

DOA MANUAL

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**Kaplan Higher
Education
Western Region**

**Director of
Admissions**



Tool Kit

CONFIDENTIAL

KHE 056794



KAPLAN Higher Education **Western Region**

INTRODUCTION

THE ADMISSIONS DIRECTOR'S TRAINING ROLE

A training system has three functions:

- As the initial training for newly hired Admission Representatives,
- As a reference for follow-up training for new Admissions Representatives; and
- As a guide for refreshing the skills, attitudes, and product knowledge of established Admissions Representatives.

The first key to successful selling is good training. As an Admissions Director/Sales Manager, you are responsible for the initial training of newly hired representatives, and for refreshing the skills of established representatives.

Their success is your success. Good initial training and careful follow-up training can be the difference between success and failure. And as you know, success starts with you.

WHY THIS MANUAL IS IMPORTANT TO YOU

Much of your success depends upon other people. In order for a newly hired rep to become successful, you have to train them how to do the job well. A training system will help you do that.

Use a training system to help you train your new Admissions Representatives, and they will become more productive and successful sooner than you thought possible. And when you add your special qualities to the training program, your Admission team is going to be terrific!

YOU'RE IN CHARGE

You earned the responsibility to train and guide your own group of Admissions Representatives for successful selling. You've worked hard to achieve your goals and now you're in charge. You're the coach, the leader, the decision maker, the communicator, the motivator, the instructor, the disciplinarian.

You need to wear all these hats in order to successfully train newly hired representatives, to effectively supervise their follow-up training, and to control the on-going training of established members of your team. Only then can you be well on your way to meeting your personal goals, your team's goals, and Kaplan Higher Education Corporation's goals.

You need to earn the Admission Representative's respect, too. Today's representatives expect you, the Manager, to:

- ✓ Conceive a plan for growing
- ✓ Be predictable and dependable
- ✓ Know the job
- ✓ Exhibit self-confidence
- ✓ Be interested in them as individuals
- ✓ Understand them as human beings
- ✓ Believe in them
- ✓ Be able to reach decisions
- ✓ Delegate and educate but do not do their jobs for them
- ✓ Tell them how well their doing
- ✓ Share the credit for the accomplishments
- ✓ Assume the obvious is not obvious
- ✓ Tell them in advance about changes that will affect them
- ✓ Emphasize to them the "why" behind KHEC policies and procedures
- ✓ Make the most of their abilities
- ✓ Work consistently at building their pride in their sales results and accomplishments

You can and should earn respect by maintaining enthusiasm for your work and displaying a genuine interest in the people around you. Remember much of your success depends upon others becoming successful first.

Building respect with your Admission Representatives is crucial. Earning respect requires paying regular attention to the representative's ego and welfare.

A very important part of paying attention to the Ad Rep's welfare is to initially train them and to faithfully supervise their follow-up training.

GOALS

What is your goal? What do you want to accomplish? It's probably the same thing KHEC and your team players want—a fair profit.

Obviously, there are other things in life besides money but the bottom line is profit.

For the moment, let's deal only with this one goal—to make a fair profit—and determine what it takes to meet that goal.

HOW TO ACHIEVE THE GOALS

In order to make a profit, the KHEC product must first be sold to as many appropriate people as possible. This can happen only when a good sales team is performing well. Each member of the sales team must have the right combination of skill, attitude, and product knowledge to do their job well.

You're responsible for training them for success. Your attitude is crucial. Success really does start with you.

Let's look at an example of why you want to train effectively. We'll assume you have five Ad Reps in your group. The difference between each rep enrolling 12 students per month as opposed to 16 students a month at a 75% show rate is 180 starts per year.

5 reps x 12 enrollments = 60 enrollments a month
60 enrollments x 12 months = 720 enrollments per year
720 enrollments x 75% show rate = 540 starts per year

Compared to:

5 reps x 16 enrollments = 80 enrollments per month
80 enrollments x 12 months = 960 enrollments per year
960 enrollments x 75% show rate = 720 starts per year

GOOD AD REPS = GOOD SALES = GOOD STARTS = GOOD \$

Good training includes you demonstrating how to sell our product, on campus, on the telephone, or a remote site. This helps make certain that the Ad Rep becomes successful as soon as possible, which means that they will probably stay with KHEC. Successful people tend to stay with the thing they can do well.

It's very costly to you and to KHEC to keep training new Ad Reps. Help keep the turnover down by providing your Ad Reps with the best training possible. Your successful Ad Reps will make money for themselves, for KHEC and for you. Remember:

GOOD AD REPS = GOOD SALES = GOOD STARTS = GOOD \$

Be proprietary. Think as an entrepreneur. Ask yourself if you would rehire this person for your won business and continue to employ them? Would you gladly sign this person's paycheck and deduct it from your personal checking account? If you're not thinking as an owner-operator, you should be.

Your income depends on how well your Admissions Representative achieve. A proprietary attitude on your part is not only helpful, it's necessary for your personal profit. No one can take better care of your business than you, so...

Hire, train, and develop the best people for the Admissions Representative job. You're in charge of the interviewing process. You'll hire only qualified people, people you would hire for your own business.

Using all of the training material at your disposal, you can prepare the newly hired for **WINNING**. You can be in charge of a winning team.

FIVE EASY PIECES

There are five basic steps you can follow to successfully train your team:

- ✓ Prepare
- ✓ Present
- ✓ Demonstrate
- ✓ Observe
- ✓ Supervise/Follow-up

Let's take a look at each step in detail.

1. Prepare for the training.

- First, collect all the training materials you might need for the class.
- Review all of the training materials yourself so that you know exactly what to do for the initial training sessions.
- Establish the dates and items of day for the learning session, and communicate them to the participants.
- Establish the learning location. What room are you going to teach in? Remember to reserve the room, backboards, flip charts, VCR's, audiocassette players, and anything else you might need to conduct the sessions. (will you provide coffee, tea, milk, sweet rolls...?)

2. Present the material.

- Welcome the class participants.
- Give an overview of the training program. Tell them what areas you will cover for each day of the course.
- Present the material in sequence. Naturally there will be questions and discussions, but you'll be able to stay on schedule.

3. Demonstrate the selling steps.

- Role playing is helpful both here and in Step 4. For initial demonstration purposes, you play the part of the Admission Representative and have someone else play the part of the prospective KHEC student. When you have finished, have the student critique your performance, and then discuss their critique with them.

4. Observe their performances:

-For observation purposes, have the trainee play the part of the Admissions Representative and someone else play the part of the prospective KHEC student. The DOA should observe.

-Begin the evaluation of their performance by having the trainee critique themselves. Ask them to tell you what went well and why it is important to do it that way.

-Next the DOA should tell them about the good things they did. Always begin with positive comments-emphasize what they did right.

-Then ask the trainee what they would do differently if they had it to do over again and why it would be important to do it differently.

-Then the DOA should tell them what they could have done better to achieve a more effective presentation. Again, focus on the positive.

-Next, set a time-frame for reviewing the performance and learning the material. Help them work on what they need to learn.

-Leave the trainee rep feeling good about themselves. You're trying to help them develop their skills, attitudes and product knowledge. They're in class because they wanted the job, and because you believed they could do the job well. Help them motivate themselves—instill self-confidence.

Note # One: If the performance is a total disaster, don't critique it. The DOA should conduct another demonstration instead. Then go through the steps above for evaluating their performance.

Note # Two: Usually you can change only one or two things at a time. Focus on the tow most important points, for example the use of the questionnaire, and leave other points for another time. When you try to cover or correct too much at one time, the trainee rep gets frustrated and lost.

5. Supervise/Follow-up

-This last step is part of the ongoing process. Learning must not stop at the end of the last day of initial training.

-Observe and listen to the presentations of each member of your sales team. Initial training is not enough. Good performance records are established and improved by continual observation and practice.

PREPARE → PRESENT → DEMONSTRATE → OBSERVE → SUPERVISE/FOLLOW-UP

TRAINING IS AN ONGOING PROCESS

We can always learn something new or improve our performance no matter how old or experienced we become.

Newly hired Admissions Representatives are young at the job regardless of their age. Follow-up training is essential for them.

New Admissions Representatives are like novice scuba divers. The novice scuba-diver does not dive alone. The novice began diving in shallow water, always watched over or attended by an experience teacher.

Gradually the dives are in deeper water, but the instructor is always there, available for help. Eventually, the novice becomes sufficiently competent for a diving license and deeper water.

The divers are then able to dive without an instructor is they choose. But they are taught they should never dive alone.

They know new situations are always waiting for them—an unusual fish, an unknown current. They depend on each other, sharing experiences, sharing knowledge and methods. They never stop themselves from learning.

The established Admissions Representatives are like experienced divers—they are rich in experience. They have much to offer the novice and each other.

It's human nature, though, to let a little entropy seep in, to develop bad habits that can't be recognized unless they are noticed by someone else. A developing pattern of fewer sales is often a clear indication that some refreshment is needed.

You can help them. Observe their presentations. Encourage them to tape their presentations and have them listen to the tapes. Help them recognize and correct bad habits that may be keeping them from being a Founder's Club Superstar.

There is no question that ongoing training is valuable. It can mean the difference between a mediocre team and a winning team. Winners tend to stay with the team longer. It's not only fun to win, it's profitable to win.

Keeping the successful performers means that there is less turnover. Less turnover reduces the initial costs of adding a new representative—not just in training costs, but in how much the representative can consistently produce.

DEVELOP WHO FIRST

It is a common tendency to try to help the weakest performers first. Developing your strongest Admissions Representatives first allows them to be producing at high levels for themselves and you, while you develop the skills of the weaker performers. It takes

less time to develop stronger performers—30 minutes with a strong rep can compare to six days with a poor performer.

By first developing the skills, attitudes and product knowledge of your best performers, you can literally afford the time for developing the weaker performers.

All of your Admissions Representatives should be performing at an acceptable level by the end of their first three months with KHEC. It's your job to instill the necessary confidence and sense of self-worth in your people to accomplish that.

No one wants to fail. Your investment of time with these people may be one key that instills confidence, motivation, and understanding in them to turn around their performances. You owe them that time.

But don't forget those good performers. Continue to spend time with them, too. A disproportionate amount of time spent with weak performers can heavily impact your team's profit. Strive for balance.

Commitment Based Selling can help you train the newly hired Admissions Representatives and provide a foundation for the ongoing training process for all the members of your sales team.

ADMISSIONS DIRECTOR INTERVIEW

Applicant Name: _____ Date: _____

Admissions Rep: _____ Start Date: _____ Test: _____

Program of Study: _____ Class Time: Day Evening

Did your Admissions Representative discuss with you the three things we look for in accepting you as a new student? Tell me about your **INTEREST, MOTIVATION AND EFFORT...**

I

M

E

What are your career goals and why did you decide to go to _____ College?

Cover the following with the future student to ensure commitment!

Additional comments:

- Time to attend class
- Attendance Policy
- Received School Tour
- Outside studies
- Tutoring Available
- Placement Assistance
- Book Program
- Receive School Catalog
- Child Care
- Work
- Transportation
- Family Support
- Class Schedule
- Financial Package
- Orientation Date

Are there any obstacles or concerns you have now or in the future that could interrupt your training schedule? If so, what could that be?

Read the acceptance request on back of IQ and look for career roadmap/plan!

Accepted? Yes No

Director of Admissions' Signature

Date

Director of Admissions Checklist

I. HIRING AND INITIAL TRAINING

A. Hiring

- Do you anticipate hiring needs or do you hire in desperation?
- Do you have time to make a quality hire or are you just looking for a warm body?
- Do you place advertisements in a timely manner? Do you measure context and paper selection for effectiveness?
- Do you have the time to take telephone calls from applicants or should you receive resumes? Should you do individual or group interviews?
- Have your 1st few hires been successful? If not, have you contacted your Director and/or District Director of Admissions for interview training?
- Do you have an interview format to follow?
- Do you follow all KHEC and federal rules on hiring?
- Do you always have a second person give the second interview?
- Has the District Director of Admissions conducted the final interview and approved an employment offer?
- Do you always conduct reference checks?
- Are all salary plans approved by the Director and District Director of Admissions before an offer is made?
- Has all the paperwork been completed and forwarded to the Home Office to insure the new employee has a paycheck on time?

B. New Representative Training

- Are you prepared for training?
- Do you have training materials for each Representative?
- Are forms, brochures, catalogs, proof sources and other materials ready?
- Is there an uninterrupted time set aside in your schedule? (20 hours the first week)

- Are you prepared to demonstrate each skill in both a role play and an actual situation?
- Have you contacted and scheduled time with Financial Aid, Education, Placement, etc.?
- Do you use all CBS training materials? Do you have others to add?
- When the training is completed, is the new employee certified by the School Director that he/she has the ability to master basic skills (telephone, interview, close) before you allow them customer contact in actual situations?
- Have you set your new employees up for success?
- Do your new employees understand performance standards, consequences, and have performance goals?

II. MONITORING AND ON-GOING TRAINING

A. Lead Control

- Do you monitor the effectiveness of advertising by source (daily, weekly, monthly) against budget and against need?
- Do you communicate with your District Director of Admission regarding advertising as needed?
- Are leads distributed to Representatives in a timely manner?
- Are high school leads kept in your lead database?
- Are high school leads worked on a timely basis?
- Do you monitor your lead conversion by source on a weekly and monthly basis and compare it against budget before you receive the "zips" report?
- Do you have all necessary brochures, catalogues, tapes letters, and proof sources in stock and in use?
- Do your Representatives work re-circulated leads?
- Do you follow the company policy for recalculating leads?
- Do you distribute leads according to Representative productivity?
- Do you know which Representatives convert which leads best and which Representatives convert which leads worst and distribute the leads

accordingly (I.E. Representative A converts TV leads very well, but hates direct mail leads)?

- Do the leads reported on your end of the month Flash match those on the Zip Report?
- Are leads carefully recorded by source and by Representative?
- Do you maintain an average of one referral lead for every enrollment?
- Do you have a Personally Developed Lead program?
- Do you develop the attitude in your Representatives that they are expected to provide at least 20% of their leads with referrals and personally developed business?
- Are all leads imputed into the KHEC lead tracking system on a timely basis?

B. Monitoring Representative Follow-Up

- Do you maintain a daily master appointment sheet in a central location? Do you look at it daily and insure you are set up each day with enough interview appointments?
- Do your Representatives make enough appointments daily, weekly, monthly to average minimum interviews per month?
- Do you occasionally confirm Representative appointments yourself?
- Do you occasionally call no-show appointments to verify?
- Do you phone-shop your Representatives to monitor telephone skills?
- Do your Representatives voice tape actual telephone calls to prospective students to monitor telephone calls to prospective students?
- Do you sit in and listen to actual telephone calls to prospective student?
- Do you ride with your Outside or High School Representatives twice a week?
- Are your Representatives using flip charts, presentation books, and school video tapes where appropriate?
- Do you sit in on actual interviews with your Campus Representatives twice a week?

- Do your Campus Representatives turnover every interview not closed when their closing rate is below 50%?
- Do you have your Representatives tape actual interviews?
- Do you call pending enrollments and/or interviews not closed for your Outside Representatives who close below 50%?
- Do your Representatives know their personal sales statistics (lead conversion, show rate, closing percent, etc.) weekly, monthly, annually?
- Do you hold a formal feedback session at least once a month with all employees reporting to you?
- Do you have a written action plan for each Representative each month to maximize strengths, work out weaknesses, and establish goals?
- Do you sit in with telemarketer to monitor effectiveness?
- Do you review telemarketing scripts for effectiveness?
- Do you set quotas and goals each week for each telemarketer?
- Do your Representatives sell all programs effectively?
- Do you hold regular product knowledge and placement information meetings?

C. Start and Show Rate Follow-Up

- Do you follow all show rate procedures?
- Are all Campus enrollments scheduled for their follow-up financial aid interview within 3 days of enrolling?
- Are all Outside enrollments given or mailed financial aid packets within 3 days, and/or scheduled for an appointment as soon as possible?
- Do your Representatives feel that they are responsible to insure that all enrollments are packaged, and that all documents are collected?
- Do you maintain effective communication with the financial aid office and receive weekly updates by start, by students?
- Do you conduct second interviews of all enrollments by telephone or in person within 3 days of enrollment?

- Do your Representatives contact all enrollments a minimum of once every two weeks?
- Do you spot check enrollments to insure that your Representatives are talking to their students once every two weeks?
- Do you send additional letter, articles, proof sources, and cards to enrollments on a timely basis?
- Is registration and/or orientation mandatory?
- Is orientation motivating and worth attending?
- Do you have a solid part-time job placement, student housing and/or student services program in place?
- Do your work with the entire school, so that everyone is involved in show rate?
- Do you hold creative brainstorm meetings at least once a quarter for new ways to increase your show rate?

III. MOTIVATION

- Do you hold regular sales meetings?
- Do you delegate part of your meeting to Representatives?
- Do you have a program to recognize Representative(s) of the month?
- Do you post weekly, monthly standings and review weekly?
- Do your Representatives Understand the Founder's Club? Do they know at all times how many starts they have towards achieving Founder's Club?
- Do you identify potential management candidates and help them to achieve a management position?
- Are you a fair and consistent Manager?
- Do you understand what each employee's personal hot button is?
- Do you know the personal and professional goals of each employee? Do you help maximize achievement of these?
- Are written performance evaluations discussed on a timely basis?

___ Are all salary increases approved prior to discussing them with the employee?

IV. DISCIPLINE

___ Do you hold corrective interviews on a timely basis? Do you document them?

___ Do you have a written action plan to help the employee improve performance?

___ Do you do written counseling sessions before termination? Are these discussed with your Director and District Manager prior to the actual counseling?

___ Do you follow the KHEC Policy and Procedures for discipline and termination? When in doubt, do you consult with Human Resources?

___ Are all terminations approved by your District Manager prior to termination?

___ Do you terminate on a timely basis?

RUN RATE ANALYSIS

REPRESENTATIVE: _____

CLASS START: _____

CLASS START GOAL: _____

NUMBER OF CURRENT GROSS ENROLLS: _____

1. Start goal divided by show rate% _____ = _____ - _____
= _____ # of Enrolls needed

2. Enrollment goal divided by I/E% _____ = _____ # of Interviews needed

3. Interviews divided by A/I% _____ = _____ # of Appts needed

1. Appointments divided by L/A% _____ = _____ # of Leads needed

Divide all totals to get weekly goals:

Enrollments = _____

Interviews = _____

Appointments = _____

Leads = _____

ACTUALS WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5

ENROLLS =

INTER =

APPTS =

LEADS =

Remember... all the good intentions in the world weigh less than a single thoughtful act...

SHOW RATE

12 Step Process

"Keeping the Dream Alive" is now the challenge for each representative. Students who enroll in our programs have second thoughts and questions when they leave the school.

- "This is a BIG step."
- "Twelve months is a long time."
- "I just made a huge commitment."
- "Can I really do this?"
- "What if I fail?"

Thoughts like these are inevitable. Unless we effectively deal with these thoughts, the student could give in to self-doubt and cancel their enrollment. The student has just made one of the biggest decisions they will ever make and it should come as no surprise that their enthusiasm will begin to fade the minute they leave the school. The student's family may have second thoughts and try to talk them out of their decision. The student's friends may become jealous because they know their friend is going to get ahead of them. The student may start having doubts on their own. You know that your Quest school is the best chance the student has to better their life-it's the representative's job not to let them get talked out of their decision. It is up to the representative to help them overcome their doubts and the doubts and/or concerns of others. It is up to the representative to help them succeed.

Obviously, the representative can't be at the student's side all of the time, dispelling every negative thought and doubt that happens along the way. But if they managed the process correctly, they won't have to!

To ensure that students start their training program the final step of the Commitment Based Selling process is to Develop and Maintain Follow-up. The Quest show rate plan has been designed to help our students make it through a very difficult and unknown process. The show rate plan consists of a series of personalized periodic contacts with the student, in an effort to help them solve any problems that may arise in their quest for career training. The show rate plan will:

- Increase the percentage of students who start class.
- Decrease the number of drops.
- Provide feedback on the quality of service the student experienced during the enrollment process.

Quest has a commitment to help their students follow through on their plans for a better future. We give positive reinforcement to our students as we remain dedicated and committed to their success.

People may doubt what we say... but they always believe what we do!

Step One: Commitment Based Selling Process

The first step to a winning show rate is a thorough interview in which all obstacles have been addressed and overcome.

Show rate begins with the enrollment process. All steps to the Commitment Based Selling process should be completed in the proper sequence. The admissions representative should also schedule all follow-up financial aid, evaluation, and second interview appointments at this time.

Initiate Impact. This is where the representative greets the prospective student, introduces themselves, takes the student to their office, and puts the prospect at ease. This is also where the representative sets the stage for the interview and what the prospect can expect during their visit. This step also sets the stage for the importance of the representative role in the enrollment process.

Purpose:

1. Prospect understands the admissions representative role.
2. Prospect understands the importance of the interview.
3. Prospect understands how the interview will proceed.

Remember: The initiate impact statement must be scripted and memorized.

Uncover & Discover the Buying Profile.

During this step the representative completes the interview questionnaire to discover the prospective student's fires, carrots, primary features and to determine where the prospective student has broken a promise or bent a commitment in the past. This segment also allows the representative to ask a layer of questions that will help them develop the prospect's awareness of their own dreams and which career training program that will lead them to the desired career field. The admissions

representative may need to ask a series of probing questions to determine the prospective student's buying profile. The representative should also pre-handle any obstacles that could prevent the prospective student from starting and graduating from their program. Example: Childcare, transportation, employment, extra-curricula activities, etc.

Purpose:

1. Identify 10 primary Features - (Discover what is important to the prospect)
2. Identify 5 Fires - (Discover what the prospect wants to eliminate/reduce/avoid)
3. Identify 5 Carrots - (Discover what the prospect wants to improve/enhance/increase)
4. Identify Challenging Questions - (Discover where the prospect has broken or bent a promise or commitment in the past)

IMPORTANT:

- The Ad Rep must complete the IQ.
- The IQ should take a minimum of 40 minutes to complete.
- The IQ must include IME at the beginning of every section.

Activate Interest. This step of Commitment Based Selling is a transitional statement to go from receiving information to giving information. Activate Interest serves as a bridge to transition from the Uncover & Discover the Buying Profile to Creating Desire. Activate Interest lets the student know that Quest training programs are designed to meet the needs of employers. During this step the representative would present the ten primary features and benefits for the first

time and then gain agreement that it would be okay to continue with the interview.

Purpose:

2. The transition from receiving information to giving information.
3. Bridge between asking questions to showing the school.
4. The Ad Rep presents 10 primary features/benefits.

Create Desire. During this step the Representative presents the school's evidence of credibility by telling success stories of students, graduates and employers. This is successfully achieved while taking the prospect on a tour or showing the portfolio. The use of the tour and portfolio provides evidence that your school has been the choice of many graduates who have gone on to be successful. During this step the representative speaks through five success perspectives:

- Our Students
- Our Graduates
- Employers
- Students in similar situations
- Graduates that were in similar situations

By using the success perspective, the representative shows each feature of the school as a testimonial from a third party.

Elicit Action. This step is where the representative summarizes the interview and asks for the sale. The representative's goal is to get the application signed, collect the enrollment fee, and make follow-up financial aid, evaluation, and second interview appointments. After the enrollment is complete the representative should ask for referrals

and post close. It is absolutely necessary to post close the sale because others may try to change their mind. Your job is to ensure they keep their resolve to better their lives.

Develop & Maintain Follow-up. This is the final step to the Commitment Based Selling process. This step ensures that students start their training. There is a direct relationship between being fully packaged for financial aid and the percentage of students that show up for class. To begin the financial aid officer will perform a financial aid estimate for each prospective student who has made the decision to enroll. Quest is committed to providing quality financial planning for students and parents so that they may make informed decisions for financing their education. By providing the student with quality product information during the admissions process, early notification of the availability of financial assistance alternate payment plans will ensure improved show rates. It is essential to make sure that the prospective student is packaged, that they have completed all the necessary paperwork correctly and that their financial aid forms are completed in a timely manner. Official financial aid appointments should take place within three business days of enrollment for inside and 7 business days for the outside and high school markets. All enrollments should be scheduled for an official financial aid appointment and any required testing appointments before leaving the representatives office. On a daily basis the director of admissions should get a list of the prior day financial aid appointments and have the representatives follow up on all no show financial aid appointments. The representative should schedule all financial aid, testing and second

interview appointments before the student leaves the campus

Step Two: The DOA Second Interview

The director of admissions, assistant director of admissions, executive director, or a senior admissions representative should conduct a second interview, using the Second Interview Questionnaire, within three days of the enrollment. The second interview is designed to achieve four objectives:

1. To reinforce the basic features and benefits of the program and answer any questions.
2. To address any potential obstacles that may prevent the applicant from starting and graduating from school.
3. To build the applicant's self-esteem and motivate the students to start class and begin looking toward graduation.
4. To ensure that the applicant has the fundamental physical and mental faculties necessary to benefit from the program.

Ideally, the second interview should take place after the financial aid appointment. If the new student is unable to visit the campus within three business days, then the interview should take place over the telephone. If the student is a dependent, the second interview should include parents and/or other members of the decision committee, as appropriate. The admissions representative should state during the admissions process that the enrollment is subject to review by the director of admissions or executive director. During the second interview, the "Second Interview Questionnaire" should be completed and retained in each new student's enrollment file. Using the questionnaire as a note taking

device, the following format should be followed:

- Introduction
- Identify Career Objectives
- Ensure Commitment
- Identify Obstacles
- Reinforce that "We care about our students' success."

Step Three: Financial Aid Packaging

Must complete within 48 to 72 hour period.

Step Four: 48-Hour Telephone Call

The 48-hour period following enrollment is a critical time for buyer's remorse. Statistics prove that "*Buyer's Remorse*" sets in within 48 hours of the decision. This call will deal with any buyer's remorse and re-motivate the student on why they decided to enroll to begin with. ***Don't Be Afraid to Make This Call! Be Afraid if You Don't Make the Call!*** The admissions representative should probe for any questions or concerns and be prepared with two or three different responses to overcome the most commonly heard objections during this call. Examples: "I need to save some money first." "I need to get a job before I start school." "I can't afford it." "When is the next start?" Knowing how the representative is going to overcome the student's objection in advance will increase the chances in getting the student to understand why they need to start school now! Successful representatives understand that our students do not buy features; they buy the benefits of the features. Keep this in mind when dealing with buyer's remorse.

Step Five: Handwritten Congratulatory Note

The admissions representative handwrites a note to the new student. As soon as the representative walks the student out, they should return to their desk and write this note. Make the note personable and enthusiastic. The representative's enthusiasm will come across in their written words. The handwritten note should be mailed the same day of enrollment. Generating this note should be a part of correctly processing the enrollment application and file.

Step Six: Acceptance Letter Series

Within 72 hours of enrollment an acceptance letter is sent from the executive director. Using an accordion tickler file system 1 -31 file the letters (which are personalized on the computer) and organize them to be mailed at equal intervals. Generating these letters should be a part of correctly processing the enrollment application and file. Concurrently the representative is mailing "Acceptance/Welcome Letters" from the education and career service departments. **For frequent start schools letters should be mailed weekly and for quarter start schools, the letters should be mailed bi-weekly. High school seniors that enroll in advance of their graduation from high school should have a piece of exciting information mailed to them on a monthly basis.** When sending welcome letters include articles/statistics on career opportunities, placement news, motivational materials, a copy of the student's career road map, a copy of student's essay, graduate, student and employer testimonials, etc. and write

personal notes like, **"Susie thought you would be interested in this information.... Can't wait to see you at orientation and then graduation!"**

Using an accordion tickler file system 1 - 31 file the letters (which are personalized on the computer) and organize them to be mailed at equal intervals. Generating these letters should be a part of correctly processing the enrollment application and file.

Step Seven: Certificate of Acceptance

An acceptance certificate is mailed within 72 hours of enrollment.

Step Eight: Admissions Representative Telephone Contact

The admissions representative has the responsibility to call their student's to see how everything is going. Students may be reluctant to call their admissions representative and ask for help. The follow-up call allows us to find out how they're doing, and how we may be able to help them solve problems they think will keep them out of school. Talking to the student regularly helps to keep them informed, encouraged and motivated to start their training program. **For frequent start schools follow-up calls should be made weekly and for quarter start schools, the calls should be made bi-weekly. High school seniors that enroll in advance of their graduation should have telephone contact on a monthly basis.** The admissions representative can call to check on the status of the student's high school diploma, pending financial aid paperwork, testing, exciting placement news, or a call just to see how things are going. Regular contact

is one of the keys to a successful show rate.

"If you don't invest much, defeat doesn't hurt and winning is not exciting."

Step Nine: Mailings - Career Information, News Letter, and Motivational Pieces

These items should be kept in a file and sent out within the appropriate time period (depends on the enrollment-to-start date period).

Step Ten: Orientation Letter

An orientation letter should be mailed 10 - 14 days prior to orientation so the student can make appropriate plans to attend. Orientation is the responsibility of all departments. A good orientation should be motivating, not rules and regulations orientated. Students should leave orientation looking forward to their first days of class. The orientation should be well planned and coordinated between all departments. The admissions representative should place no show follow-up calls immediately following the no show for orientation.

Step Eleven: Orientation Reminder Telephone Call

Begin one week prior to orientation to call and reach each and every student by telephone. Prepare them for what to expect: *"When you arrive, check in with the receptionist and she will notify me that you have arrived. I will take you to the location designated for the orientation. You will meet everyone on staff and learn how they will assist you in achieving your*

career goals. You will also meet fellow students that you will attend class with. This event will last about _____ . Because the orientation is fun and informative, we recommend that you bring a friend if you'd like. I can't wait to see you (day & time). It will be great to see you again." The admissions representative should notify the executive director and/or the director of admissions when a future student notifies them that they can not attend orientation. We should not have many surprises on orientation, registration, or start day!

Step Twelve: Orientation

Orientation: n. Familiar with and adaptation to a situation or environment.

Orientation day has finally arrived and now the student is wondering: Should I go? Will I fail? Is now the right time? Will I fit in? It is a proven fact that these thoughts and doubts along with others are breezing through their minds on orientation and the first day of school. We have all attended orientations but do we leave there feeling up or just glad another orientation is over. Too often they are flat because we do the same boring things. Many times we review the rules and regulations, the school catalogue and introduce the instructors and staff. Is it any wonder that our students may leave orientation looking like they are in a daze?

The orientation can begin with everyone being assigned a "study buddy" and then the students interview their buddy so they can introduce them to the other orientation attendees. This will break the ice and increase their comfort level. A part of the interview is to discover why

they decided to go to school and what they hoped to gain from the training. The study buddy will also discuss any obstacles that could prevent them from completing the training. (This interview allows students to realize that many are there for the same reason or reasons.)

The orientation should include a strong dose of positive thinking. Perception games can be played and motivational handouts can be given.

Have the students write down three reasons why they decided to enroll. List all the reasons on the board. Engage in conversation about all the commonalities among the group. This activity helps the student's to know that there are many others in a similar situation as themselves.

The orientation should end on a positive note. Awards can be given to the person who traveled the farthest, the first to arrive, the longest time since attending school, etc. These awards can be presented with a lot of humor and laughter.

Yes, the students can meet with the other departments and receive the necessary rules and regulations; but they also need to receive encouragement while having a lot of fun.

Liven up your next orientation and you'll enjoy it almost as much as the students. No one has a second chance at a good first impression. The entire staff must be excited and show our belief in education. Students usually make their decision to remain in school during their first few weeks of class. Their decision to stay depends on the attitude of the faculty and staff. The attitude we display will be the attitude adopted by our students. Be sure it is a positive one!

Procedure for Handling Cancellations, Reschedules, and Orphans

The director of admissions or executive director must approve all rescheduled enrollments. No exceptions. Local students must reschedule, in person, for an interview by the admissions director or executive director, not by mail or telephone. Distant students must send in a written request and have a telephone interview with the director of admissions or executive director. No one should be rescheduled until they have paid all applicable fees, tested, re-packaged in financial aid and completed all necessary enrollment paperwork. A student should not be automatically rescheduled into a new class.

The director of admissions should personally talk to all cancellations before they are processed. As a last ditch effort to save a cancellation, require that they come into the school to cancel their enrollment. Do not allow cancellations to happen over the phone. Require all cancellations to sign a cancellation form to make the cancellation official. A face to face meeting increases the chances of saving the enrollment. Many times the real reason why they want to cancel has not surfaced. Once we understand the real reason they want to cancel, we have a better chance of saving them and helping them find a solution. We understand that we can't save every cancellation; but at least we have a better chance if we can get them back into the school.

Orphan enrollments usually account for a high percentage of the total cancellations. The director of admissions should maintain all contact

directly, or assign follow-up activity to the most dependable representative.

Weekly Future Start Accountability Meeting

On a weekly basis the representative, director of admissions, executive director, and a financial aid representative should compare booked futures and their financial aid packaging status. During this meeting a "Red Flag" list for students not packaged, not tested, or no showed a financial aid or testing appointment should be created. Other areas to be discussed include:

- When was the last time the admissions representative talked to the student?
- Has student paid any required application fees?
- Is the POG on file?
- Has the student completed their application for financial aid?
- Is the representative follow-up log up to date with all documentation of contacts?
- Are there any obstacles that could prevent the student from starting or finishing their program?

Documentation of Follow-up

The representative can follow-up by keeping a record of their follow-up activities by using a follow-up binder. The following forms should be included for every student:

- Contact Accountability Form
- Enrollment Agreement
- FA Estimated Award Letter
- Missing Document Checklist
- POG
- Transcript Request

The follow-up binder provides the admissions representative with an orderly listing of expected starts and a way to maintain current status and follow-up. A separate contact sheet should be maintained for each student. The representative should document all follow-up contact dates, the activity and the outcome of the contact or mailing. The representative should bring their follow-up binder to the weekly accountability meeting.

OTHER SHOW RATE IDEAS

Activity Name Tracking Board

Every day the school director or the director of admissions wants to know, "How many enrollments does the representative have? How many are good? As we move closer to each start date and the number of students multiplies, remembering names and faces gets tougher and so does the tracking and recording of admissions requirements. How can we help admissions track start numbers and create a competitive spirit among the admissions team?"

Create Name Tracking Boards.....

The board should hang in the director or director of admissions office. The board can include proof of graduation, financial aid, testing, etc. Every time an admissions representative enrolls a new student they mark the student's name and program, on the Name Tracking Activity Board. Also when a student cancels the admissions representative must cross out that student's name. This daily accountability allows the director and/or director of admissions to view the next start at a glance. Creating name tracking boards also creates

competition among the admissions team. Every representative knows how he or she compares to the other representatives.

Name Tracking Boards Increase Student Numbers and Create Competition

Press Releases

The purpose of releasing press notices typically is to bring public attention to a business development, thereby improving public relations through name and service awareness. For Quest schools, the purpose of the press release program is two-fold. In addition to the public relations aspect, when the new student's decision to attend school is published in a local hometown newspaper, community, peer and family pressure is brought to bear and hopefully, the prospective student is motivated to follow through with their decision.

The process begins at enrollment. The student must give the name of the hometown newspaper that will receive our mailed press release. In addition the student acknowledges the press notification by completing the Press Release Form. Upon successful completion of the admissions requirements, the school acceptance press release is mailed to the referenced hometown newspaper. A copy of a Kaplan approved press release must be used.

The coordinator of this procedure must prepare for the program by first, gathering notification information and addresses of all major newspapers in the school's general recruitment area. Secondly, the Kaplan corporate public relations office must approve the press

release notice. Then, as students from smaller municipalities enroll, their local newspaper information can be added to the index file.

Open House

For a successful open-house, follow these tips:

Check-in

- Have greeters present to assist with the sign in process.
- Have everyone sign in completely name, address, phone number, etc.
- Have a nice folder with career info, news articles, and the latest placement stats for their review.
- Let them know that refreshments will be available at the conclusion of the open house.

Welcome

- Formally greet all visitors
- Give an overview of the school, its history, and the admissions process.

Tour

- Representatives to tour prospects focusing on their area of interest. Program Directors are to assist in the open house to assist with answering questions about their program.

Career Services

- Should conduct a 10 to 15 minute overview of services provided.
- Handouts should be made available.

Financial Aid

- Should conduct a 10 to 15 minute overview of the financial aid opportunities available to those who qualify.

Question & Answer Session

- Director of Admissions to be available at the conclusion of the open-house to answer questions.
- DOA and Representatives are to assure prospective students scheduled an appointment with a representative for further information or to schedule an appointment to return.

Refreshments

**Should follow all activities.
Gives representatives and prospects an opportunity.**

Bounce Back Mail Piece

Mail a piece that tests the student's interest with a call of action. Example:

A survey from the executive director or director of admissions measuring the prospective students at the school, a correspondence from the placement department requesting completion and return in order to complete their placement file, or return the correspondence for prize drawing at orientation. Remember to include postage paid envelope for the student to mail back to the school. Using an accordion tickler file system 1-31 file the letters (which are personalized on the computer) and organize them to be mailed at equal intervals. Generating these letters should be a part of correctly processing the enrollment application and file.



KAPLAN Higher Education Western Region

JOB DESCRIPTION

POSITION TITLE: Admissions Representative

DEPARTMENT: Admissions Department

REPORTS TO: Admissions Director & School Director

FUNCTION: The Admissions Representative is responsible for interviewing, enrolling & follow-up of prospective students who have inquired about the school programs.

Duties:

- I. Inquiry Calls
 - A. Follow telephone script.
 - B. Overcome objections with the goal of scheduling appointment.
 - C. Mail information for those who fail to schedule appointment.
 - D. Timely follow-up on all inquiries that fail to schedule appointment.
 1. Telephone follow-up
 2. Mail follow-up
 - E. Immediate follow-up on all appointments that fail to show for appointment.
 1. Telephone follow-up
 2. Mail follow-up
 - F. Documentation of all inquiries and follow-up.
 - G. Schedule acceptable percentage of leads to appointments.
- II. Interview
 - A. Interview prospective students according to Commitment Based Admissions process.
 1. Initiate Impact
 2. Uncover & Discover Buying Profile
 - Interview Questionnaire
 - IME
 - Probing questions
 - Career Road Map
 - Five Fires & Carrots
 - Ten Primary Features
 - Challenging Questions
 3. Activate Interest
 4. Create Desire
 - Features & Benefits

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KHE 056820

- School Portfolio
- School Tour
- 5. Elicit Action
- 6. Referrals
- 7. Timely follow-up on al interview that fail to show for appointment.
 - Telephone
 - Mail

III. Enrollment

- A. Complete all required enrollment paperwork with accuracy.
 - 1. Request HS/GED, & previous education transcripts when needed
- B. Ensure all enrollments have completed financial aid packaging
- C. Ensure all enrollment meet admissions requirements.
 - 1. HS/GED
 - 2. Testing
- D. Follow-up to ensure student starts school.
 - 1. Telephone
 - 2. Mail

IV. Minimum Standards

- A. Conduct minimum standard interviews for each day worked
- B. Acceptable number of enrollments]
- C. Acceptable Show Rate
- D. Acceptable number of starts
- E. Minimum of one referral for every enrollment

V. Submit all required reports to DOA on a timely basis.

VI. Adhere to schedule of hours set forth by Admissions Director/School Director.

VII. Attend meetings as designated by Admissions Director/School Director.

- A. School meetings
- B. Company meetings

VIII. Honestly & correctly present school's programs and career opportunities.

IX. Keep informed of industries and opportunities for graduates.

X. Other duties as assigned.

Admissions Representative Signature

Date

Director of Admissions

Date



New Admission Representative Training Schedule

Week One

- Day One:**
- 3 Complete New Hire Paperwork
 - 3 Job expectations
 - 3 Staff introduction
 - 3 Initiate Impact memorization
 - 3 Activate Interest memorization
 - 3 Review school catalog
 - 3 Review employee handbook
 - 3 Review all sales promotionals
 - 3 Schedule meetings with department heads & instructors
- Day Two:**
- 3 Meet with Director of Admissions for previous day review
 - 3 Morning, sit one hour in all programs lab class
 - 3 Afternoon, meet with lab instructor for one hour
 - 3 Afternoon, minimum on hour meeting with:
 - 3 Placement Director
 - 3 Internship Coordinator
 - 3 Financial Aid Director
 - 3 School Director
 - 3 Education Director
- Day Three:**
- 3 Meet with Admissions Director for previous day review
 - 3 Morning, sit in lab classes
 - 3 Afternoon, meet with lab instructors
 - 3 Afternoon: read Module One Commitment Based Selling Overview
 - 3 Memorization Initiate Impact & Activate Interest Statement
- Day Four:**
- 3 Morning, meet with Admissions Director for previous day review
 - 3 Morning, observe Admission Representative interview
 - 3 Morning; read Module Two understanding Our Product
 - 3 Afternoon, worksheets for Module Two Understanding Our Product
 - 3 Memorization Initiate Impact & Activate Interest Statement

Day Five: 3Morning, meet with Admissions Director for previous day review
3Morning, meet with Admission Representative on lead tracking system and reports
3Morning, read Module Three Relating Benefits
3Morning, Worksheets for Module Three Relating Benefits
3Afternoon, read Module Four Success Perspective
3Afternoon worksheets Module Four Success Perspective
3Afternoon, Read Module Five Buying Motives
3Afternoon, Worksheets for Module Five Buying motives

Weekend: 3Review Module One through Five prior to second week training on Commitment Based Selling

Must have Initiate Impact & Activate Interest statement memorized prior to second week training on Commitment Based Selling

Week Two


Day Six: 3Review previous week
3Product knowledge test
3Features & Benefits
3Fires & Carrots
3Success Perspective
3Homework: read Module Six Initiate Impact & Module Seven Uncover & Discover Buying Profile

Day Seven: 3Review previous day
3Initiate Impact
3Role Play Initiate Impact
3Uncover & Discover Buying Profile
3Probing questions
3DOA role play questionnaire
3Homework: Review Module Seven Uncover & Discover Buying Profile & read Module Eight Activate Interest


Day Eight: 3Review previous day
3Uncover & Discover Buying Profile
3Role play, role play, role play
3Activate Interest
3Role play Activate Interest
3Homework: read Module Nine Create Desire & Module Ten Elicit Action

Day Nine: 3Review previous day
3Create Desire
3Create Desire role play
 3Portfolio
 3Tour
3Elicit Action
 3Elicit Action role play
3Homework: read Module Eleven Develop & maintain Follow-up & Prepare for Interview

Day Ten: 3Interview observation
3Telephone training & handling objections
 3Telephone role play
3Commitment Based Selling Evaluation & Certification
3Homework: read Module Twelve How to Increase Appointments & Interviews

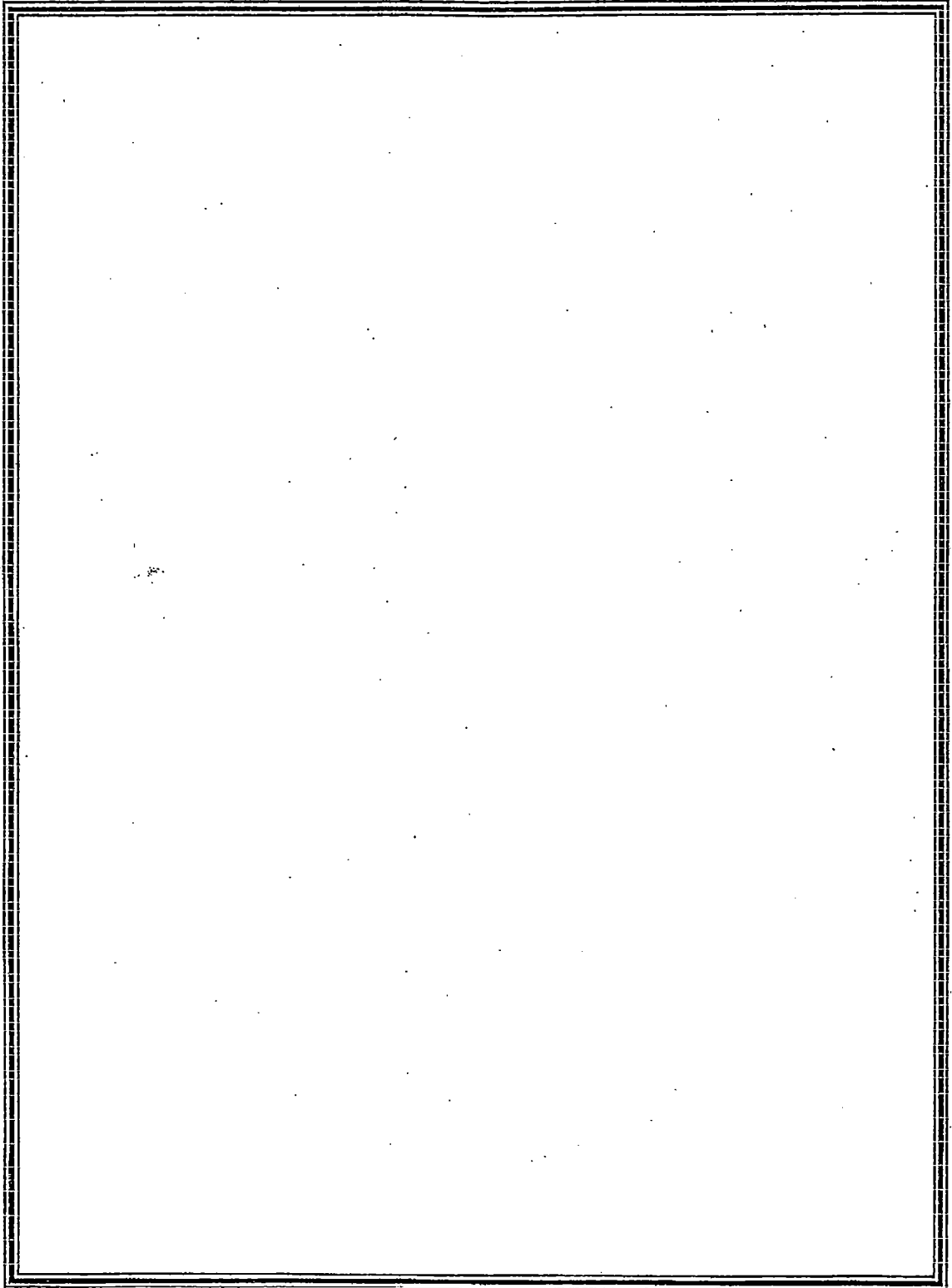


Employment Record



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SUMMARY Name: _____ Date: _____

| <i>Traits</i> | Evaluation/Comments | |
|---------------------------------|---|--|
| Integrity | | |
| Results Orientation | | |
| Intelligence | | |
| Persuasive Communication Skills | | |
| Customer Focus | | |
| Decision Making | | |
| Team Builder | | |
| Value Driven | | |
| Strategic Thinking | | |
| Comments | <div data-bbox="1230 1862 1304 2061" style="float: right; border: 1px solid black; padding: 2px;"> <small>YES</small> <small>NO</small> </div> | |

Interviewer (Your Name): _____

KHE Success Criteria

| Criteria | Demonstrated Behaviors |
|---------------------------------|--|
| Integrity | High standards of personal and business ethics. Values align with KHEC. Personal accountability and openness. |
| Results orientation | Speaks of achievements. Takes ownership. Completes what one starts. |
| Intelligence | Able to think from abstract to concrete. Vocabulary/grammar. Creative/curious. |
| Persuasive Communication skills | Asks for the order/closes. Influences others. Eye contact/listening skills. |
| Customer focus | Appreciates and emphasizes customer perspective. Sets and communicates standards for customer service. Customer/mission focused. |
| Decision making | Makes tough decisions. Process driven. Logical/organized decisions. |
| Team builder | Knows role in teams. Collaborates effectively with colleagues. Listening skills/other oriented. |
| Value driven | Understands the ROI process. Knows the competitive bid process. Understands business, industry, and competition. |
| Strategic thinking | Proactive versus reactive. Sees outcomes at full scale. Develops strategic plans. |



Admissions Representative Product Knowledge Evaluation

HISTORY

1. What year was KHEC College established?
2. Who owns KHEC College?
3. What year did the company acquire KHEC College?
4. How many years has KHEC College served in the community?

THE SCHOOL

1. Who is the Executive Director of KHEC College?
2. Who is the Education Director of KHEC College?
3. Who is the Finance Director of KHEC College?
4. Who is the Placement Director of KHEC College?
5. Who is the Admission Director of SACMDA/CCT?

PARENT COMPANY

1. Who is the president of our parent company?
2. Who is the vice president of our company?
3. Who are the East Coast Directors?
Operations:
Education:
Admissions:
4. When was the parent company established?
5. How many schools currently make up our parent company?

KHEC COLLEGE

1. How many programs does KHEC College offer?
2. What are the programs offered at KHEC College?
3. Who accredits KHEC College institutionally?
4. What programs currently hold programmatic accreditation?
5. What programs are currently working on programmatic accreditation?
6. Does KHEC College guarantee employment to their graduates?
7. Do we offer financial assistance to our students?
8. What type of Financial Aid programs does KHEC College offer?
9. What are the admission requirements for KHEC College students?

10. What are the admission procedures for enrollment?

11. What tests are administered to KHEC College students and what are the minimum scores accepted?

12. Does KHEC College accept ability-to-benefit students?

MEDICAL ASSISTANT

1. What is the length of the Medical Assistant program?
Days: Evenings:

2. What are the total hours of the Medical Assistant program?

3. How long is the internship for the Medical Assistant program?

4. What days does a Medical Assistant student attend class?
Days: Evenings:

5. What are the hours of the Medical Assistant program?
Morning: Mid-morning:

Afternoon: Evening:

6. What does the graduate receive upon successful completion of the program?

7. Why is it important to become certified?

8. What is the average Medical Assistant graduate starting salary?

9. What is the current year placement percentage for the Medical Assistant program?

10. What three areas are the Medical Assistant trained for?

- A.
- B.
- C.

11. What are five job opportunities for Medical Assistant graduates?

- A.
- B.
- C.
- D.
- E.

MISCELLANEOUS

1. What are the differences between a traditional college and a technical/vocational college?
2. Who are KHEC College's competitors?
3. What is the advantage of someone wanting to use KHEC College as a stepping stone toward their career goals?
4. What can the school grant a student that has a medical condition or has military obligations?
5. How many consecutive days can a student miss before the school must drop them?
6. What percentage of absences can a student accumulate for the entire program?
7. How much time does a student have to cancel their application to be eligible for a refund of the registration fee?
8. A prospective student must be given a tour of the school prior to enrollment.
 - A. True
 - B. False
9. A student must be given a school catalog at the time of enrollment.
 - A. True
 - B. False



New Admission Representative Commitment Based Check-Off

Admission Representative:

| Training | Time | Date | Staff Sign-Off | Representative Sign-Off |
|------------------------------|------|------|----------------|-------------------------|
| Module One | | | | |
| Module Two | | | | |
| Module Three | | | | |
| Module Four | | | | |
| Module Five | | | | |
| Module Six | | | | |
| Module Seven | | | | |
| Module Eight | | | | |
| Module Nine | | | | |
| Module Ten | | | | |
| Module Eleven | | | | |
| Module Twelve | | | | |
| Product Knowledge Evaluation | | | | |
| Interview Observation | | | | |
| CBS Evaluation | | | | |
| Certification | | | | |



New Admission Representative Product Knowledge Check-Off

Admission Representative:

| Training | Time | Date | Staff Sign-Off | Representative Sign-Off |
|---------------------|------|------|----------------|-------------------------|
| Paperwork | | | | |
| Job Expectations | | | | |
| Staff Introduction | | | | |
| School Director | | | | |
| Education Director | | | | |
| Placement | | | | |
| Internship | | | | |
| Financial Aid | | | | |
| Medical Assistant | | | | |
| Dental Assistant | | | | |
| Medical Office | | | | |
| Pharmacy Tech | | | | |
| Phlebotomy/EKG | | | | |
| Insurance Processor | | | | |
| Surgical Technician | | | | |

Daily Calling Record

Name _____

Date _____

of Appointments _____ # of Referrals _____

Calls
 1 2 3 4 5 6 7 8 9 10
 11 12 13 14 15 16 17 18 19 20
 21 22 23 24 25 26 27 28 29 30
 31 32 33 34 35 36 37 38 39 40
 41 42 43 44 45 46 47 48 49 50
 51 52 53 54 55 56 57 58 59 60
 61 62 63 64 65 66 67 68 69 70
 71 72 73 74 75 76 77 78 79 80
 81 82 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98 99 100

Contacts
 1 2 3 4 5 6 7 8 9 0
 1 12 13 14 15 16 17 18 19 20
 2 22 23 24 25 26 27 28 29 30
 3 32 33 34 35 36 37 38 39 40
 4 42 43 44 45 46 47 48 49 50
 5 52 53 54 55 56 57 58 59 60
 6 62 63 64 65 66 67 68 69 70
 7 72 73 74 75 76 77 78 79 80
 8 82 83 84 85 86 87 88 89 90
 9 92 93 94 95 96 97 98 99 00

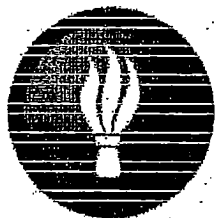
Appointments
 1 2 3 4 5 6 7 8 9 10
 11 12 13 14 15 16 17 18 19 20
 21 22 23 24 25 26 27 28 29 30
 31 32 33 34 35 36 37 38 39 40
 41 42 43 44 45 46 47 48 49 50
 51 52 53 54 55 56 57 58 59 60
 61 62 63 64 65 66 67 68 69 70
 71 72 73 74 75 76 77 78 79 80
 81 82 83 84 85 86 87 88 89 90
 91 92 93 94 95 96 97 98 99 100

Interviews

| Name | Results |
|------|---------|
| | |
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Enrollments

| Student's Name | Phone # | Course | Lead Source | Start Date |
|----------------|---------|--------|-------------|------------|
| | | | | |
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KAPLAN

HIGHER EDUCATION

***Commitment Based Selling
Admissions Training***

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Kaplan Higher Education Corporation
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- Achieve results for our customers-
- Focus on profitability-
- Set high expectations-
- Be the employer of choice-
- Make the world a better place-

KAPLAN MISSION STATEMENT

Kaplan helps individuals achieve their educational and career goals. We build futures one success story at a time.

KAPLAN HIGHER EDUCATION

Sales Begins With...

**AWARENESS,
UNDERSTANDING,
&
ACCEPTANCE**

**OF THE MARKET
WE SERVE!**

WE SERVE THE UNDERWORLD

Who Are Our Students?

- We deal with people that live in the moment and for the moment.
- Our student's decision to start school, to stay in school or to quit school is based more on emotion than logic.
- Pain is the greater motivator in the short term.

Understanding why people are motivated to buy...

Four Motivating Principles of Life

1. Necessity
2. Love of Family
3. Recognition
4. Greed

- Time
- Money
- Energy

| | |
|------------------------------------|--------------------------------|
| Welfare Mom w/ Kids | Recent Relocation |
| Recent High School Graduates | Career Change |
| ATB Students/ Limited Education | UPgrade Skills |
| Pregnant Ladies | Physically/Mentally Abused |
| Recent Divorcee | Recent Incarceration |
| Military Active/Retired | Dead-End Job |
| Low Self-esteem | College Credits |
| Vocational Rehabilitation | Living w/Multitude of Families |
| Experienced Recent Death | Living w/Parents |
| | Living w/ Significant Other |
| Experienced Recent Birth | Fired/Laid Off |
| Empty Nest Syndrome | Self Employed |
| Recent Marriage | No Benefits |

KAPLAN STUDENT PROFILE

-UNEMPLOYED-
-UNDERPAID-
-UNSATISFIED-
-UNSKILLED-
-UNPREPARED-
-UNSUPPORTED-
-UNMOTIVATED-
-UNHAPPY-
-UNDEREMPLOYED-
-UNDERSERVED-

WE SERVE THE UNDERWORLD

Getting an enrollment or getting a sale is easy. Obtaining and retaining a commitment is difficult. The definition of a commitment:

"The self-sacrificing attention and activities focused on a long term course of action."

Commitments cannot be made. Commitments are built over time. An individual decides to be committed and then builds the commitment day by day.

Our customer's lives are full. When they think about introducing school into their lives, what has to change to fit school into their life? (work schedule, less time with family/friends, childcare/back-up, transportation/back-up, etc.)

When we get an enrollment or get a sale, we focus on why we are selling the program. When we retain a commitment (Commitment Based Selling) we focus on why the customer is there and why they want to buy the program.

Most sales presentations use 25 features to every 2 benefits to every 1 buying motives. This is focusing on selling the program, not the individual needs of the customer. Building commitment is a two-way process. The role of the admissions representative is to see if our program is for the customer and to see if the customer is for us.

Three questions every prospective customer asks before a decision to build a commitment are:

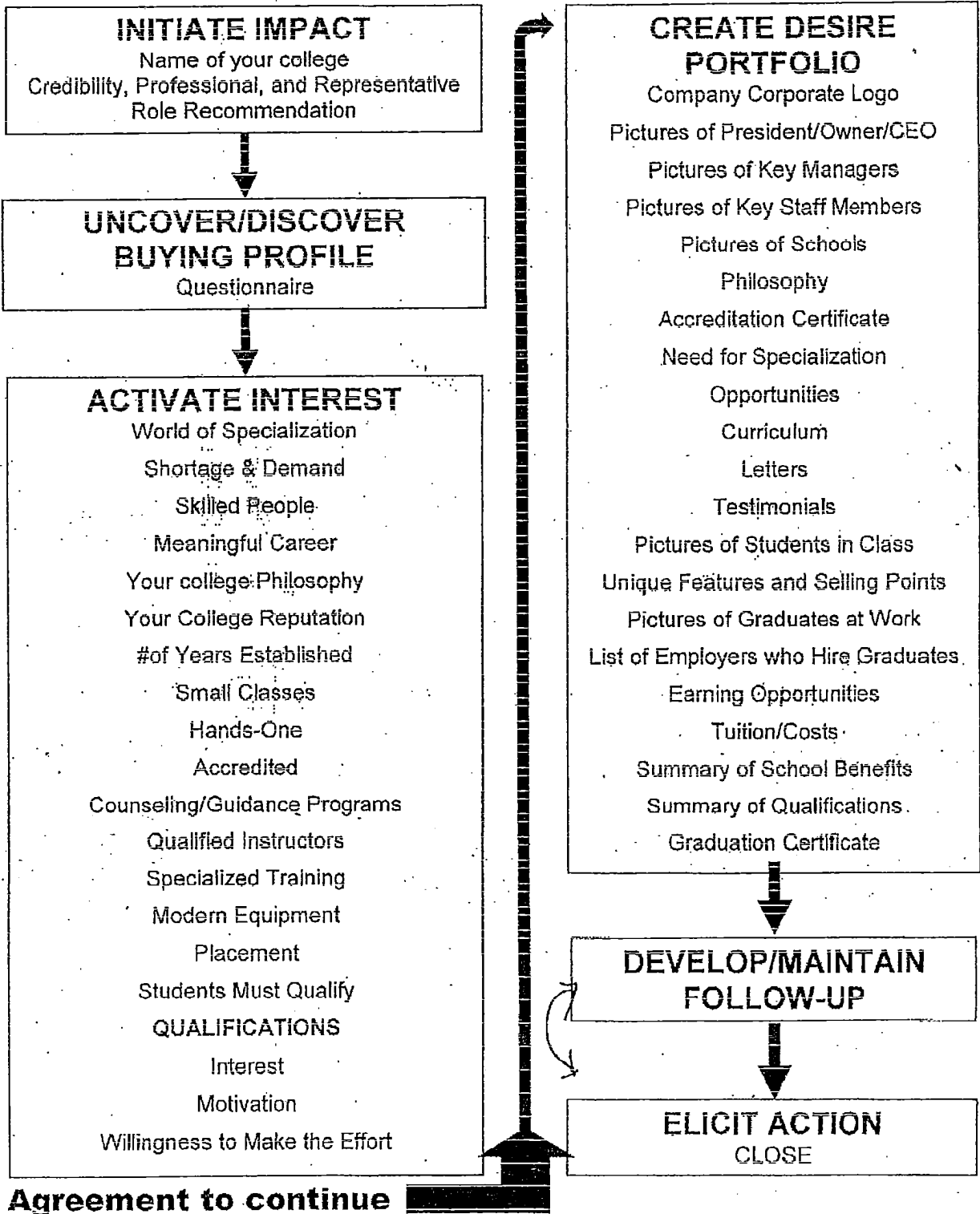
1. Why should I trust you?
2. Do I have the confidence to decide?
3. Do I believe that I will benefit from this program?

Value is fair value for something exchanged. Our customers' lives are full. They must believe that they are getting value in fair exchange for what they give up in their lives. Something is going to have to change to make room for school. We have to build value.

Redacted

COMMITMENT BASED SELLING

PRESENTATION FORMAT



INITIATE IMPACT

Purpose:

1. Prospect understands the Admissions Representative role.
2. Prospect understands the importance of the interview.
3. Prospect understands how the interview will proceed.
4. Prospect understands why they should trust you.

Remember: The initiate impact statement must be scripted and memorized.

UNCOVER & DISCOVER THE BUYING PROFILE

Purpose:

1. Identify 10 primary Features
(Discover what is important to the prospect)
2. Identify 5 Fires
(Discover what the prospect wants to eliminate/reduce/avoid)
3. Identify 5 Carrots
(Discover what the prospect wants to improve/enhance/increase)
4. Identify Challenging Questions
(Discover where the prospect has broken or bent a promise or commitment in the past)

IMPORTANT:

- ⊗ The IQ must be completed by the Ad Rep.
- ⊗ The IQ should take a minimum of 40 minutes to complete.
- ⊗ The IQ must include IME at the beginning of every section.

ACTIVATE INTEREST

Purpose:

1. The transition from receiving information to giving information.
2. Bridge between asking questions to showing the school.
3. The Ad Rep presents 10 primary features/benefits.

**CB
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CREATE DESIRE

Purpose:

1. Schools evidence of credibility.
 - ⊗ Tour/Portfolio
 - ⊗ Proof Sources/Testimonials
2. Presented using 3rd party Success Perspectives:
 - ⊗ OUR STUDENTS
 - ⊗ OUR GRADUATES
 - ⊗ OUR EMPLOYERS
 - ⊗ STUDENTS IN SIMILAR SITUATIONS
 - ⊗ GRADUATES THAT WERE IN SIMILAR SITUATIONS

ELICIT ACTION

Purpose:

1. Prospect and Ad Rep move toward the close of the interview process.
2. Elicit Action is the CLOSE.

DEVELOP & MAINTAIN FOLLOW-UP

1. Ensures enrolled students start their training and graduate.

Redacted

CRS OUTLINE

Our customers must have the confidence to decide between two choices.
These two choices are: **FIRES** **OR** **CARROTS**

- ◆ Fires are things our customers are looking to avoid, reduce or eliminate.
Examples of Fires

| | | |
|-----------------|---------------------|----------------------|
| Low Pay | Unemployment | Low Job Satisfaction |
| Dependence | Abuse | Lack of Security |
| Low self-esteem | Limited Future | Hate my job |
| Fear of Failure | No time with family | Lack of growth |

- ◆ Carrots are things our customers are looking to improve, increase or enhance.
Examples of Carrots

| | | |
|--------------|------------------|-----------------|
| Independence | Stable Future | More Money |
| Advancement | Recognition | Confidence |
| Self Image | Choices | Quality of Life |
| Security | Job Satisfaction | Like what I do |

Fires & Carrots are the Buying Motives customers use to decide whether or not to make and build a commitment. Fires are the known, the life the customer currently has. To decide to choose the fires is a safe decision. Carrots are the unknown, the life our customer wants. To choose the carrots is a risky decision for the prospect.

Our customer selects either the fires or the carrots when we interview them. Our close rate is 100%. When we finish our interview our customers are sold one way or the other. They either buy going back to the Fires, which is safe, or they buy going forward to the CARROTS, which is a risk.

What kills the commitment is the decision to play it safe, to go back to the fires, and to forgo the hope of getting the carrot. Carrots are their DREAMS. Fires are their REALITY.

How do we change our interview process to obtain and retain a committed customer rather than just getting an enrollment? If we want to obtain and retain customers rather than getting a sale, if we want our close rate to go up, we must focus on their benefits and their buying motives rather than the features of our programs. The features of our program are not a fair exchange and represent little or no value to them. We must also challenge their commitment in order to help them decide to begin the day-by-day journey.

When we interview a customer using 25 features for every 2 benefits and every 1 buying motive we are using duct tape to make the sale. Will the enrollment agreement stick? Who knows?

Our students do not go to school because they like school, hands-on training, free tutoring, or small classes, etc. Each individual whom we interview has his/her own buying motives (FIRES & CARROTS) and his /her own benefits from our program. To focus on features like small classes, free tutoring or caring instructors is to use duct tape to get the sale. Will the enrollment agreement stick? Who knows?

Redacted

Buying motives are the reasons a prospect wants to attend a Kaplan College.

Buying motives are the influences that motivate the prospect to start and graduate.

Buying motives are different for everyone.

Buying motives are the foundation of the sales dialog.

OUR CUSTOMERS HAVE 2 CHOICES

1. **FIRES:** *What the prospective student wants to:*

ELIMINATE
Dead-end job

REDUCE
Stress

AVOID
Dependence

2. **CARROTS:** *What the prospective student wants to:*

INCREASE
Earnings

IMPROVE
Working Conditions

ENHANCE
Quality of life

FIRES ARE THE SAFE DECISION. This is the life that the prospective student knows. The life they have now.

CARROTS ARE THE RISKY DECISION. This is the life that the prospect does not understand or know.

OUR PROSPECTS ARE MOTIVATED MOSTLY BY THEIR CURRENT SITUATION THAT CAUSES THEM TO WANT SOMETHING DIFFERENT. THIS PAINFUL REALITY (FIRES) MOTIVATES THE STUDENT TO TAKE ACTION.

*100% Close
They buy us - commit to change life
or
We buy them - Return to their misery*

Redacted

BUYING MOTIVES

Fires & Carrots

| FIRES | CARROTS |
|-----------------------|----------------------|
| Low pay | Improved income |
| Dependence | Independence |
| Low self-esteem | Improved self-esteem |
| Unemployed | Stable future |
| Limited future | Security |
| No time with family | Choices |
| Fear of failure | Confidence |
| Low job satisfaction | Job satisfaction |
| Hate my job | Like what I do |
| Lack of growth | Advancement |
| Dead-end job | Benefits |
| Work too many hours | Work conditions |
| No support at home | Recognition |
| Unsupportive employer | Improved lifestyle |
| Job lay offs | Material things |
| Work hours | Enhanced family life |
| No savings | Nest egg |
| | |
| | |
| | |

FIRES & CARROTS

Redacted

TO INCREASE

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

TO ENHANCE

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

TO AVOID

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

TO IMPROVE

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

TO REDUCE

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

TO ELIMINATE

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

NEW CUSTOMERS BUY

Redacted

FEATURES

Features are FACTS:

What the product is or has

BENEFITS

Benefits are ACTIONS:

What the product can do

Redacted

FEATURES & BENEFITS

Features and Benefits are the 3rd component of the Buying Profile.

FEATURES ARE FACTS: What our product is or has.

Examples: Small classes, hands on training, experienced instructors, essential courses, and flexible class schedules.

There are 3 types of Product FEATURES:

1. **Primary Features** - What is most important to the prospective student?
2. **Secondary Features** - Not as important to prospective student.
3. **Separator Features** - What makes the school different than the competition?

FEATURES PROVIDE A MEANS OF RELATING PRODUCT BENEFITS TO PROSPECTS BUYING MOTIVES.

BENEFITS ARE ACTIONS: What our product can do.

SO WHAT! WIFM'S (What's in it for me?): We must present a benefit with every product feature presented. Example: Small classes allow our instructors to spend individual attention with our students if needed.

FEATURE SELLING WITHOUT BENEFITS IS GAINING AN AGREEMENT TO ENROLL. We refer to this as Duct Tape selling. Will it stick? Who knows!

Prospects make their decisions emotionally (Fires & Carrots). They justify their decision logically (Features & Benefits).

FACTS TELL.... STORIES SELL...

Redacted

The following pages contain a mixed listing of features, benefits, and buying motives. Identify which of these categories that each item is to be associated with.

Individual attention

Tutoring

Receive the most up-to-date training

Matches the graduate with the best career opportunity

Caring instructors

Specialized training

Limited future

Independence

Learn by doing

Graduate and earn money sooner

Modern facilities

Changing and modifying programs to meet the demands of business & industry

Stable future

Essential subjects

Improved lifestyle

Employers know our graduates possess the necessary skills

Improved earnings

FEATURES BENEFITS BUYING MOTIVES

Knowledgeable admissions representatives

Every staff member takes a concerned interest in each and every student

Admissions process

Dead-end job

Financial specialist

Hate my job

Short-term training

Students that have similar interest

More money

Brighter future

of years in business

We do what we say we're going to do

Financial security

Like what I do

Accreditation

More one-on-one attention

Industry experienced instructors

Externship

Caring staff

Students gain real-world experience

Work in a career that I like

FEATURES BENEFITS BUYING MOTIVES

Employers know that we must follow certain guidelines and maintain high standards.

Allow students to work, juggle family, home, and school at the same time.

Established reputation

Convenient class schedules

Want a better life for my family

Hands-on training

Industry-oriented equipment

No time wasted with unnecessary courses

Bring real-world training into the classroom

Advisory board

Diploma/Degree

Improved benefits

Dependent

Improved work hours

Each staff member takes a sincere interest in each and every student

Provide our students focus on training in one area of expertise

Shows employers that our students have the ability to set goals and stick to them

Career Services

FEATURES/BENEFITS/BUYING MOTIVES

Improved opportunities
for promotion

Admissions interview

School Director

Role model for children

Provide family with wants
and needs

Job security

Nest egg for children's
education

Certification

Our students know that each
student is committed

Builds graduates confidence
and experience to enter into
the job market

Constantly in touch with
businesses to determine
what skills employers expect

School location

Students learn on equipment
used in the workplace

Low income

Recognized by employers
for producing skilled
graduates

Limited or no advancement

Student Services

Redacted

FEATURES/BENEFITS/BUYING MOTIVES

FEATURES

BENEFITS

of years in business

Industry related equipment

Career Services

Accreditation

Hands-on training

School Director

Caring staff

Certificate/Diploma

Reputation

Short-term

FEATURES & BENEFITS WORKSHEET

What is the Success Perspective?

The success perspective is the means of communicating with the prospective student so they view our school through the experiences of successful students and graduates.

The success perspective consists of 5 ways to relate a product benefit without interjecting the prospect into the training.

Our Students - Our students tell us they enjoy the hands-on training they receive at Kaplan College. They say that the hands-on training really prepares them for what would be expected of them in the workplace.

Our Graduates - Our graduates have stated that the externship developed their confidence and experience needed to start their new careers.

Employers - Employers have told us that they really like the fact that we train our students with industry related equipment. These employers have the confidence to hire our graduates because they know that they will not have to spend a lot of time on additional industry equipment training...

- Students in similar situations
- Graduates in similar situations

NO YOU!

Using 1st person weakens the commitment. By not using you or 1st party when showing our product keeps the prospect from assuming that they have been accepted.

Not chasing prospect to enroll continues to build commitment.
Desire increases!

Redacted

SUCCESS PERSPECTIVE

FEATURES

BENEFITS

Industry Experienced
Instructors

Essential Subjects

Small Classes

Internship

Admissions Interview

Specialized training

FEATURES/BENEFITS/BUYING MOTIVES

Told

Informed

Tell

Reported

State

Liked

Said

Acknowledged

Say

Confirmed

Feel

Indicated

Believe

Have shared

Felt

Implied

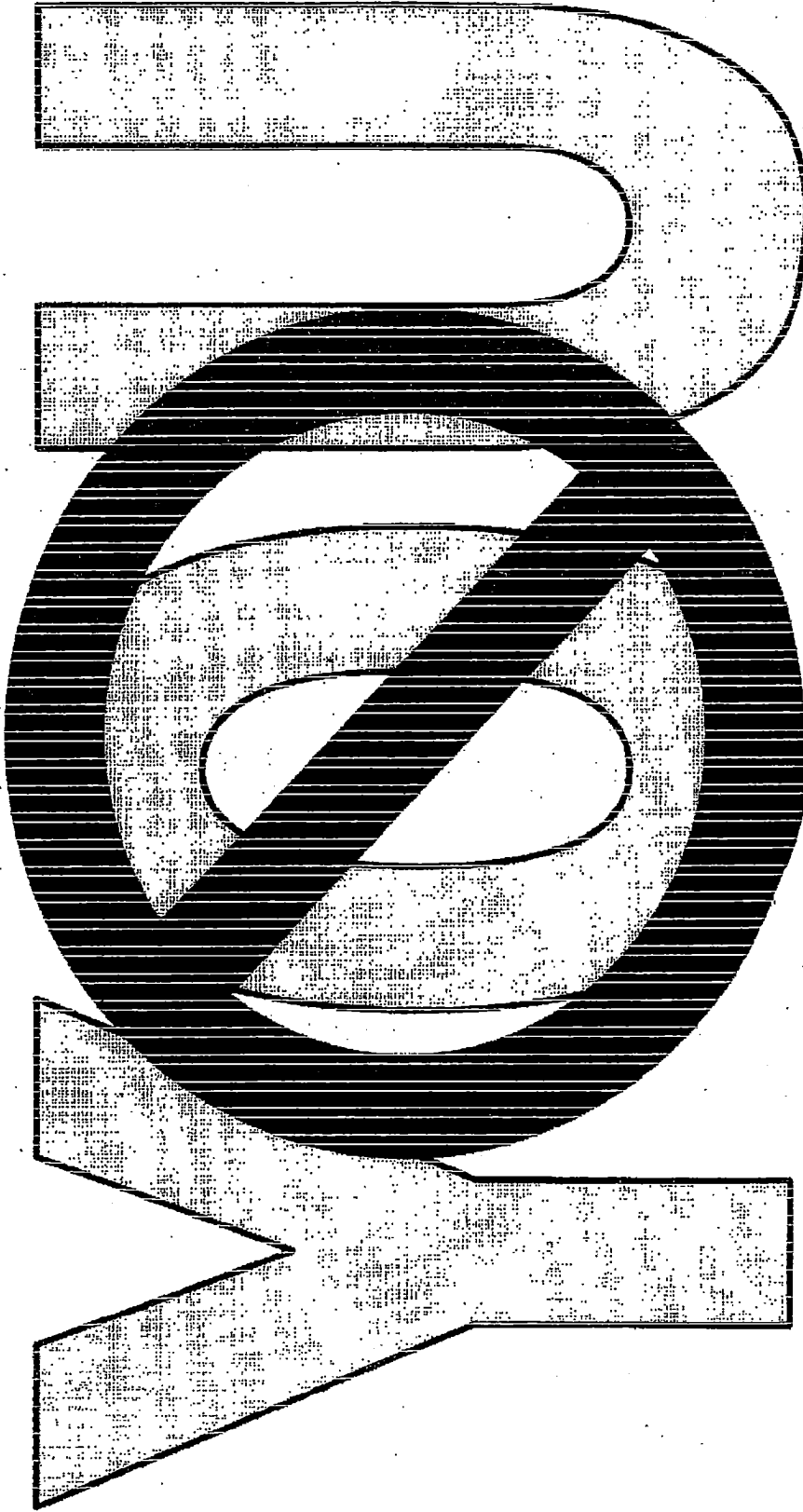
Declared

SUCCESS PERSPECTIVE RELATED WORDS

Our Students

Employers

***Students in Similar
Situations***



Our Graduates

***Graduates in Similar
Situations***

CONFIDENTIAL

KHE 056861

Success Perspective - Students

Practice relating features and benefits while speaking in the success perspective. Using *"small classes"* as a primary feature write a dialog using *"Our Students"* as the success perspective along with *"small classes"* and the corresponding benefit.

Success Perspective - Graduates

Practice relating features and benefits while speaking in the success perspective. Using *"placement specialist"* as a primary feature write a dialog using *"Our Graduates"* as the success perspective along with *"placement specialist"* and the corresponding benefit.

Success Perspective - Employers

Practice relating features and benefits while speaking in the success perspective. Using *"advisory boards"* as a primary feature write a dialog using *"Employers"* as the success perspective along with *"advisory boards"* and the corresponding benefit.

Redacted

Success Perspective - Students

Practice relating features and benefits while speaking in the success perspective. Using *"essential courses"* as a primary feature write a dialog using *"Our Students"* as the success perspective along with *"essential courses"* and the corresponding benefit.

Success Perspective - Graduates

Practice relating features and benefits while speaking in the success perspective. Using *"hands-on training"* as a primary feature write a dialog using *"Our Graduates"* as the success perspective along with *"hands-on training"* and the corresponding benefit.

Success Perspective - Employers

Practice relating features and benefits while speaking in the success perspective. Using *"externship"* as a primary feature write a dialog using *"Employers"* as the success perspective along with *"externship"* and the corresponding benefit.

Redacted

Success Perspective - Students in Similar Situations

Practice relating features and benefits while speaking in the success perspective. Using "*experienced instructor*" as a primary feature, write a dialog using "**Students in Similar Situations**" as the success perspective along with the corresponding benefit of "*experienced instructor.*"

Success Perspective - Graduates in Similar Situations

Practice relating features and benefits while speaking in the success perspective. Using "*tutoring*" as a primary feature, write a dialog using "**Graduates in Similar Situations**" as the success perspective along with the corresponding benefit of "*tutoring.*"

Success Perspective - Employers

Practice relating features and benefits while speaking in the success perspective. Using "*industry equipment*" as a primary feature, write a dialog using "**Employers**" as the success perspective along with the corresponding benefit of "*industry equipment.*"

Redacted

Success Perspective - Students

Practice relating features and benefits while speaking in the success perspective. Using *"caring staff"* as a primary feature, write a dialog using **"Students in Similar Situations"** as the success perspective along with the corresponding benefit of *"caring staff."*

Success Perspective - Graduates

Practice relating features and benefits while speaking in the success perspective. Using *"resume preparation"* as a primary feature, write a dialog using **"Graduates in Similar Situations"** as the success perspective along with the corresponding benefit of *"resume preparation."*

Success Perspective - Employers

Practice relating features and benefits while speaking in the success perspective. Using *"certification"* as a primary feature, write a dialog using **"Employers"** as the success perspective along with the corresponding benefit of *"certification."*

Redacted

Hello _____, I'm _____, It's nice to meet you.

Welcome to _____. Would you care for something to drink?

_____, Let me share with you what we will be doing today. First, I'd like to tell you about _____ and how we have helped others to get started in professional careers.

Next, I will be asking questions about your interest, education, work experience, and career goals. We'll also talk about our students, our graduates, and why employers hire our graduates.

_____ is one of the oldest private career schools in Texas. It was established in _____ and through the years has prepared thousands of students for careers in _____. In _____ the school joined Kaplan Higher Education Corporation, now our parent company with a network of over _____ career schools nationwide.

The admissions process is very important here. My role as a professional Admissions Representative is to help individuals make the right career decisions and determine whether _____ is right for them. We do this by looking for three things: INTEREST, MOTIVATION, and EFFORT. A person must have a sincere interest in pursuing a career at _____, be motivated to attend class everyday, and be willing to put forth the effort to not only be a successful student, but a successful graduate. So you can see _____, we're not for everyone and everyone is not for us.

Our students who have gone through this very same process have told me it was very helpful for them in deciding if _____ was right for them, and whether or not to try for acceptance.

_____, do you have any questions about what we're going to do today? *(If the student has questions, simply note them at this point and assure the prospect that by the end of their visit all of their questions will be answered.)* By the way, _____ since this is an important decision, I'd like to take our time and start by asking you some questions.

Redacted

This step of the Commitment-Based Selling process is devoted to understanding the prospect's buying profile. Like the doctor who must first ask the many questions before prescribing a cure, the admissions representative must also ask many questions in order to provide the prospective student with the proper guidance. The Uncover & Discover step is also known as the "I.Q." (Interview Questionnaire). This is where the Admissions Representative uses the interview questionnaire. This process requires communication skills, listening skills, and a true understanding of what we are looking for in order to assist the prospect in making the right decision. The admissions interview is built on the unique understanding of each prospective student. Each individual prospect comes to the interview with a unique buying profile, and it is the admissions representative's responsibility to understand each part of the buying profile.

The Admissions Representative uses the interview questionnaire to find out:

- **10 Primary Features**
What is primarily important about our school or training program to the prospective student?
- **10 Primary Benefits**
What & why will those 10 primary features be of benefit to the prospective student?
- **5 Fires**
What are five things the prospective student wants to avoid, reduce, or eliminate?
- **5 Carrots**
What are five things the prospective student is looking to improve, increase, or enhance?

Where in the past did the prospective student break or bend a promise or commitment? Where should the Admissions Representative challenge or test the prospective student's interests, motivation or effort? What are the areas that may cause the prospective student to start but not finish school? The questionnaire including any data sheet should be filled out by the admissions representative. No information should be filled out in the lobby. The questionnaire will take a minimum of 40 minutes to complete. The representative should not just ask the questions on the standard questionnaire. They should keep asking questions, probing four to five questions deep to get the answers they need.

IMPORTANT: The admissions representative should NEVER go on to the next step until they have completed the profile on the prospective student which includes all 10 primary features, 10 primary benefits, 5 fires, 5 carrots and challenging questions.

Redacted

1. DRAW CIRCLE

2. FILL IN CIRCLE: Name/ Career/Year 2007

3. CARROTS

Let's take a look at the future you want in a career as _____
If you were accepted to school and graduated in _____ months, it would be 2007. Let's look two years from graduation somewhere around the year 2009 or 2010. You've been a _____ for two years. You've received 104 paychecks, 2 raises, and are due for another raise in six months. You've done your job well. You're working everyday doing what you enjoy.

How has your life improved from the way it is today? What has gotten better? (Retirement, benefits, improved earnings, home, car, independence, provide for family wants and needs, recognition, role model, advancement, etc.) Write carrots around the circle.

You're now (review carrots). How do you feel now?

_____, of all these goals, which are the three most important to you? Which three do you want to achieve first? (give prospect pen to prioritize - 1, 2, 3...)

4. FIRES

_____, now let's go back to your life now and take a look at your current situation. Review fires from IQ—dead-end job, long work hours, shift work, not providing for family, hate job, dependent on others, low/limited income, no time with family, no benefits, low self-esteem, etc. (refer to left side of career road map where the representative has listed fires). Is there anything else that you really hate about your life right now?

_____, of all these things, which are the three most important that you want to eliminate from your life first? (give prospect pen to prioritize- 1, 2, 3...).

If you stayed in your current situation, can you have the life you want? Why not? What do you need to have the life you want? What is keeping you from having the life you want for you and your family? What is keeping you from working in the _____ field?

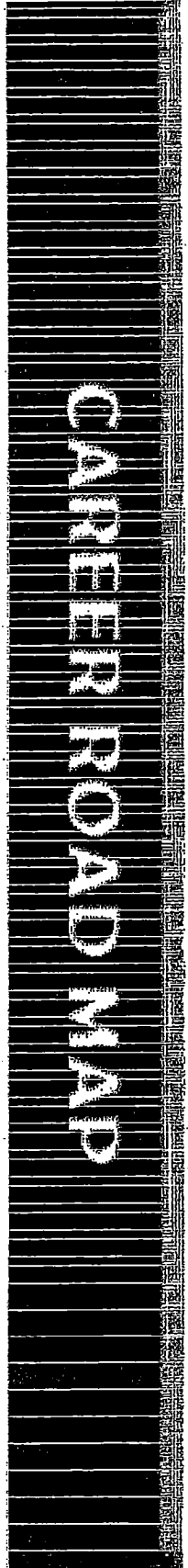
5. DRAW BRIDGE/ARCH

_____, what do you need to do to get from unskilled to this life? What do you have to do to get from here to here, from this life.. to the life you want? Describe it. (refer to carrots) Draw the arch (they will say training or skills from their current situation (fires) to the life they want (carrots). What is it going to take to move from this life to this life? List training/skills below the arch.

What is it going to take to get from unskilled to skilled? How will you get the training & skills? Where will you get the skills? (they will say school or education). Write School/Education above the arch.

6. DEVELOP PLAN

_____, here at Kaplan College, we interview 100's of students; many of them had very similar situations as you have shared with me today. Many of them said they too wanted a better life for them and their family and knew that they must go back to school to have this life. Many of these students told us that they already had busy schedules and would need to make modifications or changes to their daily routines to fit school in. What would you need to change in your daily life to make room for school? Let's put together a plan that will allow you to fit school into your busy schedule (if student is having difficulty answering the question, refer to childcare/back-up, study time, transportation/back-up, motivation, friends, boyfriend/spouse, family, internet, etc. Draw the pie here). Can you tell me one more time, what are the three things I look for in recommending students for acceptance? Write IME at the bottom corner of the career road map™



Redacted

PERSONAL

There are three things that I look for in recommending a student to be accepted. Can you tell me what these three things are? Why do you think we look for these three things in recommending a student?

Is there an additional phone number in the event I need to get in touch with you?

Do you have an email address?

Do you live on your own or with your parents? (Fire)

How do your parents/spouse feel about the idea of you going to school? (Fire)

Parents/spouse, how do you feel about _____ career choice? (Fire)

Have you given any thought to the childcare for _____?
Would you have a back up plan if _____ would not be able to keep _____? What would your back up plan be? (IME & Obstacle)

How do you plan to get to school every day? If your transportation broke down would you have a back up plan? What would it be? Have you looked into the bus schedule yet? (IME & Obstacle)

So _____, what you're telling me is childcare for your children and transportation would not prevent you from attending your classes? Is that correct? (IME)

Have you had an opportunity to talk with student/graduate about their experience here? (Feature)

EDUCATION

There are three things that I look for in recommending a student to be accepted. Can you tell me what these three things are? Why do you think we look for these three things in recommending a student?

Tell me about your educational background. What grade level did you complete in high school? (IME)

What classes were you taking when you attended (*name of college*)? When you enrolled at (*name of college*) what was your career interest? So what changed? If you had it to do over, what would you do differently? (Instructors, essential courses, short term, convenient class schedules, etc.) (IME & Feature)

EDUCATION CONT.

If you were accepted to (*name of your school*) would any of these obstacles affect your training now? (IME)

Did you drop out of High school/college because you weren't interested? Not motivated to attend your classes? Or unwilling to put forth the effort?

Are you the type of person that learns better if someone shows you how to do something? Or do you learn better if you're given a book and told to read it, then do it? (Feature)

How was your attendance in high school/college? What would your attendance be like now? What would be different this time? (Motivation)

Was there anything missing you needed from your high school/college experience? (Feature)

What has kept you from getting your GED? Do you think getting your GED is important? Why? Are you serious about getting your GED? What do you need to do to start the GED process? (IME)

Have you ever applied at any schools in the past? If so, when and where? Did anything prevent you from starting the program? What held you back? (IME)

Since you acquired additional training, what did it do for you? How have you grown? What do you have today that you would not have, had you not obtained additional training? (Carrots)

What prevented you from finishing College XYZ? What was missing from your experience at College XYZ? If you could do it all over again, what would you change? What did you need from College XYZ that you did not receive? (Feature)

Do you normally do better in classes that you have an interest in? (Interest & Feature)

Why did you enjoy these classes? (Feature)

Why did you not enjoy these classes? (Feature)

What needed to change for you to perform better in school? IME (Feature)

What needed to change for you to have enjoyed those classes? (Feature)

If you were a student now, would you only want to study the classes that you have an interest in? (Feature)

PROBING QUESTIONS

EDUCATION CONT

Did you not do well in school because you weren't interested in school? Not motivated to attend your classes or unwilling to put forth the effort?

If you were to be accepted to _____ would you put forth more effort than before? Why would it be different now? (IME)

Would that be important to you now? Why? (IME)

Can you tell me more about that experience? (Feature)

What is important to you now about the school you attend? (Feature)

Many students have told me that (Feature) would be important to them. Would this be important to you?

What are you looking for a school to provide? (Feature)

Why would you pick a particular school? (Feature)

Would these things be important to you now? How would these things help you to become successful now? (IME)

OCCUPATIONAL

There are three things that I look for in recommending a student to be accepted. Can you tell me what these three things are? Why do you think we look for these three things in recommending a student?

Are you looking for work now? (Fires & Carrots)

Why are you not working now? Do you have a plan? What is your plan? (Fires & Carrots)

What happened to your last job? IME (Fires & Carrots)

Do you plan to work and go to school at the same time? (Feature)

What are your work hours? What shift do you work? What days do you work? Is your job full time or part time? Do you work overtime? (Feature)

Have you discussed with your employer the idea to go to school? How do they feel? Are they willing to work with your school schedule? (Obstacle)

PROBING QUESTIONS

OCCUPATIONAL CONT

What are your wages? Are you satisfied with your current earnings? How much do you want to earn? What is it going to take for you to make that kind of money? What do you need to do to get there? Are you committed to doing that? (Carrots & IME)

Would your work hours prevent you from reaching your goals? (IME) Do you like the hours that you are currently working? Why or Why not? (Fires or Carrots). What else is missing about that job? (Fires or Carrots)

What if you were offered a job that conflicted with your school hours? How would you handle that? (IME or Obstacle)

What do you want from a job that you are not getting with your current job? Is there anything else you want? How will you be able to get what you want? (Fires or Carrots)

Is it possible for you to achieve (Carrots) in your current job/situation?

What are your employment needs? What is going to make you happy? What is going to motivate you to perform at your best? (Fires & Carrots)

What is your best friend's name?

When you say everything or nothing must change about your current situation, are you referring to the hours, the pay, the working conditions, your job duties, your boss, or whether or not your job is fulfilling? (Fires & Carrots)

INTEREST

There are three things that I look for in recommending a student to be accepted. Can you tell me what these three things are? Why do you think we look for these three things in recommending a student?

These things must be very important to you to set aside time for them each week, is that so? You must really be good at balancing a lot of things at once. How do you plan to now balance school into your daily routine? How would you do it all? (IME)

Would school be a priority over your outside activities? Would school be as much a priority as these activities? (IME)

How would you feel about putting these activities off for a while? (IME)

Are you a creative or a technical person? (Interest)

PROBING QUESTIONS

INTEREST CONT.

Why is it important that you receive your certification? (Fires & Carrots)

What is it about that career that appeals to you? (Carrots)

Why haven't you pursued this career? What has held you back from pursuing this career? (IME)

Why do you think this career is for you? (Carrots)

Is there a specialty area you would like to work in? (Interest)

If you had a magic wand and you could go "SWOSH" and you were in that perfect position, what would that perfect position be? (Carrots)

Are you seeking a position that is routine in nature or a position that offers challenge and variation? (Interest)

Have you talked to someone in this position about what they do? Could you see yourself in this career? What do they have in their career that you don't have? (Carrots)

How do you think it would make you feel to be in a career you truly enjoy? How would your family benefit? What makes you confident that you would be happier? Are you serious about doing what you need to get there? (Carrots)

How do you know that you would be happier? Do you feel this career field would be a match for you? (IME & Carrots)

What is different today than the past? (IME)

What has held you back from taking action sooner? Would these things interfere with your starting or finishing school? (IME)

Are you truly serious and ready to make a change? (IME)

What fears or apprehensions are you experiencing about going back to school? (Feature)

CAREER

There are three things that I look for in recommending a student to be accepted. Can you tell me what these three things are? Why do you think we look for these three things in recommending a student?

What could you do to prove him/her wrong? Would you invite him/her to your graduation?

PROBING QUESTIONS

CAREER CONT.

Do you realize if you had taken action when you first thought about this you could already be trained and working as a _____?

When have you made excuses in the past? What was the result of your making an excuse? What did you learn from this experience? Do you feel you're finished making excuses and ready to take action and move forward? (IME)

What would be different now if you had taken action sooner? Where would you be? What would you be doing? How would you feel? (Carrots)

Why do you feel now is a good time to get started? Why not wait a few months? Why are you ready to start moving forward today? (IME)

Why can't you be employed in your career choice today? (Fires)

Where will your life be 5 years from now without a skill? Is that what you want? (Fires)

Are you committed to going back to school to get the things you want? (IME)

PROBING QUESTIONS

Redacted



KAPLAN HIGHER EDUCATION

PERSONAL DATA

Name: _____ Sex: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone: () _____ D.O.B: _____ S.S.#: _____

Marital Status: _____ Children: _____ # Dependents: _____

Where did you first hear of about our school? _____

Do you have a friend or relative attending or that has attended a Kaplan school? _____

EDUCATION

High School: _____ Graduation Date: _____ GED: _____

College: _____ Location: _____ # Years: _____

Additional Training: _____ Location: _____ # Years: _____

Why did you stop? _____

Did/Do you like school? Why? _____

Subjects you liked: _____

Subjects you disliked: _____

Grade Point Average: _____ Could you have done better? _____

Why didn't you? _____

If you were asked to return to your high school/college as an advisor, what advice would you give to make the educational experience better for others? _____

OCCUPATIONAL HISTORY

Present position: _____ Employer: _____

From: _____ To: _____ # Hour/Week: _____ Earnings: _____

Are you satisfied with this job? _____

What would you have to change about her current job for you to want to do it for the rest of your life? _____

If you were told you would work at the same place, doing the same job, for the rest of your life, how would this make you feel? _____

Redacted

INTERESTS

Extra curricular activities, hobbies, and special interests: _____

What career have you always wanted? _____

What career appeals to you now? _____

Do you know of anyone successfully employed in this field? _____

What do they do, career wise, that appeals to you? _____

How long have you seriously considered this career? _____

Why have you waited until now to pursue this career? _____

Are you serious about getting started? _____

CAREER

If you were told you could never have what you want because you would not do what it takes to get it, how would you reply?

Do you limit your opportunities by making excuses? _____

Have you ever regretted that you have not taken action before now? _____

| | | | | | | | | | | |
|---|--------------|---|--------------|---|---|---|---|---|---|----|
| | Slightly | | Very | | | | | | | |
| | Dissatisfied | | Dissatisfied | | | | | | | |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

What level of dissatisfaction are you at? _____

At what level would you prefer to be? _____

What is keeping you from reducing dissatisfaction in your job/life situation? _____

When would you want your life to start changing? _____

What do you need to do about it? _____

How would you characterize your personality? Creative Feelings Logical
 Action

Redacted

| |
|---|
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |

SUCCESS PLAN

Student Name: _____

Representative's Name: _____

Transportation:

Plan A: _____

Plan B: _____

Plan C: _____

Child Care:

Plan A: Name: _____ Phone #: _____

Plan B: Name: _____ Phone #: _____

Plan C: Name: _____ Phone #: _____

Finances:

Plan A: _____

Plan B: _____

Work Schedule:

Plan A: _____

Plan B: _____

Other:

Plan A: _____

Plan B: _____

Support System:

Person # 1: _____ Phone #: _____

Person# 2: _____ Phone #: _____

IN THE END, YOU ARE LEFT WITH ONLY TWO THINGS TO SAY:
"I WISH I HAD..." OR "I AM GLAD I DID..."
WHICH ONE WILL YOU SAY?

Student Signature _____ Date: _____



KAPLAN HIGHER EDUCATION

PERSONAL DATA

Name: _____ Sex: _____

Address: _____ City: _____ State: _____ Zip: _____

Phone: (____) _____ D.O.B: _____ S.S.#: _____

Marital Status: _____ Children: _____ # Dependents: _____

Where did you first hear of about our school? _____

Do you have a friend or relative attending or that has attended a Kaplan school? _____

EDUCATION

High School: _____ Graduation Date: _____ GED: _____

College: _____ Location: _____ # Years: _____

Additional Training: _____ Location: _____ # Years: _____

Why did you stop? _____

Did/Do you like school? Why? _____

Subjects you liked: _____

Subjects you disliked: _____

Grade Point Average: ____ Could you have done better? _____

Why didn't you? _____

If you were asked to return to your high school/college as an advisor, what advice would you give to make the educational experience better for others? _____

OCCUPATIONAL HISTORY

Present position: _____ Employer: _____

From: _____ To: _____ # Hour/Week: _____ Earnings: _____

Are you satisfied with this job? _____

What would you have to change about her current job for you to want to do it for the rest of your life? _____

If you were told you would work at the same place, doing the same job, for the rest of your life, how would this make you feel? _____

Redacted

INTERESTS

Extra curricular activities, hobbies, and special interests: _____

What career have you always wanted? _____

What career appeals to you now? _____

Do you know of anyone successfully employed in this field? _____

What do they do, career wise, that appeals to you? _____

How long have you seriously considered this career? _____

Why have you waited until now to pursue this career? _____

Are you serious about getting started? _____

CAREER

What are you looking for a school to provide? _____

Why can't you be employed in the career of your choice now? _____

What apprehensions or fears are you experiencing in your selection of a school? _____

Why would you select a particular school? _____

Where would your life be five years from now without a skill? _____

Redacted

| |
|---|
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |
| Name: _____ Address: _____ City: _____ State: _____ Zip: _____ Phone: (____) _____ How Acquainted: _____ |

Today's workforce requires individuals to have training beyond high school – training that will prepare them for specialized careers. Employers tell us they have a shortage of qualified professionals to fill positions in their organizations. At _____, our philosophy is to meet the needs of these employers by training people such as you for meaningful, productive careers. We have successfully trained and assisted in placing our graduates for over _____ years. How have we achieved this?

Through 10 primary features and benefits. NOTE: This is the only time the representative presents a feature and benefit without one of the success perspectives. The representative simply runs through the ten primary features and corresponding benefits that they listed on the interview questionnaire and then proceed with the ending of the activate interest statement.

As I told you earlier, I'm seeking only those who have a sincere interest in their career field, who are motivated to attend class everyday, and who are willing to put forth their best effort. _____ let's discuss the program that will best prepare you to become a _____. When we finish, we will tour our campus and see our students who have made the commitment and are on their way toward successful careers.

ACTIVATE INTEREST

Redacted

In this step you will take your school's evidence of credibility, your stopping stations or selling stations, whether that be a pitch book, flip chart, PowerPoint, or other proof sources or testimonials, and present them from a **THIRD PARTY SUCCESS PERSPECTIVE**, mixing them with the customers primary features, benefits, and buying motives.

Always use the **THIRD PARTY SUCCESS PERSPECTIVE** when showing evidence of the school's credibility. The five third party **SUCCESS PERSPECTIVES** are:

- Our Students
- Our Graduates
- Our Students in Similar Situations
- Our Graduates in Similar Situations
- Our Employers

Only say "YOU" during the challenging questions.

Remember: Use basic words and language. Do not try to impress the perspective student with your vocabulary.

KISS: Keep It Short and Simple.

Learn the fires in **THEIR** words. Don't say, what you mean is... They know what they mean. Use **THEIR** words. Speak from their mouth. Every time you correct them you lower their value.

Stopping Station # 1: 3 Features (at least 2 primary features)
3 Benefits
3 Success Perspectives

Stopping Station # 2: 3 Features (at least 2 primary features)
3 Benefits
3 Success Perspectives

Stopping Station # 3: 3 Features (at least 2 primary features)
3 Benefits
3 Fires
3 Carrots
3 Success Perspectives

Paint a Sense of Familiar & Ask a Challenging Question

Stopping Station # 4: 3 Features (at least 2 primary features)
3 Benefits
3 Success Perspectives

CREATED DESIRE

Stopping Station # 5: 3 Features (at least 2 primary features)
3 Benefits
3 Success Perspectives

Stopping Station # 6: 3 Features (at least 2 primary features)
3 Benefits
3 Fires
3 Carrots
3 Success Perspectives

Paint a Sense of Familiar & Ask a Challenging Question

Remember:

- A Feature is what your product is.
- A Benefit is what your product can do.
- A Buying Motive (Fires & Carrots) is what the customer wants done.

Note: Make sure to paint the sense of familiar before asking the challenging question. Remember that most of our customers believe that they are the only one in an unfortunate situation. When we paint the sense of familiar it shows the customer that we have many others attending our school in similar situations, thus building their confidence to decide.

IMPORTANT: Always, always, always take the questionnaire and summary of the 10 primary features, 5 fires, 5 carrots and challenging questions with you on the school tour. This is the architectural blueprint- how can you build the building without the blueprint?

Remember: **FACTS TELL.....STORIES SELL**

CREATE DESIRE

Redacted

Looking into a Lab Classroom

_____, as we gaze into this ___ lab, several of the students you see also dropped out of high school. They mentioned during their admissions interview that they were not confident that they had what it would take to be successful. These students have taken advantage of all the resources the school offers and now they are only weeks away from starting their externship.

_____, how would I know if I recommended you for acceptance that you would also take advantage of the resources the school offers so you would graduate from the program?

Looking at Graduate Pictures

_____, many of the graduates that you see in these pictures told us during their admissions interviews that they had attended traditional college for a few semesters, became bored with their classes and dropped out. During their admissions interview they made the commitment to do whatever it would take to graduate from the program.

_____, if I were to recommend you for acceptance how would I know that this would not be a repeat of traditional college? How would I know it would be different this time? How would I know that you would be committed to starting and finishing the program?

Standing Outside of Classroom

_____, I would like to point out that many of the students in this classroom are also single parents that juggle school, their families, and their jobs every day. These students have made many sacrifices to be committed to having the life they have always wanted.

_____, if I were to recommend you to the admissions director, how would I know that you would be willing to make similar sacrifices so you could graduate from the _____ program?

Looking at Pictures of Students in the Classroom

_____, as we look at these pictures you will notice that many of the students attending are of similar age as you. Many of these students stated during their admissions interview that they were afraid to go back to school because it had been a number of years since they attended school. The only memories they have of school were not fond memories.

_____, these same students made the commitment to do whatever it would take to start and finish their program. If I were to recommend your application, how would I know that you would ask for extra help if you needed it?

Redacted

CHALLENGING QUESTIONS

NOTE: Representative and prospect just returned to representative's office from the school tour.

REP: _____, before we discuss the tuition and how our students pay for school, do you have any questions regarding the school, the program, or about anything that we've discussed today?

PROSPECT: No. (Continue with dialog)

If the prospect answers yes, the representative should stop the interview and deal with the prospect's objection using the Feel, Felt, and Found method of overcoming objections. I understand how you feel, others have felt that very same way and what they found was (the answer is in your school).

NOTE: The representative should have the Educational Investment Checklist ready to review with the prospect.

REP: _____, I'm looking at recommending you for acceptance into the program with the start date of _____.

REP: The registration fee is \$100. This fee reserves a seat in the _____ class start. It also initiates the enrollment and financial aid paperwork and services.

REP: The investment for the _____ program is eight thousand, eight hundred, and ninety-five dollars. This includes: (Refer to Educational Investment Checklist). **NOTE:** The representative should be descriptive in building the value of the investment.

REP: _____, are you prepared to write a check for \$ _____?

REP: _____, we understand and the federal government understands that most people do not have the money saved for their education. This is why there are federal programs to help individuals like you meet their educational investment. If an individual is willing to participate in the programs that they qualify for there are very few individuals that we are not able to help financially. I'm not a qualified financial aid officer and I can only provide you with general information on how our students pay for school. I can't determine your eligibility. In fact, the federal government would rather I recommend your application based on your level of Interest, Motivation, & Effort. Let me share with you some general information regarding the financial aid programs our school is eligible to participate in. (Refer to Educational Investment Checklist when explaining FA programs)

REP: The school is an eligible institution to participate in a variety of federal loan programs. These loan programs do need to be repaid, typically not until after graduation.

REP: The school is also eligible for Federal Grant programs. These programs do not have to be repaid.

REP: The school also has non-financial aid programs available that may require a co-signor.

REP: Our financial aid office can also work out a monthly cash payment plan for our students with no interest applied to their account.

REP: Our financial aid officer's job is to help our students find the funding to meet their educational investment. Most of our students participate in a combination of these programs. Do these look like programs you would have an interest in applying for? Of the programs we discussed, which would you like to apply for?

REP: The next step in the process is for you to write for me 3 paragraphs. (This step is Elicit Action from the CBS process)

EDUCATIONAL INVESTMENT CHECKLIST

EDUCATIONAL INVESTMENT CHECKLIST

Student Name: _____ Date: _____

Program: _____

Start Date: _____ Time of Day: _____

Registration Fee: \$ _____ Submit Application By: _____

Tuition Full Program: \$ _____

| | | | |
|--|--|--|--|
| Tuition includes: | | | |
| <input checked="" type="checkbox"/> Tutoring | <input checked="" type="checkbox"/> Books | <input checked="" type="checkbox"/> Placement Assistance | <input checked="" type="checkbox"/> Lab Fees |
| <input checked="" type="checkbox"/> Student Services | <input checked="" type="checkbox"/> Graduation | <input checked="" type="checkbox"/> Lab Supplies | <input checked="" type="checkbox"/> Uniform |

1. How do you plan on paying for your education/training? _____
2. How much have you saved for your education/training? \$ _____
3. Our students are required to make a minimum monthly investment of \$100 toward their education. Based on your current situation what do you feel you can contribute each month? \$ _____

FINANCIAL AID SERVICES

The school is approved for the following grants and loans:

Loans Federal Grants

- William D. Ford Direct Subsidized Loan
- William D. Ford Direct Unsubsidized Loan
- William D. Ford Direct Parent Loan (PLUS)
- Federal Pell Grant Program
- Federal Supplemental Educational Opportunity Grant Program (FSEOG)

WORK

- Federal Work Study Programs
- Alternative Financing
 - Cash Payments
 - Sallie Mae Loans
 - One Choice Loans
 - Part Time Jobs

The financial aid office is available to provide information concerning eligibility requirements, amounts available, interest rates, and repayment schedules.

FA APPOINTMENT: _____
Date *Time*

1. The representative should have the prospective customer write three paragraphs on their career goals, how training and your school would help them to reach their goals, and how they would assure their commitment to finishing the program and graduating.

Give the prospective customer the questionnaire and career goals form and then the representative should leave the office while the prospect completes the paragraphs. If you are in an interview with parents or other members of the buying committee, use this time to solidify their commitment.

2. Paraphrase the paragraphs back to the prospective customer or make positive remarks about what they have written. Don't read it word for word. Underline and compliment the important words that indicate interest, motivation, and effort.
3. Remind the prospective customer of your role. Ask them to tell you what the three things are that you look for in deciding whether or not they are ready at this time in their life to begin the journey to commit to start and finish school. They should reply interest, motivation, and effort. Ask them what is interest, motivation, and effort and to explain to you why you look for those three things? They should tell you that you are there to see if they have a serious interest, are motivated to come to school every day and are excited about training and are willing to make the effort to both start and finish school. You, the admission rep, look for that to make sure that it's the right decision for both them and the school.
4. Ask your prospective student that if they had your role and your responsibility was to recommend committed students based on interest, motivation and effort, would they recommend themselves to go to this school? (They will probably say yes).
5. Let the prospective student know that before you can recommend them you have a few more questions you need to ask them. Then take your time and go back through the questionnaire. Ask several more committing questions.
6. Get the prospective student to take vows based on interest, motivation, and effort.

Sample Script

VOWS

Interest If I made a decision to be your admissions representative here at Kaplan College, will this training program be your primary interest for the next _____ months?

Motivation If I wrote a favorable evaluation on your behalf, can you promise me that you would be a motivated student, punctual every day, and cooperate with the faculty?

Effort If I take a favorable evaluation to the school director and recommend you, can you guarantee me that you will make every effort not only to be a successful student, but to graduate?

7. Would you like to try for acceptance?

Redacted

ELICITATION

1. **WRITE PARAGRAPHS**

The next step in the process is I need for you to write three paragraphs. I need you to write a paragraph on what are your career goals, a paragraph on how Kaplan College will help you to achieve your career goals, and a paragraph on how Kaplan College would know that you would be a committed student. (In order to help them - refer to the career road map when discussing each paragraph).

2. **PARAPHRASE** (do not read out loud)

Underline, or highlight buzz words, fires, carrots, and primary features.

3. **REMIND THEM OF REPRESENTATIVE ROLE**

As I told you earlier, my role as an admissions representative is to make recommendations for school based on an individuals INTEREST, MOTIVATION, & EFFORT.

4. **EXCHANGE ROLES WITH PROSPECTIVE CUSTOMER**

If you had my role in an interview like this today and wanted to make the right decision on the recommendation, would you recommend yourself for school based on your INTEREST, MOTIVATION & EFFORT?

5. **QUESTIONS/CHALLENGES**

Before I can do that, I need to ask you a couple more questions. (Refer back to interview questionnaire)

6. **VOWS**

Get the prospective customer to take VOWS based on INTEREST, MOTIVATION, & EFFORT.

Sample Script

VOWS

Interest If I write a favorable recommendation on your behalf, would you assure me that this training program would be your primary interest for the next _____ months?

Motivation If I recommended you to the admissions director, would you guarantee me that you would be motivated to attend class everyday?

Effort If I took a favorable evaluation to the executive director and recommended you, can you guarantee me that you will make every effort not only to be a successful student, but a successful graduate?

Before asking the prospective student for acceptance, refer to the IQ and provide them with positive feedback about themselves. Build their confidence.

7. _____, would you like to try for acceptance?

Redacted

ELICIT ACTION

Before student leaves the representative office.

Rep: How do you feel about your decision today?

Rep: I believe you have made a good decision today. However, I'd like to talk to you about one last thing. Once you start telling your friends and family about your decision to come to school, one of two things is going to happen. You're either going to get positive or negative feedback.

Positive feedback comes from individual's who have always supported you. They're glad to see that you're back in school, and are always there to lend a helping hand. You need to surround yourself with positive attitudes.

On the other hand, there also negative individuals. There are people who know their negative and don't like to see people around them succeed. They say things like, "You're wasting your time." Or "You're throwing your money away." We all know at least one person like this. Then, there are individuals who don't know that they're being negative, and these are the people you need to be aware of. They may be friends or family who don't have all the information that you have. You may hear, "That's not a real college." Or "There is no future in that career." It's important that you understand that they haven't had the opportunity to visit the school and get all the information that you've received today. They may not know that we are an accredited institution that is held up to high standards. They may not know that we have job placement to assist our students and graduates in finding jobs. They just don't have the information that you have.

You've made a good decision today. If I didn't think you were capable of coming to school and graduating, then you would not have received my recommendation. Stay positive! If you need to talk to someone who believes in you, give me a call.

Redacted

CONFIDENTIAL

_____, Congratulations! (Shake hand) You've made a good decision.

_____, many of our students told us that they made the decision to attend our school because they knew someone that graduated and went on to be successful in their career. Many of our graduates told them that it was the career training they received at Kaplan College that allowed them to go from a lifestyle of (feedback fires) to a lifestyle of (feedback carrots).

_____, now that you have made the commitment to improve your future, who do you know that is looking for a career change, is unhappy with their job, or is unemployed? Who do you know that is working a dead end job that they hate, is dependent on others is having a hard time making ends meet, and is not able to provide for their family?

_____, I need you to give me the names, addresses, and telephone numbers of three to five people that would have the same level of INTEREST, MOTIVATION, & EFFORT that you have and have what it takes to make a commitment to improve their future. (turn over IQ for them to write down the referral information)

Redacted

Education

What is your educational background?
Did you have the opportunity to receive your H.S. diploma or get your GED?
What year? (Need to know approximate age of student)
What H.S did you attend?
What college did you attend?
What courses did you take?
Did you take computer classes in H.S. or college?

Environment

(Buying committee must be present)

What is your current situation?
Are you living alone, with parents married etc...
Do you have any children?

What part of _____ do you live in?
How does your family feel about your plans to attend school?
Have you had the opportunity to talk with your family about your interest in

Earnings

Are you paid hourly or salary?
What are your earnings?
You have been there for _____ years... What was your starting wage?
What is the most money you have ever made?
Are you satisfied with your current salary?
Do you have any benefits at your current job?
Do you have financial security?
If unemployed... Are you collecting unemployment?
Who is supporting you... (must find out means of living)
Are you interested in making more \$\$\$\$?

**AVOID SAYING TOO MUCH....
YOU CAN'T CLOSE OVER THE TELEPHONE!!!**

OFFICE OF TELEPHONING

Emphasis

What motivated you to call today?
Are you calling for yourself or someone else?
How did you hear about _____ ?
Are you looking for a new career or advancement in your
current career _____ ?
How did you become interested in _____ ?
How long have you thought about _____
training?
Tell me more about your interest in _____
What are you looking for in a career? _____

Experience











Do you have any prior _____
experience?
If so...
Did you learn that through formal training or on the job?
Do you know anyone who is working in the _____
industry?

Employment

(Get complete job History)

Are you currently employed? *If yes:*
Who do you work for?
What do you do?
Do you work with computers on your job now?
How long have you worked for that company?
What is your work schedule?
What do you like or dislike about your job?
Do you have job security?
What are the possibilities of advancement in your current job?
What type of work have you done in the past?
Are you currently interviewing or looking?
What type of work are you skilled to do?

SECTION OF TELEPHONING

-  Establish Rapport
-  Be Responsive But Take Control of the Conversation
-  Determine Their Career Interest
-  Establish Their Need to Change Careers
-  Establish the Need to Explore the New Career and Training Options
-  Offer the School as the Next Logical Step
-  Offer Choices of Times and Days/Sell Today Appointments
-  Give Directions
-  Reconfirm Appointment Time
-  Close on a Positive Note

Establish Rapport

Hello, this is Start Rep from Quest College calling to speak with Suzie Student about information she recently requested regarding careers in the field.

How are you today?

Is this a convenient time to talk?

Be Responsive But Take Control of the Conversation

Is the information you're requesting for yourself?

What prompted you to call today?

Determine Their Career Interest

How long have you had an interest in pursuing a career in the _____ field?

What interests you about a career in the _____ field?

Do you know anyone that works in the _____ field?

What is it that they do that interests you?

Establish Their Need to Change Careers

Do you work? Where? What do you do? What are your work hours?

Why are you looking for a change?

If unemployed, are you currently looking for work?

How does the job market look for you?

Establish the Need to Explore the New Career and Training Options

Let me see if I understand you correctly, You're currently (feedback their fires). You're looking for an opportunity to work in a job (feedback their carrots).

And in order for you to be qualified to work in the _____ field, you need career training. Is that correct?

EFFECTIVE TELEPHONE TECHNIQUES

Offer the School Visit as the Next Logical Step

I'd like to suggest that we set up a time for you to visit the school. During your visit we can talk about the objectives of the _____ training in detail. We'll also talk about the job opportunities our graduates are qualified for, starting salaries, and how our career services department assists our graduates with employment. We'll go on a tour of the facilities so you can see first hand what it would be like as a student at Quest College. You'll also be provided with a financial aid estimate to show you how you can meet your educational investment. Most of all Suzie, I'll be in a position to help you get all your questions answered. How does something like that sound?

Offer Choices of Times and Days/Sell Today Appointments

Suzie Student, I'm currently setting up time for today and tomorrow. Would you have about an hour of time today?

Would the morning or afternoon be better for you?

I can see you at one o'clock or three thirty. Which is better for you?

Give Directions

Communicating proper and uncomplicated directions to the school is just as important as setting the appointment. If prospects do not feel comfortable about where the school is located, or how to get there, they will feel confused, give up, or quickly change their mind about visiting. After giving the prospect the directions, have them repeat the directions back.

Reconfirm Appointment Time

I have reserved about an hour of my time on _____ at _____. Are you sure that you don't have any other commitments or appointments that will conflict with this time?

Close on a Positive Note

My name is Start Rep, and the number here at the school is 111-1111. When you arrive, let the receptionist know that you're here to see me and I'll be right with you.

I look forward to meeting with you to see how I can help you get started in a career in the _____ field that offers (feedback carrots)

See you then.

Note: Never tell the prospect to call you if they can't make it. This just gives them permission to cancel or reschedule.

EFFECTIVE TELEPHONE TECHNIQUES

Let's take some time to think about the most critical, but most overlooked area of the admissions process - the TELEPHONE! It has been determined that most schools lose from 60% to 80% of their leads in the telephone process. If you look at a typical school developing 100 leads in various manners ranging from direct mail to high school presentations- this 100 leads will result in 20 to 40 interviews! This means that 60% to 80% of the leads generated will be lost - before we ever get them to our door!

Now let's take a look at the purpose of the telephone presentation. We must always remember that the purpose of the phone call, whether incoming or outgoing, is to accomplish one objective - to sell the benefits of an appointment to the person coming in to visit the school. The representative should maintain control of the conversation. One of the most fatal mistakes which can be made when dealing with admissions phone calls is to give away too much information when an inquiry is made to your school. Sell the appointment only! Let's re-emphasize this point.... You must remember that when someone calls the school they have a level of curiosity and interest in the school. The basic flow of the call should give the caller just enough information to wet the appetite, and then give the benefits of the caller visiting the school. In reality, this process should take no longer than 5 - to 6 minutes. Typically, the longer the conversation, the less successful the representative will be in setting a good appointment. If the representative answers all the callers' questions they have no need to visit the school. Spend no more time than you must on each call. A call cannot take the place of an interview. The purpose of the appointment is to determine their needs and fill them - the telephone conversation is just to set a firm appointment. If they start to ask too many questions- don't be rude - simply explain that is the purpose of the appointment. The object is to get the caller to come in to visit the representative at the campus.-then the representative will be in a position to not only answer their questions but to allow them an opportunity to learn more about the career and job opportunities they're considering. The suggestion that the caller visit the campus should be presented as a natural response to their questions so that it will be apparent to the prospect that it is in their best interest to do so. If they perceive that the representative will gain more from the appointment than they will, they will not show for the appointment.

Remember to build rapport and trust - it is okay for them to talk, however they should be responding to the representative's conversation. Build desire on their part- not anxiety. Each person the representative calls is different and special... treat them that way!

The telephone is one of the most valuable tools and represents a large part of the representative's daily activity. No matter how effective an admissions representative may be in other areas of admissions, there is no substitute for the telephone because they won't have an interview unless they have an appointment and that starts with a phone call.

Before the representative answers the telephone, they should mentally prepare themselves to accept the philosophy that "people who call about school want to go but need to find a way, and that's what the representative is there for.

Whether we realize it or not, we can hear emotions over the telephone. When we speak with someone over the phone, we can generally tell in the first couple of seconds - the kind of mood they are in. Every time the representative uses the telephone they must sell themselves to the person on the other end.

Concentrate on the person at the other end of the conversation. Giving them your full attention means talking about them. Since people generally buy based on emotional feeling, remember that people enjoy talking to people that sound nice. Sound sincere when talking with anyone asking you for assistance. A smile can be heard over the phone. **SMILE & DIAL!** A representative should place a mirror by the telephone to remind them of the **SMILE!**

Use simple words and short sentences. Keep the tone conversational, calm and casual. Ask open ended questions to get the caller to open up.

If the representative only has a message number, ask the name of the person you're leaving the message with and thank them. Find out if they would be interested in coming along for the appointment. If they think you sound like a nice person who's interested in helping, they will be more likely to deliver the message and maybe even encourage them to return the call.

The best time of day to make admissions calls will vary with whether the representative is working the high school or the adult market. Let's take a look at the adult market first. Studies have shown that the highest production time for contacting the adult market is from 9:00 a.m. to 11:00 a.m.; again early afternoon from 1:00 p.m. to 3:00 p.m.; and in the evenings, Monday thru Thursday, from 6:00 p.m. until 9:00 p.m. Saturday calling hours also seem to produce a high level of production between 10:00 a.m. and 2:00 p.m. Sunday calling hours are probably the most productive of all if done between 4:00 p.m. and 7:00 p.m. Whether or not you want to utilize Sundays is a matter of personal preference.

Let's look at the high school market. Since high school students generally are in class during the day, daytime hours on weekdays are useless. The most productive hours for contacting high school seniors is between 3:00 p.m. to 6:00 p.m. and 7:00 p.m. until 9:00 p.m., Monday thru Thursdays. The hours of 10:00 a.m. to 2:00 p.m. on Saturdays are very productive for high school students as well as the Sunday hours from 4:00 p.m. until 7:00 p.m.

If the representative is having problems contacting students, they should take a look at the hours they are using for phone work compared with the hours given here. They may find that most of their phone calls are being made during the hours which are considered unproductive.

Remember, **SMILE & DIAL!**

- Identify yourself immediately
- State purpose of your call
- Check to see if this is a convenient time to talk (optional)
- Use balance of open and closed questions
- Use the 6 E's
 - Emphasis Education
 - Experience Environment
 - Employment Earnings (optional)
- Learning prospect's interest/motivation
- Avoid saying too much – you can't close over the phone
- Summarize information and recap needs & goals of prospect
- Clarify and confirm to establish an agreement on needs (C.A.N)
- Transition statement
- Detail the benefits of a face-to-face meeting (WIFM)
- When appropriate, establish the importance of the buying committee's participation
- Schedule the appointment (manage the timing)
- Choice close
- Have prospect write down:
 - Name and telephone Number
 - Date and time of appointment
 - Location of school
 - Make the appointment important
- Ask for referrals/feel free to bring a friend or family member with you
- Congratulate prospect on decision to come in for a face-to-face interview – end on a positive, enthusiastic note
- Confirm with a telephone call and/or an appointment card shortly before the scheduled appointment

TELEPHONE CHECKLIST

Admissions, this is _____, how can I help you?

Or

Good Morning, my name is _____, I'm an Admissions Representative with _____ I was calling to speak to _____ about information he/she recently requested about careers in the _____ field.

Is the information you've requested for yourself?

Did an employer refer you to our school?

How long have you been interested in pursuing a career in the _____ field?

What is it that interests you about the idea of a career in the _____ field?

Do you know of anyone that works in the _____ field?

Are you currently working? Where? Work hours?

What would you like to change about your employment situation?

Are you looking for a job? Where have you applied?

Why do you feel your not being selected for these positions?

Tell me about your educational background.

College? Technical/Vocational training?

How does your parents/spouse feel about you continuing your training?

If you decided to pursue career training, would you have your parents/spouse support?

Let me see if I understand you clearly, you're currently (feedback fires). You want a career that will (feedback carrots) and you realize that in order to be qualified for this career you need additional training. Is that right?

_____, I'd like to make a suggestion that I feel would be helpful. Let's set up a time for you to come and visit with me here at the campus. I'll explain the objectives of the _____ program, the career opportunities our graduates are qualified for, employers that hire our graduates, and how our job placement department assists our graduates in securing their very first job. We'll take a tour of the facilities so you can see first hand what it would be like as a student and make sure the environment we provide would be an environment you would feel comfortable in training. We'll also talk about tuition, financial aid, and how our students pay for school. Most of all _____, I'll be in a position to answer all the questions I know you have. How does that sound?

_____, I'm currently setting up times for today and tomorrow, would this afternoon or tomorrow be better for you?

Would you prefer morning or afternoon? I have a _ o'clock or would _ o'clock be better?

Do you have a pen/pencil handy so I can give you directions? Have them repeat directions back.

O.K. _____, I have _____ set-aside just for you. Are you sure that you don't have any other appointments or commitments that will conflict with this time?

_____ If you would like to bring someone with you please feel free to do so. I look forward to meeting you and having the opportunity to help you get out from (feedback fires) and get started in your new career in the _____ field where you will enjoy (feedback carrots)!

See you then!

TELEPHONE SCRIPT



KAPLAN HIGHER EDUCATION

Shopping Survey Telephone Quality Control

School: _____ Date: _____

Ad Rep: _____ Time: _____

Inquiry Name: _____

Receptionist Checklist:

How many rings before answering? _____

- | Y | N | Did the Receptionist... |
|-----|-----|---|
| ___ | ___ | Properly identify the school? |
| ___ | ___ | Use a friendly voice? |
| ___ | ___ | Ask for your name / phone#? |
| ___ | ___ | Ask how you heard of the school? |
| ___ | ___ | Ask if you had ever spoken to anyone at the school? |
| ___ | ___ | Tell you that they would put you in touch with someone in admissions? |

Elapsed time between end of receptionist conversation and Ad Rep pick up:
_____ minutes _____ seconds

Ad Rep Checklist:

- | Y | N | Did the Ad Rep... |
|-----|-----|--|
| ___ | ___ | Identify him/herself? |
| ___ | ___ | Ask how you heard about the school? |
| ___ | ___ | Ask for your name / address / phone# ? |
| ___ | ___ | Ask you what prompted you to call (why you were interested)? |
| ___ | ___ | Probe into your background (education, employment, experience, etc.)? |
| ___ | ___ | If yes, did you feel threatened by his / her method? |
| ___ | ___ | Go into too much detail and give details about course of interest? |
| ___ | ___ | Was tuition discussed? Explain how. _____ |
| ___ | ___ | _____ |
| ___ | ___ | Was Placement Discussed? Was a rate of starting salaries discussed? _____ |
| ___ | ___ | _____ |
| ___ | ___ | Agree to mail information to you? |
| ___ | ___ | Set an appointment? If appointment was set, were you asked to write down the time / date / directions? |
| ___ | ___ | _____ |



KAPLAN HIGHER EDUCATION

CBS Interview Observation

Admissions Representative: _____

Date: _____ Program: _____

*Please circle the number that applies to how rate each item.
5=excellent 4=Very Good 3= Average 2= Needs Improvement 1=Poor*

| | Pre-Interview | | | | |
|--------------------------|----------------------|---|---|---|---|
| Catalog & Admissions | 5 | 4 | 3 | 2 | 1 |
| Interview environment | 5 | 4 | 3 | 2 | 1 |
| Preparation of materials | 5 | 4 | 3 | 2 | 1 |
| Professional appearance | 5 | 4 | 3 | 2 | 1 |
| Time line of Rep | 5 | 4 | 3 | 2 | 1 |
| Greeting | 5 | 4 | 3 | 2 | 1 |

Comments: _____

| | Introduction | | | | |
|---------------------------|---------------------|---|---|---|---|
| Initiate Impact statement | 5 | 4 | 3 | 2 | 1 |

Comments: _____

Uncover & Discover the Buying Profile

| | | | | | |
|--|---|---|---|---|---|
| Use of IME | 5 | 4 | 3 | 2 | 1 |
| Probing questions | 5 | 4 | 3 | 2 | 1 |
| Identification of primary features | 5 | 4 | 3 | 2 | 1 |
| Identification of fires & carrots (buy in) | 5 | 4 | 3 | 2 | 1 |
| Identification of challenges | 5 | 4 | 3 | 2 | 1 |
| Career road map | 5 | 4 | 3 | 2 | 1 |
| Listening | 5 | 4 | 3 | 2 | 1 |
| Selling during IQ | 5 | 4 | 3 | 2 | 1 |

Comments: _____

Activate Interest

| | | | | | |
|-----------------------------|---|---|---|---|---|
| Statement | 5 | 4 | 3 | 2 | 1 |
| Primary features & benefits | 5 | 4 | 3 | 2 | 1 |
| Agreement to continue | 5 | 4 | 3 | 2 | 1 |

Comments: _____

Create Desire

| | | | | | |
|--|---|---|---|---|---|
| Educational material | 5 | 4 | 3 | 2 | 1 |
| Utilize presentation portfolio | 5 | 4 | 3 | 2 | 1 |
| Testimonial/3 rd party dialogue | 5 | 4 | 3 | 2 | 1 |
| Delivery | 5 | 4 | 3 | 2 | 1 |
| Utilize selling stations based on primary features | 5 | 4 | 3 | 2 | 1 |
| Introduction to students & staff | 5 | 4 | 3 | 2 | 1 |
| FA sheet & tuition | 5 | 4 | 3 | 2 | 1 |
| Summarize 10 primary features | 5 | 4 | 3 | 2 | 1 |

Comments: _____

| | Elicit Action | | | | |
|--------------------------------|----------------------|---|---|---|---|
| Transition process | 5 | 4 | 3 | 2 | 1 |
| Essay | 5 | 4 | 3 | 2 | 1 |
| Recommendation statement | 5 | 4 | 3 | 2 | 1 |
| Vows | 5 | 4 | 3 | 2 | 1 |
| Ask for the close. | 5 | 4 | 3 | 2 | 1 |
| Application paperwork | 5 | 4 | 3 | 2 | 1 |
| Bringing them into the picture | 5 | 4 | 3 | 2 | 1 |
| Referrals | 5 | 4 | 3 | 2 | 1 |
| Post Close | 5 | 4 | 3 | 2 | 1 |

Comments: _____

| | Financial Aid | | | | |
|-------------------|----------------------|---|---|---|---|
| Mini conducted | 5 | 4 | 3 | 2 | 1 |
| Estimate provided | 5 | 4 | 3 | 2 | 1 |

Comments: _____

Admission Rep: _____ Date: _____

Director of Admissions: _____ Date: _____

