

Overcoming Objections Phase 4

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Grand Canyon Education, Inc.
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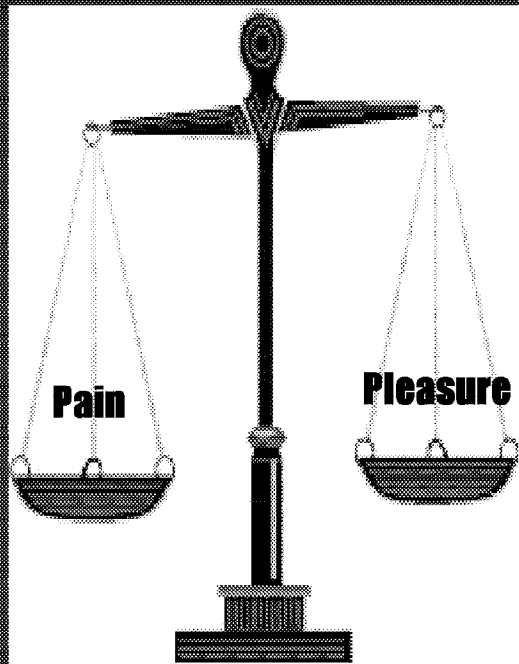
Agenda

- Socratic Method
- Common Objections
- Objection Tips
- Activity
- Best Practices

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In order to have a need, there has to be something driving that need. Psychology teaches that people are driven either to avoid pain or pursue pleasure. And the strongest, most basic force is avoiding or overcoming a threat or pain. For a prospective student to need a solution, this need must be propelled by the desire to avoid or overcome an existing problem. Most of us don't dig deep enough to find this out. We often look for a problem and take the symptom of that problem as its "first cause". We are unwilling to ask the probing questions, which slowly peel away pain layers, to discover the first cause of what motivates a person to pursue a solution.

In order to understand your prospective student's tendency for pain or pleasure, you would use a technique called the Socratic Method. Using the Socratic Method you will lead a student through a participatory process of returning question for question until an understanding of the real problem is finally revealed. Only then is it appropriate to talk about possible solutions.

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THE MODERN SOCRATIC METHOD

- The Modern Socratic Method is a process of questioning used to successfully lead a person to embrace a specific belief and thus allowing you to control the direction of the conversation.
- Easier to lead a person, by baby steps, to specific knowledge through a series of questions than it is to force a person to abandon a cherished idea and rethink an important or controversial issue just by asking creative open ended questions.
 - An open-ended question requires an answer greater than a single word or two.
 - *Why do you think going back to school is too difficult?*
 - A closed-ended question can be answered with a simple "Yes," "No," or other very simple answer.
 - *Do you think going back to school is too difficult?*

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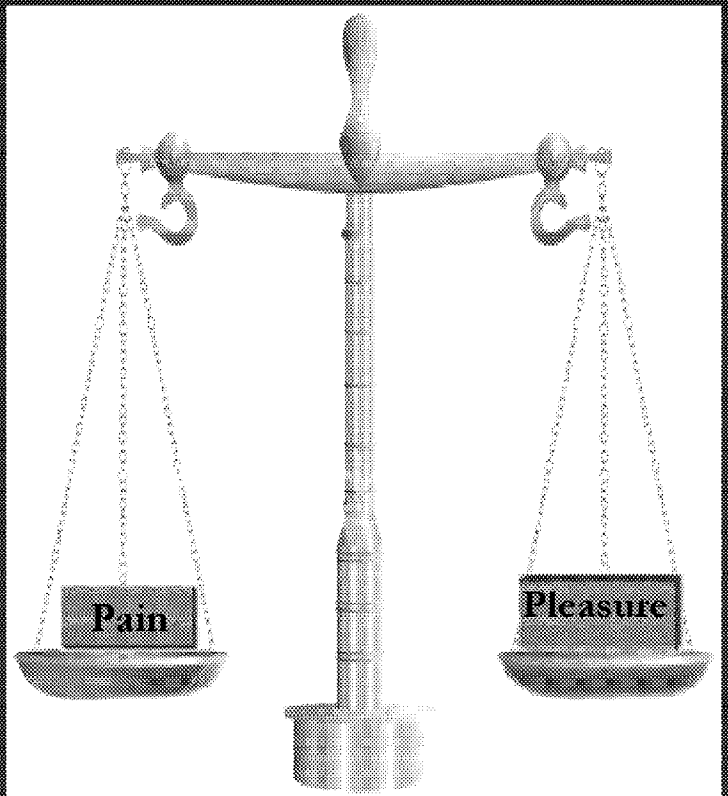
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Socratic Method Example

I am not sure I want to go that career path anymore and I want to wait until I decide what I am doing to start back.

EC: *“Why did you originally want this degree”?*



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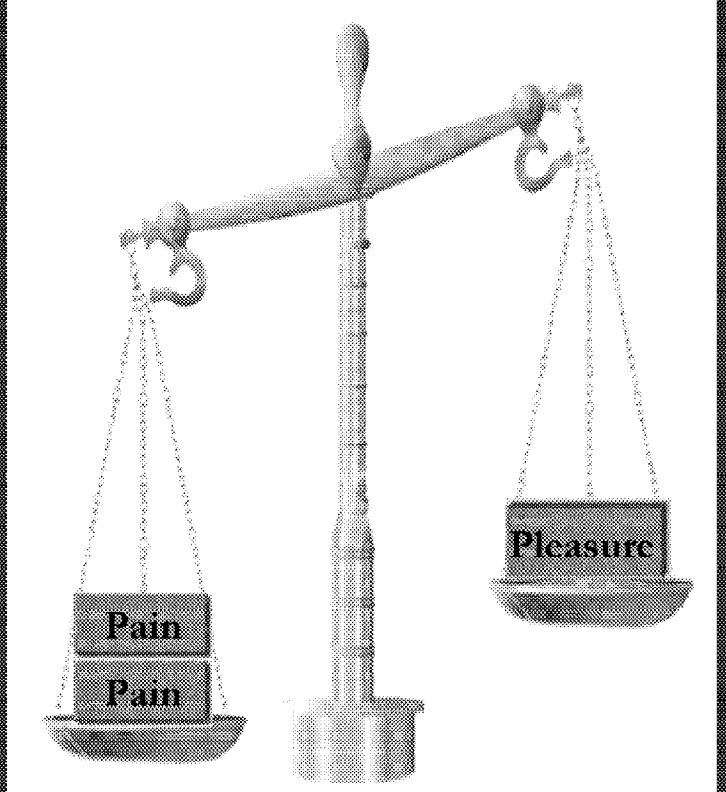
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Socratic Method Example

I am not sure I want to go that career path anymore and I want to wait until I decide what I am doing to start back

EC: "Why did you originally want this degree?"

Student: *"I've never liked working in hospitality."*



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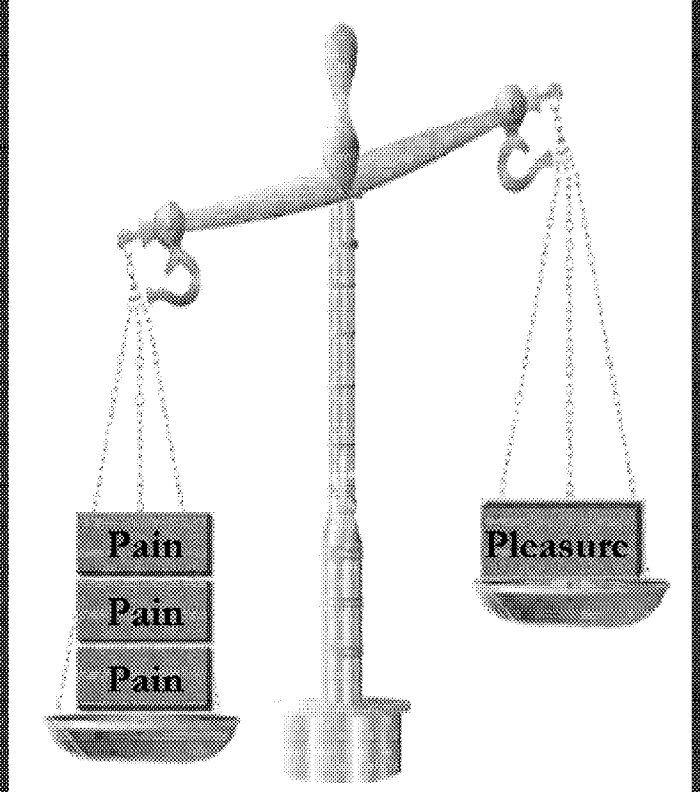
Socratic Method Example

I am not sure I want to go that career path anymore and I want to wait until I decide what I am doing to start back

EC: Why did you originally want this degree?

Student: I've never liked working in hospitality.

EC: *“What don't you like about the hospitality industry”?*



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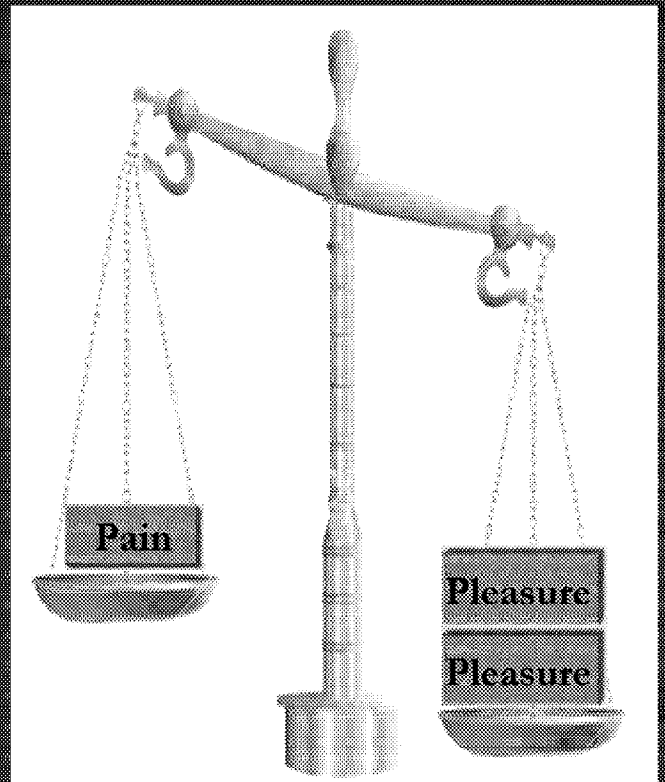
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Socratic Method Example

I am not sure I want to go that career path anymore and I want to wait until I decide what I am doing to start back

EC: Why did you originally want this degree?

Student: *"I've always wanted to pursue a career in counseling."*



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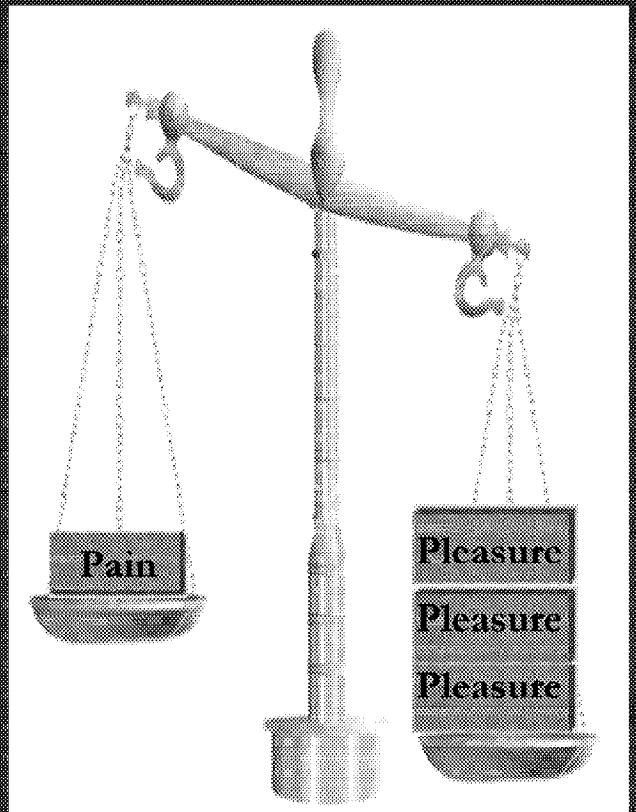
Socratic Method Example

I am not sure I want to go that career path anymore and I want to wait until I decide what I am doing to start back.

EC: Why did you originally want this degree?

Student: I've always wanted to pursue a career in counseling.

EC: *"What area have you thought about specializing?"*



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Discussion Method Examples

- How far could you advance with your current employer with this type of degree or where else would you go?
- What other opportunities will this degree give you?
- How much more income could this type of degree dictate?
- What are some of the disadvantages if you do not get this degree?
- How does that make you feel?
- Describe on a scale of 1-10, your current level of motivation to start school?
- What's keeping you from being motivated to go back to school?
- If I can take care of "student issue", what would stop you from starting school on "target date".

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Lack of Capability and Credibility

I want to drop

"Hold on a second, tell me what is going on so I can work with you on whatever will be best for your situation."

I had a bad experience and I could never get a hold of any of your departments

"I'm very sorry your initial experience with GCU wasn't pleasant. As your counselor, you can always contact me with any questions and I will get you in touch with the correct department if I cannot answer your question. Please feel free to contact anyone from our graduation team as we all work together to ensure you get in touch with the right person. I will assure you as your counselor that I will make your experience with GCU better than your first!"

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Competition

I'm transferring to another university

"I'm sorry to hear that you are leaving the GCU family, where are you looking to continue your education? What could we have done differently at GCU to assist with your graduation goals."

I want to research other universities; can you just send me some information

"What are you looking for in a degree program and university. If I send you information, what is your next step?"

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Return on Investment

Cannot afford the cost

“Before you make the decision to not pursue your goal, I would like to help you explore your financial options. I talk to many students who are in the same situation and fortunately GCU has many options for you as a student that you may not even know about.”

Too expensive

“Is price a deciding factor for you when comparing colleges. How much were you expecting to pay for college? Many people have thought the same thing about our programs, but after researching the competitors you’ll see we are very reasonable. In addition, can you afford not to go back to school? With the recent research on how much more money you’re apt to make after you earn your degree, isn’t it time to get started now.”

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OBJECTION HANDLING

- Treat every student as though they are your student.
 - With the transition to Borrower Based Academic Year (BBAY) and Student Portal; students are going to feel frustrated, lets all ensure that we are taking care of them.
- Objections that are first stated are typically just the tip of the iceberg.
 - Being sure to ask questions that go layers deep so that they truly reveal what is interfering with the motivation.
- When a student is to the point of wanting to CW, be able to “get real” with the student.
 - By trying to cut through any of the minor items and tell them their responsibility. Being blunt and trying to get the message across may be what the student needs to be accountable.

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ADDITIONAL POINTS

- **Be able to multitask and look for other schools info when a student mentions that they are looking to enroll elsewhere.**
 - Talk to an EC if you need to, but Semester vs Quarter, accredited vs non accredited, program details, reputation etc are all useful and can be found on www.collegesource.com and www.chen.org
- **Have good rapport with your Super Team.**
 - If a student says they want to drop because the EC mislead or the AC said something different regarding classes or an FC talked about different figures, you will know if it is valid. You know your team. Be prepared to use them all on conference calls to help in keeping the student and hold the student accountable to what is notated, promised and expected.
- **Be prepared to work with your EC and make sure they know that!**
 - As we discussed, the EC has built most of the rapport and know more about the student. If a student wants to drop, get the EC on the line to save them. Don't take no for an answer, as these are your students and your annuity checks also, do not let your EC jeopardize that!

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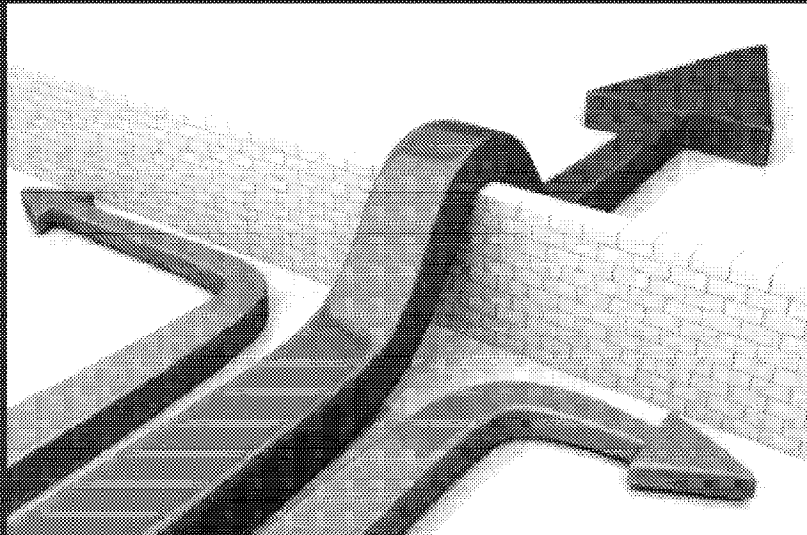
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Overcoming Objections

■ Activity

Role play activity – Review and critique as group



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Increase Continuing Students

• Use your XRET

- Call them with frequency
- Call them 2 times weekly and mix up the time you call them
- Leave voicemails that have a purpose – create URGENCY
- Always send a follow-up email
- Notate contacts in CRM so you know when you called them last
- When you do get them on the phone build out the rest of their schedule – less work in the future!
- ASK for a referral, you want to build up your team by asking your best and brightest students! They will help coach their friends to be successful.

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Increase Continuing Students

- **Work with your FC – FH holds**
 - Go through the students w/FC to see what the conversation should sound like
 - Is there really a hold?
 - Do you need to help your FC collect the tuition?
 - Is this an error on our part?
 - Can the student have a payment plan?
 - Is there a scholarship that we can offer?
 - Can you talk to the student about paying their balance?

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BEST PRACTICES

- Go home feeling Good! You made a difference in someone's life.
- Over 4,800 students graduated this year from GCU!
- Remember your best customer service experiences and duplicate it!
- Communicate with your graduation team and your STUDENTS!

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