



Need, Feature, Benefit

N. to get my Bachelor's degree from a school that is recognized and credible.

F. Regional accreditation through the Higher Learning Commissions of the North central Association.

B. What this means to you, student, is that your Bachelor's degree from Ashford University will be recognized both professionally and academically.

N. _____

F. _____

B. _____

N. _____

F. _____

B. _____

N. _____

F. _____

B. _____

N. _____

F. _____

B. _____

N. _____

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N. _____

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N. _____

F. _____

B. _____

N. _____

F. _____

B. _____

Resolving Objections

What are Objections?

- Need or request for more _____
- Objections are truly opportunities to create relationships with your students by hearing and understanding their feelings and giving them a chance to open up to you.

Common Objections:

- Cost
- _____
- Value
- _____

How do I address Objections?

- It is important to _____ and _____ the real objection; an objection will be stated when there is often an underlying deeper reason for objecting
 - _____ and _____ the objection you have identified to be certain you are resolving the correct issue
 - Ask for their _____ and develop the objection further
 - Discuss their _____ with _____ that you will assist them to work through their issue
 - _____ (hopefully the student does this)
 - _____ the objection and do not take it _____
- **Not all objections can be solved

Ex: "If I am hearing you correctly, the reason you are concerned about taking out a student loan is really because you want to justify spending the money to complete your degree. So the issue is not so much the money, but you have hesitations as to the true benefits of getting a Bachelor's degree? Is that right?"

Key Points in Resolving Objections

- Listening skills
- Probing skills
- Student Ownership
- Rephrasing and Summarizing
- Offering Solutions
- Temperature checks

Empathizing is different than sympathizing. What is the difference? Why is it important?

- To empathize is to identify with the students feelings, thoughts, or attitudes.
- To sympathize is to agree with feelings, thoughts, or attitudes.
 - Allow your student to voice their concerns and give them your appreciation for it (empathize)
 - Offer them the comfort that other students have the same apprehension (empathize)
 - Provide them with the solutions your other students have discovered

If you are not in their situation, they will resent your advice. Confirm that you have had students in their situation and share those examples rather than your opinion. You will lose credibility if you try to solve an issue you have never faced.

Develop the conversation to assist in understanding and resolving objections

- Use open ended or developmental questions. For example:
 - “Tell me a little more about...”
 - “Why do you say that?”
 - “Please explain.”

DOs and DON'Ts

Students will present their concerns throughout the entire process. What should you do?

DO

- Recognize their _____
- Understand
- Appreciate
- _____
- Identify with
- _____ their objections before they do
 - How will you pay for books every five weeks?
 - When will you set aside the 10-12 hours per week to accomplish your reading and assignments?
 - Who is supporting your decision?
 - How will this experience and outcome differ from prior college?
- Be responsive and approachable
- Provide resolution, not conflict
- Dig for additional concerns

DO NOT

- _____ objections
- These are opportunities to resolve an underlying fear that will result in a deeper connection with the student

Listen, summarize, and take notes on what your student is telling you

NOTES :

Example conversation:

Student: I don't have time to go to school right now

EA: What concerns do you have about time that are holding you back?

Student: I don't think I can fit it into my schedule.

EA: I am glad you brought that up, Mary. I can understand that you wouldn't want to commit to this unless you could definitively devote the time to be successful. That is commendable and understandable. Tell me more about your schedule. Include work as well as other things you have going on in your life. *(Responsive, used a cookie, clarified and used an open ended developmental question)*

Student: I work 8-5 Monday through Friday, the kids have baseball and dance class Monday, Wednesday, and Saturdays. I cook dinner and have their commitments every weeknight as well as various things I have to get done for myself and my husband.

EA: Great, that gives me a better idea. Tell me more about your schedule after the kids are in bed. *(Displayed effective listening, reflecting, and asked a developmental probe)*

Student: That is when I tidy up the house, have some time with my husband, read, or watch TV and relax until bedtime.

EA: Is there anything else on your schedule that might prevent you from being in class or getting some schoolwork done at that time? *(In this case, a closed probe works well. The student is likely to indicate "no" that suggests everything is out in the open.)*

Student: No, that's everything.

EA: Mary, if I could show you a way to fit school into your schedule without sacrificing work, your kids' activities, and your home life, would you want to take advantage of it? *(Gaining conditional acceptance to commitment)*

Student: Well yes, if that can happen it would be something I would consider further.

EA: Mary, your schedule looks similar to many of the working adults we have here. The flexibility in this program will allow you to attend class and do homework when it is convenient for you. *(benefit statement)* What this means to you is that you can attend after the kids' activities and complete your homework after dinner, after the kids are in bed, and on weekends. You would not have to give up any of the activities that you listed. How does that sound? *(temperature check)*

Student: Wow.. that sounds ideal...
(if the student says no or appears unconvinced, you will need to probe more to identify the hidden concern)

CREATING URGENCY:

Inspiring Student to Take Next Step Towards Graduation

ASK Yourself...

- What significant advantage is there in waiting to start class?
- How will waiting to start school make my life better?
- What date do you want to graduate?
- If you had a friend who told you they wanted to go to school, but kept putting it off, what would you say to this person?
 - How will my life change once I earn my degree?
 - Is the anxiety of starting school greater than, the anxiety of not achieving my goals?

Words of Wisdom...

- There will always be a reason to put off finishing your degree (family, stress, life crisis)
- If you wait for all the lights to be green, you could be waiting for a very long time
- Do things tend to get busier later or less complicated?
- There is a way around every obstacle so if you want your degree, you can have it and I will help show you how to make it possible

Rules to Remember...

- Never pressure a student to PUSH them into applying to AU but instead, inspire them to take the next step
- You vs. I theory. A student will listen more when you use the word “You” vs. “I” Keep it all about them and their goals - not you and yours!
- Never manufacture urgency (Ex: I need your application so I can present it to the Dean – Or -- I need you to get this to me by 3pm so I can get you the book voucher)
- Do give them a reason to get their application in ASAP

Learn all about the “W”s

- What obstacles does your student foresee preventing them from starting/continuing/staying motivated?
 - What can you do to help when that happens?
 - What changes will they need to make to accomplish their goals?
 - Who is supporting their decision to start school?
 - Who is not?
 - Who can they turn to for inspiration?
 - Why is this important to them?
 - Why now?
 - Why not before?
 - When do they want to graduate?
 - When do they want to take action and get started?

The following are some common objections & tips on how to resolve them:

Concern: Not enough time

Response: How much time do you believe this will take?
How much time can you invest in yourself?
Is there ever a *good* time to go back to school?
Why did you call or request the information? (Don't sound condescending)
Walk me through a day in the life of you. When do you get up/home from work, etc?
Do you see yourself having more time for school in the future?
How would having your degree afford you more time?
How long have you been thinking about finishing your degree?

Concern: Money/Cost

Response: Investing in yourself - How much did you plan for?
Education is an asset that never depreciates.
Ashford is more affordable than most private schools offering online programs.
How will you benefit once you have your degree?
What costs more, having your degree or not having it?
Are you aware of the financing options available for those who qualify?

- Student loans not income or credit based
- Loans deferred while in school
- Have up to 10 years to pay back

Concern: Credibility/Reputability

Response: What do you know about accreditation or AU?

- Established in 1918
- Traditional 4-year campus with sports teams, dormitories
- Regionally accredited since 1950

98% of students surveyed said they would recommend AU to a family member or friend

Concern: Fear

Response: What concerns do you have?
Explain the benefit of having a personal advisement team (EA, AA FSA)
What makes you feel more anxious? Obtaining your degree or not having it?
Tell me about another time in your life you felt afraid and how you overcame that fear?
Students just like you that have been out of school, working adults, etc
Many resources: online library, tech support, writing consultant, Smartthinking, etc

Concern: Postponement

Response: What significant advantage is there in waiting to begin?
You could have completed ___ classes by now.
Why are you waiting to begin?
How long have you wanted to finish this goal?
Two years is going to pass. Wouldn't you be better off with a degree in that time?
There is a way around every obstacle.
If you want your degree, you can have it, and I will show you how to make it possible.
What is going to change in ___ months/years when you plan to start?
How soon do you want to graduate?

Concern: Just Researching

Response: What research have you done so far?
What will be your determining factors in selecting a school?
What schools are you looking into?
How much does it cost to earn your degree there?
What do you know about AU?
What do you like about AU?
How can I help you with your research? (Send AU Advantage)

Concern: Unsupportive Person in the Student's Life

Response: What concerns does he/she have?
Is he/she available to speak to me/with us on the phone?
Let's discuss how you are going to present the information to him/her.

Concern: No computer or limited technology skills

Response: Who is supporting your decision to go back to school?
Does he/she have a computer you can use?
Is he/she willing to help you with understanding how to use the computer?
Is your employer ok with you using the computer at work for school purposes?
Are you willing to go to a library?
If I made myself available to show you some tips on the computer, would this help?
Did you know that you will have access to a Writing Mentor in your 1st course?