

**National American University**  
**New Admissions Representative**  
**Training Manual**  
**2008**

## **National American University History**

In 1941, the university, then known as National School of Business, opened its doors in South Dakota to students who desired specialized business training. Located on a Rapid City main street, the school offered primarily secretarial and accounting classes and programs.

Through World War II and Korean War years, the university remained in its original location. Ground was broken at 321 Kansas City Street, Rapid City, South Dakota in the latter part of 1960 for a new two-story brick building containing classrooms, a bookstore, a small library, and administrative offices. In 1963, the construction of a student residence hall, the College Inn, was completed.

Anticipating a post-war demand for business education, administrators planned a business administration curriculum with new classes in accounting, marketing and management. When the demand came, the university was ready with programs geared toward the educational needs of returning veterans who wanted business training and men and women who sought an expanded role in the business world.

Faculty and staff increased in number and, with National American University's growing stature in the educational community, new and transfer students from across the United States and foreign countries came to study. The university soon expanded its base of programs.

On the campus in Rapid City, several buildings were constructed, including a library, a gymnasium, and additions to the Administration Building and the College Inn in the late 1960's and early 1970's.

National American University campuses have been established in Denver and Colorado Springs, Colorado; Albuquerque and Rio Rancho, New Mexico; Independence and Zona Rosa Mall in northern Kansas City, Missouri; Bloomington, Brooklyn Center and Roseville, Minnesota; Overland Park, Kansas and Sioux Falls, South Dakota and education centers in Watertown, South Dakota and Wichita, Kansas. The university's newest campus will be opening in Austin, Texas during the 2007-2008 academic year. There is also an extension location at Ellsworth AFB, South Dakota. Plans exist to expand the number of branch locations.

In 1996 National American University began to develop online courses to be offered through the emerging resources of the World Wide Web. Since that time, the NAU Distance Learning program has created a virtual campus offering degree programs in a number of academic areas. With the addition of online course offerings and degrees, students have access to learning 24 hours a day from anywhere that the Internet can be accessed.

The curricular offerings include degrees in accounting, the allied health areas of medical administrative assistant, medical assisting, medical staff services management, pharmacy technician, and therapeutic massage; general education studies; athletic training; applied management and applied management with emphasis in equine management; equine science; business administration and emphasis areas of accounting, financial management, information systems, international business, management, marketing and pre-law; health care management; information technology with emphasis areas in internet systems development, management information systems, network administration/Microsoft and network management/Microsoft; paralegal studies; nursing; organizational leadership; and veterinary technology.

The university also offers several diploma programs. The Rapid City campus offers a diploma in veterinary assisting, which prepares students to support veterinary technicians and veterinarians in a veterinary practice. At the Overland Park campus, students can complete a practical nurse diploma and then decide if they wish to progress on to earn an A.S.N. degree. A therapeutic massage diploma program is available at several campuses for students who wish to concentrate on massage therapy skills.

## **National American University Mission Statement**

National American University welcomes students of diverse interests, cultures and abilities and prepares them for careers in healthcare, business and business-related fields by providing quality higher education in a caring and supportive environment.

The university builds learning partnerships with students and other institutions locally, nationally and internationally through its private, regionally accredited system of campuses and education centers offering courses in traditional, accelerated and distance learning formats.

As a comprehensive technical and professional institution of higher learning, the university responds to the changing needs of students, employers, and their communities by providing undergraduate and graduate programs and continuing education opportunities to serve our evolving global society.

### **Core Values**

- ™ Offer high quality instructional programs and services.
- ™ Provide a caring and supportive learning environment.
- ™ Offer technical and professional career programs.

### **Purposes**

1. Offer quality technical and professional degree programs, as documented by instructional and academic assessment processes at the associate, bachelor's and graduate level, diplomas, certificates and adult degree completion programs to traditional, adult, and international learners.
2. Provide a general education program to build awareness, abilities and interests to empower life-long learners as knowledgeable citizens of the global community,
3. Provide a collegiate experience through instructional and support services that creates a stimulating, caring and supportive learner-centered environment in which students are encouraged to achieve the educational goals established by the university.
4. Promote a learning and working environment by providing new technologies, methodologies and practices that enhance and extend quality programs and services.
5. Prepare students to provide leadership and services for the employment needs of business, industry and government worldwide.
6. Pursue communication, cooperation and alliances with educational institutions, organizations and associations on a local, regional, national and international basis.
7. Respond to the ever-changing societal demands for personal and professional development and continuing education through flexible scheduling and convenient access via traditional, accelerated and distance delivery methodologies.
8. Assist students in the development of ethical values and behaviors.
9. Foster an environment that encourages involvement by employees in the innovation and solution-seeking processes and provide an opportunity for personal and leadership development.
10. Provide a stable institutional environment where human, financial and physical resources are sufficient to accomplish its educational and institutional goals as a sound basis for continued growth and development.

**Adopted by the National American University Board of Governors, February 2007**

# NATIONAL AMERICAN UNIVERSITY

## POSITION DESCRIPTION

- I. POSITION TITLE:** Admissions Representative
- II. EMPLOYEE CLASSIFICATION:** Classified
- III. JOB CLASSIFICATION:** Non-exempt
- IV. ACCOUNTABLE/REPORTS TO:** Campus Director of Admissions and Campus Executive Officer.
- V. POSITIONS REPORTING TO THIS POSITION:** None
- VI. DUTY HOURS:** Forty hours per week. Day, evening and weekend hours will be assigned by the campus director of admissions (or campus executive officer). Hours may be changed and overtime required from time to time. Some travel may be required.
- VII. MINIMUM REQUIREMENTS:**
- EDUCATION:** Bachelor's degree required.
- EXPERIENCE:** Minimum 1 year sales experience required.
- PHYSICAL:** Reaching, bending, dialing, writing, sight, talking and hearing capability; ability to exert force to lift, move and/or carry objects up to 40 lbs.
- SKILLS EXPECTATIONS:** Excellent organizational, interpersonal and communication skills; goal-oriented; customer-oriented attitude; strong work ethic and willingness to learn and improve in all aspects of the position.
- VIII. BASIC FUNCTION/P URPOSE OF THE POSITION:** To enroll students for National American University and make other public relations contacts (in person and by telephone). To demonstrate caring attitudes toward prospective and enrolled students, and to do everything possible to assist students in attaining their education/employment goals in support of the mission of the university as defined by the university president and the board of governors.

**IX.DUTIES/RESPONSIBILITIES/EXP ECTATIONS OF THE POSITION:**

- \* A. Be familiar with the objectives, requirements, and content of all programs offered by the university in order to make a complete and factual presentation to prospective students and other interested parties.
- \* B. Keeps all required reports current and accurate.
- C. Refers all questions regarding financial aid eligibility to the financial aid office.
- \* D. Takes and/or returns inquiry calls from persons interested in knowing or receiving information about educational programs offered at the university.
- \* E. Follows up on all leads promptly (within 3 working days).
- \* F. Sets appointments to interview prospective students at the university (or in their homes) as appropriate.
- G. Recommends prospective students to the campus executive officer (or his/her designee) for acceptance to the university.
- \* H. Assures that students complete all required forms for enrollment and collects the application fee.
- \* I. Meets or exceeds monthly and/or quarterly admissions enrollment standards established by the campus executive officer and system vice president for enrollment management.
- J. Assists in lead development which will primarily be generated from three sources: commercially developed leads (CDL's); personally developed leads (PDL's); and referrals. CDL's will include those leads provided by the university/media.
- \* K. Maintains a minimum overall conversion rate to enrollment for all types of leads, as follows:

Lead to appointment	60% minimum
Appointment to interview	45% minimum
Interview to enrollment efficiency	45% minimum
Actual total number of interviews	60 minimum
Show rate for:	
new students	60% minimum
re-entry students	60% minimum
Campus "team" show rate	60% minimum
Retention ratio	60% minimum
(based on previous two quarters)	

- \* L. Representatives are expected to devote a minimum of four hours per day to telephone contact work (setting appointments, follow-up, etc.). More time devoted to telephone contact work may be required if the minimum four-appointments-per-day standard is not being accomplished.
- M. Assists with retention by helping with pre-registration, attendance tracking, and orientation calls as appropriate and/or requested.
- \* N. Representatives will participate in a quarterly evaluation to discuss conversion rates, show rates, and interview efficiency and to establish the following quarter's enrollment goals. The evaluations will be conducted by the campus executive officer and may include the director of admissions.
- O. Understands and conforms to the university's philosophy of truly caring about students and provides excellent service to prospective and enrolled students.
- P. Other duties as assigned by the director of admissions or campus executive officer.

**X. COOPERATIVE RELATIONSHIPS WITH THE FOLLOWING:**

- A. Financial Aid Staff
- B. Student Accounts Specialists
- C. Academic Dean
- D. Other Inside Admissions Representatives
- E. The Campus Vice President and other Management and Staff Personnel

**XI. LIMITS OF AUTHORITY:**

As defined by the policies, procedures, and practices of the university and/or the university president/CEO.

National American University reserves the right to alter this position's job description/job duties to meet the needs and goals of the organization.

\* Denotes essential elements of the position.

## Lead Management

National American University provides leads for representatives through purchasing media and using web vendors. It is our expectation that the admissions representatives provide some leads as well. The following is what National American University expects:

Media \_\_\_\_\_

Referrals \_\_\_\_\_

Personally                      Developed \_\_\_\_\_

**If you follow this simple recipe for contacting students daily you will be successful!**

- \_\_\_\_\_                      **Dials**
- \_\_\_\_\_                      **Contacts**
- \_\_\_\_\_                      **Appointments**
- \_\_\_\_\_                      **Interviews**
- \_\_\_\_\_                      **Enrollments**

National American University expects industry averages for converting the leads you have.

- \_\_\_\_\_ **Lead to Appointment**
- \_\_\_\_\_ **Appointment to Interview**
- \_\_\_\_\_ **Interview to Enrollment**
- \_\_\_\_\_ **Lead to Enrollment**

**Use your time wisely, make all your dials, try dialing at different times of the day, follow-up, follow-through, enjoy what you are doing and you will be success!**

## **Characteristics of a Superior Admissions Representative**

- ™ Shows an interest in students as people.
- ™ Provides direction and security without dominating students.
- ™ Communicates with students on their level of understanding—regardless of age differences.
- ™ Stimulates students to think, evaluate information, and to substantiate conclusions.
- ™ Works with internal and external departments, instructors, administrators and every person at the university.
- ™ Add continually to his or her knowledge of subject matter and delivery techniques
- ™ Exhibits a responsibility and loyalty to the university and believes in its programs.
- ™ Evaluates himself/herself and welcomes professional evaluation of performance.
- ™ Possess good communication skills.
- ™ Possesses the ability to think on his/her feet in order to adapt the presentation to the needs of the moment.
- ™ Believes in the University and the mission.
- ™ Has the ability to manage daily activities and complete tasks.
- ™ Follows-up and follows-through with each and every inquiry.
- ™ Uses good sound judgment.
- ™ Dependable and flexible when working with students.
- ™ Ability to be a skilled listener to bring out the needs and concerns of the student.



**Know NAU's.....**

™ Mission Statement and Core Values

™ History

™ Traditions

™ Goals and Philosophy

™ Marketing Features

™ Student Body

™ Academic Programs

™ Profile of Successful Students

™ Admission Policy

™ Student Services

™ Costs

™ Financial Aid Process

™ Career opportunities

### Definitions You Should Know

<b>Inquiry</b>	All interests about university enrollment from any source. It may also be referred to as a lead.
<b>Appointment</b>	Any time a prospective student agrees to a specific date and time to visit the university.
<b>Career Planning Session</b>	When an admissions representative or director of admissions meets in person with a prospective student and consults with him/her about National American University.
<b>Personally-developed Leads (PDLs)</b>	Any lead an admissions representative or director of admissions personally initiates or solicits (at restaurants, stores, meetings, telemarketing, from city directories or phone books, veterans lists, senior lists, other colleges or any other form of networking, etc.)
<b>Referrals</b>	Names of prospective students obtained from other students, corporations, other colleges or universities, military personnel, and other prospective students.
<b>New student</b>	A student that has never previously attended National American University.
<b>Re-entry student</b>	A student who has previously attended National American University but has stopped attending for one or more quarters.
<b>Re-enrollment</b>	Enrollment of a prospective student who has previously applied and/or been accepted for admission but never actually attended.
<b>Show Rate</b>	For an individual representative, the number of students who actually started classes divided by the number of total student applications taken for a particular time period. This calculation is usually performed after the interim start.
<b>Team Show Rate</b>	All new student starts divided by the number of new student applications taken by all admissions representatives and the director of admissions at one NAU location.
<b>Retention Rate</b>	For each admissions representative or the director of admissions, those students continuing to attend classes from one quarter to the next. The retention rate calculation is usually performed after the interim start.
<b>Campus Vue</b>	The database management system that National American University uses to store all student data and process information.
<b>Student Portal</b>	The student's way to access the information stored in campus vue. It is updated live when campus vue is update and vice versa. Students can view their grades, financial aid information, schedule and many other things.

- Lead to Appointment** This is the percentage of inquiries that you have appointed compared to the total of all the inquiries that you have had for a certain period of time.
- Appointment to Interview** This is the percentage of inquiries that you have appointed that show up for the career planning session.
- Interview to Enrollment** This is the percentage of the inquiries that enroll following the career planning session compared to the total inquiries that come to the career planning session.
- Lead to Enrollment** This is the percentage of total inquiries compared to those you enroll at National American University.

## The ABC's of Admissions Success

<b>Attitude</b>	it all starts and ends here. 100% add the value of the letters in the word Attitude!
<b>Belief</b>	without this, you will not be able to overcome the obstacles and challenges that are presented to you everyday. Believe in what you are providing and in our students.
<b>Commitment</b>	to make the necessary sacrifices to be successful.
<b>Desire</b>	to truly help others, <b>you must have it!</b>
<b>Enthusiasm</b>	make it a part of you...and, <b>share it with others!</b>
<b>Fun</b>	it has to be there for meaningful results... <b>make it fun!</b>
<b>Goals</b>	your success targets, aim high... <b>and then higher!</b>
<b>Hope</b>	the magic ingredient that sparks you into <b>positive action.</b>
<b>Initiative</b>	it pays off in results. It's determination in action, <b>Do it now!</b>
<b>Just</b>	<b>be honorable and fair</b> in all your dealings and actions.
<b>Learn</b>	in all that you do and from others-it's <b>a never ending process.</b>
<b>Motivation</b>	that which forces you into <b>ACTION!</b>
<b>Negatives</b>	avoid them, <b>keep them out of your environment!</b>
<b>Optimism</b>	think you can-because <b>YOU CAN DO IT!</b>
<b>Practice</b>	to succeed, you must practice...practice ... <b>practice!</b>
<b>Q &amp; Q</b>	quality and quantity the twins of achievement.
<b>Responsibility</b>	doing the right thing because <b>it's the right thing to do!</b>
<b>Self-Esteem</b>	a positive self-image is priceless... <b>work on yours!</b>
<b>Toughness</b>	mental and physical-an unbeatable combination- <b>GO FOR IT!</b>
<b>Understanding</b>	know your strengths and weaknesses- <b>accentuate the positive!</b>
<b>Virtue</b>	moral excellence, it must be <b>"#1"</b> in your <b>philosophy!</b>
<b>Winning</b>	your reward for hard work and a <b>positive attitude.</b>
<b>You</b>	<b>the most important ingredient in your success!</b>
<b>Zest</b>	Zest...your go-power- <b>TURN IT ON!</b>

**Remember: If it is to be, it is up to me!  
Make it happen in your life...It's as easy as A, B, C!**

# The Inquiry Call

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## Why Do Prospects Call?

Understanding why prospects call our school helps to enlighten many admissions representatives to the importance of giving each caller 100%. If prospects were to call us and state what is on their mind, this is probably what you would hear...*"Can you help me?"* This *"cry for help"* is known to many as *"someone requesting information"*...and this is where the misunderstanding starts!

Too many admissions representatives believe the definition of an inquiry call is *"someone requesting information"*. So, that is how they justify giving information over the phone. Often times I hear admissions personnel say, *"If I didn't give them information, they would get mad and hang up!"* **NOT TRUE**, if the call was handled correctly to begin with! So, by the time a prospect is getting to this point, I would be much more concerned with what went so wrong that the caller is so irritated.

What you say and how you say it makes all the difference in the world. We must remember that if giving out the information over the phone worked, we would all just do that! Here is what we also need to be reminded of: *"Information does not sell, people do AND people do not buy features, they buy benefits"*.

So, the first step to telephone success is to convince ourselves our prospects are calling for help and guidance NOT information. So, let's respond to their *"cry for help"* by enticing them to come in and see the benefits of an education!

## **Setting an Appointment That Shows, Ready to Enroll, and Committed to Completing...**

- ™ Respond to each inquiry as soon as you receive it, you may need to try several times.
- ™ If you do not reach them by phone also try email or a postcard.
- ™ When the prospective student comes in for the career planning session make sure you are paying full attention to their needs and desires.
- ™ Define his/her goal and set a direction.
- ™ Explain your goal during the career planning session.
- ™ Secure permission to make it happen.
- ™ Show the benefits that directly relate to their situation.
- ™ Give them a tour during the career planning session.
- ™ Use trial closes in your career planning session and on your tour.
- ™ Gain commitment.
- ™ Enroll the student.
- ™ Set an appointment for the new student to meet with Financial Aid within 48 hours.
- ™ Follow up on the phone within 48 hours and then each week until after the second week of the quarter.
- ™ Send a personal note re-iterating the great decision they have made and thanking them for choosing NAU.

### **Keep This In Mind**

- ™ A mediocre recruiter tells.
- ™ A good recruiter explains.
- ™ A superior recruiter demonstrates.
- ™ A great recruiter inspires prospects to see the benefits and embrace them as their own.

## **Why Students choose the University they attend...**

- ™ Convenience --it works with their current situation.
- ™ Comfort—they feel at home.
- ™ Love or Friendship
- ™ Peace of Mind—Sense of Security
- ™ Social Approval or Prestige
- ™ Enhanced Quality of Life
- ™ Financial Well-Being
- ™ Stylishness
- ™ **YOU**—they want to work with you!

## **Top 10 Reasons For Getting an Education!**

1. To make more money
2. Security
3. Working Environment
4. Career Satisfaction
5. Improved Benefits
6. Advancement Opportunities
7. Choices
8. Self-Esteem
9. Better Hours
10. Independence



# Characteristics of Lead Sources

## **TV**

**Spontaneous**  
**Feeling Unfulfilled**  
**Can change mind quickly**

## **Newspaper**

**Frustrated**  
**Job Hunting**  
**Really wants a Career**

## **Direct Mail**

**Apprehensive/Unsure**  
**Not as motivated**  
**Skeptical**

## **Radio**

**Procrastinator**  
**Needs Strong Message**  
**Lots of frequency**

## **Yellow Pages**

**Shopper**  
**May be New to Area**  
**Wants General Information**

## **Web**

**Serious Buyer**  
**Knows what they Want**  
**Needs Immediate Attention**

## Using the Telephone Script

**Goal:** Our goal on the first inquiry call is to set an appointment, that shows and is ready to enroll--Today.

**Our job:** Our job on the first inquiry call is to build rapport and interest by asking open ended probing questions. Probing is the skill of asking questions to gather information and uncover the inquiries needs. By asking open ended probing questions you provide the prospective student with more chances to freely reveal their problems, needs and attitudes. This will give you the opportunity to uncover their “hot” button (the reason they are motivated to complete their degree). At the end of the phone call they should be excited and enticed enough that they are truly committed to coming to the career planning session.

**The Script:** The script is used to maintain control of the conversation and to keep the conversation on a professional level. The script should be followed as it is written and used at all times. When representatives get away from using the script they tend to forget some of the questions or leave out important pieces of information, therefore, they may start asking random questions or just make small talk and find themselves losing control of the conversation. Once you lose control of the conversation it gives the prospective student a chance to start drilling you with questions—if you start answering all their questions they will not have a need to come in for a career planning session

**Eight words to Avoid on the Phone:**

1. maybe 2. think 3. if 4. might 5. guess 6. possibly 7. probably 8. feel

### **Tips to Becoming a Better Telephone Listener**

**Be Prepared**  
**Clear Your Mind Before You Pick up the Phone**  
**Focus on your Purpose**  
**Avoid Distractions**  
**Ask Yourself Questions**  
**Listen Between the Lines**  
**Visualize the Speaker**  
**Take Thorough Notes**  
**Stick to the Script**

**Have you heard of the 80/20 rule? A good listener will listen 80% of the time and talk only 20% of the time!**

**Open Ended Questions**

List as many open ended questions that you can think of that would work for your script during the telephone call.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_

**Telephone Questionnaire** Name: \_\_\_\_\_ Date: \_\_\_\_\_

Appointment Time and Date: \_\_\_\_\_ Source: \_\_\_\_\_ Outcome: \_\_\_\_\_

**\*To provide you with a positive experience our calls are recorded for quality assurance.\***

**\*Gain and Maintain Control.....Be Careful of "Pauses" during your delivery!\***

Hi \_\_\_\_\_, this is \_\_\_\_\_ in admissions...How are you today? (**Acknowledge their response.**) I understand that you are calling to learn more about our career programs. Is this information for yourself? (**Only if they asked for something to be mailed do we get the address and phone #'s now, rather than later.**) Great, their name, let me ask you a few brief questions so I can better help you.

**Current (Probe)**

What do you currently do? \_\_\_\_\_

**Rep Notes**

Program: \_\_\_\_\_

**If employed:**

How long have you been there? \_\_\_\_\_

Employed: Y N

What is your schedule like? Days off? \_\_\_\_\_

Why are you looking to make a change? \_\_\_\_\_

Spouse: Y N

How long have you considered the \_\_\_\_\_ field? \_\_\_\_\_

So, I'm curious, their name, what's happened that made you pick up the phone and call us TODAY? \_\_\_\_\_

So it sounds as though you are ready to make a change...is that right? \_\_\_\_\_

Children: Y N

**If unemployed:**

How long? \_\_\_\_\_ Have you been looking for employment? \_\_\_\_\_

What are you finding out there? Why is that? \_\_\_\_\_

So, I'm curious, their name, what's happened that made you pick up the phone and call us TODAY? \_\_\_\_\_

So it sounds as though you are ready to make a change.....is that right? \_\_\_\_\_

**Past (Probe)**

Tell me what you did before. \_\_\_\_\_

Transportation: Y N

What were some of your frustrations? \_\_\_\_\_

So your not just going to settle for just a job—this time around you want a career. Is that right? \_\_\_\_\_

Tell me a little about your educational background. **HS/GED** \_\_\_\_\_

**Future (Probe)**

What would you say is the #1 reason you want a new career? \_\_\_\_\_

Where do you see yourself in 3 to 5 years? (environment?) \_\_\_\_\_

How do you feel an education will help you achieve your goals? \_\_\_\_\_

**Setting the Appointment**

Well, their name, based on everything you told me, I know we can help you. Now you sound serious about this, are you? Great! Then here is what we need to do. We are a little different than most schools—we require a one-on-one career planning session. During the sessions, I will learn more about your needs and career goals. I'll also take you on a tour of the school and tell you all about the \_\_\_\_\_ field, graduate employment opportunities and help you map out a successful career path. I want to make sure this is a win-win situation. Does that make sense?

**Go for a TODAY appointment!!**

OK, then here is what we need to do next! We need to set up a time and, their name, because you are so serious about making a change, let me check if I can see you TODAY. (Pause) I have an opening at \_\_\_\_\_. Why don't you grab a pen and paper and I will give you directions to the school. (*Give directions and get address, work, home and cell phone # and email address at this time.*)

By the way, many of our students like bringing someone with them....who will you be bringing with you? Great, I really look forward to working with you and will see you at \_\_\_\_\_.

Address: \_\_\_\_\_ E-mail: \_\_\_\_\_

Home#: \_\_\_\_\_ Cell# \_\_\_\_\_ Work# \_\_\_\_\_

**Overcoming Objections during the telephone conversation**  
**“How do I get them to appoint when they say...”**

**“I’m too busy.”**

<sup>TM</sup> I can appreciate that because I also have a busy schedule. I know your time is important. Therefore, I am suggesting that we both take about one hour and get together for a career planning session. Would the early part or later part of the week be best for you? (Wait for an answer.) Would morning or evening be best?

**“How much does it cost?”**

<sup>TM</sup> Your tuition investment here at National American University is dependant on many things. For instance, if you have attended other colleges, you may have classes that would transfer to our school. The amount and type of financial aid you qualify for also affects your total investment. It is for these reasons that we suggest that you come in for a career planning session. At that time we will answer your tuition questions plus any other questions you may have. Would the morning or evening work better for you?

<sup>TM</sup> We are talking about an investment in your future, not a cost. Normally, before you invest anything you look it over, don’t you? We suggest that you come in for a career planning session so we can explain this information in person. Would you prefer to come in over your lunch hour or in the evening?

<sup>TM</sup> Until we discuss, in person, your interest in \_\_\_\_\_ career and have decided that we can be of benefit to each other, cost isn’t really a factor. Wouldn’t you agree? And before you invest in something you look it over, don’t you? Would you like to come in over your lunch hour or in the evening?

**“I’m not interested.”**

<sup>TM</sup> What is it your not interested in? Is it increasing your income, financial investments, increasing your knowledge, etc? Let’s spend some time having you visit the school and determine where your interests may lie. We suggest that you come in for a career planning session. Would you like to come in over your lunch hour or in the evening?

<sup>TM</sup> I would not expect you to be interested until you have seen all the advantages of learning more about \_\_\_\_\_ career and how our University provides these advantages to you. That is why I am calling. We invite students to come in for a career planning session to find out more about the programs and what we can offer to you. Would you prefer to come in—in the morning, over your lunch hour or in the evening?

<sup>TM</sup> Find out what the prospect is interested in and see if you can adapt to their needs and continue to set a time for them to come in for a career planning session.

**“I’m not interested right now.”**

<sup>TM</sup> I understand you have some interest in our programs even though it is not at this time. I would like to suggest that we spend about an hour reviewing all the options that we have available to allow you the opportunity to make an informed decision when the time comes. We invited students as yourself to come in for a one on one career planning session. Would you like to come in over your lunch hour or in the evening?

### **“Competition”**

<sup>TM</sup> This decision is important and you owe it to yourself to visit as many schools as possible. You have an interest in \_\_\_\_\_ and we have a great deal to offer. I would like to invite you in for a career planning session to tell you more about the \_\_\_\_\_ field and NAU as well. What time of the day works best for you?

### **“Send me something in the mail.”**

**I will be happy to send you literature about our school.....**

<sup>TM</sup> However our brochures are very general in nature and do not cover the specifics that most people want to know. We suggest that you come in for a one on one career planning session where we can give you the information you need and cover any questions that may come up. Would you prefer to come in during the day or in the evening?

<sup>TM</sup> However, I must tell you in the past when I’ve sent our brochures people always call back wanting more information because our brochures provide a general overview of the program. It is to your benefit if we spend some time discussing all of the options that are available. I would really like to have you come in for a one on one career planning session. Would you prefer to come in during the day or in the evening?

<sup>TM</sup> By requesting this information I assume you are interested in continuing your education or possibly changing your career. Is that right? For that reason, I suggest that we get together for a one on one career planning session to be able to answer your questions and have a better idea of what is required to obtain this degree. Would you prefer to come in during the day or in the evening?

<sup>TM</sup> Fine. I will put that in the mail today and should receive it by the end of the week at the latest. Since I know our brochure will not answer all your questions, let’s set a tentative career planning session for Friday. Would you prefer to come in during the morning or in the afternoon?

### **“Tell me over the phone.”**

<sup>TM</sup> I think you can appreciate that career planning, job placement and financial aid programs are unique for every individual. We pride ourselves in developing an individually created package for each student. I want you to have accurate information as you make future plans. We suggest that you come in for an one on one career planning session. Would you like to come in during the day or in the evening?

### **On-Going Training**

Representatives should spend time each month discussing objections that have prevented appointment setting and then discuss methods to overcome those objections. You should also spend time reviewing common, worn-out objections to make sure you have fresh responses. In addition, review the show rate for appointments and determine the reasons why students may not show. Remember, if you do not create urgency on the telephone, the student will not show for the interview.

## WHAT TO SAY IF THEY ASK YOU...

### FOR THE COST:

#### SCENARIO I: THE PROSPECT ASKS THE COST AS SOON AS YOU ANSWER THE PHONE!

**Rep:** Actually I would be happy to go over that with you, but is this information for yourself?  
(Proceed to script as normal NOTE! Do not bring up the subject again unless they do.)

#### SCENARIO II: THE PROSPECT ASKS THE COST FOR THE FIRST TIME DURING THE SCRIPT!

**Rep:** (Name), that's an excellent question, and I'll get to that in just a moment, but first I have a couple more questions I want to ask you. (Proceed to ask a variety of open-ended questions and do not bring up the subject again unless they do.)

#### SCENARIO III: IF THE PROSPECT BRINGS THE COST UP AGAIN FOR THE SECOND TIME!

**Rep:** (Name), I apologize; I know you asked that earlier but let me ask you this. Is it affordability that you're concerned about? I can understand that so let me tell you this... First of all, we have a financial plan for everyone. When you come in for your career planning session we're going to have you meet with our financial planning department who has helped make school affordable for hundreds of students and there's really no reason why they won't be able to help you out as well. So here's what we need to do next.

#### SCENARIO IV: IF THE PROSPECT BRINGS THE COST UP AGAIN FOR THE THIRD TIME!

**Rep:** (Name), I know you asked that earlier so let's get to that right away. The cost is approximately per credit hour and when you come in for your career planning session we'll see how many credit hours you will need to graduate. So here's what we need to do next.

#### ...FOR A BROCHURE :

**Rep:** We stopped mailing out information a long time ago because we found that it really didn't help our students. So now, we actually take the time to meet with every single student for a good, solid one-on-one career planning session. Let me explain the benefits to you...

**Student:** I was calling to find out if your school offers [program)?

**Option 1:** Actually we offer several different programs in the \_\_\_\_\_ field... so, is this information for yourself?

**Option 2:** Oh... so you're interested in the medical field... so, is this information for yourself?

#### BOTH OPTIONS 1 & 2: PROCEED WITH SCRIPT

**Close:** So far, (Name), from everything you told me I know we can help you & it sounds like you are looking for a career where you (E.g. Can work with people; Can be independent; Can make a good living; Can be in a field with lots of growth opportunity, etc..) & so knowing that, even though we don't offer that particular program we do offer several other careers that can help you achieve the same goal. So here's what we need to do next... Proceed to scheduling appointment

#### HOW LONG THE APPOINTMENT WILL TAKE:

**Rep:** As long as it takes to give you the information you need....

#### WHEN DO CLASSES START:

**Rep:** That depends on several things... the program you end up taking, what schedule you have, and the seat availability. However, I can tell you we are now taking applications for anyone starting in the next few months.

## **Answers to Commonly Asked Questions**

### **1. Who is the priority, the inquiry call or the interview?**

Often times it is very difficult to see the “BIG PICTURE” when discussing this topic.

Here are some reasons why the INQUIRY CALL should be the priority:

1. It usually costs a university approximately \$150 to generate each lead.
2. If we let the receptionist take a message and tell the prospect someone will get back to them, the likelihood of them going on and calling another school increases greatly.
3. Their level of interest may diminish depending on how long it takes to get back to them.
4. There is a good chance they will not be in when we try to call and then we play the “left message” game.
5. They decide to tell the receptionist to just mail them some information.
6. The phone number can be taken down incorrectly.

None of the above is a good situation. It is important to remember that every business must include good customer service!

#### **The person being interviewed benefits as well.**

- ™ If you say, “This is a busy time of year so please excuse any interruptions we may have’, most people will understand.
- ™ It also shows the person being interviewed there are many other people like themselves who want to go to this University.
- ™ Most of the time it is the admissions representative who has a problem taking a lead call, not the person being interviewed.
- ™ The key is to have the desire to help as many people as you possibly can!

**Do not look at the phone call as an interruption, but an opportunity to set another appointment.**

### **2. What type of information should be sent?**

**The best information piece is one that gives NO detailed information and answers NO questions.**

- ™ Sending information does not work. If it did, there would not be a need for admissions representatives! Schools would just send information to all inquiries and wait for them to line up at the door.
- ™ The goal on the phone is to set up a face-to-face interview. Sending information is a last resort.
- ™ Answering questions such as class starts, schedule, courses, etc., gives features without benefits. Features do not create value, benefits do! **PEOPLE BUY SOLUTIONS!**
- ™ Information packages are often large, lengthy AND filled with course outlines and descriptions. If there is too much to read, they won’t read it! (How many of you have read your whole catalog!?) If sending course outlines worked we wouldn’t have jobs!



**Any Information sent should create more interest!**

- ™ Mail information that is exciting and talks about the benefits of having an education. Information such as job market demands, placement statistics, testimonials, and action pictures.
- ™ The information should look good, be up-to-date, be short and easy to read.
- ™ Remember that in order to entice the prospect with the information, we must first get them to read the information.

**3. How much does it cost?**

**The three most common reasons a prospect asks this question are:**

- 1) They do not know what else to ask.
- 2) They want to know there is help available.
- 3) You lost control of the conversation.

Most students do not make a decision on cost alone once they have had the opportunity of a face to face career planning session. However, over the phone, without having the opportunity to see and hear all the benefits of an education at your school, giving out the cost can be deadly.

**CONTROL!** Start with control and maintain it throughout the conversation. **The representative should be the one asking the questions.** Find out the person's present situation and their **"hot button"**. Then summarize their needs and let them know there is help available. Now, get the appointment.

This minimizes the opportunity to ask questions. It works. Observe how seldom money is an issue when a representative consistently and confidently handles the phone correctly. Remember, either you are going to "sell" them on the appointment or they are going to "sell" you on giving or sending information. However, it is important to be prepared to handle the question when it does surface. What you say and how you say it will determine your level of success. Here are some guidelines:

- 1) Do not give out the complete program cost (when necessary, break it into a credit hour rate).
- 2) Do not "sell" financial aid by saying, "The cost depends upon your financial aid package..." NO it doesn't! The cost is the same for everyone: but, what comes out of their pocket may differ. The fact is, "FA is available to those who qualify." Since many schools work with cash payments, company tuition assistance, VA assistance, Military Benefits and Vocational Rehabilitation, try the statement, "We have a financial program for everyone."
- 3) Do not sound like you are defending your tuition. You do not have to defend something you believe in. Remember, sales is a transference of feelings.
- 4) Let them know that first you need to sit down with them and discuss their goals to really determine what "program" is best. Next, you will have them meet with someone who will help them "offset the cost of their education." Let them leave with the feeling that, "Where there is a will, there is a way!"

## Telephone Tips

### DO's

- <sup>TM</sup> Do take all inquiry calls as they come in.
- <sup>TM</sup> Do work inquiry calls for all programs.
- <sup>TM</sup> Do treat each inquiry as your only one.
- <sup>TM</sup> Do set "today appointments."
- <sup>TM</sup> Do speak clearly and directly in the telephone.
- <sup>TM</sup> Do take control of the conversation.
- <sup>TM</sup> Do keep an even volume and rate of speech.
- <sup>TM</sup> Do ask open-ended questions.
- <sup>TM</sup> Do use the prospects name and build rapport.
- <sup>TM</sup> Do put a smile into your voice.
- <sup>TM</sup> Do identify and introduce the company and yourself.
- <sup>TM</sup> Do uncover the "hot button."
- <sup>TM</sup> Do be interested, sincere, enthusiastic, and confident.
- <sup>TM</sup> Do be a good listener and give good feedback.
- <sup>TM</sup> Do call no-shows within 15 minutes.
- <sup>TM</sup> Do call all applicants within 48 hours and once a week until the second week of start.
- <sup>TM</sup> Do be sure and give good, clear directions.
- <sup>TM</sup> Do make your script sound conversational.
- <sup>TM</sup> Do know your opening statement.
- <sup>TM</sup> Do address any objections and overcome them during the career planning session.
- <sup>TM</sup> Do sound confident and caring.
- <sup>TM</sup> Do have the "buying committee" come in for the interview.
- <sup>TM</sup> Do get commitment.
- <sup>TM</sup> Focus on your "goal" and ...SMILE!

### DO NOT'S

- <sup>TM</sup> Do not stray from a professional telephone dialogue.
- <sup>TM</sup> Do not volunteer too much information over the telephone.
- <sup>TM</sup> Do not ask the prospect what time would be convenient.
- <sup>TM</sup> Do not say appointment or interview—use career planning session.
- <sup>TM</sup> Do not pre-qualify over the phone.
- <sup>TM</sup> Do not ask yes or no questions.
- <sup>TM</sup> Do not tell the prospect they have to bring anything.
- <sup>TM</sup> Do not send unnecessary literature.

## Telephone Knowledge

1. List two reasons we ask "Is this information for yourself?"
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. What percent of the time should we spend talking on the telephone? \_\_\_\_\_  
What percent of the time should the prospect spend talking? \_\_\_\_\_
3. What happens if we answer the prospect's questions?  
\_\_\_\_\_
4. If we do most of the talking, who is committed to the appointment? \_\_\_\_\_
5. What is the "hot button"? \_\_\_\_\_
6. List four examples of open-ended questions.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
7. Why do we ask open-ended questions? \_\_\_\_\_
8. What is our goal on the phone? \_\_\_\_\_
9. Why do we ask for an appointment today? \_\_\_\_\_
10. List three reasons we invite a friend or relative to the career planning session:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
11. Who should be in control during the inquiry call? \_\_\_\_\_
12. Where does retention start? \_\_\_\_\_
13. What are the three main reasons a prospect asks the cost?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
14. Who is the priority the interview or the inquiry call? \_\_\_\_\_
15. What kind of information should be sent out?  
\_\_\_\_\_

# Career Planning Session

## Understanding Our Students PROCRASTINATION

One of the most common student characteristics throughout the US is procrastination. Many prospects see our TV ads, hear our radio spots, see the newspaper or yellow page ad, and “think” for years about going to school. With all the advertising and the prospects’ need for an education, one could easily think prospects will call and want to start **ASAP...WRONG!**

The fact is, the majority of people procrastinate. Think about some of the things you should be doing, but for some reason you keep putting them off. It could be as simple as getting your hair cut, or as serious as going back to school. How often have you asked a prospect, “How long have you been thinking about a career in the \_\_\_\_\_ field?” and they respond, “All my life” or “for years”? People usually procrastinate due to some kind of fear; fear of failure, fear of success, fear of change, or fear of the unknown. To help create the desire to change, we must be able to eliminate those fears.

The more you understand your student, the more you understand how to work with them. It all starts with probing.

The first step in this process is to find out enough about the person’s background so we can help in determining where these fears may have developed. Was it because they never did well in school before? They have two children and a full-time job? They never succeeded in accomplishing previously set goals? Once you have determined where the fear stems from, you will then know what areas need focusing in order to help develop self-confidence in your prospect. It also helps to give them an example of when you or another student procrastinated and how good it felt after doing what obviously needed to be done.

Build self-confidence in your prospect with comparisons they can easily relate to. If they did not do well in school, you may want to say, *“That is probably because you did not like the subject or because it was not something you could see the benefit in, at that time. Everything we teach you is exactly what you need to know to become a \_\_\_\_\_. This will keep you so interested, that in itself will cause you to do well.”* Let the prospect know you believe in their commitment and assure them they will succeed if they truly want to accomplish their goal.

By using this type of process, you can overcome any obstacles or objections before they are raised. As you become proficient with this technique, you will enroll more students. Ask enough questions, find the weakness, discuss it, show them the benefits, and confirm that this is the best thing for them to do.

**Motivate them to action!**

## The Big 3

### Can I do it? Can I afford it? Will I fit in?

These are the most common thoughts going through a prospect's mind when they walk in your door. Knowing this, we must overcome them before they leave. So, in the career planning session, we need to ask questions and have discussions to address and alleviate these concerns. Remember that they cannot leave without feeling good about all three.

Now we know "the big three", so what do we do to overcome them?

#### CAN I DO IT?

In order to increase the level of confidence in your prospect, you must focus on any previous successes in their life. You can always find something! Ask questions that would help you uncover them. Some questions you might want to ask are, "What type of classes did you like in school? How did you do in those classes? Why do you think you did well? What are some other accomplishments? So, basically, what you are saying is when you enjoy something or get determined, you usually succeed." (gain their acknowledgement) Also, their entrance evaluation is another tool to boost their self-esteem...another reason when possible to give it to them on their first visit.

#### CAN I AFFORD IT?

Can they afford not to?!? A big part of our job is to create enough value to offset the cost. But, remember, cost is not just money. Cost is time, effort, sacrifices, and money. DO THE MATH! Until the value of the education exceeds the cost, you do not have a committed student. Use visuals when discussing the benefits of an education. It helps your prospect retain the information and also makes what you say sound more believable. When you use visuals throughout your interview, it will increase the potential of a sale by as much as 28%.

#### WILL I FIT IN?

People want to feel comfortable in their environment. The easiest way to create that level of comfort is to make them feel other people just like them are attending your school. We should always take the opportunity to say things like, "*We have many students who are your age, live in your area, etc. Our classrooms are filled with people just like you, who are here for the same reason.*"

Remember that dealing with the known versus the unknown is always easier. So, make sure you know when your prospect feels comfortable with

***"the big three."***

## **Problems Faced by Students**

- ™ Defining their goals**
- ™ Assessing their own capabilities**
- ™ Finding the right fit**
- ™ Recognizing the benefit**
- ™ Breaking through the clutter**
- ™ Distinguishing among various options**
- ™ Reducing their risks in choosing their options**
- ™ Assessing cost vs. Value added**
- ™ Differentiating among Universities**

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**National American University  
New Admissions Training  
Using the Career Planning Script**

**Our Goal:** Our goal for the career planning sessions is to have an appointment that shows, and enrolls at the end of the career planning session.

**Our Job:** Our job in the career planning session is to uncover the prospective students "Hot Button" or their "Driving Force" that has made them decide to pursue completing a degree and to expand on those reasons. We should also be gathering information and creating the need by asking open ended questions. They should be telling us why they need NAU and not us tell them why they need NAU. It is important that we are hearing what the students are telling us and make notes on the career planning form so when we are ready to close we have all the information they have given us on reasons that they want and need to complete a degree. At the end of the career planning session we will give them the benefits that will fit with their needs, tour the campus (use trial closes while touring), make sure that we cover the per quarter costs, introduce them to financial aid, answer any questions they may have and enroll them for the next quarter start.

**The Script:** The script is used to maintain control throughout the entire career planning session. At the beginning of the career planning session you will direct them where to sit and you will use an opening statement that will tell the prospective student what they can expect during the career planning session, this should put the student at ease, put you in control and let them know that the goal at the career planning session is to recommend them for acceptance if you agree that it is the right fit. During the career planning session you will need to use the script and stick to it. By using the script you will uncover the "Real" reason they are looking to complete their education, any obstacles that will need to be resolved before they leave your office and get an overall feeling if they will be a good fit for NAU and the degree they are interested in.

<b>Listening Techniques</b>	
<b>Everyone knows how to listen—right?? So what is the big deal?</b>	
<b>Why is listening so important and how does it help us build a rapport?</b>	
1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____
<b>As admissions representatives we should be talking only 20% of the time and listening 80%. There is a reason we have two ears and one mouth!</b>	



# Creating Value

**The VALUE of education must exceed  
THEIR INVESTMENT (Cost)  
To have an enrollment that starts, stays and graduates.**

**So, remember to make sure you do the following:**

- ™ Uncover the “HOT BUTTON”**
- ™ Always tie benefits with their needs**
- ™ Show it is expensive not to have an education**
- ™ Use outcome oriented information (placement)**
- ™ Use visuals to support your verbal**
- ™ Explain the difference between traditional and specialized education**
- ™ Paint their future with an education and without**

## **The “Verses” of Selling**

**Cost vs. Value**  
**Cost > Value = No Sale**  
**Value > Cost = Sale**  
**Benefits build Value!**

### **Features vs. Benefits**

Features do not build value. Turn a feature into a benefit by asking the prospect how it will benefit them. For example, “How do you feel you would benefit from a small classroom environment?”

### **Empathy vs. Sympathy**

We can understand the situation, and feel for the students; but, if we sympathize with them we will begin to buy into their excuses and objections. Remember, the only solution to their problem is changing their life through education.

### **Hearing vs. Listening**

Hearing is passive and listening is active. Hearing is merely physical, while listening is physical and mental. As a salesperson, your number one selling tool is your ears, not your mouth!

### **Push vs. Pull**

Do not push a student into school, pull them in with benefits. Make them want it by being proud of your school. People love to buy but hate to be sold.

### **Emotion vs. Logic**

People buy on emotion, logic and reality of the commitment set in later. That is why it is very important to do your follow-up calls!

## **Look At These Shocking Facts!**

**Out of 100 people who goal at age 25 was to have a fortunate at age 65:**

**1 was wealthy (they made it!)**

**4 had enough income to retire**

**3 were working because they had to**

**29 were deceased**

**63 were dependent on family, friends, or welfare**

**They did not plan to fail...they failed to plan!**

U.S. Bureau of Labor Statistics

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**Prospective Student Characteristics**  
**List as many National American University prospective student characteristics as you can think of.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

**Features vs. Benefits**

Features do not build value; however, the benefit of the feature is what builds the value for the prospective student. On the next few lines write out as many **FEATURES** of National American University that you can think of and then as a group we will write out the benefit of the feature.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_
- 16. \_\_\_\_\_

## **The Career Planning Session**

- ™ Use an ice-breaker greeting.**
- ™ Use a qualifying opening statement.**
- ™ Gather the facts/create the need.**
- ™ Gain commitment.**
- ™ Use trial closes.**
- ™ Cover the 5 roadblocks**
  - 1) Time**
  - 2) Money**
  - 3) Childcare**
  - 4) Support**
  - 5) Transportation**
- ™ Give exciting information.**
- ™ Sell the benefits.**
- ™ Tour the school.**
- ™ Gain final commitment and close.**

**Always ask for referrals!**

## **Traditional VS Specialized Education**

**“Traditional education is like going to a community college or state school. We find that a lot of people who go there are not sure what they want to do so they start taking classes such as English, Math, Humanities, etc. and then at the end of 3 years they prepare to transfer on to a 4 year school. That entire route nowadays is taking about 6 years to complete which means that students who go there are not necessarily concerned with time.”**

**Then we have specialized education which is what we are. We find that students who come here know exactly what they want to do and we put them into their major. We are not designed to be transfer school, we were designed to give you exactly the skills you needs so when you leave here, (you don't have to transfer...) you are prepared to go immediately to work in your new career.**

**Now which type of education were you looking for, traditional or specialized?**

**TIP: When giving out school information, the above is an excellent trial close.**

## **How to Approach the Career Planning Session**

- ™ Create the right environment.**
- ™ Tune the world out and your prospects in.**
- ™ Put them at ease and make them feel important.**
- ™ Get them talking about themselves, their goals and their concerns.**
- ™ Hold eye contact and listen to how they feel.**

## **The Purpose of the Career Planning Session Questions**

- ™ To get the students to do 80% of the talking and you 20%**
- ™ To help you understand what students want from the college experience.**
- ™ To help students discover, verbalize and clarify their needs and aspirations.**
- ™ To let students know, with actions, that you want to help them define their goals and succeed in achieving them.**
- ™ To form a partnership with the student.**

**Remember...People are more apt to listen to you when they feel good about you-when they feel they can trust you.**

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## **Ten Steps to a Successful Closing**

### **Step 1: Opening Statement/ Probe & Gather Information**

- <sup>TM</sup> Occupational History
- <sup>TM</sup> Education
- <sup>TM</sup> Interests/Commitment
- <sup>TM</sup> Personal Information

### **Step 2: Summarize**

### **Step 3: School Information**

- <sup>TM</sup> Accreditation
- <sup>TM</sup> Benefits of an education (not the features)
- <sup>TM</sup> Traditional vs. Specialized Education
- <sup>TM</sup> Why we are different

### **Step 4: Career Information (bls.gov)**

- <sup>TM</sup> Documented placement statistics
- <sup>TM</sup> Employers who hire grads
- <sup>TM</sup> Types of entry level positions
- <sup>TM</sup> Class schedules, etc.

### **Step 5: Cost**

- <sup>TM</sup> Go over cost sheet.
- <sup>TM</sup> The value of the education must exceed THEIR INVESTMENT!
- <sup>TM</sup> Find out sources of funding they may already have.

### **Step 6: Tour**

### **Step 7: Financial Aid Briefing**

### **Step 8: The Close**

- <sup>TM</sup> Gain commitment from the student, complete application for admissions and recommend for program acceptance.

### **Step 9: Two-Part Evaluation (testing)**

### **Step 10: Schedule Next Appointment**

- <sup>TM</sup> Get excited, give them support and assistance and finally set up an appointment for their Financial Packaging...no later than 48 hours.



# NATIONAL AMERICAN UNIVERSITY

## College Career Interview Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Phone(H) \_\_\_\_\_ (W) \_\_\_\_\_ (Cell) \_\_\_\_\_  
 E-mail \_\_\_\_\_  
 Work Place \_\_\_\_\_ Hours \_\_\_\_\_ Full Time/Part Time \_\_\_\_\_  
 Does your company provide company tuition assistance? \_\_\_\_\_  
 Date of Birth \_\_\_\_\_  
 Are you a high school graduate? Yes No If yes, date of graduation? \_\_\_\_\_  
 Do you have a GED? Yes No If yes, date of graduation? \_\_\_\_\_  
 Average Grades A B C D \_\_\_\_\_  
 Other college training or certificates \_\_\_\_\_  
 Have any of your friends or relatives ever attended NAU? Yes No \_\_\_\_\_  
 Marital Status Single Married Separated Divorced Widowed \_\_\_\_\_  
 Do you have any children? Yes No If yes, what are their ages? \_\_\_\_\_  
 How did you first learn about National American University?  
 Yellow Pages Television Flyer Career Fair Newspaper Military  
 Sign Location Internet Radio Student Graduate  
 Billboard Friend Magazine Walk-in Work Place  
 Why did you decide to continue your education, and how will it benefit you in the future? \_\_\_\_\_  
 Do you know of anyone that could benefit from an education? Yes No If yes, what is their name? \_\_\_\_\_  
 Comments \_\_\_\_\_  
 If accepted by National American University, what would be your area of interest?  
 Accounting  General Education Studies  BA in BS Honored Model  
 Applied Management  Health Care Management  Therapeutic Massage  
 Business Administration  Information Technology  MBA Studies  
 Financial Management  Management Information Systems  
 Information Technology  Medical Administrative Assistant  
 International Business  Medical Assisting  
 Management  Paralegal Studies  
 Marketing  Pharmacy Technician  
 Pre-Law

# National American University

## CAREER PLANNING SCRIPT

### OPENING STATEMENT/PROBE AND GATHER INFORMATION

As we discussed on the phone, the purpose of today is to provide you with one-on-one career planning and to determine if National American University and the \_\_\_\_\_ field are for you or not. If we should determine that it is, I will do everything in my power to help you get started as soon as I can.

In order for me to do that, I need to ask you some questions so I can really get to know you and your needs, interests and motivation. Then I will tell you some things about the school and the \_\_\_\_\_ industry and then you can ask me questions. How does that sound? At the end of this interview, my goal is to recommend you for acceptance at National American University... so, let's get started!

First, what's happened that makes you want/need specialized training?

\_\_\_\_\_

### EMPLOYED:

On the phone you indicated that you were working. I'd like to explore that a little further.

1. What are your responsibilities in your current position? \_\_\_\_\_
2. What's a typical work week schedule for you? \_\_\_\_\_
3. How long have you worked at this company? \_\_\_\_\_
4. What do you like most about your job? \_\_\_\_\_
5. What are some of your challenges? \_\_\_\_\_
6. How much do you make? \_\_\_\_\_
7. Do you feel that you are worth more? \_\_\_\_\_  
*T (So what you are saying is that you need to make more money... is that correct?)*
8. Could you see yourself working there the rest of your life? \_\_\_\_\_  
*T (So you know for sure that you definitely need to make a change... is that right?)*
9. What's the #1 reason you want to make a change? \_\_\_\_\_

10. What other jobs have you had? \_\_\_\_\_

*T (Sounds as though you don't want another job, this time you want a career... is that right?)*

11. Would you be staying at this position while attending school? \_\_\_\_\_

**UNEMPLOYED:**

On the phone you indicated that you were unemployed. I'd like to explore that a little further.

1. How long have you been unemployed? \_\_\_\_\_

2. Have you been looking for employment? \_\_\_\_\_ How long? \_\_\_\_\_

3. What are you finding out there? \_\_\_\_\_

Why is that? \_\_\_\_\_

*T (Would you agree that employers are looking for individuals with specialized skills?)*

4. Will you continue to look for employment while going through school? \_\_\_\_\_

5. What type of employment will you be looking for? \_\_\_\_\_

*(Give job versus career talk.)*

6. What other jobs have you had in the past? \_\_\_\_\_

(likes, dislikes, income)? \_\_\_\_\_

7. How are you presently supporting yourself? \_\_\_\_\_ Amount \_\_\_\_\_

**EDUCATIONAL BACKGROUND**

1. Tell me about your educational background (H.S./college/additional training).

\_\_\_\_\_

2. Why did you feel that graduating (or getting your GED) was important? \_\_\_\_\_

\_\_\_\_\_

3. What courses did you enjoy? \_\_\_\_\_

4. What courses didn't you like? \_\_\_\_\_

5. What were your average grades? \_\_\_\_\_ Do you feel you could have done

better? Why? \_\_\_\_\_

**COMMITMENT/INTEREST**

1. Let's talk about any concerns you may have about returning to school.

\_\_\_\_\_

2. How did you get interested in the \_\_\_\_\_ field? \_\_\_\_\_

3. What is it specifically about the \_\_\_\_\_ field that appeals to you?

\_\_\_\_\_

4. How long have you seriously considered this career? \_\_\_\_\_

*T (Could you say you have been putting this off?)*

5. Why is now the time to make a change? \_\_\_\_\_

*T (Would you agree that together this time we will make it happen?)*

6. Are you ready to make the necessary commitment to attain your goals? \_\_\_\_\_

Why? \_\_\_\_\_

7. On a scale of 1-10, how committed are you? *(If 10 move on, if 9 or less bring out concerns)*

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### **OBSTACLES & PERSONAL INFORMATION**

1. Do you usually complete things you start? \_\_\_\_\_

(If yes, give me an example. If no, why would this be different? Explain our philosophy:

We Enroll Graduates) \_\_\_\_\_

2. Because attendance is so important, tell me about your plans for:

(Cover any potential obstacles the prospect may face as a student and talk about solutions, i.e. child care, transportation, schedule conflict. When applicable, have them create 2 plans.) \_\_\_\_\_

3. Who will you be talking your decision over with? \_\_\_\_\_

Are they your support system? \_\_\_\_\_

4. What do you feel they will say? \_\_\_\_\_

5. Do they know you are here today? \_\_\_\_\_

6. At this point, is there anything else I should know that would prevent you from starting school and completing it? \_\_\_\_\_

### **SUMMARIZATION**

Well, \_\_\_\_\_ from everything we have discussed to this point I know you would be a good fit with NAU!

Now, let me tell you a little bit about us.... *(You can use the power point presentation as well as any other information you have!)*

- Accreditation-HLC
- Flexible Scheduling—Day, Evening and Online
- Small Class Sizes
- Free Tutoring
- Accept Transfer Credits

- Career Focused Degrees
  - We have an inverted curriculum so you will have more classes pertaining to your degree program and less general classes—60% vs. 40%.
  - You will also be able to start with your major classes right away within the first two quarters.
- USE THE STATUS SHEET OF THE PROGRAM THEY ARE INTERESTED IN—**  
*this will give them a better idea of what the degree entails and the classes they will be taking.*
- Ability to continue on with more than just an Associate—or Bachelor’s degree.
  - State-of-the-art Labs—Computer, Massage, Medical, Pharmacy—depending on campus.
  - Personal Atmosphere—I will be here to help you through the process.
  - Instructors with real world experience as well as degree specific education.
  - Lifetime Job Assistance.

**JUST A FEW THINGS TO COVER BEFORE WE GO ON THE TOUR...**

Go over their Current Reality/Future Goals Worksheet.

Go over the Cost Sheet.

**Now I would like to take you on a tour to see what NAU is truly about!**

Show them the labs you have on campus.

Introduce them to staff, program coordinators, instructors, students that may be in their field and lastly introduce them to SA/FA and make sure they get the information they will need to fill out for their return appointment.

If SA/FA is not available it will be your responsibility to make sure they have the FA information they need to bring back on their return appointment.

**Questions? Concerns?**

\_\_\_\_\_, at this point is there any I did not cover that you have questions about? \_\_\_\_\_

**CLOSE**

“I have one more very important question to ask you, and it is probably the most important question that I have asked you so far...Are you the type of person that I can recommend for acceptance at NAU? Why? \_\_\_\_\_

Well \_\_\_\_\_, after everything we have discussed and hearing your excitement and dedication to getting your education—"CONGRATULATIONS"...I am going to recommend you for acceptance at NAU.

**Here is what we need to do to get you started.....**

- Go to applicant portal [www.national.edu](http://www.national.edu) have them fill out the application—collect the \$25 application fee.
- Copy of Driver's License and Social Security Card
- Help them set up an e-mail account if they do not have one.  
([www.hotmail.com](http://www.hotmail.com) or [www.msn.com](http://www.msn.com))
- Help them sign up for a PIN number at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) go to PIN site.
- Set up a follow up meeting with Financial Aid within 48 hours.
- Set up a time to complete their Accuplacer and Aleks if they do not complete at this time. The first financial aid appointment is a good time to have them do the testing as well if they cannot complete it when they enroll.
- Send them a follow up thank you and call them within 24 to 48 hours. Remind them about their Financial Aid appointment.
- Ask for referrals.

# National American University

## Tuition and Fees Schedule 9-1-2007 thru 2008

Application Fee	\$25.00
Matriculation Fee (one time degree processing fee for maintaining official records)	\$50.00
Tuition (per credit hour) most classes are 4 or 5 credits	\$305.00
Instructional Material Fee (Per course cost for Instructional Support Materials/links for specific courses)	\$85.00
Technology Fee (per credit hour)	\$10.00
Books (estimate \$200 to \$400 per quarter)	\$400.00
Professional Liability Fee (\$15 per quarter for select programs including Allied Health and Nursing)	\$15.00
Specialty Course Fee (\$60 per credit hour for select courses primarily nursing and science courses)	\$60.00
Graduation Application Fee (for each degree)	\$50.00
Student Injury and Sickness Insurance Plan (optional – contact financial service representative for details)	

_____	_____
Admission Representative	Date
_____	_____
Student Signature	Date



## Create a Future

**Name:**

\_\_\_\_\_

### **Make it Happen**

1. Write a vision or goal on the top line.
2. Next, fill in the current reality (what it looks like now) on the bottom line.
3. Then list 7 conscious-level steps that would move you from current reality to the vision or goal.

**VISION** \_\_\_\_\_

(Vision/Goal)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

**CR** \_\_\_\_\_

(Current Reality)

**Baby Steps-**Your first goal may be as basic as to meet your daily appointments, job or class.

**Giant Steps-** Each goal should be bigger, eventually including major lifetime changes.

The Pacific Institute

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## Understanding Objections

- ™ **Getting resistance and hearing objections are different.**
- ™ **You need to have the right attitude regarding objections.**
- ™ **You must find out the reason behind the objection.**
- ™ **Respond to the reasons with benefits to the prospect.**
- ™ **Realize you can't answer every real objection.**

## Touring the Campus

**Our Goal:** Our goal for the tour is to have the prospective student visualize themselves as a student at NAU.

**Our Job:** Our job on the tour is to make sure at that point we have overcome all of their obstacles and we are getting them acquainted with NAU and what they can expect as a student at NAU. We want them to feel comfortable and be able to see that NAU is the right choice for them to complete their degree. When touring the campus we should show them the classrooms, any computer, medical or massage labs, the learning resource center, the bookstore and the student lounge. We should introduce them to current students, instructors, the coordinator of the program and any staff members that are available. This is the time that we need to have them see what we are truly about. The tour can sometimes make or break an enrollment. I would suggest that you follow along and practice tours with other seasoned admissions representatives to see what they point out and say on their tours.

### Trial Closes

**When you are giving a tour you should be using trial closes throughout the tour. Some of the trial closes that you can use are:**

1. Were you looking at taking day or evening classes?
2. Do you plan on being a full-time or part-time student?
3. Our instructors have real world experience. Won't it be great to know what is going on in your career industry before you get ready to graduate?
4. Here is where you will get your books.
5. This is the financial aid office--they have a financial plan for everyone. We will help you figure out the best plan for you—how does that sound?
6. Won't it be great to have up to date technology to complete your degree?  
(This is great when looking at the computer, medical and massage lab or the law library.)
7. With these small class sizes it will give you an opportunity to get to know your instructor and the other students. How do you think that would benefit you?
8. We are here to help you not only start but complete your degree. Is that what you are looking for in a University?
9. National American University has an inverted curriculum—which means that you will get more classes in your selected degree program, without having to take so many generals. The great part is that you are able to start on your core classes right away. I bet you can't wait to get start on your classes in the \_\_\_\_\_ area?

**You do not have to use all of these and you may have some of your own that you prefer better. I would suggest that you practice these and make sure that if the prospective student has questions or touch on an issue that you have a trial close**

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## **Feature, Benefit and Close**

**Throughout our training we have talked about features, benefits and trial closes.**

**While on the tour you should be using several trials closes on the prospective student to get a feel for how committed they are.**

**Example:** John at National American University you will be learning from the best in the business. National American University hires instructors with both the education they need to teach the class as well as the real world knowledge from working in the field. Won't it be great to know what is going on in today's competitive market before you start looking for a position in your new career field?

**Feature**—Instructors with a proper education and real world experience.

**Benefit**—The ability to know what is going on in the job market before you start looking for a new career.

**Close**—Won't it be a great advantage to know what to expect in the industry before you starting working.

**In the next few lines, please list a feature, the benefit of that feature and what you would use as a trial close.**

**Feature** \_\_\_\_\_

**Benefit** \_\_\_\_\_

**Close** \_\_\_\_\_

**Feature** \_\_\_\_\_

**Benefit** \_\_\_\_\_

**Close** \_\_\_\_\_

**Feature** \_\_\_\_\_

**Benefit** \_\_\_\_\_

**Close** \_\_\_\_\_

**Feature** \_\_\_\_\_

**Benefit** \_\_\_\_\_

**Close** \_\_\_\_\_

## TIPS FOR YOUR TOUR

- ™ Introduce the prospect to the administrative staff and tell them what they can help them with. Any coordinators or teachers should be introduced and told what they teach and where they work if it pertains to the prospect's field of interest. They should also be introduced to students that are in the same field they are interested in.**
- ™ Tell the prospect that we specialize in accommodating students with our flexible scheduling, inverted curriculum, accelerated programs, etc. Make sure you turn these features into benefits by asking them how they would benefit.**
- ™ Talk about the book store, graduation, the Dean's List, used book sales and any student organizations you may have.**
- ™ Use their name!**
- ™ There are four questions you need to answer on the tour:**

**"How do you feel you would benefit from our small classroom environment?"**

**"Do you feel you are someone who can give 100% to your education?"  
We are looking for graduates—someone who wants to complete their education not just start.**

**"Could you see yourself as a student at National American University?"**

**"Out of everything we saw or talked about, what two things interested you the most?"**

## Interview Test

1. Why do we tell the prospective student where to sit?  
\_\_\_\_\_
2. Write out our Career Planning Session opening statement.  
\_\_\_\_\_
3. Write out three trial closes.
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
  - 3) \_\_\_\_\_
4. What is the most important reason to tour the school?  
\_\_\_\_\_
5. What are the five basic obstacles that we need to address in the career planning session?
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
  - 3) \_\_\_\_\_
  - 4) \_\_\_\_\_
  - 5) \_\_\_\_\_
6. List one feature of NAU and it's benefit.  
\_\_\_\_\_
7. What is one benefit of having a friend or relative in school with you?  
\_\_\_\_\_
8. What are we selling during the career planning session?  
\_\_\_\_\_
9. What is an inverted curriculum?  
\_\_\_\_\_
10. What do we tell the prospective student about financial aid?  
\_\_\_\_\_
11. Who discusses the cost of an education at NAU?  
\_\_\_\_\_
12. What are two of the questions that we must ask during the tour?
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_
13. What are two benefits of an education?
  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_

14. Name two reasons we are different from other universities.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

15. Why do we follow up with a student after they enroll?

\_\_\_\_\_

16. When should we make our first call to a new enrollee?

\_\_\_\_\_

17. How often should we contact them after they enroll?

\_\_\_\_\_

18. What are the big three?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

19. What is the goal at the career planning session?

\_\_\_\_\_

20. What are at least three things you must do to have an enrollment that starts, stays and graduates?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

21. What are the 5 "Verses" of Selling?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

22. Always ask for what?

\_\_\_\_\_

23. The \_\_\_\_\_ of education must exceed \_\_\_\_\_ to have an enrollment that \_\_\_\_\_.

24. What are two tips for the tour?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

# Follow-Up Techniques

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Ok, so now they are enrolled...

- ™ Before they leave your office make sure that you have them registered for classes, they have taken the accuplacer and the Aleks exams, they have a financial aid PIN number and an email address set up if they do not have a current email and the financial aid paperwork that they must bring with them to the follow up appointment.**
- ™ Admissions representatives must set up an appointment for their new student to meet with financial aid within 48 hours of enrolling. It is very important for the new student to complete the financial aid process in a timely fashion so they are ready to go when classes start.**
- ™ Students should be called within the first 24 to 48 hours after enrolling and every week until the second week after the start of the quarter they are scheduled to attend. The first call you should remind them of their financial aid appointment and anything they will need to bring with them—driver's license, social security card, taxes and W-2's etc. The weekly follow-up calls you can use anything as an excuse to call—you saw a job opening for their field, wanted to remind them to bring missing paperwork to financial aid, etc. We want to remind them that they make the right choice and make sure that buyer's remorse does not set in.**
- ™ All new students should attend orientation; students who cannot make it to orientation are not going to make it to classes. If they are unable to make it to orientation set aside an individual time they can come in and go through the process so they do not miss important information.**
- ™ Students should receive an acceptance letter from the Vice President or Campus Director within the first week after enrolling. Some campuses send letters from every department. Admissions representatives should also send a personal note to the new student.**
- ™ Once the students have started classed you can continue contacting them with information on their career field. Monitor attendance records and call when you see missed classes to prevent students from "disappearing".**

## Orientation

**You've worked hard and this quarter start is almost a memory. There is only one more hurdle to cover and that is ORIENTATION. Now is not the time to let down your guard, an orientation can make or break a start. A good orientation will cement the good decision your students have made plus it will influence those students that were a little unsure that they are doing the right thing. When deciding on times to have orientation keep in mind that we want as many students as possible to come so make sure the orientation is 'work schedule friendly' or try having two sessions—one mid- morning and one in the evening. We should also invited friends and family to attend the orientation with the students as they will be their "cheerleader" or "supporters" while attending school, this is also other way to help the student feel more comfortable.**

**By the same token, a bad orientation will undermine all the trust and enthusiasm you have worked so hard to build. Taking the time to design a high quality student orientation will pay off with committed and motivated students and will head off problems in the future if the students know where to go to get solutions to problems.**

**Follow a few simple steps to ensure your students and staff gains everything possible from this meeting:**

- ™ All new and re-entry or re-enrolled students should receive a formal invitation in the mail for orientation at least one week prior to the event. Make sure representatives call all the students that they do not get an RSVP from and get a specific time they plan to attend orientation or set up an individual time to come in if the times do not work for them. We want to make sure they are receiving the same information and attention that the other students did that were able to make it at the scheduled time.**
- ™ All admissions representatives must always be on hand at least 30 minutes before the start of orientation. (NO EXCEPTIONS) Most new students unsure of where to go and what to do. A familiar face will go a long way towards increasing their comfort level.**
- ™ Everyone must be dressed appropriately. This is not the time for 'casual' clothes. This will probably be the first time your students have a chance to meet most department heads and a professional appearance will se the theme for what you expect from the students.**
- ™ Have every student's name on a welcome sign at the entrance and a sign in sheet with their name of it so they can sign next to their typed name. This will encourage a feeling of belonging as everyone like to see their name 'in print'. This also allows the representatives to see who is missing so they can immediately contact them. Make sure you also have a space for current address,**

phone numbers and email address to make sure we have the most current information on file.

- ™ Decorate the room with motivational signs. Consider hanging caps and gowns on the wall. Try to make it as festive as possible. The students need to be reminded that the goal is to graduate. Staff members need to have a smile on their faces and warmth in their voices. If there is a problem or issue with the student make sure that it is discussed behind closed doors and resolved if possible before bringing it to the new students attention or if the student needs to be involved make sure you are doing it in a private setting and not with other students around. Realize that orientation and the processes that they are going through may be intimidating for the new students.
- ™ Above all, the orientation must be well orchestrated. All speakers must know exactly what they are going to say and make it professional and upbeat. Do not have speakers repeat things that others are saying but give a brief description of their department. Make sure the new students know when you will be available if they need help and personally greet as many of the new students as possible.
- ™ Handouts must be relevant and up-to-date. Check copies to see if they are getting faded from too many copies. Make sure there are no misspellings. Remember this is often the time students form their impression of your school as a whole. Be sure you appear organized.
- ™ Make sure students are not left alone in the room at any time. After a representative escorts them to the orientation room, plan on having a staff member or a current student waiting. Try to choose someone that is friendly and easy to talk to. As each presenter finishes they should not leave the room until the next presenter arrives.
- ™ Schedule a ‘satisfied’ graduate to speak. They can explain how they felt when they attended orientation and what they encountered during the course of their education. Special emphasis needs to be put on their successful employment search and what they are doing now.
- ™ Certain areas should be covered in depth. These include: attendance policies, what is an excused absence, policy on making up tests, location of mailboxes, designated smoking areas, dress code and any other rules and regulations. Make sure that all participants are clear on these items and invite questions. Remind them that all these policies are in place to benefit them.
- ™ Consider awarding little gifts—notebooks, pens, or other useful items that the student may be able to use. Make it fun and enjoyable.
- ™ Although this seems like a lot to cover, the orientation should not be so lengthy that it becomes boring. With proper preparation and organization the time should flow smoothly and quickly.
- ™ Last, there is nothing wrong with being proud of your school. Your pride will show and encourage the students. Blow you own horn!

## Rules for Admissions Success

1. Of all the reasons a person gives or has for continuing his or her education, the most often cited is motivation to prepare for a “career”.
2. In all likelihood, your prospect will make a decision to apply to your school when, and only when, the value of attending has more personal worth than the money, time and energy the prospect will exchange for it.
3. Every time you sit down for an interview, your only objective is an enrollment.
4. If someone really needs to go to your school to become more successful, and you fail as an admissions representative to enroll that person, you have not met the challenge of your job.
5. People do not buy education and training. They buy the benefit of the education and training. (The life after graduation.)
6. Before you “sell” anyone anything, take the time necessary to find out truly why they want to “buy” it. (their hot button)
7. Learn the qualifying opening statement and use it at the beginning of every interview.
8. When someone tells you they want to think it over, they are, in a very real way, saying they are looking for ways not to “buy” what you are selling.
9. You cannot find out what is on a person’s mind if you do all the talking. Ask lots of open-ended questions...and listen. (Remember the 80/20 rule.)
10. Along the same lines....we are given two ears and one mouth for a good reason. Listen twice as much as you talk.
11. If you are proud and believe in what you do for a living, always ask for referrals.
12. People buy things from people they like and trust. A very important aspect of enrolling interested students is based on this fact. But, generally speaking, before people like and respect you, it is vital that you like yourself.
13. An admissions myth: It is just as easy to be a success as it is failure. Wrong...it is much easier to fail than to succeed.
14. Your results are always a direct reflection of your ability, interest and desire.
15. Your “close” is worthless if your “opening” was way off base. Learn how to conduct a caring, personal, but structured interview that leads to an enrollment.
16. Enrolling is 85% attitude and 15% product knowledge. If you do not believe this, the next time someone comes in for a career planning session, give him/her a

catalog and any other printed material they need to read and evaluate. Then, ask for the enrollment and application fee. (Do not really do this—it will not work!!)

17. Do not waste your life of the study of why things do not work. Spend your time on the study of why things do work...why they are right!
18. Practice never makes perfect, only permanent. If you practice the same thing incorrectly time after time, it will only become permanently wrong. Proper practice makes perfect. Always evaluate your results. Role play with other representatives and critique yourself often.
19. Remember that our prospects count on you for direction and advice.
20. "Always under-promise and over-deliver".

## Thirteen Steps to Increase Enrollments Today!

1. **Believe in Yourself.** Self-confidence is the result of setting and meeting realistic goals. How many phone calls can you make...**TODAY!**
2. **Do Your Homework.** Gather information with each contact, use your script, take notes, appoint and follow-up...**TODAY!**
3. **Ask Good Questions.** Open-probe questions require more than a “yes” or “no” answer. Get your prospect talking and revealing their needs. Ask good questions and get good answers...**TODAY!**
4. **Be Enthusiastic.** Become comfortable with the phone, project your personality and develop a calling schedule...**TODAY!**
5. **Know Your Prospect and Speak Their Language.** When you accurately interpret their needs, you can offer appropriate solutions...**TODAY!**
6. **Believe in Your School and the Benefits of Education.** If you have no doubts, neither will your students. This creates enthusiasm so you can help a student enroll...**TODAY!**
7. **Study Your Competition.** Never knock them, but know your strengths by comparison. Match your persistence to theirs...**TODAY!**
8. **Plan, Prioritize, and Delegate.** Ask for help when you need it. If you help other to succeed it will bring you success...**TODAY!**
9. **Work at Work.** Become your own time manager...**TODAY!**
10. **Learn How to Say “NO”.** Choose your commitments carefully and keep the ones you make. Be truthful and goal oriented...**TODAY!**
11. **Conquer Rejection.** Be prepared for, “I am not interested” and handle it properly. Rejection can build character...**TODAY!**
12. **Develop Strong Relationships with Your Students.** Offer to help, stay in contact, and anticipate their needs and concerns. Ask for feedback and referrals...**TODAY!**
13. **Tie Up Loose Ends.** Follow up and follow through...**TODAY!**

# Conversion Rates

**This shows you the areas to concentrate on when trying to improve certain conversion rates.**

**™ Lead to Appointment= CONTROL & DIRECTION**

**™ Appointment to Show = PROBING & INVOLVEMENT**

**™ Show to Enroll = VALUE**

**™ Enrollment to Start = COMMITMENT**

**™ Start to Graduate= OUTCOME-ORIENTED  
INFORMATION REGULARLY**

## SCRIPTS FOR CALLING OLD LEADS

Hello-\_\_\_\_\_, this is \_\_\_\_\_. How are you today? I am calling today to follow up on your recent interest in National American University's degree programs. The information I received showed that you had an interest in \_\_\_\_\_. How long have you had an interest in the \_\_\_\_\_ field? What are the main reasons you are looking at making a change? We have some great degree programs that you will be able to complete while being able to continue your employment. I would like to have you come in for a Career Planning Session so we can explore your options---I have an opening at \_\_\_\_\_.

Hello, \_\_\_\_\_ this is \_\_\_\_\_. How are you today? I am following up on a recent request we received from you to get information on our degree programs. I thought I would call you in person to see if I could be of assistance. Let me ask you a few brief questions. What is your current position? How long have you been in the \_\_\_\_ field? Are you looking to make a total career change or to enhance your current skills and education? We have some great opportunities at National American University to help you get started toward a new career or get that promotion you deserve. The best way I can help you is to have you come in for a Career Planning session—we will discuss your goals and talk more about NAU and the areas you are interested in. I have an available time at \_\_\_\_\_.

### IF YOU ARE LEAVING A MESSAGE

Hello, \_\_\_\_\_ this is \_\_\_\_\_ with NAU I am calling to talk to you about the exciting degree programs that you had requested information about. Please call me back at \_\_\_\_\_ so I can share this information with you. I look forward to hearing from you.

Hello, \_\_\_\_\_ this is \_\_\_\_\_ with NAU it is still not too late to get enrolled for our next class start...however classes are filling fast! Give me a call today at \_\_\_\_\_ to get started on a new career.