

Ways to combat “drops” in Marketing during the class building period.

Communication

- Remain centered, focused and calm. Remember, most of the time drops late in the quarter are due to FEAR!
- Don't take things personally
- Stay in constant contact through phone calls, emails, etc. Remember nothing can replace voice to voice contact.
- Remind them of their motivation often. Use this to keep them motivated.
- Remind them of what things will be like if they don't continue forward and earn their degrees.
- Poke the pain a bit and remind them (if applicable) who else is depending on them and their commitment to a better future.
- Use visuals and analogies. Remember most humans are visual learners.
- Avoid words such as “concerns” or “issues”. Many times these words imply there are not solutions. Instead talk about “obstacles”...obstacles can generally be moved in order to continue going down a specific path.
- Watch the stress tone in YOUR voice when communicating with them. Remember, they are NOT numbers...they are students.
- Use positive speak. Example “**When** you come to classes next week.”

Invite the obstacles

- Do not fear obstacles; embrace them. The better you are at inviting them, being patient to work on them, and taking on the role of “solutions provider” the stronger you will be as a Rep. AND the better your students will feel as you became their advocate to success.
- In the initial (or future) phone calls listen for things which may give you some insight on potential obstacles. Things dealing with kids (potential time, money and transportation obstacles?), things dealing with transportation (shuttle passes?), spouses (are they supportive? Co-signer potential?), parents (are they supportive? Co-signer potential?), grandparents (supportive? Co-signer potential?), etc. Ask about their current employment situation. Are there potential work schedule conflicts? If so, how supportive is the employer? Can we assist the student through Career Services seeking more “education friendly” employers allowing an appropriate work schedule for your student to attend class?
- Remember, if cost is an obstacle...it is also part of their motivation! (If they don't make a change, where do they see their finances in 2 years, 5 years, 10 years? If they DO have a degree, where do they see their finances?)
- Remember EVERYONE wants to graduate, but NO ONE wants to start. AVOID statements in your initial conversations such as “*when do you see yourself starting classes?*” Instead use phrases such as “*How soon do you see yourself GRADUATING?*”

FA Process

- Do your best to always get the “buying influence/buying committee” to attend the initial conducted interview. If they don’t attend then, have them attend the actual FA Conduct. Have them show up about 15 minutes before their FA Conduct and pull the questionnaire back out and review the students motivation and what they liked about the school. Take another walk through the campus (with the buying influence/buying committee) and invite their questions. Get them in a positive state of mind before they meet with their FAA so they feel motivated again to embrace the next step.
- Do your best to ensure SmartForms is completed prior to the FA Conduct.
- Get your student in for the FA Conduct as soon as possible (72 hours or less) following the initial application interview. The sooner the better. Any scheduling over 7 calendar days must be approved by either the DOR or DOF.
- During your initial conducted interviews provide your FAA (prior to testing and the Pre-Req.) the students social security #, name and birthdate for them to look them up on NSLDS.
- Re-educate the student on the FA process. Ensure they (and any buying influences/buying committees) understand WHAT a co-signer is, and what it is NOT.
- Encourage activity in the initial FA Pre-Req. Have taxes faxed over right then from the IRS. Contact any potential co-signers and introduce yourself and ask if they have any questions for you or the FAA (while the student is sitting there with you).

Other ways to maintain the commitment

- Before a student signs the back of the questionnaire to apply have them hand-write their thoughts on “Why ITT” at the bottom right hand side of the inside of the questionnaire where it states “What Is Important To You Notes”. Let the student know the Manager of Recruitment AND the Director of Recruitment review these to ensure the students we enroll are committed to success in their classroom and their futures.
 - Be 100% sure when the students do this you enter this information in to IRIS. You will be able to refer back to it and use the information to help keep them motivated along the way.
 - After they fill in their statement(s) ask them, *“Teddy, this is great! What role can I play in helping you stay on track and being a supporter of your goals?”*
- Have other Rep’s call and confirm attendance for classes, conducts, FA Conducts, etc. Some times students will share other insight with someone other than you. Many students do not call us if they are scared, or if they change their minds, because they feel as though they are letting you down.
- If a student is getting cold feet, have them sit down (even if it’s over the phone) and write out a “Pro’s and Con’s” list regarding their future if they do NOT start. Get them to verbalize things. Remember ASK DON’T TELL! You can not convince anyone to go to school by what you say. You CAN convince them to go to school by asking questions and allowing THEM to hear things in THEIR words why going to school will benefit their futures.
- Do NOT give up on finding a solution until you have exhausted your efforts in speaking with peers, managers, people in other departments, etc. Remember; **be THE solutions provider for their future.** They will thank you at graduation for your persistency and your tough love.