOWLEDGE

“EVERYONE IS A TEACHER, EVERYONE IS A STUDENT”

PHOTO: HERMÉNÉGILDE CHIASSON



by Kathe Lieber

With hindsight, his career path makes a certain kind of sense. Start out in a small francophone village in New Brunswick, develop a thirst for knowledge and insatiable curiosity, apply a healthy dose of self-discipline and openness to the world. What do you get? In the case of Herménégilde Chiasson, you get a poet, playwright, artist, editor, filmmaker and former Lieutenant-Governor of New Brunswick. That’s a bit of a tall order, but Chiasson, who received the honorary Doctor of Letters degree at Spring Convocation on May 30, doesn’t take himself too seriously. He says, with characteristic modesty, that his life has just evolved that way.

Chiasson’s beginnings were modest. “I started my education in a two-room school in St. Simon in northern New Brunswick. The dropout rate was high: my class started out with 33, and by Grade 12 we were down to three. My father couldn’t read or write and my mother wrote phonetically, but she believed in education. She was a very strong woman. She’s the one who made us aware that learning was the way out.”

Chiasson considers himself a fortunate beneficiary of former New Brunswick Premier Louis Robichaud’s educational reforms. But

there were few, if any, role models in those days. “If you went into the arts, you were losing your soul and mind. I had to resign myself to the fact that my mind was artistic.” And so he embarked on a life of simultaneous work and learning. His passion for education is reflected in his long list of diplomas from Canadian, U.S. and French universities. And studying in both of Canada’s official languages was a way of seeking balance, he recalls: “I had all these French ideas in my head, yet I saw myself as American in the continental sense.”

A student till the age of 32, he developed a highly productive routine. “I was working full time at Radio Canada and writing a book at the same time. So I’d get up at 6 a.m. and make myself write five pages a day.” That kind of dogged determination resulted in the production of more than 25 books, 15 films, 30 plays and a dozen set designs. A lifelong advocate for culture and the arts, he is never reluctant to speak about the pivotal role of the arts and lifelong learning.

Chiasson says he was particularly pleased to have his honorary degree conferred by the School of Continuing Studies. “Learning creates such great pleasure throughout your life. It’s an ongoing daily and lifelong process: everyone is a teacher, everyone is a student.”

One huge milestone that seemed to come out of left field was his appointment as Lieutenant-Governor of New Brunswick (2003–2009). His proudest accomplishment while serving in that role was making culture part of the public discourse. “Culture relates us to our identity. Every great thing starts with culture. When a dictatorial regime takes over a country, the first thing they do is silence artists and the media.” He has always been a strong advocate for Acadian culture. “Our history is very different from Quebec’s. *Acadie* has a huge diaspora, a million strong, with a strong identity.”

The citation for Chiasson’s honorary degree puts it well: “Herménégilde Chiasson embodies the values of university continuing education and upholds the ideals of McGill University through achievements and accomplishments of the highest order. Creativity, excellence, public service and commitment to learning – and the nurturing of these civilizing forces in others – have been hallmarks of his distinguished career.” Chiasson puts it more simply: “Everything is rooted in curiosity.”

## PROFILE OF RAAD JASSIM WINNER OF THE AWARD FOR DISTINGUISHED TEACHING



Raad Jassim with McGill Principal Heather Munroe-Blum

WITH YOUR BACKGROUND IN ENGINEERING, ARCHITECTURE, URBAN PLANNING, MANAGEMENT AND FINANCE, AS WELL AS PROJECT MANAGEMENT AND REAL ESTATE, YOU SEEM TO BE A ONE-MAN UNIVERSITY. DO YOU HAVE TROUBLE LIMITING DISCUSSIONS IN YOUR FINANCE COURSES TO JUST FINANCE?

[Laughs] Well, I tell my students that finance does not exist in a vacuum. It is all about real-life issues, which we cover in our class work. For example,

my students may do assignments on engineering projects, financial evaluations or securities. My background helps bridge all of these fields, which is important when we bring Wall Street and Bay Street into the classroom. That way, they will appreciate how things are connected and all the variables that affect the world of finance.

HOW LONG HAVE YOU BEEN TEACHING AND WHAT DO YOU TEACH HERE?

I’ve been teaching here since 1995. I have a long history at McGill. I’m a two-time graduate, first with a Master of Urban Planning degree at the Faculty of Engineering and then I earned a Diploma in Management (Finance Major) from Continuing Education back in 1993. I’ve probably taught the whole spectrum of finance courses at SCS. As well, I teach at other universities in Canada, the U.S. and Europe.

#### WHAT MOTIVATES YOU TO TEACH?

Teaching is my passion! It's my hobby, actually. [Laughs] My professional background is as an architect and a chartered administrator – I consider those positions to be 9-to-5-type jobs. But as a teacher it's different – if I'm up at 1:00 or 2:00 am responding to student requests by email that's because it's my hobby. It's very satisfying for me to share my time and expertise with my students.

#### HOW DO YOU ENGAGE YOUR STUDENTS TO FACILITATE LEARNING?

As a subject, finance theories can be rather dry, so depending on the class, I first try to make students comfortable by welcoming them with greetings in different languages like Spanish, Chinese and Polish. Often at the beginning of class we talk about important current financial events and news. In the classwork, I use these topics as a pivot to get into the course curriculum. When covering complex material, I'll take a break after 15 minutes and ask, "Is that clear?" And so it doesn't get too monotonous, I try to lighten things up with humour.

In terms of materials, I use detailed outlines so they can see everything that we will be covering and what their responsibilities are. I might show videos or CBC financial documentaries. I also strive for a lot of interaction. In terms of assessment, I give quizzes and go over them right away to assess how much knowledge students are acquiring. I want to assess their learning well before class tests, so I give them assignments, projects and presentations, too.

#### WHAT DO YOU WANT STUDENTS TO TAKE AWAY FROM YOUR COURSES?

Financial knowledge that they can apply to their personal or professional situations. I want to make sure they take something away above and beyond any certificate or diploma they may earn – something they will remember for the rest of their lives.

#### HOW DO YOU FEEL ABOUT RECEIVING THIS AWARD?

It's been very rewarding and encouraging. I have a lot of respect for this new designation and will strive to maintain a high standard of teaching that's worthy of the award.

## PROFILE OF ÉRIC DUPONT WINNER OF THE AWARD FOR DISTINGUISHED TEACHING



Éric Dupont with McGill Principal Heather Munroe-Blum

YOU ARE ALSO A NOVELIST AND A TRANSLATOR, WHICH ARE SOLITARY ACTIVITIES QUITE DIFFERENT FROM TEACHING. WHAT MOTIVATES YOU TO ENTER A CLASSROOM?

I'm actually a very sociable person. While I do need long hours of solitude, there is a part of me that wants to share knowledge, tell stories and interact with people.

#### WHAT DO YOU LIKE MOST ABOUT TEACHING AND WHY?

How motivated the students are – and their thirst for knowledge. Also, I love it when they find jobs in translation, which is often the point of their studies. That's especially true when it's someone from abroad – a little victory over adversity because many of them find that their foreign degrees are not recognized in Canada.

#### WHAT DO STUDENTS LIKE ABOUT YOUR COURSES?

I have a very good memory for each student's progress. It's a gift really, and it impresses them. I remember their work from one assignment to the next over many weeks, so I might say, "Well, Joanne, I see you're still forgetting to add that second 'r' to 'embarras.'" Some people can sing – but at least I can do that! Also, I bring lots of recent articles and texts into the classroom. They love it when I show them some of my own translations and discuss the nuts and bolts of the translation business – to give them insight into the life of a freelance translator.

#### HOW LONG HAVE YOU BEEN TEACHING AT MCGILL AND WHAT DO YOU TEACH?

I've taught here since 2003. There are four levels of Translation courses and I usually teach levels 2 and 3, as well as the Précis-Writing course and theory courses at the graduate diploma level.

#### HOW DO YOU ENGAGE YOUR STUDENTS TO FACILITATE LEARNING?

In the classroom I use the computer a lot – my projector's always on. I put up summaries of their work and go over the issues – what works, what doesn't. While I am very strict in my marking, I'm also conscious that you have to be tactful. I also like to tell amusing stories – my students laugh a lot.

In terms of class structure, I use a mix of independent, group and class activities. That's essential because when they arrive after a hard day's work or a big meal, you have to keep them awake! [Laughs] So, I'm very well prepared and entertaining.

#### HOW DO STUDENTS RESPOND TO YOUR SELF-DESCRIBED "STRICT" APPROACH TO MARKING?

When you teach translation, you touch something very sensitive. Language goes to the heart of our identity: not only our national identity but our personal identity. Every sentence that we utter, every word that we use, every text that we write is a mirror of who we are – the sum of our experiences. So I warn my students: "I may tell you things about the way you speak and write that you will find difficult to accept. Think of this as an opportunity to explore all the dimensions and possibilities of our language."

#### DO YOU DO ANYTHING WITH YOUR STUDENTS OUTSIDE THE CLASSROOM?

Since I'm well connected in the local literature and theatre communities, I've been able to draw on that. For example, a local theatre troupe – Théâtre de l'Opis – was putting on *Une Maison propre* [*A Clean House* by Sarah Ruhl]. I invited the translator, Fanny Britt, into the classroom. So, we studied the play and Fanny's translation, then we went to see the play at Place des Arts. They really loved that.

#### HOW DO YOU FEEL ABOUT RECEIVING THIS AWARD?

I'm very happy about it. I like to think that it's an award for me and my students because teaching is a communion among many people – we learn a lot and become different together.

PHOTO BOTTOM LEFT AND ABOVE: OWEN EGAN

## ALUMNI PROFILE: PAUL LÉVESQUE, PRESIDENT, PFIZER CANADA INC. VALUES SOFT SKILLS ACQUISITION AND ENCOURAGES HIGH ASPIRATIONS



WHAT IS YOUR BACKGROUND AT THE SCHOOL OF CONTINUING STUDIES?

After completing a BSc at Université Laval, I earned the Diploma of Management in 1992 to complement my scientific background with management and marketing skills. I chose McGill for its reputation and because I wanted to study in English.

WHERE WERE YOU WORKING AT THE TIME AND WHAT WERE YOUR ASPIRATIONS?

I started my career in the pharmaceutical industry working at Upjohn

in sales, sales training and marketing. I aspired to climb the ladder with the hope of one day leading a Canadian affiliate.

WERE THERE ANY INSPIRING INSTRUCTORS?

James Archibald, my Organizational Behaviour teacher. At the time, I was more interested in economics, marketing, accounting and market research. Dr. Archibald made me realize that there is nothing more important than soft skills and organizational development.

DO YOU HAVE ANY AMUSING ANECDOTES ABOUT YOUR TIME HERE THAT YOU CAN SHARE?

One evening, in a Decision Process in Marketing Management class, we had to review a case study about a major Tylenol recall and try to explain business options that should be considered. At this point, we did not know the decision that the company would make in the real-life situation. I ended up presenting what the company did, while the entire class thought that approach was not feasible. My unique perspective got the grade (92%)!

WHAT INVALUABLE LESSONS OR SKILLS DID YOU LEARN THAT YOU USE IN YOUR CURRENT PROFESSIONAL LIFE?

I learned that soft skills are just as important, or even more important, than hard skills. By soft skills, I mean how you deal with people – the interpersonal skills. For example, how you engage people in times of uncertainty, how you provide constructive feedback, how you promote in a transparent way without demotivating those who were not promoted, how you coach or train your colleagues, etc. In essence, they are all those personal attributes that enhance a person's interactions with others.

WHAT ADVICE WOULD YOU GIVE CONTINUING STUDIES STUDENTS WHO ASPIRE TO REACH THE UPPER ECHELONS OF THE CORPORATE WORLD?

Set high aspirations for yourself. Canada and the world offer many opportunities – just be open to them all – expected and unexpected! Students should value general culture, language and professional skills as well.

IN AN ARTICLE PUBLISHED IN *THE GLOBE AND MAIL*, YOU SAID, "WE MUST THINK ABOUT HOW TO MAKE OUR WORKFORCE SMARTER AND MORE EFFICIENT. EDUCATION IS THE FIRST KEY." HOW WOULD YOU RELATE THIS TO PEOPLE CONSIDERING TAKING CONTINUING STUDIES COURSES AND PROGRAMS?

In an era characterized by speed, we are confronted with learning more all the time. The continuing education program at McGill fills this need by offering the opportunity to upgrade skills while working full time. This makes the program very rich, as students have real-life examples to assist in the learning process.

PHOTO: PFIZER CANADA INC

## SPANISH, PROFESSIONALLY SPEAKING COMMUNICATING EFFECTIVELY IN THE HISPANIC BUSINESS WORLD

Spanish is making major inroads into Quebec-based businesses. Economic realities like the North American Free Trade Agreement, expanding multinationals, and Montreal-based international organizations like ICAO mean that more and more Montrealers are required to communicate in Spanish with business people in Mexico, Chile, Argentina, Spain and other Spanish-speaking countries.

While many people may have some Spanish under their belts from undergraduate studies, according to Heberto Fernández of Translation & Written Communication, it's probably not sufficient for current linguistic and economic realities: "We frequently see that while many people have a good grasp of the general language and Hispanic literature, they lack the

specialized lexicons and cultural knowledge to be truly effective in the Hispanic business world in areas like administration, business communication and public relations."

Fernández and his fellow instructors have thus tailored the new Graduate Certificate in Professional Communication (Spanish) to helping business people succeed in Spanish-speaking milieus. "This program will accelerate students' ability to express themselves properly, both orally and in writing, in specific Hispanic contexts. To do that, we get right into the culture behind the language, and this is a big part of being effective – to know how to function in Spanish in a modern professional environment. That's not something you're likely going to learn on the job."

As well as taking the new program's core professional language and communication courses, students choose two complementary courses in areas such as Hispanic Organizational Culture, Advanced Précis-writing and Text Revision. Fernández says that the majority of students should normally complete the diploma in two years, though the benefits will be apparent from the outset: "We definitely focus on lexicon- and skill-building so that the students will be able to use Spanish in their day-to-day working life right away."

For more information, contact the Translation & Written Communication unit: [www.mcgill.ca/conted/acad/translation](http://www.mcgill.ca/conted/acad/translation)



PHOTOS: RYAN BLAU

*Aboriginal Pathways students, organizers and community representatives*

## MANY TRAVEL TO MCGILL FROM ACROSS CANADA NEW PROGRAM GIVES ABORIGINAL STUDENTS VALUABLE SKILLS

This August marked the kickoff of Aboriginal Pathways, an innovative endeavour at McGill. Ten Aboriginal students spent two weeks immersed in an intensive preparatory three-credit course that focuses on essential writing and study skills, including how to do research in a university library. The initiative is the result of the hard work and coordination of numerous McGill entities, such as the Aboriginal Affairs Workgroup, the Aboriginal Community Focus Group, First Peoples' House, the McGill Writing Centre, and Faculty Partnerships and Summer Studies – the latter two from the School of Continuing Studies.

Promoted far and wide to band councils and native communities, the program – which features both Western and indigenous ways of learning – has attracted quite a diverse group of students. According to Kakwiranó:ron Cook, Aboriginal Community Outreach Coordinator at First Peoples' House, “We had a dynamic cross section of First Nations and communities, such as Mohawk from Kahnawake, Mi'gmaq from Listuguj, Quebec, an Algonquin from Eagle Village, Quebec, and Crees from Opaskwayak, Manitoba, and Waswanipi, Quebec.”

Academically, the program was centred on the writing course taught by Dana Salter each weekday morning from 9:00 to 12:00, followed by homework and

mentoring sessions in the library with Aboriginal Mentor Gregory Brass every afternoon. Delicious lunches were served at First Peoples' House, some catered by Kwe Kwe Gourmet of Kahnawake. And, according to Cook, evenings and weekends were filled with quite an array of cultural outings.

“We certainly gave them a nice taste of McGill and Montreal. In addition to our opening and closing ceremonies, we filled some free time with fun events such as going to the movies, heading out to the Old Port to watch the fireworks, checking out Algonquian rapper Samian at Place des Arts during the First Peoples' Festival, and visiting the Montreal Botanical Garden during its tenth-anniversary celebration for the First Nations Garden.” To further extend the social aspect of the program, some students stayed together in a McGill residence.

At the closing ceremony, Alex Sonny Diabo, a Mohawk elder from Kahnawake, aptly summarized the benefits of this new initiative: “The program went well and I really acknowledge the students for finishing the 12-day course. I wanted to hear from them all on how their experiences went and the way they all spoke at the closing ceremonies – I think all expectations were met with the program. It brought the students up to another level.”

As well as nurturing personal growth, Aboriginal Pathways will likely grow into a suite of courses that will eventually become an academic program. Cook and other stakeholders will be discussing how this first offering can be improved and how they can attract even more students next year. As Cook says, “This is a unique opportunity for Aboriginal learners from across the country and from a wide range of educational backgrounds to come and improve their writing competencies, make friends at McGill and enjoy the summertime fun that Montreal has to offer.”

“The Aboriginal Pathways program was a positive experience as well as a time for personal growth. I cannot stress enough how beneficial this program has been for my education and friendships. I suggest that everyone, young or old, should attend this program for a life-altering experience.”  
– Ashley Bach

## EMERGENCY PEDIATRICS COURSE NOW IN FRENCH

A recent fruitful collaboration between students in the Translation & Written Communication unit and the Montreal Children's Hospital of the McGill University Health Centre has produced some pretty impressive dividends that will benefit children across the province. Long available only in English, the Emergency Nurses Association's *Emergency Nursing Pediatrics Course* now has complete training materials available in French. The student translators worked closely with nursing professionals at the Montreal Children's Hospital to render the texts into the province's official language. According to Translation & Written Communication Director James Archibald, "Highly worthwhile projects like this allow our students to develop working relationships with real clients that would be impossible to replicate in traditional classroom settings." To date, over 250 nurses from across Quebec have completed this important course in French. ▀

## NEW SCS TRAINING PROJECT IN SAUDI ARABIA

Earlier this year, Hervé De Fontenay (Director) and Firas Alhafidh (Associate Director) of the Language and Intercultural Communication unit travelled to Saudi Arabia, where they met with officials of the Royal Commission for Jubail and Yanbu in Jubail Industrial City. Due to SCS's strong background in both second-language teaching and connecting with learner communities in other countries, Continuing Studies was awarded a contract to train approximately 1,000 recent high-school graduates – bound for careers in the petrochemical industry – in English for Specific Purposes (ESP). As part of this impressive effort in the Middle East, SCS has contracted with

dozens of English-language trainers from McGill and around the world to live and work onsite. This project is the beginning of a rewarding working relationship, as there are plans to extend this partnership to other projects in the upcoming years. ▀

## SCS'S RECENT TRIP TO CHINA ALREADY SHOWING RESULTS

Many students, professionals and businesspeople are already benefitting from an SCS trip to promote McGill and the School of Continuing Studies among top Chinese universities. In April, Dean Judith Potter, Carmen Sicilia, Director of Career and Professional Development, and Hervé De Fontenay, Director of Language and Intercultural Communication, took a productive trip to China, visiting 10 top universities and meeting with many education leaders and agents. Sicilia says that "it was a great opportunity to create awareness about McGill and to establish partnerships." So far, several initiatives are already in place. Representatives from Shanghai Jiao Tong University (SJTU) have arrived for language programs and professional development in areas such as public relations, accounting, information technology and human resources, while instructors and delegates from Nanjing University of Finance and Economics (NUFE) are currently attending courses in finance, economics, English and French. Further partnerships will be solidified in the coming months. ▀

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Writer (except where indicated) and  
Assistant Editor: Frank Manley  
Proofreader: Kathe Lieber  
Design: orangetango  
Layout: Graphic Design,  
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*EISPAS participants*

PHOTO: RYAN BLAIR

## MAKING MONTREAL'S HISTORY COME ALIVE

How has cultural and linguistic diversity shaped our city? The History of Montreal Project – spearheaded in French by the Institut national de la recherche scientifique (INRS) and in English by McGill – hopes to find out. According to James Archibald, Director of Translation & Written Communication, this project "will help connect Montrealers to their past and let us better understand this historical meeting place for peoples of many origins, languages and beliefs." Digging into the rich local history and translating the French version of the project will be the students in the translation Practicum (CCTR 500), under the supervision of Archibald, Heberto Fernández and various course lecturers. Publication is slated for the end of 2013 by Presses de l'Université Laval (PUL). ▀

## ENGLISH LANGUAGE AND CULTURE

McGill has run the popular English Immersion Summer Program for Asian Students (EISPAS) for the past 17 years. This year, the School of Continuing Studies had the privilege of welcoming 66 students from four of the top Japanese universities to beautiful and exciting Montreal. As well as improving their English language skills, students also learned about Canadian and Quebec culture. During the morning they attended classes and in the afternoon they participated in language workshops and cultural activities. Native English-speaking monitors accompanied the students on many social and cultural activities at the end of each day and on weekends. Students also took part in popular activities like the Homestay weekend, where they resided with a local English-speaking family. ▀

This newsletter is published by the School of Continuing Studies (formerly known as the Centre for Continuing Education) and distributed free of charge to staff and students, faculties, departments and offices throughout McGill University, as well as businesses and professional associations.

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