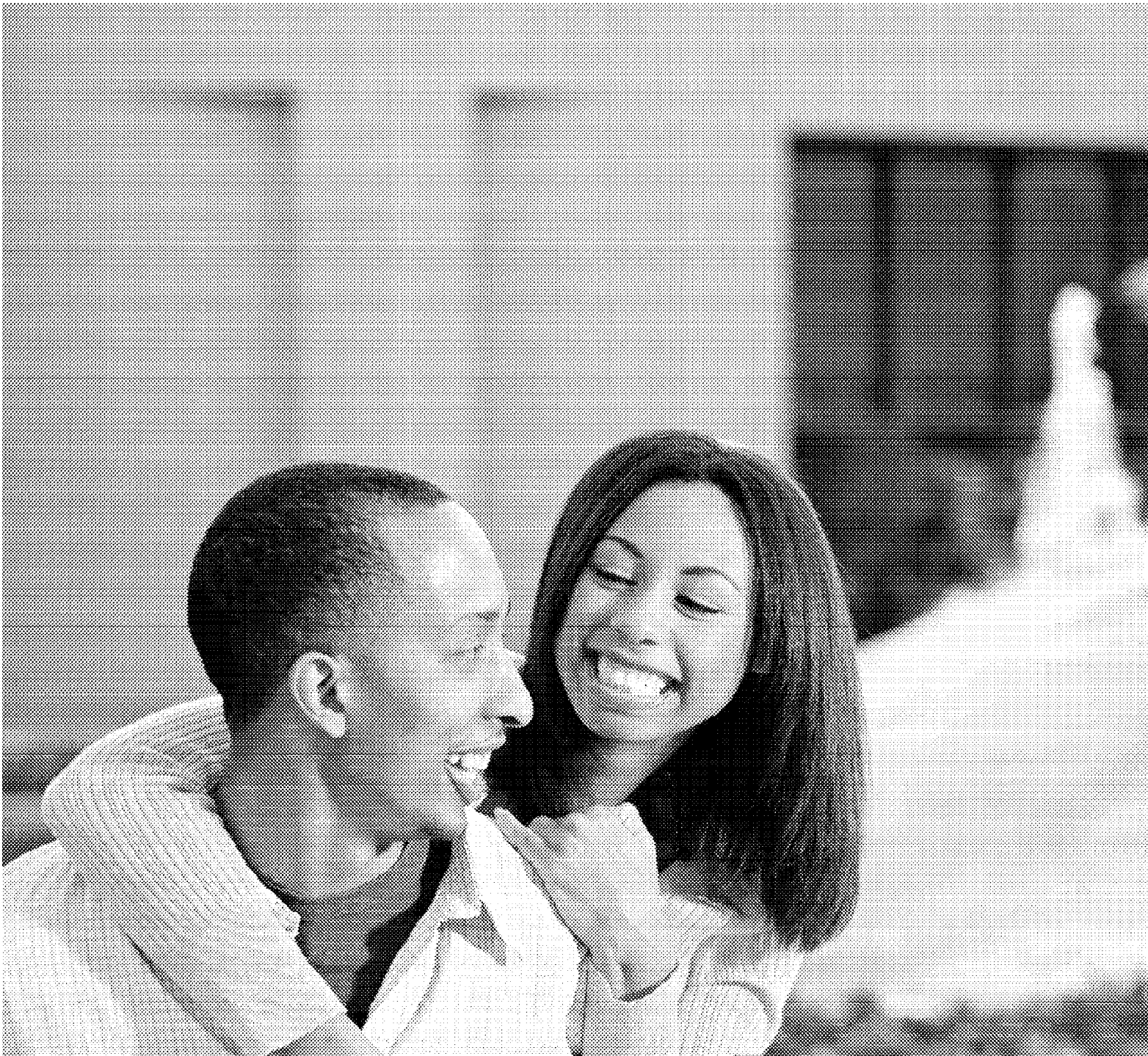
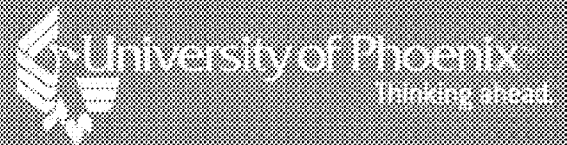


Excerpts, selected by the HELP Committee, from a larger document
produced by the company



Enrollment Counselor Guide
Online Campus



Confidential AGI0014312

College 101

History and Mission of University of Phoenix (UPX)

UPX is the nation's largest private, accredited university. UPX was established in 1976, accredited in 1978, and has been offering Internet delivery worldwide since 1989.

Since 1976, more than 171,600 working professionals have earned their degrees from UPX. UPX averages 330,000 inquiries each month from people seeking to complete their degree programs. UPX has helped them and hundreds of businesses achieve a higher level of success.

According to the US Bureau of Statistics, college graduates earn an average of 38% more income than high school graduates. Those with graduate degrees earn an average of 47.8% more, and the gap is widening through the year 2007. A majority of the fastest growing and highest paid occupations will require at least a bachelor's degree.

The Mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

CAMPUS EMPLOYEE DEVELOPMENT

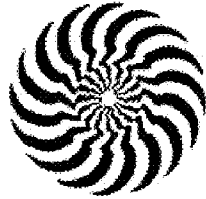
APOLLO CORPORATE UNIVERSITY

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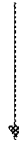
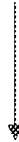
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Apollo Group, Inc.
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Organizational Structure



Apollo Group



CAMPUS EMPLOYEE DEVELOPMENT
APOLLO CORPORATE UNIVERSITY

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Student Inquiry Process



- Receives new student inquiry
- Asks questions to determine admissibility
- Warm Transfers call to Enrollment Counselor



47 Credits or less Axia College

48 Credits or more UPX



Comparison: Axia College vs. UPX Online

Axia College	University of Phoenix Online
<ul style="list-style-type: none"> • 47 credits or less 	<ul style="list-style-type: none"> • 48 credits or more
<ul style="list-style-type: none"> • Currently Working / Work Experience (Optional) 	<ul style="list-style-type: none"> • Currently Working / Work Experience (Required)
<ul style="list-style-type: none"> • Practitioner Faculty (Optional) 	<ul style="list-style-type: none"> • Practitioner Faculty
<ul style="list-style-type: none"> • Pure Academic Experience 	<ul style="list-style-type: none"> • Application Based Curriculum
<ul style="list-style-type: none"> • Classes run from Monday - Sunday 	<ul style="list-style-type: none"> • Classes run from Tuesday - Monday
<ul style="list-style-type: none"> • 9 Week Courses – 2 at a time 	<ul style="list-style-type: none"> • 5 Week Courses – 1 at a time
<ul style="list-style-type: none"> • No Learning Teams 	<ul style="list-style-type: none"> • Learning Teams
<ul style="list-style-type: none"> • Some Prior Learning Assessment Center (PLAC) 	<ul style="list-style-type: none"> • Prior Learning Assessment Center (PLAC)
<ul style="list-style-type: none"> • Some NTP Examinations 	<ul style="list-style-type: none"> • NTP Examinations
<ul style="list-style-type: none"> • Average Class Size (17-20 students) 	<ul style="list-style-type: none"> • Average Class Size (15-16 students)
<ul style="list-style-type: none"> • Asynchronous + Synchronous 	<ul style="list-style-type: none"> • Asynchronous – 24 Hour Response
<ul style="list-style-type: none"> • More Content Driven 	<ul style="list-style-type: none"> • Very Discussion Based
<ul style="list-style-type: none"> • Tuition-Less Expensive 	<ul style="list-style-type: none"> • Tuition-Premium

Next Day Pre-View

RAMOPSR

Enrollment Counselors spend a great deal of time on the telephone conversing with prospective students. It is critical that the EC prepare for every call and know the purpose and direction of each conversation. The EC must spend time wisely with each and every potential student and know when to end a conversation and move on to the next.

A student enrollment call includes: building rapport; identifying needs; matching needs to benefits; overcoming concerns; and assisting students in completing an application.

Think of a map showing you the route to follow to reach your destination. RAMOPSR stands for:

R Rapport – Always develop rapport before asking enrollment questions.
This builds trust.

A Admissibility – Does the student meet the admission requirements?

M Motivation – Understanding what motivates your student is crucial for retention.

O Online– Why Online Education?

P Payment – How will the student pay for tuition?

S Start (Completion) Date – When does the student want to graduate?

R Referral – Who does the student know that would like to attend University of Phoenix?

Drive Theory

Many students are aware that in order to progress professionally they need to attend school to earn a degree. Typically, something has happened or is happening in the student's life so the consequences of not having a degree can be seen. At these times, a student sees the potential impact the degree will have for him or her professionally and personally. The Drive Theory is a series of questions an Enrollment Counselor can ask to assist students in determining the benefit or value of earning an education.

The Drive Theory is a style of conversation that helps to uncover the motivation, needs and concerns of the student through a series of "open probe" questions.

- Past Without a Degree
- Present Without a Degree
- Future Without a Degree
- Future With a Degree

RAMOPSR

A student enrollment call includes: building rapport, identifying needs, matching needs to benefits, overcoming concerns, creating urgency and assisting students in completing an application.

How does an Enrollment Counselor open the initial call?

“Hello, this is _____ with University of Phoenix Online. May I speak with (Name)?”

“Hi (Name), this is _____ with University of Phoenix Online and I have been assigned to you as YOUR Enrollment Counselor.”

“Congratulations on looking into earning your degree!!”

“(Name), I will be asking you a few brief questions to determine your admissibility to the university.” (Used if the call is not being transferred from the Qualifying Center.)

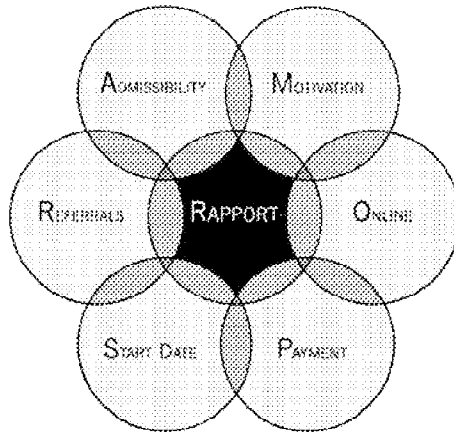
Effective immediately, on all inbound calls, including internal transfers, our greeting will now be:

“Enrollment, this is _____.”

Once you've taken over the call from the Qualifying Center representative, this is the greeting to your new student:

“Hello, this is _____. I'm your Enrollment Counselor with University of Phoenix Online. ”

Then you can continue with something like “I will be assisting you with enrolling into school. Before we get started what do you want to accomplish so I can help guide you into the right degree program?”



Student Conversation

R _____

Good rapport builds trust and confidence and allows for a smooth and relaxed conversation.

A _____

Determining this early on in the conversation helps to avoid spending valuable time and disappointing the student if he/she is not admissible.

M _____

Gathering student motivation occurs naturally in the conversation as the student discusses the value of earning their degree.

O _____

It is important to have the student express why the online option is the best way to earn a degree. Often times attending school online is the only option a potential student has in earning a degree.

P _____

Paying for school is one primary concern of a student. University of Phoenix offers various payment options for ease and flexibility in making that decision.

S _____

It is important to have a student verbally commit to an anticipated start date.

R _____

A referral is recognition of great customer service and a job well done. Referrals are an excellent retention strategy when enrolling students.

RAMOPSR Open Probe Questions

Admissibility

- How many credits are you transferring in to our program?
- What do you currently do?
- Tell me about your previous education.
- What kind of degree are you looking for?

Motivation

- How long have you been thinking about earning your degree?
- What will earning your degree do for you?
- What will change when you earn your degree?
- What is standing in the way of earning your degree?
- Statistics show, the longer you put something off, the less likely you will do it.

Online

- Why can't you attend a ground campus?
- Why are you looking at an online program?
- How convenient will an online program be for you?
- Do you know anyone else who is taking an online program?
- What does your typical daily schedule look like?

Payment

- How will you finance your education?
- Does your company have tuition reimbursement?
- How do you plan on investing into your future?
- A majority of our students use Financial Aid ... Have you considered that?

Start Date

- How soon do you want to graduate?
- What is preventing you from starting?
- Is there anything preventing you from starting school within the next 30 days?

Referrals

- Are you calling regarding a group or individual enrollment?
- Who have you talked to about going back to school?
- Have you talked with your spouse / significant other about returning to school?
- Have you thought about any friends or family members who would make a great study buddy?

Developmental Probes

- Why did you stop going to school ____ yrs ago?
- How do you feel about that?
- Can you tell me a little more about that?
- What do you want to accomplish?
- Why has it taken ____ yrs. to return to school?
- What is holding you back now from returning to school?

CAMPUS EMPLOYEE DEVELOPMENT

APOLLO CORPORATE UNIVERSITY

9/26/2007

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Suggested Transition Statements to Start the Application

“Based on the information we’ve discussed, the next obvious step is to complete an application.”

“You said you want to graduate within ___ yrs; your next step is to begin the application.”

“The earliest I can get you into class is (next start date). To do so we need to begin your application now.”

“You have a lot of things going for you, when do you want to graduate? (Date given)...based on that date your next step is to complete the application for admissions and return it within 48 hours.”

Suggested Statements to Gain Commitment at the end of the Call

“Congratulations on completing your application for admissions. Let’s summarize what our next few steps are in submitting your paperwork.”

“Great job! Once I receive your application I will submit it to complete your registration to get you in class on _____. When should I be expecting your fax?”

“We have just enough time to get you in class on _____, in order to do this you need to complete your application within 48 hrs. otherwise you may not be able to start on that date.”

Drive Theory

Many students are aware that in order to progress professionally they need to attend school to earn a degree. Typically, something has happened or is happening in the student's life so the consequences of not having a degree can be seen. At these times, a student sees the potential impact the degree will have for him or her professionally and personally.

The Drive Theory is a series of questions an Enrollment Counselor can ask to assist students in determining the benefit or value of earning an education. It is also a style of conversation that helps to uncover the motivation, needs and concerns of the student through a series of "open probe" questions.

- Past Without a Degree
- Present Without a Degree
- Future Without a Degree
- Future With a Degree

Use Drive Theory Open Probes to Uncover Motivation

Past & Present without a degree:

- How much has NOT having your degree cost you?
- How long have you been thinking about going back to school?
- What has kept you from pursuing your degree?
- Where would you be if you would have completed your degree _____ years ago?
- What have you lost by not having your degree?
- What has NOT having your degree meant to you?
- How has not having your degree affected your life / career?

Future without a degree:

- What options do you have in your career / future without your degree?
- What will happen if you don't earn your degree?
- Where do you see yourself in _____ years WITHOUT your degree?
- How will you feel continuing in your present position WITHOUT your degree?
- What are your thoughts about downsizing in your industry and being in the job market WITHOUT your degree?

Future with a degree:

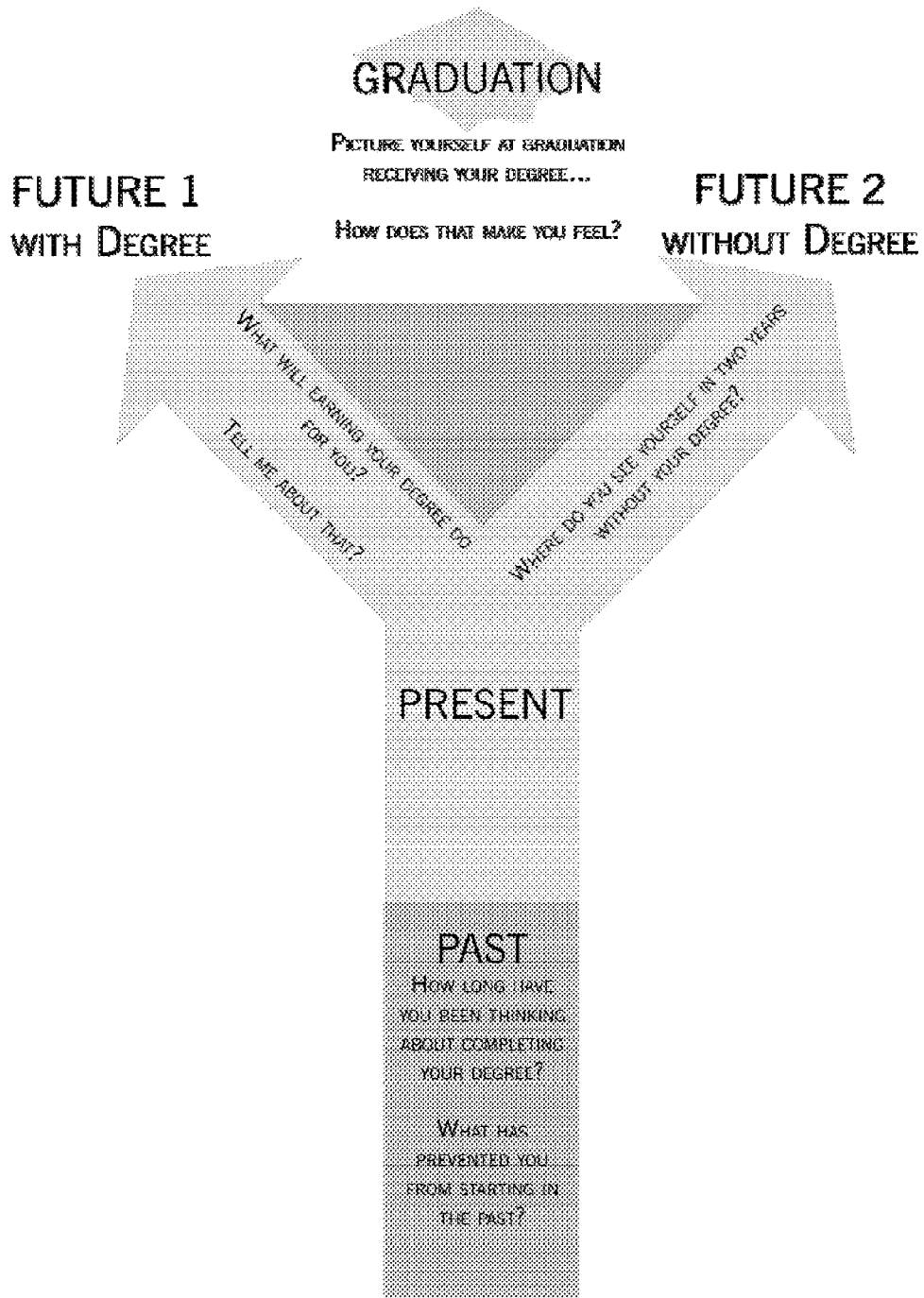
- Why is now a good time?
- What's motivating you to move forward now after _____ years?
- What does having your degree mean to you (at this time in your life)?
- What opportunities open up for you WITH your degree?
- How will your life / career be different once you graduate?
- Where do you see yourself with your degree? How does that feel?
- What is your estimated income once you become a graduate?
- What would it mean to you to finish the degree you started _____ years ago?

Benefit

- Summarize the student's needs and clarify if needed.
- THANK them for sharing personal information.
- Help them paint the picture of how earning their degree is beneficial.
- Assure them the outcome will be positive.

Drive Theory

By asking strategic questions, you can help the student paint a detailed picture of the personal and professional benefits of earning a degree.



Adult Learning Model

INTRODUCTION

The Adult Learning Model is a theory developed to explain the motivational life factors of adults and how they perceive the value of an education. The Adult Learning Model is the foundation under which UPX Online operates. The Adult Learning Model will provide an Enrollment Counselor with background information and a way to relate to potential students who are considering enrolling in school.

OBJECTIVES

- To gain basic knowledge of the Adult Learning Model.
- To identify how this model describes the average UPX Online student population.

KEY TERMS

- Adult Learner
- Adult Learning Model
- Six Assumptions

THE FUNDAMENTALS

“As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond place and embrace process. An adult university cannot be a campus bound; rather its borders must be defined by the lives of its students.”

~ Dr. John Sperling, Chairman & Founder of Apollo Group / UPX Online

Student Population

- 85% of UPX Online students receive some form of tuition assistance from employers or financial aid.
- Average enrollment age 35 years old.
- Average household income over \$70,000.
- Enrollments: Male - 45% Female -55%.
- Full-time work experience 15½ Years.
- Working Adults.

CAMPUS EMPLOYEE DEVELOPMENT

A P O L L O C O R P O R A T E U N I V E R S I T Y

9/26/2007

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The Six Assumptions of the Adult Learning Model

S _____

Adults have a self concept of being responsible for their own decisions and for their own lives.

E _____

Adults come into an educational activity with both a greater volume and different quality of experience than younger students.

R _____

Adults become ready to learn things they need to know and are able to do so in order to cope effectively with their real life situations.

M _____

The most potent motivators for adults are internal pressures that impact the quality of the life.

O _____

Adults are motivated to learn if it helps them to perform tasks or deal with real life problems.

N _____

Adults need to know why they need to learn something before undertaking it.

SERMON is an acronym for the _____ Model.

Self Concept, Learner's Experience, Readiness to Learn, Motivation, Orientation, and Need to Know

The three main motivations of why adults return to school

- Greater self esteem
- Increased job satisfaction
- Quality of Life

Priorities

A Priority is the _____ and desire of the prospective student to start a degree program. A priority should not be assigned until contact is made with the student. Priorities change depending on the level of activity and interest of the potential student.

Priority	Description
H (Hot)	The prospective student is scheduled for an activity and has committed to an upcoming start date (1-2 months) or an activity. The prospective student has no objections or they have already been overcome.
A (Active)	The prospective student will most likely start the program, although possibly not right away (3-6 months). The prospective student has some objections, but they can most likely be overcome. The prospective student is willing to take the next step of scheduling an activity (ie: appointment, etc.) or submitting transcripts for a pre-eval.
U (Unsure)	The prospective student will not commit to an activity and will not commit to a particular start date. The prospective student most likely has objections that still need to be overcome. This priority is also used if the prospective student has already had an activity and won't commit to a start date.
C (Cold)	The prospective student has been contacted several times over several months and does not seem interested in enrolling and/or has objections that cannot be overcome. This priority is also used if the prospective student decides to attend elsewhere.
W (Web Apply)	The prospective student has started or completed an application on ApplyWeb.

Enrollment Counselors use Status and Priority codes in _____ as a way to manage student files and to determine where a student is in the enrollment cycle.

Using Proper Greetings

Apollo Group Inc.
August 2006

In the interest of ensuring that the University is represented professionally at all times, and that we are conveying a consistent message to our students, we have a standardized greeting for all Counselors. On all inbound calls, including internal transfers, our greeting will now be:

“Enrollment, this is _____.”

Once you’ve taken over the call from the Qualifying Center representative, this is the greeting to your new student:

“Hello, this is _____. I’m your Enrollment Counselor with University of Phoenix (or) Axia College.”

Leaving Effective Phone Messages

Apollo Group Inc.
Effective Phone Messages
February 2006

Guide:

Messages should include:

- A warm and welcoming tone
- Student’s name
- Your phone number (twice is even better!)
- A call to action – time they can reach you

Messages should not include:

- Promotions or discounts
- Personal financial information

It’s very important to remember that the conversation starts before you pick up the telephone.

CAMPUS EMPLOYEE DEVELOPMENT
A P O L L O C O R P O R A T E U N I V E R S I T Y

9/26/2007

Confidential AGI0014458

Apollo Group, Inc.
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Options for First Contact (3):

1. Hi Bill this is _____, your Enrollment Counselor with the _____ programs at University of Phoenix. I've received your request for information regarding the _____ degree program and I'm sure you may have some questions about what going back to school will entail. When you return my call Bill, we can discuss your specific situation as well as the financial options that are available to you. Call me today – I am in the office until 5pm MST, and again tomorrow between 8 and 5. My direct number is (phone #). I'll look forward to your call Bill.

2. Hello Mark, this is _____, your Enrollment Counselor with the _____ programs at University of Phoenix. I have received your request for information regarding the _____ degree program. I do have a package for you; however, I do need to ask you a couple of questions to ensure I am getting the appropriate information out to you. Mark, give me a call today before 5pm or first thing tomorrow morning so I can get this to you right away. You can reach me on my direct line at (phone #). I look forward to speaking with you Mark.

3. Hi Rod, this is _____, your personal Enrollment Counselor at University of Phoenix. Congratulations on taking that first step towards reaching your educational goals. I am excited to talk to you about your educational background and earning your degree. When you call me back today, we will discuss your needs so you will be able to make an informed decision about returning to school. My direct line is (phone #) and the best time to reach me at my desk today is from 3-6. Again, Rod, this is _____ at (phone #), and I look forward to speaking with you before 6 pm today!

Options for Second Contact (3):

1. Hi Mary, this is _____ from the University of Phoenix (Business, Education etc.) School. I see you are interested in our _____ program. Give me a call back at (phone #) as I will have a couple of questions for you to determine exactly what kind of information you are looking for, so I can be sure to get the proper materials out to you. Again, you can reach me at (phone #). Look forward to hearing from you Mary!

2. Hi Bill, this is _____, your Enrollment Counselor at University of Phoenix. I did leave you a message a couple of days ago with my number and was hoping to have heard back from you today. As I mentioned yesterday, as your Enrollment Counselor, I am here to answer all of your questions. I will continue to try to reach you and look forward to speaking with you. My number is (phone #).

3. Hello Bill, this is _____, your Enrollment Counselor for the programs at University of Phoenix. I have some exciting news on different ways you're able to earn your degree! I am in the office today until 5pm MST, and again tomorrow between 8 and 5. My direct number is (phone #), and I do have 24 hour voicemail access. If you have another number where you can be reached more easily, please provide that on my voice mail and I'll be sure to return your call. I know that obtaining your degree is important to you Bill, so I will continue to try to contact you until we connect.

Options for Subsequent Contacts (4):

1. Hi Michelle, this is _____ from the University of Phoenix still trying to connect with you. Seeing as I have not heard back from you, I'm sure you have a busy schedule. When you call back, we'll certainly be able to discuss the different ways that you have to attend class based on your needs and schedule. We have options for you to attend class at our local ground campus, in an online environment, as well as a combination of both! My number is (phone #). Look forward to chatting with you today Michelle!

2. Hi Fred, this is _____ your Enrollment Counselor with the University of Phoenix. At one time, earning a degree was a goal for you. Has something changed? If you are not interested in returning to school at this time, please contact me so I can make the appropriate notes in your record. I would also be happy to meet with you to outline a personalized education plan that will make returning to school and completing your degree as convenient as possible. Call me today at (phone #).

3. Hi Tom, this is _____ calling again from University of Phoenix. I know you are interested in learning more about our _____ program, but I am having trouble connecting with you. I certainly don't want to bother you, but I definitely don't want to forget about you either... Give me a call as soon as you get this message at (phone #).

4. Hello Josh, this is _____, your Enrollment Counselor for the _____ programs at University of Phoenix. I have tried to contact you several times and have not received a return call. I am not sure whether you would like me to continue to try and reach you about your _____ degree. I would appreciate a quick courtesy call to let me know how I can assist you in your pursuit or whether I should remove you as a Bachelors/Masters candidate. Please be assured Bill, that I am committed to helping you reach your educational goals. I am in the office today until 5pm MST, and again tomorrow between 8 and 5pm. My direct number is (phone #). I look forward to helping you today or first thing in the morning!

Contacting a referral:

Hi John, this is _____, Bill Smith's College Advisor at the University of Phoenix. Bill had mentioned that you were excited about finishing your degree and that you would be an excellent candidate for our program. I would like to set up a telephone interview to get to know you a little better and help you with your educational goals; I am in the office today until 5pm MST, and again tomorrow between 8 and 5. My direct number to my office is (phone #) and I do have 24 hour voicemail access if there is a better number to reach you. I look forward to helping you today, or first thing in the morning.

APPH message:

Hi Bill, this is _____, your Enrollment Counselor for the programs at University of Phoenix. When we talked on July 3rd, you had spoken about how important it was for you to get your _____ degree in order to apply for that upper management position at work. Please give me a call today so I can help you finish up your application or any other questions you may have. Bill, I am committed to helping you graduate so that you may reach the goals you have set for yourself. Please call me today before 5pm or first thing tomorrow morning after 8am MST, so we can solidify your start date and I can get your materials to you immediately. You can reach me on my direct line at (phone #). Thanks Bill, I look forward to speaking with you!

Classic Probes & Responses

From UPX Online's "Heavy Hitters" Jim Pangborn

"Just send me some information"

- What kind of information are you looking for?
- So, you're ready to go back to school ... tell me about that?
- Are you nervous about going back to school?
- What prompted you to call today?
- On a scale of 1-10, how important is school to you?
- What is school going to do for you at work or personally?
- How much thought have you put into returning to school?

TIP ... "Shoppers are Graduates Waiting to Happen"

Probing deeper will keep students from "camping out" in SHOP status forever. They want control of the conversation and are conditioned to keeping you at arms-length. Bring them closer with the age-old question, "How serious are you about getting your degree?"

OUTSIDE the BOX: "I'm a lot like you; I have a tendency to want to have all the details in front of me. The information I can send is very basic ... really my role is more of a counselor to help with your questions right now. Has anyone ever taken the time to review a degree-completion plan with you?"

“Shopping Around”

- What other schools are you looking at?
- What will be the deciding factors in your decision?
- How long have you been thinking about going back to school?
- Why is obtaining your degree important to you?
- That’s why I’m here ... to help you shop. What kind of timetable are you on?
- What do you see as my role during this “shopping trip”?
- Are you shopping for a place to graduate?
- When you first thought about returning to school, where did you start the process?
- What does your ideal school look like to you?
- How will having your degree change your life?

TIP ... “Milk, Eggs, Butter”

Students have an internal checklist. Until those two or three things are addressed they are not hearing ANYTHING else you say.

OUTSIDE the BOX: “I can appreciate that ... in fact, I’ve actually had a few students start school elsewhere and then called back to re-inquire. Returning to school is an important decision, one we take very seriously. Having a counselor like myself should help ensure that we find the right fit for you before you start.”

“Too expensive”

- Expensive compared to what?
- Is cost the biggest factor in making your decision?
- Do you know anybody who has attended University of Phoenix?
- What is your biggest reason for returning to school?
- On a scale of 1-10, how much are you willing to invest in your education?
- What are your educational goals?
- Have you looked into your company’s tuition Reimbursement Program?
- What will have a degree mean to you at this time in your life?

TIP ... Don’t Make Excuses for Value

Ask your students ... “When your degree hangs on the wall in a few years ... will you tell friends and family you bought the cheapest degree you could find?” Build value into cost by reminding students of the direct application and value of our real-world curriculum.

OUTSIDE the BOX: “Sure we cost a little more ... but most online programs don’t offer the depth of resources that we do. From our online library to the quality of our faculty UPX has spared no expense in creating the absolute best programs and curriculum available.”

If you think college is expensive ... try putting yourself through retirement without a degree.

"Going a Different Direction"

- What direction is that?
- What has prevented you from finishing your degree in the past?
- Tell me about your career goals?
- Is that going to get you to where you want to be?
- How have you been effected by not having your degree?
- Are you afraid of what kind of student you will be?

TIP ... Be a Counselor, Help Them Achieve THEIR Goals

As people we have a tendency to want to put things off. 83% of our students start school within 60 days. Once they reach that point, the likelihood of them making education a priority becomes far less likely.

OUTSIDE the BOX: "I'm a lot like you ... there is NEVER really a good time to start school. Most of my students are also afraid of making the commitment of time and money. Where do you see yourself professionally in the next 4-5 years?"

"I Have No Time to Go Back to School ... Too Busy"

- Do you feel you're too busy to make education a priority?
- Tell me about your work schedule?
- Well, wouldn't you agree that's really why you need a degree?
- What will be different in a year from now?
- Is school something that you are afraid of?
- Are you able to reorganize your priorities?
- Do you work in a team environment?
- Do you control your schedule?

TIP ... They Need Us

That's why University of Phoenix exists. We have found a way to help busy working-adults find the time to finish their degree programs. That's probably why University of Phoenix has grown to be the largest private University in the world, because a lot of us are too busy for a lot of things.

OUTSIDE the BOX: "It's funny you should say that ... I've been with the University for awhile now and I hear that from time-to-time. In fact, a lot of students get so busy that they never take the time to make education a priority. On a scale of 1-10, how important is school to you?"

“I need to DROP!”

- What do you mean?
- Why is quitting school more important than graduating?
- Who has been motivating you to quit?

TIP ... Don't Let Them Off the Hook

Extending the conversation is critical. Go back to your notes. Use success stories from other students who have felt overwhelmed. Review their perception of the homework to make sure they are not “over-posting.” Remind them that returning to school was important to them at one time ... and return to the “task” orientation of doing one thing at a time.

OUTSIDE the BOX: “I understand ... having your degree is a commitment. In fact, you may face this same feeling in your 5th class or your 10th class ... it's a common emotion to want to ease up and find some breathing room. What has changed in the last few weeks that you're willing to give up your dreams of finally finishing your degree?”

"I don't need a degree."

What do you mean?

"I'm not sure I can do this."

What questions do you have that I have not addressed?

"Are you accredited?"

What do you know about accreditation?

"My wife is expecting a baby."

How will that prevent you from starting school?

"I have to run this by my spouse."

What specifics will they want to know?

"I need to THINK about this."

What areas are you “thinking” most about right now?

CAMPUS EMPLOYEE DEVELOPMENT
APOLLO CORPORATE UNIVERSITY

9/26/2007

Confidential AGI0014468

The Student Conversation

INTRODUCTION

Enrollment Counselors spend a great deal of time on the telephone conversing with prospective students. It is critical that the EC prepare for every call and know the purpose and direction of each conversation. The EC must spend time wisely with each and every potential student and know when to end a conversation and move on to the next.

This section is designed to outline the important aspects of the student conversation and how they build toward enrolling a student into school. RAMOPSR is an acronym used as a guideline for all the information to be gathered during a student conversation.

OBJECTIVE

- Demonstrate proficiency in product knowledge, admissibility and effectively enrolling a student into school during the student conversation.

KEY TERMS

- Drive Theory
- Open Probes
- Temperature Checks
- RAMOPSR

THE FUNDAMENTALS

A student enrollment call includes: building rapport; identifying needs; matching needs to benefits; overcoming concerns; and assisting students in completing an application.

Section 1: A Needs-Based Counseling Approach: RAMOPSR

Why Do We Buy?

A consumer makes a purchase to satisfy a need or want. When he/she does not purchase, it is often because the product or service provides no value, and therefore does not satisfy a need/want. This consumer behavior trend is especially obvious when the purchase involves a larger investment of time and money. We will explore our students' needs in detail and help you learn techniques to reveal your students' motivations to make the enrollment process quicker and easier for both of you.

Why Is Advising A Student Different?

We must draw the distinction between an impulse item and the long-term commitment of a larger purchase. Candy at the grocery store is an impulse buy. It is low cost, convenient, and immediately available. For the consumer to buy, a small want or need will suffice. An education, on the other hand, costs more, requires effort, and the benefits do not arrive at the time of purchase. A consumer must feel a stronger need to buy this product. Our student advisement model will help you appreciate this difference and assist (not convince) the student in deciding that returning to school with University of Phoenix now is the right choice.

When advising students, we know that it is important to surface **POTENTIAL NEEDS** and develop them into **CONFIRMED NEEDS**. Potential needs are vague, or not actually stated by our students. Confirmed needs are stated clearly, and in enough detail for us to understand the student's real reason for returning. The following are examples of potential and confirmed needs:

Potential Need: "I want to get my degree for my career." *This statement is vague. We don't know exactly how the degree will help or even what industry the student is referring to. We would be doing the student a disservice if we let this go without getting more information.*

Confirmed Need: "My degree will make me eligible for a management position at my company, ABC Enterprises, which will result in higher salary, more benefits, and more responsibility." *This statement has more detail to it and gives us a better picture of why the student is pursuing education at this time. In this chapter, we will talk about how to turn a potential need into a confirmed need.*

Uncovering Needs

Uncovering these needs requires specific questioning techniques that allow students to become aware of their needs and articulate their needs. Even if you have spoken with 10,000 students and have heard a similar story many times before, you must let each student explain confirmed needs in detail. If you assume, you might be wrong. You might also rob the student of the opportunity to say out loud what he/she has been thinking.

When making important decisions people trust themselves before others. Your job is to help students talk themselves into the best decision-- returning to school. There is amazing power in allowing a student to voice his/her motivation. Below are *proven* techniques from our best counselors to help you uncover your students' needs.

Open Probes

Open probes are questions that allow the customer to speak freely. They are most effectively used early in an enrollment call and anytime you need detailed information from your student. An open probe is any question that cannot be answered with a simple yes, no, or other one-word answer. When used effectively, open probes take you directly to the student's **CONFIRMED NEEDS**. Open probes save you from having to ask too many questions. They also keep you from talking at length about features and benefits irrelevant to your student. When a counselor talks about University of Phoenix at length and does not ask questions, we call this **Information Dumping**. Dumping on your students is rude, shows poor customer service, and does not allow you to satisfy the student's true needs.

If used properly, open probes allow the student to provide you with the important information you need to progress in the enrollment call, and ultimately take you to his/her **EXPLICIT (CONFIRMED) NEEDS**. If you let them, students will tell you exactly what is important to them in a school and why they need to go. Remember that all the best information comes from your student, not you. Below are some examples of open probes:

- Why do you want to return to school now?
- What do you do for work?
- Tell me about your previous education?
- Tell me about yourself.
- What will having a degree mean for you?

Qualifying Students

Before a call can progress, a student must be qualified. A qualified student has expressed some level of motivation for obtaining a degree, meets the admissions criteria, has the ability to pay, and has a pre-determined timeframe in which he/she would like to start/complete school. Failure to qualify your students may result in spending too much time on a student who cannot attend, or cannot begin now. When this happens, you are cheating yourself and other students you could have been helping. Qualifying makes the process smoother, helps the student make the correct decision, and ultimately saves you time. To help you remember what to cover when you qualify, we have provided you with an acronym. Each letter stands for an area to develop with your student.

RAMOPSR

Think of a map showing you the route to follow to reach your destination.
RAMOPSR stands for:

- R Rapport – Always develop rapport before asking enrollment questions. This builds trust.
- A Admissibility – Does the student meet the admission requirements?
- M Motivation – Understanding what motivates your student is crucial for retention.
- O Online– Why Online Education?
- P Payment – How will the student pay for tuition?
- S Start (Completion) Date – When does the student want to graduate?
- R Referral – Who does the student know that would like to attend University of Phoenix?

Rapport

How do we develop rapport? We hired you not only for your education or work background, but also because you are friendly and engaging. This is where you put your people skills to work.

First, be yourself. Students can sense when you are artificial. We hired YOU for a reason. Second... relax! Students will respond favorably when you appear relaxed and confident. Third, show your enthusiasm. Smile and show the student with your voice that you enjoy what you do and are happy to be assisting them. Make the student feel good about himself/herself and the decision to return to school. Fourth, find something other than education to talk about-- make small talk!

You will be surprised how much you and your students have in common. A brief period of small talk can break the ice. It does not take too much time away from your goals, and will result in the student talking more. Our best counselors let their students' talk 80% of the time. We call this the 80/20 rule. If you let them, your students will tell you everything you need to help them go to school. And, as we all know, who do we all like to talk about? OURSELVES! By letting the student talk, you will gain rapport much easier than if you do all the talking. This rule can be difficult to follow and may require your conscious effort at first-- Stick to it!

Common areas of small talk include the weather, local sports teams, kids, recreational activities, hobbies, etc. When you give your student the opportunity to "warm-up," talking about his/her favorite topic, he/she will give more detailed answers to your qualifying questions later on.

When we have rapport with our students, they trust the information we are providing and do not question our motives for asking questions. Another method for increasing rapport involves making the students feel good about themselves and assuring them that you value them as people. To accomplish this, we use praise, or "cookies." Whenever students reveal something about themselves, they are risking that we will judge them and not approve of them. Make sure they know how much respect you have for them by offering cookies. See some examples below:

- "You've got three kids? Wow, that's a full time job right there, good for you."
- "You've been with your company for seven years... you must be very good at what you do."
- "You've got twenty credits from the community college... that's terrific. That will really shorten your time to complete your degree."
- "~~Your company offers tuition reimbursement...~~ great." Great is not a cookie, it is a "crumb." Be specific about what you're praising. Can you see the difference between a cookie and a crumb? Your students deserve real cookies!

Admissibility

Our goal is always to provide the best customer service to all of our students. To do so, we must ensure that we are not wasting their time if they are not admissible. We also must not deny other students the opportunity to speak with us because we spent too much time on a student who cannot attend University of Phoenix. Early on, we must determine if they can be admitted to our program. Do we offer the course of study they want? Do they meet the admissions requirements? If the answer to either question is no, we can do some quick checking for the possibility of either changing their program, or more than likely need to refer the student elsewhere or wait until the situation changes. Below are some of the questions you can ask to determine admissibility.

- Tell me about your career history.
- What do you do?
- How long have you done that?
- What have you done educationally since high school?
- Tell me about yourself.
- What are you looking for in a degree?
- What do you want to study/learn?
- What skills do you hope to gain from your education?

Again, these are a few examples, but there are many more questions and ways you might ask them.

Motivation

This is the most important part of your conversation with the student. Uncovering a student's motivation to go to school (Confirmed Need) in detail will make the rest of the process easier and will reduce the chances of a student "dropping" or "rolling to the next start date." How can we expect a student to make major life/schedule changes, do homework, and pay money for 2-4 years of his/her life if there is no need for a degree? A common misconception: students are already motivated enough and that's why they contacted us. The truth is our students should be congratulated for taking the first step. They must be encouraged to tell us their reasons and motivations in detail. In many cases, they never realize just how important school is until they hear themselves say it. It is your job to put serious students in the classroom. How will you know just how serious they are without knowing their motivation and how strong it is? We will refer to Motivation throughout training, and you should refer back to your student's motivation throughout your conversation as well. Here are some questions you can ask to find their true motivation.

- Why do you want to go back to school?
- What will having a degree do for you?
- What will be different when you have your degree?
- How important is getting your degree? Why?
- What prompted you to inquire with University of Phoenix?

Notice how all are open ended and designed for detailed answers. You'll also notice that none assume it is for a specific reason. People buy to satisfy a need. Without a clear understanding of your student's needs, the rest of the conversation is pointless. To help you uncover students' needs, we have several strategies. You have read about open probes and seen examples. The next step is to learn about **developmental probes**. These are probes that help the student provide more detail in his/her answers. See the example below:

Enrollment Counselor: What is motivating you to complete your education? –**solid open probe**

Student: I want to move up in my company. – **good answer, but vague and only provides a potential need**

EC: Tell me more about that. **Developmental probe** – *designed to get more information and get the student talking*

S: Well, if I finish my degree, they will promote me at work, and give me a raise. – **Another good answer! But we can get even more if we keep going...**

EC: What will that mean for you? – *Excellent developmental probe, this will get the student to explain how his/her need will be met.*

S: With more money I'll be able to provide more for my children, pay off some debt, and be able to prepare for my retirement. – **great information. You will be able to use this information at any point in your conversation to help the student focus on why going to school is important.**

EC: How will that make you feel? – *Getting to the internal motivation we talked about earlier.*

Below are some examples of developmental probes you can use.

- Tell me more.
- What will that do for you?
- What will that mean for you?
- How does that make you feel?
- Go on...
- Why is that important to you?

Be sure to keep probing on the same topic and get all the information/detail you need before moving on. A common mistake in counselors is to probe randomly, not staying with one topic long enough to get the in-depth information necessary.

When we probe for motivation in our students, we often focus on the positives. We like to hear about all the great things that a student has already done and what will happen after completing a program. This area comprises about 50% of what we need to cover. When we focus only on what has gone well and what positive effects a degree will have, we ignore half of what motivates students. In many cases, students come to us not just because something good will happen when they complete their education, but also because it will remove or prevent something unpleasant in their lives. Below are examples of unpleasant situations resulting from lack of education that students might want to change.

- Stuck in a dead-end job with no future
- Been passed up for promotions due to lack of education
- Not making enough money
- Feel inadequate compared to friends, coworkers, or family members
- Feel like a bad example for children
- Feel incomplete for starting but never finishing

There are countless more examples, so don't assume that your students will always experience one of the above. Using your open probes, you will find out exactly what your student is feeling and why they want to complete an education. Remember to keep asking developmental probes to get confirmed information in each area.

Past: Where would you be if you would have earned your degree five years ago?

Present: How and where does that affect you now?

Future #1 (without a degree): Where do you see yourself without a degree?

Future #2 (with a degree): How will having a degree help?

Below are questions you can ask. Think of new ones and change the wording below to fit your communication style.

PAST

- How has not having a degree affected you?
- When you look at the last few years, what don't you like?
- What has it meant for you not having your degree?
- You mentioned that you have been passed over for promotions, how was your education a factor?

PRESENT

- What would you most like to change about your current situation?
- What keeps you awake at night?
- How does not having your degree impact you today?

FUTURE WITHOUT A DEGREE

- What will happen if you don't finish your degree?
- Tell me what the situation will be like 3-5 years from now if you don't go back to school?
- How will the situation change if you don't complete your degree?

FUTURE WITH A DEGREE

- What will happen when you have your degree?
- Let's flash forward 5 years... you finished your degree two years ago... what is different?
- How will the situation change if you do complete your degree?

When you have detailed answers to these questions, your students will practically enroll themselves. If your student tells you that he/she feels horrible for not having his/her degree, has been passed over for promotions, and feels inadequate among his/her friends, it will only get worse if he/she doesn't complete a program, and it will all be better if he/she does... How could he/she not enroll? In fact, if he/she has any concerns about returning to school he/she can work past them by himself/herself because they are less painful than the idea of not completing a degree. Remember, keep asking developmental probes until you discover in detail EXACTLY what is painful and EXACTLY how it could be better with a degree.

Online

To provide exceptional student service we need to make sure that completing a degree online is the best or only option for the student. Gaining this knowledge can help you keep him/her in school throughout his/her course.

- Why are you choosing an Online program?
- Why are you interested in attending Online?
- Why is Online your best option?

Payment

In the same way we check to make sure a student is admissible, we must also make sure your students can finance their educational investment early on in the conversation. It is extremely difficult to realize after a long conversation that your student would love to attend but cannot make payment arrangements. Save yourself and your student the heartache and get to this line of questions early. Students expect to pay for education, so you won't surprise them. In fact, it is often one of their biggest questions and you will be doing them a favor by bringing it up. We have several payment methods. Beyond finding out if they can pay, you will also be helping them determine which method will work out best for them. See below for examples.

- How had you planned to finance your program?
- What options have you looked into for payment?
- What sources do you have to help you pay for your education?
- How do you plan on investing into your future?

Start Date

We don't want to waste students' time if they can't pay, or if they're not admissible. Likewise, we don't want to spend much time NOW if they absolutely cannot begin for quite awhile. Now, here is the paradox; students always want to finish ASAP but want to start as far in the future as possible. It is natural... finishing means they get all those wonderful things they said would happen after completing a degree. Starting may mean changing a schedule around, increased workload, homework, etc. Naturally, when you ask students when they want to start, you will get a date way off in the future somewhere. Be sure to phrase your questions about start date using "completion" verbiage. See below for examples.

- When would you like to be done with your degree?
- How soon would you like to be eligible for that promotion?
- When do you want to be able to put your degree on your resume for your job search?

These questions will lead to answers in the very near future. As we cover "Creating Urgency to Start Now" in a later section, you will see how asking these questions allows you to help the student start much sooner. For example, "Since you want to be done within 2 years from now, and based on the length of your program, your start date is at the end of this month."

Referrals

Referrals should be part of every conversation you have with your students. Everyone they know is an opportunity for you to help change another life. Even if the student you are talking to is not a good fit for University of Phoenix, they still know people who are a good fit. Below are several examples of referral probes.

- Who else do you know who would like to pursue their education?
- Are you calling regarding a group or individual enrollment?
- It looks like we don't have the program you're looking for, who do you know that would benefit from completing their degree Online?

After completing RAMOPSR qualifying and probing, you will have confidence that you have a qualified and motivated student. You will also have a good working relationship allowing you to ask more in-depth questions, offer advice knowing you have trust established, and increase the likelihood that your student will honor all commitments.

Section 2: Overcoming Objections and Concerns

You have already learned that students often contact us to help them make the decision about where, when, how, and even if they should go back to school. In some cases, your students may call and tell you they've already decided to go to school with University of Phoenix. In both cases your students will have questions and concerns about returning to school. Do not be fooled if your students call in wanting to apply. It is still your responsibility to uncover and help them answer their questions and concerns, whether they bring them up or not! This section will cover the different questions and concerns students will bring up. Even more importantly, you will learn strategies to handle ANY question effectively allowing you to help your students work past their concerns.

Categorizing Concerns

You may hear your students word their concerns differently each time you deal with a new student. It should be comforting to know that there are two main categories for objections: Can't and Won't. Your students will usually present their concerns as "can't." For example: "I don't have enough time." It is YOUR responsibility to help the student determine if it is can't or won't. The techniques we will teach you focus on when a student can attend, but won't.

There are four categories of "won't" objections.

- Cost – It's too expensive, I don't want loans...
- Time – It doesn't work with my schedule, I'm too busy...
- Fear – I haven't been in school for a long time, I'm bad at Math
- Value – Will you guarantee me more money once I graduate?

It is important that you understand that a student may bring up one objection but he/she may be bringing up several. For instance, when you know that a student can afford to attend but he/she still says cost is holding him/her back, it may be cost combined with fear. Could he/she be afraid of failing? It might also be cost combined with value. Is it possible that since he/she can afford it, he/she is simply worried about spending time and money on a program that won't get him/her what he/she wants? More often, our students will admit to having cost and time concerns before fear and value. It will be up to you to determine if one or more concerns exist.

How do I address questions and concerns?

- Make sure you have built value 1st!
- Understand that student reactions and concerns can occur at any time.
- Always be responsive not defensive
- Don't answer a concern until you fully understand it.
- Student reactions and concerns are usually unanswered questions in disguise or misunderstandings.

Motivation/Value

You should not attempt to address concerns until you have built value for your student. When you do this properly, value concerns should not arise and it will minimize the occurrence of other concerns. Have you noticed that cost is a major concern for you if you don't need the product? Think of something you didn't buy because you did not need it. Likewise, think of something you DID buy, even though it might have seemed expensive to you, but you needed it. Your students will bring up fewer concerns and will be more open to solutions when you have established the value for them.

Questions/Concerns Occur at Any Time

Your students may ask their questions or voice concerns immediately and at the beginning of your first conversation. However, some students might keep their concerns to themselves until later in the process. Your goals are to 1) ensure that you have gotten all concerns to the surface and addressed them before the student enrolls, and 2) control the conversation and address them when YOU are ready. If the student brings the concerns up early, make sure you cover them after you have built rapport and motivation (value). Below is an example of how to handle this situation.

Student: *(early on in 1st conversation)* I am too busy to do this work.

EC: If I hear you correctly you want to know how this will work into your schedule. Great, I'm going to write this down to make sure we cover it before we're done. What is motivating you to return to school? *Acknowledged the concern and made sure to let the student know it will be addressed before turning the conversation back to motivation/value.*

Be Responsive (not defensive)

Nobody has ever won a fight with a student in any business. Even if you win the argument, you have lost a student. Never, ever, EVER get defensive and turn your conversation into an argument. This is easier said than done because our students may sound angry or upset. It can be difficult not to take their words personally. It helps to understand that your students are not upset with you specifically. They are most often upset with a situation and you happen to be talking about it with them. Here are some examples of what students might truly be upset about.

- Not making as much money as they'd planned
- In debt
- Wish they had completed school previously
- College was cheaper the last time they attended 20 years ago
- Not happy with their jobs (for any number of reasons)

Your student may say, "You're too expensive." What he/she is actually saying is, "I want to go to school, but I'm concerned about cost. Can you help me figure out the financing?"

Keep in mind that you are the student's personal consultant to help with these issues. Your student might be frustrated about a current situation or about the barriers he/she sees to completing a degree. Both of these are opportunities for you to be a solution provider. Knowing that you can help fix a situation can help you control your reaction to student concerns.

What happens if I get defensive?

In addition to the obvious loss of rapport when you get defensive, you might also make a concern worse. If a student brings up a cost concern and you react defensively, you have just confirmed the concern. For example, if the student says our programs take too long, and you get defensive, what is the student to think? If you believed our programs were the right length, you would not be defensive. You have just shown that you feel we have something to hide. In addition, if your student has a second concern, why would he/she bring it up if you reacted defensively to the first?

How can I keep from being defensive?

Overcome your own objections

The first task you have is to get in class, sample what we offer to our students, and realize the benefits. Attend a graduation. See firsthand how happy and excited our students are when they finish. You will then understand the true benefits of our programs and you will never again question if the amount of time, money, or effort is worth it. Until you feel that way, you will have difficulty with concerns as you will project your own on your students and/or shy away from the topic completely.

Smile and congratulate the student (welcome the concern)

When a student offers a question or concern, a smile in your voice can help reduce hi/her fears. By showing that you welcome the concern, you are continuing to foster open communication and are showing that you can help him/her with any problems he/she may have. You might ask, why should I smile when a student tells me he/she can't or won't go to school? Here are some reasons.

- Be happy your student feels comfortable sharing it with you. Some will not.
- Getting a concern out early is great. They are harder to deal with when the student holds on to them and calls after not attending classes to tell you.
- Worse, some students may have concerns, not show **up** for class, and never tell you why because they are embarrassed.
- Congratulate yourself for building enough rapport that the student trusts you
- Your student is clearly interested in school-- those who are not interested hang up or walk out, they don't ask for help with concerns.
- Be happy, if a student is qualified and wants to go to school, we can find a way to make that dream come true.

After you have managed your reaction, it's time to make the student feel good about bringing up his/her concern. Congratulate the student for bringing up his/her question and give him/her cookies for taking the decision to return to school seriously.

Example:

Student: Your schedules are too much for me right now.

EC: *(smiles)* Joe, thank you for bringing that up. I can see that you're trying to fit school into your busy schedule. It's clear that you're taking this decision seriously and want to make sure you're successful. I respect that. Let's talk more about schedules. *Responsive, not defensive, friendly, made the student feel good, and stayed solution-focused.*

Clarify Concerns

Your next step to helping a student work past his/her concerns is making sure you understand what the real concern is. Remember developmental probes? You learned to ask questions to get a deeper understanding of your student's motivation, and you will do the same thing to get a handle on his/her concerns. When a student explains that he/she is too busy to attend, don't contradict him/her! Don't attempt to solve him/her problem until you understand it completely. To generate trust and rapport, you will always clarify a concern before you attempt to address it. You will be using the developmental (open) probes along with your listening skills (reflecting/summarizing). See below for an example.

Student: I don't have time to go to school.

EC: What about time is holding you back? *Open ended clarifying question.*

Student: I don't think it would work with my schedule.

EC: I'm glad you brought that up Jane. I can see you wouldn't want to do this unless you could devote the time necessary to do it right. That's commendable. Tell me more about your schedule-- tell me about work and anything else you have going on. *Responsive, got a cookie in, and clarified using an open, developmental probe.*

Student: I work 8-5 Monday through Friday, the kids have baseball and gymnastics Monday and Wednesday, I cook dinner every night, plus general house cleaning, shopping, and all that stuff.

EC: Good, that gives me a better idea. Tell me more about your schedule after the kids are in bed. *Showed accurate listening, reflecting, and asked a developmental probe.*

Student: Usually I get home make dinner for my husband and kids, and then we relax, maybe pay bills or something until bedtime.

EC: Is there anything else on your schedule that might prevent you from being in class? *In this case, a closed probe works well. The student will likely indicate "no" meaning everything is already out in the open, or provide more details.*

Student: No, that's it.

EC: When do you see yourself getting online?

The Enrollment Counselor is now in a good place to make a recommendation. This will only work after the student has a chance to explain his/her schedule. If the EC tried to implement a solution without clarifying, the student would likely resist the solution. Would you allow a doctor to do surgery if he/she hadn't first asked some questions about where it hurt?

Gain buy-in for a solution

After clarifying, you will want to gain the student's buy-in for a solution before presenting it. You will ask the student if he/she will be ready to start classes if the barrier was removed. This is often referred to as the "If I could show you a way..." approach. If the student still does not think it's a good idea, there is usually a hidden concern you must bring to the surface. If he/she says yes, then you may proceed with the solution (benefit statement). See the example below.

(continuing from the previous example)

EC: Jane, if there was a way to fit school into your schedule without completely sacrificing work, your kids' activities, and your home life, would you want to take advantage of it? *Gaining conditional acceptance to the solution.*

Student: Well yes, I'm not sure how that would happen, but if it could, I'd be interested in looking at it.

EC: Jane, your schedule is like most of the working adults we have here (*summarizing*), you can attend class and do homework when it's convenient for you. (*benefit statement*) What that means for you is you could attend after the kids' activities and do your homework after dinner or on the weekends and you wouldn't have to give up any of the activities you listed. How does that sound? (*temperature check*)

Student: Wow... that sounds great! (If she said no, or is not convinced, you'd have to clarify/uncover her hidden concern.)

When listening, clarifying, buy-in, and benefit statements are used in this way, the student is making all of the decisions but the counselor is providing guidance and information at each step. This technique empowers the student, which is a feeling they all enjoy. The old expression applies here, "People love to buy, but hate to be sold." Give your students the tools to make the right decision without telling them what to do.

Feel/Felt/Found – Normalize and Neutralize the concern

When fear is the main concern, our top counselors use an additional approach. After clarifying the concern and realizing that there is not a "solution," but rather the student is afraid, these counselors use the Feel/Felt/Found (FFF) approach. The guiding principles of FFF are that anyone who is afraid wants to feel normal. Often, students are embarrassed because they believe nobody has ever been scared before and the rest of the students in class will be brave and confident. We help students feel normal (normalizing) by letting them know not only that we understand what they're feeling, but also that other students have felt the same way. The simple act of normalizing reduces much of the unhealthy, unproductive anxiety in the student. The third stage is to neutralize the concern showing how the same students overcame their fears and to gain the student's commitment to the process. See below for an example.

Student: I just don't think I can do it right now.

EC: What is holding you back Terry? *Clarifying question*

Student: I've never been a very good student and this seems a little fast.

EC: Go on. *Developmental question*

Student: Well, I went to college 12 years ago and I failed some courses and then dropped out. Those were 16-week semesters and this is 9 weeks. I think it will be too much.

EC: Terry I am really glad you brought this up. It seems like you did not succeed the way you wanted to 12 years ago and I can tell it's important for you to be successful at this and you should be proud of that. (*cookie*) It sounds like you're worried the adult format will move too quickly for you, am I hearing you right? *Reflecting and temperature check*

Student: Yes.

EC: Terry, I know exactly how you feel. (*feel*) I have helped a great deal of our adult students do this and most of them felt exactly the same way you do. They were concerned they would get in the program and have to drop because they couldn't handle the pace. (*felt*) Do you

want to know what they found? (*gaining buy-in for the solution*)

Student: What?

EC: They found (*found*) the format was designed specifically for working adults. The schedules and the teaching style matched them so much better than traditional schools had, enabling them to do even better in the shorter format than they had in the longer format. The very thing you're afraid of is just what you need to erase, the doubts you have about yourself from your previous experience. (*benefit statement*) What do you think? *Temperature check*

Student: Wow, I hadn't thought of it like that.

EC: Can you see that working for you? *Second temperature check*

Student: Yes, I think I can!

As you practice this technique, you will see the words Feel, Felt, and Found disappear while the underlying technique remains. See the example below.

EC: It's very normal to be a little tentative when trying a new format like this. I'd be worried about you if you weren't a little scared! This shows me you're just like the rest of our students and you're taking this seriously. I worked with several students last month who were concerned about the very same thing. They discovered once they got into classes, the format is set up the way an adult learns and it was easier to learn in a 9-week format than it had been for them in the traditional 16-week format with four classes at a time. Do you think you could be successful in the adult learning format?

The FFF approach depends on a great deal of empathy on your part. Your students must believe you appreciate their circumstances, are not judging them for being afraid, and you are confident they can do this. Make sure you are delivering this technique with sincerity and feeling. Practice often with another counselor or a manager and ask for feedback on your delivery.

Section 3: Gaining Commitment

This section will help you with the process of gaining students' buy-in to the next step in the enrollment process. Our focus will be on two skill areas. First, we will look at gaining commitment throughout your relationship with the student: from first phone call all the way through enrollment. Second, we will look specifically at techniques to help you gain commitment to complete the application during the appointment (final commitment).

Gaining Commitment Throughout

At any point in your relationship with your students, you should know you and your students are on the same page. Nothing can slow down or reverse the enrollment process like a misunderstanding or an incorrect assumption. When you are probing for motivation, delivering a benefit statement, or gaining final commitment, you must ensure you and your students are thinking the same thing.

To reach this understanding we use a concept briefly mentioned in earlier sections: the temperature check. With a temperature-check, you will ask a question designed to determine what a student thinks about what you just said. When listening, temperature-checks assure you have heard the student correctly. When delivering benefit statements, the temperature-checks ensure the student understands the value of what you have said. See below for examples.

"Bill, it seems like you need a program that accommodates your work schedule. Did I hear you correctly?" (*Asking this question will make sure you and your student are working on the same issue. You don't want to spend time on a topic if it is not what the student meant.*)

"Michelle, it looks like paying for your courses two at a time will work well for you. What do you think?" Make sure the student sees the value.

Using the temperature-check method whenever you need to confirm information with a student will help you and your student throughout your relationship. At every stage you should know that you're in agreement before you move to the next topic.

Commitment to the Application

Often referred to as “final commitment,” having students fill out the application is the natural next step in the enrollment process. When you have done a good job of asking questions, helping get past concerns, applying benefits, and gaining commitment throughout, final commitment is where you end up. Practice each of the following four techniques to get comfortable with all of them.

- Summarizing
- Application request
- Alternate choice
- Balance sheet

Summarizing

Summarizing is repeating back to the student what he/she has said using your own words. It is similar to reflecting, but covers more information. Reflecting might cover the last sentence or two that a student said; while summarizing might review everything you covered in an appointment and/or phone call. Remember that our students’ cover a great deal of information with us and that can be overwhelming for them. Summarizing helps bring the most important information to their attention as they make the decision to apply. You can remind the student why he/she needs a degree, why now is the right time, why University of Phoenix is the best fit, and what will happen if the student does not enroll (Drive Theory). Taking notes often makes this process easier so you don’t forget anything. Below are two examples of ways to summarize.

Enrollment Counselor Summarizes

“Nicole here’s my understanding of what we’ve covered so far. You need this degree to change to a new career. You want that new career so you can enjoy work and make more money which will increase your family’s quality of life. Without a degree, there is little chance for a successful career change. When choosing a school, you wanted to make sure that the classes and homework fit around your busy lifestyle and that you could afford to do this. Our online classes fit perfectly for you and the deferred payment using student loans is also just what you needed to make this happen. To be ready for school you had to feel that there was enough time to get all the paperwork in order, get your books and start reading so you feel prepared. Based on your start date on the 26th, you decided that would be just fine. It looks like everything is lining up just perfectly for you to make this happen for you and your family.”

You can see how taking notes will make this easier. Note the 3 areas covered: The student needs this, University of Phoenix is the best fit, and now is the best time.

Student Summarizes

EC: Nicole, do you think this will work for you?

Student: Yes I think it will.

EC: Terrific! Tell me why. *The student will review all of the information covered above.*

If he/she misses anything, you can ask him/her to cover that as well. If you are not satisfied with her answer, this gives you a chance to cover it again before moving forward with the application. *Better to find out you need to do more early on, than later.*

Here are some examples of other ways to have your student summarize.

“Tell me why you’ll be successful here?”

“This program takes your commitment. Explain to me why you will stick with this when the going gets tough.”

“Tell me why University of Phoenix is the best university for you?”

“Tell me why NOW is the best time for you to begin working toward your goals?”

Application request

If you know the student needs to go back to school, we are the right school, and this is the right time, there is no reason NOT to ask for the application. To avoid it would be doing yourself and your student a disservice. Our top counselors ask for the application all the time. We will cover several methods and it is up to you to combine them, change the words around, and experiment to find out what works best for you. Every technique listed below has been successful for many of our top people.

After summarizing

“Kate the next step for you to reach your goals is to fill out the application.” The application is not the first step, but the next logical step.

“To reserve a space in class on the day you want, fill out this application which allows me to save that spot.”

“The only thing standing between you and your goals is this application.”

“The application is the next step. Let’s take care of it together so I can help you.” *Works especially well with frightened students.*

Alternate Choice

Too many choices can confuse your students. With the alternate choice method you will offer the student two choices. Both choices assume that the student will apply. Be careful not to use this with an earlier and a later start month as students almost always choose the latter of the two. Studies have also shown that students tend to select the second option more often than the first. See examples below.

“Will you be paying the application fee with Visa or Master Card?”

Balance Sheet

Many people are visual information processors. What that means is when they see something, it is easier for them to comprehend it. For this reason we use the balance sheet technique to gain final commitment. When you use this technique, you draw (or have the student draw) a large "T" on a piece of paper. On one side of the vertical line, have the student list all the reasons going to school with University of Phoenix is a good idea and why now is the right time. On the other side, have the student list any reasons going to school wouldn't work. When you have done everything correctly up to this point, you will find a long list of "pros" and a short (or absent) list of "cons." Seeing these lists helps the student realize that enrolling is the right thing to do. It also gives you an opportunity to help remove any concerns that still exist. Don't worry if some cons show up on your balance sheet. Having the student cross them out as you remove the concern is a powerful commitment exercise. See below for an example balance sheet and then create your own.

Pros	Cons
Convenience	Cost
Fast	Too busy
Accredited	
Payment plan	

Section 4: Creating Urgency to Enroll Now

After gaining voice-to-voice contact with your students, uncovering and developing needs, matching our benefits to their needs, and helping them to work through their concerns, you now have the challenge to help them act NOW. One of our biggest threats is complacency. Our students may have waited years to contact us and if we let them, they might take years to take the next step. As a customer service provider it is your goal not to let your students fall victim to complacency. This chapter will help you create urgency in your students so they resist the urge to wait and get excited to begin NOW!

Techniques

You will learn the following techniques for creating urgency:

- Using rapport
- Showing excitement and enthusiasm
- Re-confirm the need
- Get the student wanting more
- Reassure and reinforce that the student is a good fit for our program

Rapport

You have already learned how to create rapport. Once you have rapport with your student, you can say things to him/her that you might not have said early in your first phone call. Think of your close family members and friends. You might not have to sugar-coat what you say with these people because you have a great deal of rapport. Students will listen to your advice and not take offense when you have done a good job of developing rapport and they trust you. Rapport is one of the areas that are difficult to measure and our top Enrollment Counselors gauge it by “feel.” You might notice that the student is laughing or giving detailed answers to your questions. You might feel more relaxed talking to the student as you have found various things in common. These are all good signs of rapport.

Students respond to you and how you treat them. If a student feels that you like him/her, he/she will be more likely to trust you, listen to you, and take your advice constructively. Conversely, if you do not like your student, it will show, and everything you do will be more difficult when the student senses this. Our best counselors are not more likable people, but find reasons to like more of our students. When you speak to a student, make an effort to find something you like. Too often, we identify what we do not like. This tendency will make your job more difficult unless you make an effort to change it. Below are some examples of things you can say when you have rapport and a good working relationship with your students.

“Paula, you’ve been thinking about this for five years now. When will it be time to stop thinking about it and start doing it?”

“My goodness Laura, you are a perfect candidate for our program. Your next step is to complete the application.”

Remember... EVERYTHING you do with a student is easier when you have rapport. You would not be here if you didn’t have people skills. Be yourself, and engage your students with the personality that got you hired.

C A M P U S E M P L O Y E E D E V E L O P M E N T

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Excitement and Enthusiasm/Re-confirm the need

You receive a paycheck for what you do, and chances are you enjoy helping people change their lives for the better. What a great reason to get excited! Too many people dread going to work each day while you have the incredible opportunity to be successful and make a positive impact. Consider this: If you get paid to be here and can't smile and get excited, why should someone else get excited about paying money to be here? We have an expression in Enrollment called TYF-- Tell Your Face! If you are excited about what you do and about helping your students, then show them.

Your attitude is contagious. Many of our top performers have helped their students make the decision to enroll as a result of contagious enthusiasm.

Show your students why they should be excited about getting enrolled right away. You can ask questions designed to get them excited about their goals. By this time you have an in-depth understanding of why having a degree is important. You can also summarize what your students have said previously to help them get excited and feel the urgency. See examples below.

"Tell me Bob, how soon would you like to complete your degree?"

"Larry, when would you like to have that promotion you mentioned?"

"Susan, when would be the best time for you to have your degree and be eligible to apply for that new job?"

"Jill, you mentioned that getting a degree will fulfill a personal goal, help you move up within your company, allow you to save money for your retirement, and will provide more job security. How soon do you want all that?"

Once you have good answers to these questions, you can move to the next phase: start date. See below for the wording to do this.

"Jill, based on YOUR graduation goal and when you want all of those benefits, you'll be starting your first block at the end of this month."

"Susan, based on YOUR goal to become eligible for that promotion ASAP, let's target your program which starts on the 17th."

"Larry you said the only thing holding you back from being promoted is a degree. If that's all that's holding you back, how soon should we take care of that?"

Remember: Starting classes may mean hard work and commitment for our students. Help them focus on the end goal and what they want out of their programs to create urgency. If there is something they want, they will want it NOW!

Get the student wanting more

At each stage in the enrollment process, the student should want to take the next step. He/she must be able to see something positive in it before he/she will succeed.

When you have a student on the phone, help him/her see what comes next and why that is exciting. Why should he/she want to take the next step? By the middle or end of a conversation you should have a very good idea of what gets the student pumped up. See examples below.

EC: Tony, I know you're excited about getting into that first block. On the first day the instructor will set expectations for assignments and answer all the questions you have. What do you think about that?

Student: That's great.

EC: Julie, you seem very interested in checking out the assignments for each week in your first block. After you complete the application, you will be able to get on the internet in a couple of days, create your student profile on our student page, and see your schedule, course assignments, and everything else you wanted to know. How does that sound?

Student: Cool! I like the idea of having all that stuff available on the web. *There is a big difference between saying "you have to do this" and "here is why this is a benefit to you." Always show what's in it for the student.*

Reassure and reinforce a good fit

Before students apply, they want to feel that enrolling is the right decision. To help them, we must be comfortable in our role as the expert. Even if you are new, students will see you as the expert on education in general, and University of Phoenix specifically. Your opinion means a great deal. When you express that you believe the student is a good fit for our programs and will be successful, it has a profound effect. Of course, make sure you have enough information about the student so that your statement is true. When the student feels he/she is perfect for the program, he/she will be less hesitant to make the commitment. See examples below.

“Darlene, after talking to you to find out about your work life and who you are, I am 100% confident that you are a solid candidate for our program. It’s my responsibility to fill the classroom with motivated students who can do this and I know you can and will.” *Your student will feel flattered and confident. This will also encourage your student to live up to your high standards.*

“Liz, you’ve told me about your goals to become a director at your company and that you’d like to do that in the next two years. Based on your ambition, drive, and desire to increase your skills, I think you picked the perfect program. Our business administration degree will get you the skills you need in the time frame you want. Great choice!” *Show the student that she has chosen the right university and the right program.*

You are also responsible for helping the student realize that NOW is the right time. Informing your student that classes start all the time will decrease urgency and encourage students to wait. Don’t do it! Rather, when your students have great reasons to enroll, you get to help them realize this is the BEST time to get going. See examples below.

“Steve, it is good that you called now. We have *exactly* the right amount of time to get you set up for your start date. *Your class has a couple of openings that might not be there next week.*” *Give the student confidence that this is the time to move forward. Waiting will not help!*

~~“You have plenty of time to get everything in order.”~~ If the student thinks he/she has plenty of time, he/she might wait and apply later. He/she should know that he/she has “just enough time” to get everything done.

“Barry, your program begins next Thursday. With your work schedule, the kids’ schedule, and the way our classes work, this will be the BEST time for you to get going.”

“John, you’ve been thinking about this for several years. You’ve picked the right program, we know it will work with your schedule, and it will get you the skills and qualifications that you want. Because this is so important to you, let’s not wait any longer.”

Early in our conversations we ask many questions and gather valuable information from our students. When we get closer to the application, we get to use this information to help the student recognize the importance of moving forward. Help your students by showing them why you believe HERE is the best place and NOW is the right time.

Section 5: Drive Theory

INTRODUCTION

Many students are aware that in order to progress professionally they need to attend school to earn a degree. Typically, something has happened or is happening in the student's life so the consequences of not having a degree can be seen. At these times, a student sees the potential impact the degree will have for him or her professionally and personally. The Drive Theory is a series of questions an Enrollment Counselor can ask to assist students in determining the benefit or value of earning an education.

OBJECTIVE

- Communicate effectively and in a manner that elicits a student's motivation for returning to school during student conversation in the enrollment process.

KEY TERMS

- Benefit
- Drive Theory
- Motivation
- Value

THE FUNDAMENTALS

The Drive Theory is a style of conversation that helps to uncover the motivation, needs and concerns of the student through a series of "open probe" questions.

- Past Without a Degree
- Present Without a Degree
- Future Without a Degree
- Future With a Degree

Use Drive Theory Open Probes to Uncover Motivation

Past & Present without a degree:

- How much has NOT having your degree cost you?
- How long have you been thinking about going back to school?
- What has kept you from pursuing your degree?
- Where would you be if you would have completed your degree _____ years ago?
- What have you lost by not having your degree?
- What has NOT having your degree meant to you?
- How has not having your degree affected your life / career?

Future without a degree:

- What options do you have in your career / future without your degree?
- What will happen if you don't get your degree?
- Where do you SEE yourself in _____ years WITHOUT your degree?
- How will you feel continuing in your present position WITHOUT your degree?
- What are your thoughts about downsizing in your industry and being in the job market WITHOUT your degree?

Future with a degree:

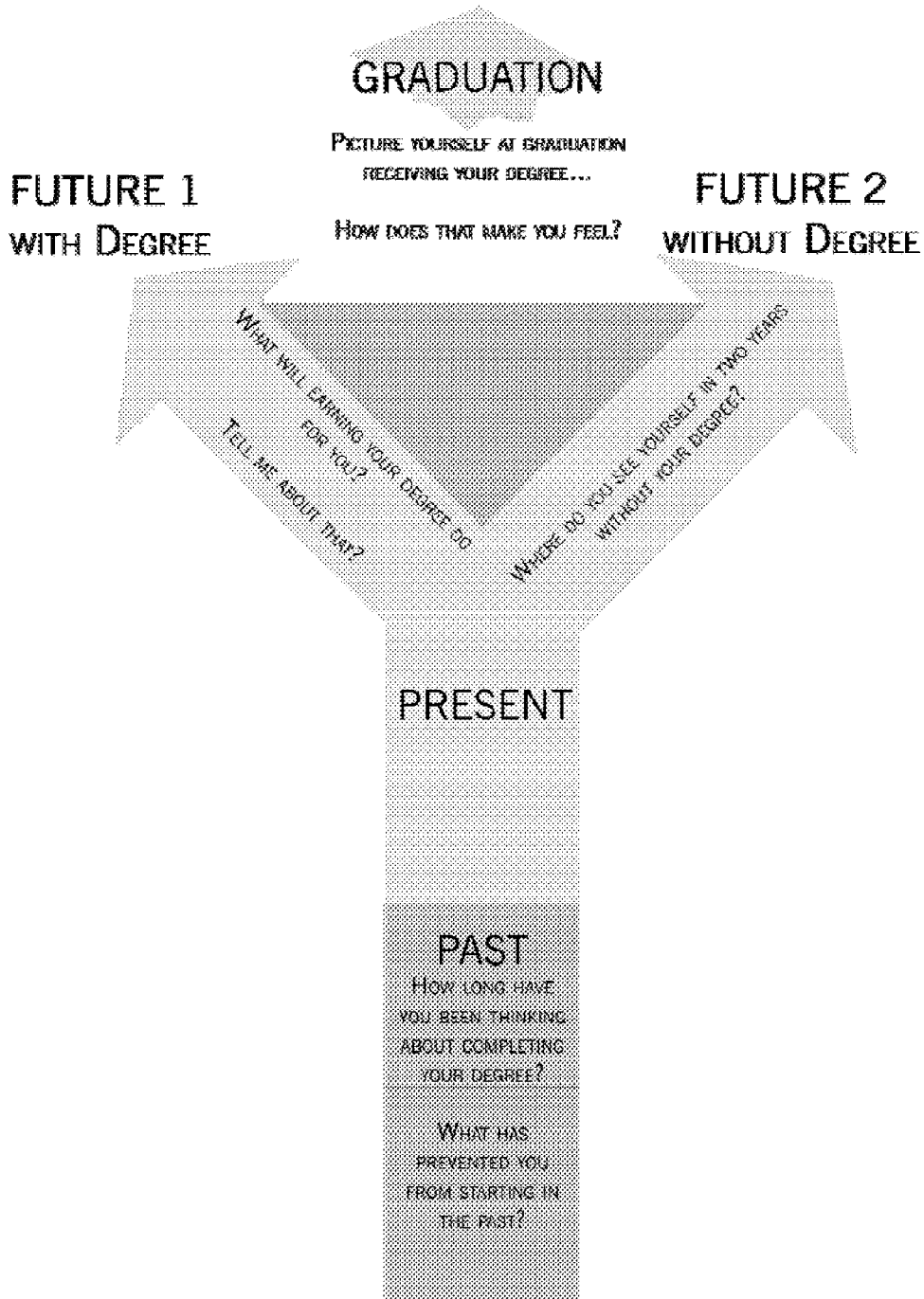
- Why is now a good time?
- What's motivating you to move forward now after _____ years?
- What does having your degree mean to you (at this time in your life)?
- What opportunities open up for you WITH your degree?
- How will your life / career be different once you graduate?
- Where do you see yourself with your degree? How does that feel?
- What is your estimated income once you become a graduate?
- What would it mean to you to finish the degree you started _____ years ago?

Benefit

- Summarize the student's needs and clarify the Drive Theory.
- THANK them for sharing personal information.
- Help them paint the picture of how getting their degree is beneficial.
- Assure them the outcome will be positive.

Drive Theory

The more creative you can be with **painting a visual picture for students**, the easier it will be for them to see what lies ahead of them: how obtaining a degree will **benefit** them and how **NOT** obtaining a degree will affect them.



CAMPUS EMPLOYEE DEVELOPMENT

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9/26/2007

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Section 6: Success is a State of Mind

“Everything begins at University of Phoenix when you enroll a student.”

Think about this statement for a moment and what it means to you as an Enrollment Counselor. Your ability to achieve your enrollment goals has a DIRECT impact on the success of the Apollo Group, University of Phoenix, and your campus. The more lives you help change, the more revenue is generated to pay for faculty, supplies, new campuses, and even coffee in the break room. NOTHING happens at the Apollo Group until we enroll students, so it's easy to see just how much everything depends on the success of Enrollment Counselors.

What is a Top Enrollment Counselor?

Top Enrollment Counselors differ in many ways. Some have prior sales experience while others don't. Some have graduate degrees while others are working on their undergraduate degrees. They operate in markets small and large, new and established. Some enroll students for classroom courses, others for online courses, and others still for FlexNet-- a combination of both formats. What they have in common is an inner drive to be successful. Top counselors possess the ability to visualize their success and work diligently, making their success a reality. For them, there is no other choice but to be successful.

Being a counselor at University of Phoenix is a challenging job. The position is demanding, stressful, and requires excellent organizational, time management, and communication skills. Many times you will be the first person to arrive in the morning and the last person to leave at night. You will be told “no” or “not now” several times a day. However, being an Enrollment Counselor can also be the best job you will ever have. You have the opportunity to truly make a difference in someone's life and to make a difference in his or her children's lives. You'll get to talk with all kinds of people every day, and no two days will ever be the same. And, you'll have the opportunity to make a great income as well.

There are no secrets to being successful. However, there are some guiding principles, skills, and attitudes that play a large part in anyone's success.

Accountability for Your Performance

Successful counselors are resilient. How you deal with the aforementioned challenges is the key. Top Enrollment Counselors see opportunities, not obstacles, and enjoy the challenge. They think of creative ways to enroll new students and develop ways to work with the changes in policies instead of fighting or complaining about them. When they are not performing to their own expectations, they search for a different path that will get them back on track. They always challenge themselves to do better.

Highly successful counselors take accountability for their actions (or inaction). Top counselors do not place blame on other people, but look to themselves for answers. What choices did they make, what could they have done better? Top counselors take ownership of each conversation with a student. They take ownership of their database by working it properly. They do not use circumstances as a crutch and know that there are no excuses.

Successful counselors are extremely self-confident. They don't take rejection personally, nor do they let it shut down their activities for an hour or a day. It is crucial to move on to the next prospective student. Top counselors take an obstacle and turn it into an opportunity. They are also self-assured enough to ask for and accept advice from peers and managers with especially difficult challenges.

Effective counselors recognize that to do well, they must work hard. As a new counselor, you can expect to put a great deal of time into your job. As you mature as an Enrollment Counselor, your probing and advisement skills will improve. That's why in the beginning it is critical to make as many quality calls as you can each day, and to meet/talk with as many people as possible. It may take you double the effort to enroll the same number of students today as it will one year from now. Don't give up!

Hard work also requires discipline and dedication. This means turning down lunch out at times, staying at your desk when everyone else is in the break room, or coming in when others would not. Being successful means going that extra step to help a student, or overcoming one more objection. It requires making ten more calls when two students are unable to attend. Top counselors know what they need to do and refuse to let anything or anyone get in their way.

No Enrollment Counselor is an Island

Successful counselors are team players. No matter where they work within University of Phoenix, they function as part of a team. They are part of their local enrollment team, their campus team, the company-wide enrollment team, University of Phoenix team, and the Apollo team. They communicate regularly with their managers, peers, and other departments. They recognize that a successful campus is built on team effort. Team players motivate one another, but also hold each other accountable for their actions. They trust that other counselors will help contribute students for each group. They encourage and motivate their peers to do well and willingly share their expertise with new counselors.

Always Strive to Get Better

A good counselor solicits and accepts feedback on his/her performance and is willing to try new ideas and techniques. He/she accepts coaching openly from both his/her peers and manager.

Successful counselors solicit feedback from themselves as well. Top counselors evaluate their performance after every call or appointment, dissecting what went well and what they could have done better.

Successful counselors know that they must be experts and authorities on University of Phoenix programs. They invest many hours in learning every detail of the programs available to them. They spend time mastering the skills needed. They spend time learning about their competition as well as their marketplace. They constantly refine and retool their marketing strategy and techniques, and never stop learning.