



The Evolving American Dream: Counseling International Students

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The Traditional Role of Career Services in Advising International Students

International Law Students: Challenges in Obtaining a Job in the U.S.

- Employer familiarity with the LL.M. versus a J.D. degree
- Strength of Legal English skills: spoken and informal and formal writing abilities
- Professional competency skills, including networking, researching and career development
- Bar Exams
- Visa status

Traditional Role: Emphasis on U.S. Job Placement Strategies

- Identify *realistic* goals in light of challenges
- Research jobs where international students add distinct value
- Networking
- Prepare strong U.S. style resume/cover letter
- Gain experience
- Pass the Bar

Traditional Role: Individual Meetings

- Taking advantage of the “one-on-one” meeting:
 - Manage expectations
 - Map out job search strategy
 - Review application materials
 - Mock interview
- Depending on staffing/size of program, it may not be feasible to meet individually with all international/LL.M. students

Traditional Role: Workshops

- Where individual meetings are not feasible, can use workshops to communicate similar ideas
 - Examples: Job search strategies; Resume/cover letter; Interview skills
- Traditionally, workshops focused on teaching skills to assist international students in finding jobs in the U.S.
- If we expand the role of Career Services, can introduce new content as well as new techniques and strategies

How Do We Measure Success?

- Depends on how “success” is defined
- In reality, very small percentage of international students will find full-time, long-term employment in the U.S.
- Have to redefine mission and goals of Career Services Office with respect to international students

Setting Expectations

- Be realistic about job search process, and communicate this to students in your admissions materials and at orientation
- Quantify the level of work that might be required for a student to find a job in the U.S.:
 - Am I willing to spend **10-20 hours per week** on my job search?
 - Am I willing to do things that might be **outside my comfort zone**, such as contacting complete strangers and attending networking events, if it means it might help me find a job?
 - Am I confident enough in my own skills and abilities that I won't feel too discouraged even if I have to apply for **hundreds of jobs**?
 - Am I willing to **continue this effort** until I actually get a job?
 - What kind of job am I **willing to take** that will make me feel like I've satisfied my goal?
- If possible, share success stories--and be candid with the amount of time and effort involved for that alumna/us to find a job

Expanding “Traditional” Career Services

- Emphasize long-term career development and skills
- Engage and interact with students through workshops and other events
- Include professional development and professional identity components

Expectation setting

- Just as big a deal for MBAs
- How do they do it better?
 - Expectations are set for the challenges of hiring
 - Networking is intrinsic to business
 - B schools work on networking as a goal as success
- Examples of international student networking programs

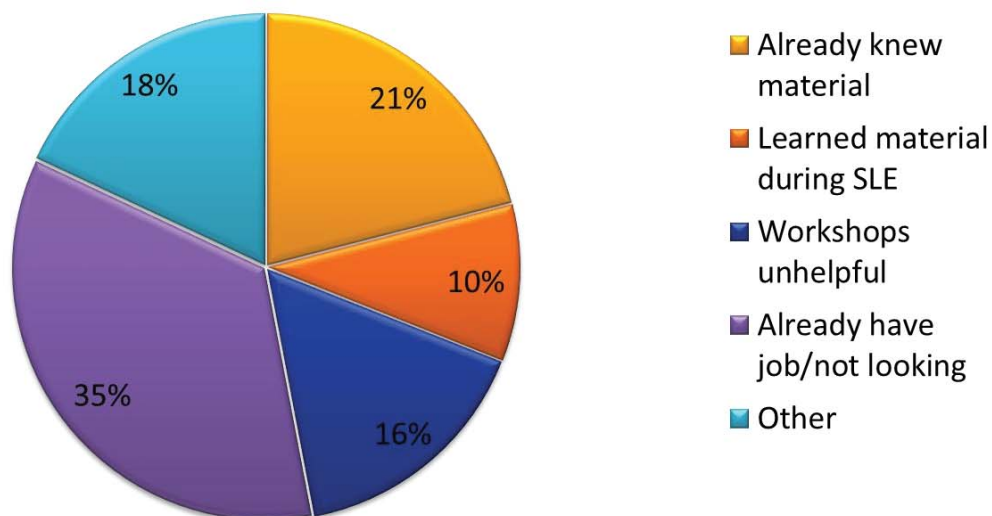
Updated Workshops/Programming: A Case Study

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USC Graduating Class

Reasons for Not Attending Career Workshops

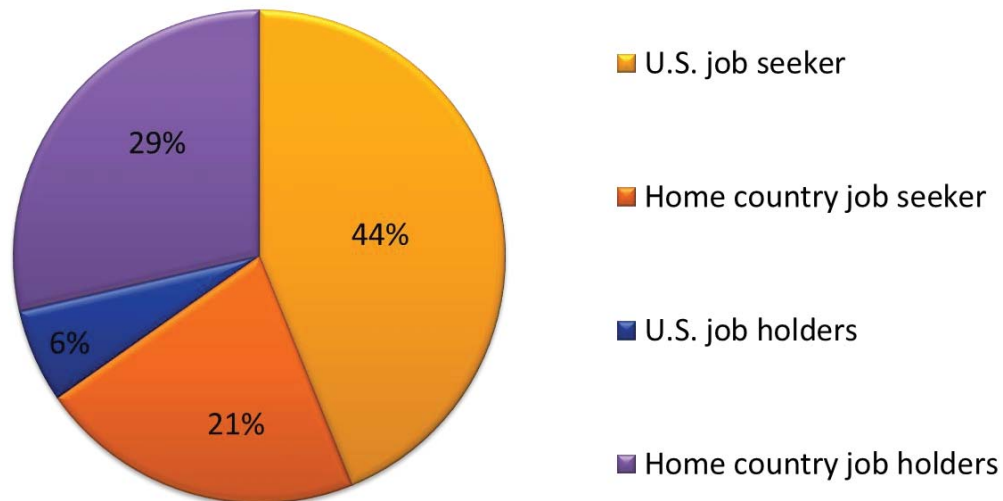


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Incoming USC LLM Students

Post-Graduation Job Plans



What Result?

- We could better serve students by:
 - Incorporating more general career strategy tips
 - Reframing workshops with professional development lens (vs. specifically finding a job in the U.S.)
 - Introducing smaller-group workshops with exercises for students to practice their skills
 - Front-loading the career development schedule
- Anecdotally, students who attended informational workshops had difficulty internalizing the information/skills

2016-2017 Workshops

- Fall Workshops
 - Finding a Job in the U.S. & Creating a Competitive Résumé
 - The CA, NY, and D.C. Bar Exams
 - Creating a Competitive Cover Letter
- Spring Workshops
 - Conducting an Effective Interview
 - Networking
 - Conducting a Successful Job Search (Alumni Panel)

Updated Career Schedule

Introduction to the U.S. job search process	September 7
Networking sessions	Available by sign up for September 11-13 and 22
Resume workshop	September 14
Resume review sessions	September 26 and 28
Bar Workshop	October 4
LinkedIn sessions	October 11 and 13
Cover letter workshop	October 19
Drop in cover letter and resume review	October 27
Cover letter review sessions	October 30 November 1
Interviewing workshop	January 11
Mock interviews	Available by sign up for January 12, 16-19
Job search & OPT information	February 6
Drop in cover letter and resume revising	February 13 & 15

Updated Career Programming

- Communicated expectations during orientation
 - Advisors are a resource not a service
- Emphasized need for students to conduct self-reflection and research
- Introduced exercises and interactive workshops

Enable Research

- Law librarians teach a lunchtime tutorial for students
 - Identify and demonstrate primary job search resources
- List research resources (online, hard copy, in person) in handbook
- Collect in-house library of career and LLM-related resources

Interactive Workshops

- Networking: students learn the basics of networking and practice with each other
- LinkedIn: students learn about LinkedIn, review sample profiles, and work with an advisor directly to help build and develop their own profile
- Résumé: students critique actual résumés and exchange their own prepared résumés with a classmate for feedback

Sample Networking Exercise

Split into two groups. Group 1 will practice making introductions to Group 2, then we will switch.

What introduction did you use?

How did you feel making the introduction?

When someone was making their introduction to you, how did you feel?

Practice coming up with topics of conversation or questions with the person sitting next to you.

What topics or questions did you come up with?

How did you feel about asking them?

Split into two groups. Group 1 will practice exiting the conversation from Group 2, and then we will switch.

How did you exit the conversation?

How did you feel when you excused yourself?

When someone excused themselves from a conversation with you, how did you feel?

Sample Resume Activity

Find a new partner to share your résumé with

- Ask your partner what kind of jobs they are most interested in and review their resume as though you were a prospective employer for that position
- Think about what kinds of skills would be most important to you, as the employer
 - Does the experience section contain sufficient related experience?
 - Are the experience descriptions tied to this particular field or area of law?
- Would you want to hire this student based on their résumé alone? Why or why not?
- Share your feedback with your partner
- We will ask students to share their comments with the class

Bar Workshop

- Alumnus teaches a workshop on the CA and NY bar exams
- Provides practical tips on what worked for him, including study guides and timing
- Complements existing workshop we host describing the application and registration process

What Worked?

- Small group interactive sessions
 - Networking and résumé review were most popular
- Résumé collect deadline
 - Setting deadline for résumé reviews with a guaranteed review timeline
 - Requiring students to submit with a particular format (original CVs were rejected)
- Mock interviews
 - 15 minutes with 5 minutes for interviewing and 5-10 minutes for feedback and questions

Going Forward

- Incorporating professional and personal competency skills
 - Consider tying in legal profession/ethics issues with a presentation on the moral character evaluation for the bar exam
- Include longer-term career strategy advice
 - Networking and business development
 - Finding a mentor
 - Getting published

Going Forward

- Recording workshops to be available to students during the summer
- Create professional development course:
 - Require résumé review
 - Require informational interview
 - Participate in mock interviews
 - Discuss professional development scenarios and client relationship building

Experiential Learning

“U.S. Work Experience”

- Thinking outside the box for what it means to have “U.S. work experience” and expanding opportunities for students
- Working on campus
 - Teaching assistant roles (summer classes)
 - Research assistants
- Pro Bono opportunities
- Externships

LL.M. Academic Externship Program

- Possible for international students to participate through the use of Curricular Practical Training
- At Georgetown Law, international students may participate during their second (spring) semester
- Pre-Approved Database of externship postings gathered over time and/or through outreach
- Georgetown Law is not involved in the hiring process
- Comprehensive supervisor agreement to ensure academic goals are met
- For-profit entities may participate if student work is not billed out to clients

Alumni Engagement/Networking

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Programs for Engaging Alumni

- Fall (D.C.) and Spring (NYC) Alumni Receptions
- Mock Interview Program
- LL.M. Alumni Profiles
- Lunching with Lawyers
- Recent Alumni Contact List

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Mock Interview Program

- On-campus (fall and spring) and off-campus (winter break) opportunities
- Includes a reception component to emphasize networking

LL.M. Alumni Profiles

- Host a workshop on conducting informational interviews
- Students attending the workshop are matched up with alumni who have volunteered to be profiled
- Students contact the alumni directly and complete the profile with the assistance of the alumni
- Profiles are shared on our website and through our newsletter

Lunching with Lawyers

- Students sign up based on practice area interests
- Set up an initial planning meeting to show students how to search for alumni on LinkedIn and other resources
- Students then contact practitioners directly to invite them to speak at a Georgetown Law event
- CSO provides room reservations, food, drinks and administrative support

Recent Alumni Contact List

- Students are asked if they want to be included on the list as part of our voluntary employment survey at graduation
- Updated with additional alumni who opt-in
- Sortable by current location, country of law degree, name of employer and program
- Less commitment than a mentorship program to ensure more alumni participation

New Approaches: Lessons from Business School

MBAs and LLMs

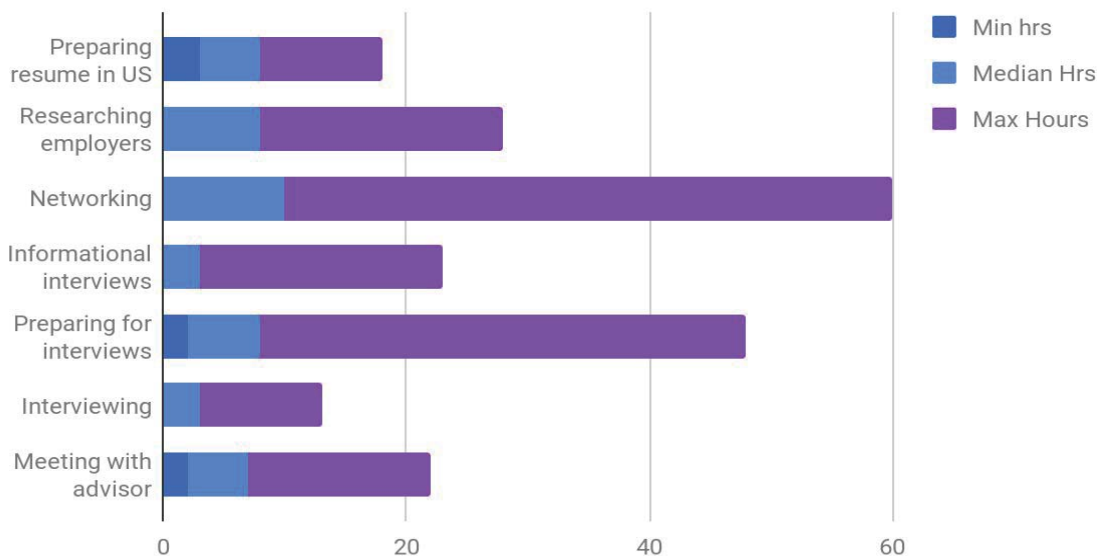
- The systemic challenges are the same:
 - Same immigration challenges
 - Same uncertainty about foreign experience
 - Same language and/ cultural issues
- Business school students have some advantages
 - Less restrictions on work (no bar issues)
 - More willingness and historical reputation for hiring international students
 - International students not in separate program

Analyze the customer and the issue

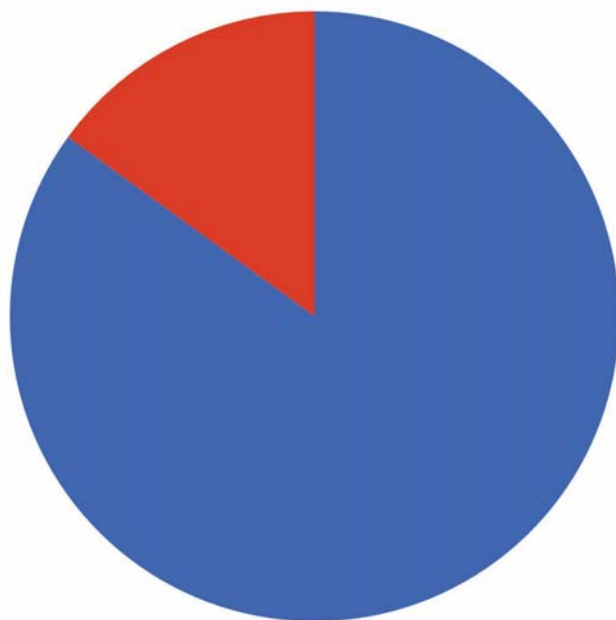
- Business career offices look at the student experience as business look at customers and use **data** to help manage expectations.
 - LLM/JD advisors can too!
- Gathering data on your LLM experience:
 - Easy to do: [google form sample](#)
 - You are used to focusing on the outcomes: Are you employed? Where?
 - Add questions about the process time taken to achieve outcomes. Example: how many hours did you spend preparing your resume?
 - Then share results with incoming students

Sample data on LLM career search

Min hrs, Median Hrs and Max Hours



Connect data to outcomes



- Students who met with career advisor before and after interviews and received offer
- Students who did not meet with advisor and received offer

Networking



MBAs v LLMs

- View networking differently
- Successfully building your network = **success**
 - Global Network Week example - speed networking events to connect with peers from other countries
- You help set goals for students. You define LLM “success”
 - You can redefine “success” to focus on network building for their career and not a US internship/job

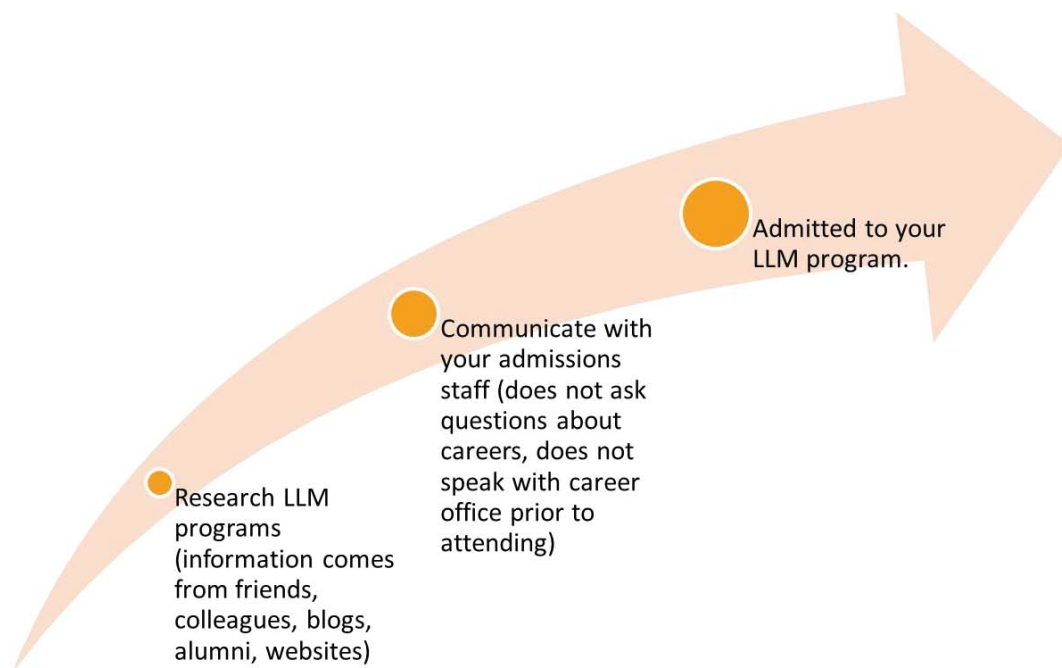
MBA ideas: Journey Mapping

- Journey mapping is mapping out point by point the times at which you interact with another person or organization.
- In the law school career services context you can journey map external and internal relationships
 - Your journey with students
 - Your journey internally with other departments or external organizations

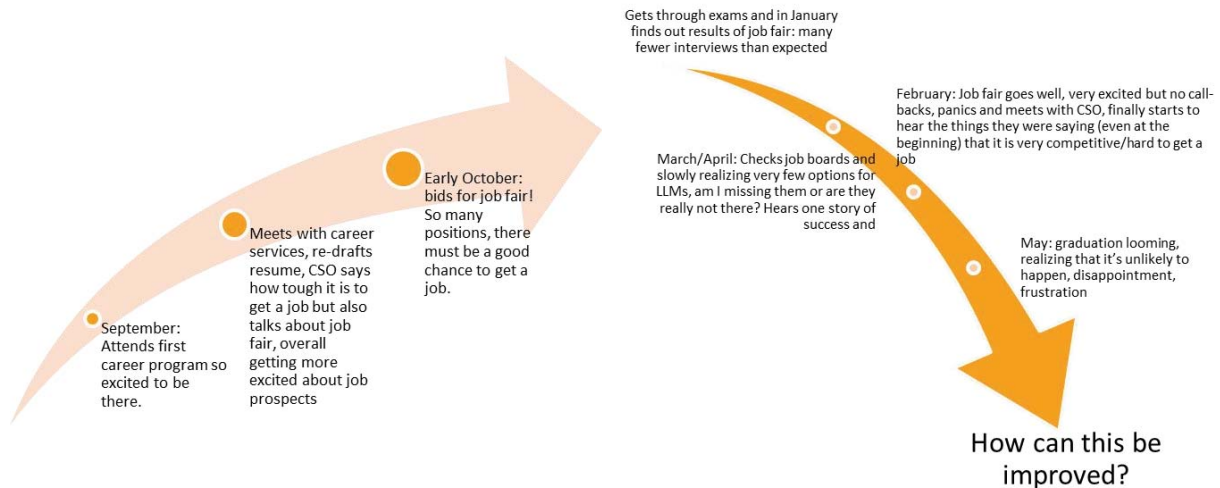
Mapping your LLM student journey

- Journey mapping helps in many ways
 - understand ‘pain points’ for students or where you could do better
 - Helps manage expectations as you gain clarity on where they are sourcing information
 - Helps manage expectations as you can use the journey map to understand students what to expect

An LLM Student Journey Map: pre LLM information



An LLM student Journey map: during LLM program



Outcome of Journey Mapping

Pre-LLM: Are your LLM testimonials or web “success” stories telling stories of success as defined by the few who received offers at large law firms?

During LLM: Are all your career presentations focus on US resumes, job fairs, US interviewing so that the only story you are telling is that this is “success”

Pre-LLM Change: Could you add to that stories of those who took advantage of every experience and returned home to apply their knowledge to their firm?

During LLM Change: Focus on building a network as “success” and helping students measure that. Programs that don’t revolve around a US job search to show the balance. Provide the data to show the journey in advance and manage expectations.

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A Primer on Visas and Work Authorization

Visa Status for International Students

- Students who are not U.S. citizens or permanent residents usually need to obtain an F-1 student visa to study in the United States.
- The application process for an F-1 visa requires:
 - Evidence of Financial Support (showing that the student has sufficient funding to cover tuition, fees, books and living expenses); and
 - Visa interview.
- The F-1 visa comes with work restrictions:
 - Students on the F-1 visa may work up to 20 hours per week on campus during their studies.
 - In addition to working on campus, students can use Curricular Practical Training to work or intern off campus during their studies.
 - After graduation, up to twelve months of Optional Practical Training is available to students who wish to work or intern in the United States.

Curricular Practical Training (CPT)

- This is a type of work authorization “attached” to the F-1 visa.
- Federal regulations give general guidance for schools, but CPT policies vary from school to school and even within different programs at the same school. Generally speaking, it must be an “integral part of an established curriculum” and is defined to be “alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school.”
- At Georgetown Law, this means that CPT is authorized as part of experiential learning courses, including externship courses and fieldwork-based practicum courses. It is only authorized when an outside internship is required as part of a course.
- CPT normally requires that the student have been enrolled for a full academic year, but an exception can be made for students enrolled in graduate studies that require immediate participation in curricular practical training.
- A student using CPT during his/her studies does NOT impact his/her ability to obtain or use OPT unless used full-time for 12 or more months.

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Optional Practical Training (OPT)

- This is another type of work authorization “attached” to the F-1 visa allow for up to twelve months of work authorization after graduation from the program.
- Students on F-1 visas are eligible for a total of 12 months of OPT at each new and higher degree level.
- The employment must be in a position related to the student’s field of study but does not have to be paid employment—students may use OPT for unpaid internships or volunteer positions but must work for at least 20 hours per week to count as employment. Students do not need a job offer to apply for OPT.
- OPT period ends with a 60 day grace period where a student can remain in the U.S. but are not permitted to work during the grace period. Students may accrue up to 90 days of unemployment while on post-completion OPT. Once a student has reached 90 days of unemployment, he or she must depart the country immediately. There is no grace period if you reach 90 days of unemployment.
- OPT normally may not be extended. (Some exceptions may apply. For example, students with undergraduate or graduate STEM degrees from U.S. schools may be eligible for an extension if they would be using the STEM degree in their employment.)

H-1B Visa

- The H-1B visa allows U.S. employers to employ workers in specialty occupations.
- H-1B status is attached to the sponsoring employer—an employee holding an H-1B visa is permitted to change employers but the new employer must file a new H-1B petition on behalf of the employee.
- The H-1B visa work authorization is for three years and is extendable to six years.
- There is a nationwide cap of 65,000 H-1B visas with additional 20,000 H-1B visas for those with master’s degrees or higher.
- Employers must apply in April for an October fiscal year. Some employers file applications during the student’s 3L or LL.M. year. This allows the student to have two chances in the lottery, once during school and once while on OPT.
- Anecdotally there has been increased scrutiny by adjudicators this year, with more students receiving requests for evidence and denials even after receiving a lottery spot.

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Self Assessment Quiz



identify your strengths and goals



Why did you first become interested in law?

- ☐ I enjoy the logic and rules of law
- ☐ I want to use the law to make the world a better place
- ☐ I want to help people
- ☐ I want to help companies
- ☐ Other: _____

What are or were you favorite law school classes?

- ☐ Practical skills classes
- ☐ Business classes
- ☐ Litigation or trial-based classes
- ☐ Theory classes
- ☐ Other: _____

If you have work or volunteer experience, what were the things you liked most about the job?

- ☐ Working directly with people and/or clients
- ☐ Researching law and writing
- ☐ Using my skills to help the company
- ☐ Problem solving
- ☐ Dealing with a specific area of law
- ☐ Other: _____

Were there any things about your work experience that you did not enjoy or would not want to be part of your next job?

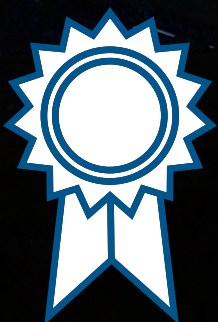
- ☐ I prefer not to work with clients or people directly
- ☐ I prefer not to work by myself; I'd rather interact with people
- ☐ I do not enjoy research or writing
- ☐ I want to do more research or writing
- ☐ Other: _____

Thinking about your past experiences (in school, extracurricular activities, volunteering, and work), what types of things were you especially good at?

- ☐ Organizing people or information
- ☐ Brainstorming and developing new ideas
- ☐ Working with others in teams
- ☐ Working independently
- ☐ Researching information
- ☐ Writing (can be any type of written work, including emails)
- ☐ Presenting or giving speeches
- ☐ Communicating with clients and/or team members
- ☐ Planning or strategizing
- ☐ Problem solving
- ☐ Evaluating or analyzing
- ☐ Advising or empathizing
- ☐ Mediating or negotiating
- ☐ Teaching or training
- ☐ Investigating
- ☐ Managing time
- ☐ Managing money
- ☐ Preparing data
- ☐ Coordinating events or people
- ☐ Other: _____

Were there any categories listed above that you do not have experience in, but you would like to do?

- ☐ Organizing people or information
- ☐ Brainstorming and developing new ideas
- ☐ Working with others in teams
- ☐ Working independently
- ☐ Researching information
- ☐ Writing (can be any type of written work, including emails)
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- ☐ Teaching or training
- ☐ Investigating
- ☐ Managing time
- ☐ Managing money
- ☐ Preparing data
- ☐ Coordinating events or people
- ☐ Other: _____



Congratulations

You've narrowed down the kind of job you want to have! Your next step is **researching** practice areas, firms, and companies where you can find a job with these characteristics