Doing What?
Preparing International Students Beyond “Going Home” After Graduation

Amelia Corrigan
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Objectives

Understand how well-meaning but discouraging discussions about professional development can convince international students that they can't pursue those opportunities while in college.
Objectives

Have a hope-based technique that you can use in future conversations with students and colleagues about professional development activities.
Objectives

Create a list of campus partners that you need to collaborate with to help international students' professional development.
Objectives

Understand how college/university’s career services can assist international students to identify and market professional development competencies to an employer.
PART I:
Career Development for International Students
What does being “career ready” look like for any college student?
National Association of Colleges and Employers (NACE) established in 1956 with a mission:

To lead the community of professionals focused on the employment of the college educated by providing access to relevant knowledge, resources, insight, and relationships.
“Career Readiness” Defined

Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

-- National Association of Colleges & Employers (NACE)
NACE Career Competencies

1. Critical Thinking/Problem Solving
2. Oral/Written Communications
3. Teamwork/Collaboration
4. Digital Technology
5. Leadership
6. Professionalism/Work Ethic
7. Career Management
8. Global/Intercultural Fluency
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Need vs. Proficiency of Career Readiness Competencies, by Percent of Respondents

-- NACE Job Outlook 2018
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Percentage of Respondents Who Said They Gained Skill From Each Experience

-- Project CEO: The Potential Value of Beyond-the-Classroom Experiences for Developing Career Competencies, 2016
## Essentials for Employers?

**Project CEO: The Potential Value of Beyond-the-Classroom Experiences for Developing Career Competencies, 2016**

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Project CEO: The Potential Value of Beyond-the-Classroom Experiences for Developing Career Competencies, 2016
Experience That Builds Marketable Skills

Co-curricular involvement defined as “participation in organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, or academic groups/honor societies.”

-- Project CEO: The Potential Value of Beyond-the-Classroom Experiences for Developing Career Competencies, 2016
Skills That Matter

Workers without the transferrable skills (soft skills) and education to adapt to the changing work environment will be challenged to compete for employment.

-- NACE Journal, August 2017
PART II:

On the Ground:
How Advising Can Look for International Students
Conversations with Graduating Seniors

• OPTs and blank resumes
• “Aren’t you excited about graduation? What’s next?!”
• “Why are so few of my students wanting to stay in the United States?”
• Turning point: “Hope-based career counseling” +
  • A world of “No”
  • Big dreams ending with even bigger discouragement

Hope-Based Approach

- Challenging does not equal impossible
- Setting expectations from earliest conversations
- Managing expectations
- Goal: Encouraging students to try, rather than never try at all.
Collaboration

Embedding Career Services into key points

- Both institutions have Career Center employees visit freshmen “introduction to college” courses.
- Inserted Career Services into a transition course for newly released English as Second Language students at Kent State.
- Kent State University’s College of Business Administration’s International Student Career Bootcamp/International Student Career Series.
- Walsh University’s FYE course section for International Students.

Using immigration regulations in advising

- Understanding CPT vs. OPT.
- Understanding RCL and how to use it for the students’ benefit.
- Key: If you don’t know about these rules, then you can’t advise accordingly.
Next Steps
Think-Pair-Share

THINK about career development issues you see at your campus

PAIR (or small groups) to create a list of action items to address these issues:

• Do you know about immigration regulations like CPT, OPT, and RCL? Do you have contacts in the International Student Services Office?
• Do you know how your career/academic advisors are assisting your international students? Do you have contacts in those offices?
• Are there potential ways to collaborate with your immigration/academic/career advisors at your institutions?
• How are you designing your programs to address career-readiness competencies of international students, if at all?

SHARE with the larger group – let’s help each other!
Comments. Questions?

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