



## **Admissions Representative Interview Training Guide**

### **The LIFTOFF Process**

# Goal

The goal of this training is provide a platform for learning and understanding LIFTOFF Interview Process for Florida Vocational Institute's Admission Process.



# Learning Objectives

By the end of this training you will learn:

## The LIFTOFF Admissions Procedure

- ✓ Pre-Interview Procedure
- ✓ How to effectively use the Student Interview Guide
- ✓ How to effectively conduct a tour
- ✓ How to conduct the Final Steps



# Appropriate Perspective



**Don't take shortcuts**

# Appropriate Perspective

- The most important attribute of a successful Admissions Representative is their willingness to embrace their *responsibility* to the student. The large majority of our students have never had the opportunity to sit down, face-to-face with someone to discuss their skills, likes and dislikes as it relates to their job experiences, their goals or their desired future outcomes.
- This has to be a BIG DEAL. It is a BIG DEAL. For many of our students, this is one of the most important days of their lives. Nothing can replace a genuine interest in the students' welfare and future. A representative that takes 10-15 minutes to do an interview isn't merely cutting corners, they are undermining the seriousness of this occasion and doing the student a disservice. EVERY Admissions Representative must understand this truism. If they do not, the rest of what we train on will not be planted into fertile soil.



# Our Process

Now that we understand the proper mindset for student interaction, we will discuss the process of interviewing students.

Each part of the process has its purpose and value. The next slides will outline these steps, the sequence of the process and the correct execution of the student interview.

The following slides will cover the Florida Vocational Institute process for interviewing prospective students.



# Our Process

## Acronym - LIFTOFF

Lobby Experience

I nitial Statement

F ollow Student Interview Guide

T our for Success

O ffer Enrollment

F inancial Aid Overview

F inal Steps



# Pre-Interview (Lobby Experience)



- ✓ DON'T damage rapport built on phone interview
- ✓ DON'T have student fill long form and wait in the lobby

- ✓ DO review telephone script answers
- ✓ DO greet student in lobby
- ✓ DO get on the student's level and explain the Profile Sheet
- ✓ DO make easy conversation and make student comfortable





# Initial Statement

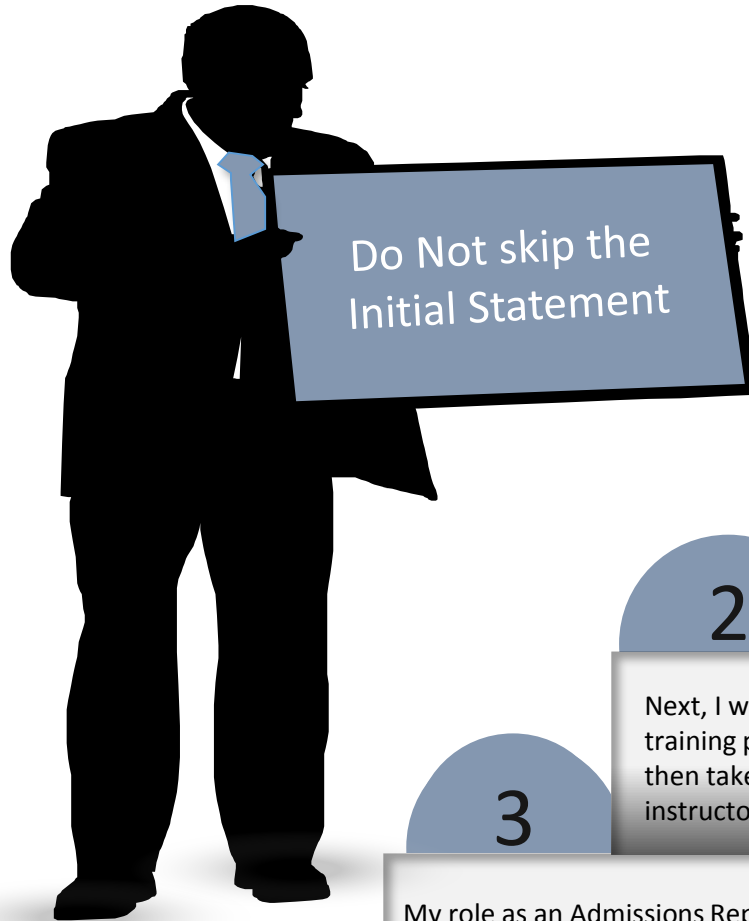
You will notice that the first section on the Student Interview Guide is the Initial Statement. The Initial Statement is the agenda for your Student Interview. It is **CRITICAL** to always begin your Student Interview with the Initial Statement so that the prospective student knows what is going to happen and the correct expectations.

Leaving out the Initial Statement leaves the student wondering about what is going to happen, how long it will take and with little understanding of the purpose of the Student Interview.

**ALWAYS** give the Initial Statement.



# Initial Statement



Do Not skip the  
Initial Statement

1

<First Name>, Let me tell you a little a bit about what we're going to do today and why it was so important for us to get together face to face to discuss your future. Our conversation today is going to center on you. I want to get to know you better, so I'll be asking you some questions about your work history, educational background, your family support and most importantly – about your personal and professional goals.

2

Next, I will tell you about Florida Vocational Institute and we will cover your career training program, length of training, scheduling, tuition, and career opportunities. I will then take you on a tour of our campus and let you see what our students and instructors are doing.

3

My role as an Admissions Representative here at FVI is to make sure that we are a good fit for you, and that you would be a good fit for us. If after speaking, we decide that this is going to be a good partnership, we will take the next steps towards becoming a student here. How does that sound?

# Student Interview Guide

**The questionnaire helps to open doors for additional questions and close doors to potential future objections.**

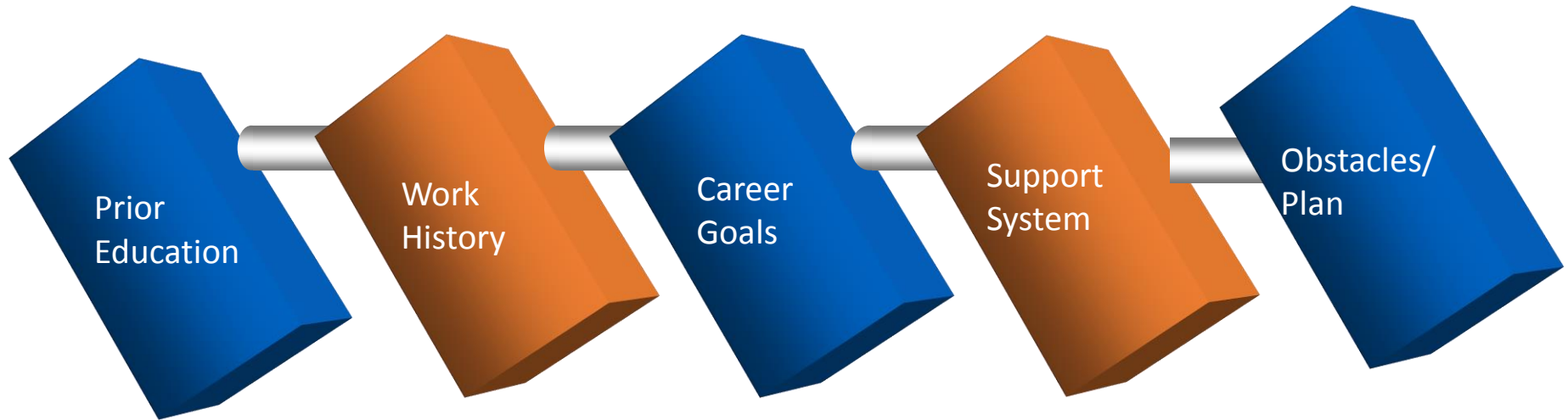


**Throughout the Student Interview Guide section of this training, you will see that highly important questions and areas for understanding are marked with this door. Pay close attention to these points.**

# Student Interview Guide

## Structure of Student Interview

After the Initial Statement is given, we will begin gathering information about our prospective student. The Student Interview Guide focuses on 5 different areas of the student's life.



**Focus on our prospective student**

# Student Interview Guide

**Part one of the Student Interview Guide focuses on the prospective student's prior education. The section from the Student Interview Guide is shown below.**

- **Education History:**

- When was your High School/ GED Graduation Date? \_\_\_\_\_
- Where did you go to High School? \_\_\_\_\_
- Do you have any additional college, training, or certifications? \_\_\_\_\_
- If yes – Where did you go for that? \_\_\_\_\_
- Did you graduate? \_\_\_\_\_
  - If No - What happened? \_\_\_\_\_
- What subjects did you like/dislike? \_\_\_\_\_
- Did your grades reflect your ability? Why or why not? \_\_\_\_\_
- How do you feel like you learn best? Hands on? Lecture? Reading? \_\_\_\_\_
- What is most important to you when choosing a college? \_\_\_\_\_
- Why is that important to you? \_\_\_\_\_
- At this point in your life, do you feel like you would be willing to do the work to be a successful student?
- Why or why not? \_\_\_\_\_

# Student Interview Guide

The Education Section determines the type of student you are interviewing.



## HS Grad Date?

Will determine if the student eligible for enrollment



## Additional Training?

Prior experiences are important and give perspective on student expectations/needs.



## Did you Graduate?

If No

What happened?

Why didn't you resume?



## Career Guidance

What subjects did you like/dislike?

Did your grades reflect your ability? Why or why not?

# Student Interview Guide

The Education Section determines what is important to the student in their educational experience.



## Subjects you like or dislike?

Helps to determine interests and areas of potential need



## Grades reflect your ability?

We want to know if the student wants and is capable of being successful



## Most important factor in a school?

Helps to guide our conversation and highlight what is important to the student



## How do you learn best?

Helps us to determine if our hands-on training and small classrooms are a good fit.

# Student Interview Guide

The Employment History Section helps us to understand the student's current situation and career interests.



What are we trying to determine?

Whether the student is employed or not, we want to gather information about the student's schedule, daily activities and gain information about what kind of work that they would like to be doing.

We need to know this information so that we can make a solid recommendation about a career training program that would best suit their financial needs, scheduling needs and career interests.



# If Employed

## (Present: Employment Situation and Motivation)

- Where do you work?
- What is your title?
- Have you had any promotions?
- Do you have any benefits (Medical, Dental, Life, 401K)?
- How long have you been there?
- What is your current salary?
- What are your hours?
- Do you get sick pay? Vacation pay?
- Walk me through a typical day so I understand your responsibilities.
- If you could change something about your current job, what would it be?
- How would you feel if you had to work in your current job forever?
- Do you feel with proper training and education you could achieve more?
- On a scale of 1-10, how motivated are you to upgrade your skills for a new career? Can you explain why?



# Student Interview Guide

The Employment History Section for an employed student focuses on schedule, likes/dislikes and motivation for change.



## Where do you work/title?

Helps us to relate to their current situation



## Do you have benefits/vacation?

We want to know the reasons for making a change. Job dissatisfaction?



## Schedule?

We want to understand if the prospect's work schedule will be an for being a successful student.



## Motivation? Scale of 1-10?

Helps us to determine if our prospect is serious about making a change now so that we may guide them appropriately about making that change today

# Student Interview Guide

## If unemployed



- \*How long have you been unemployed?
- \*Where did you work last?
- \*What was your ending salary?



- \*What was your starting salary?
- \*What happened?
- \*How did that make you feel?



- \*Take me through a typical day for you right now.
- \*Have you been looking for work?



- \*What are you finding? How does your family feel about your current unemployment?
- \*On a scale of 1-10, how motivated are you to upgrade your skills for a new career? Why?

# Student Interview Guide

The Employment History Section for an unemployed student *still* focuses on schedule, likes/dislikes and motivation for change.



## How long out of work?

Helps us to relate to their current situation and understand financial considerations



## Looking for work/what findings?

Are they finding that they don't have the training needed?



## Typical Day/Schedule?

We want to understand if the prospect's schedule even if not working. They may have family obligations, etc that we should understand.



## Motivation? Scale of 1-10?

Helps us to determine if our prospect is serious about making a change now so that we may guide them appropriately about making that change today

# Student Interview Guide

The Support System Section is where we “meet” those involved in this decision for the student and helps to understand the student’s available support.



- Tell me about your family and friends. Start with your family.
- Did they know you were coming to see me today? Why or why not?
- Are they supportive of your decision to get training for a future career?

•What would your (family, wife, husband) say if you came home today and told them that you enrolled in Florida Career College?

•How much money have you or your family set aside for your education?



# Student Interview Guide

The Support System Section helps us to understand who else is involved in this decision, who can assist the student and if there is anyone else in their life that may be a great FVI student.



## Tell me about family & Friends

Helps us to understand who is helping The student make the decision. Also, these people could be referrals.



## Are the supportive?

We need to know if there is a potential obstacle, especially with a young or dependent student.



## Who do you look up to/ask for help?

We want to understand what success looks like to our student and who may be supportive with financial, childcare or transportation needs.



## Anyone else in same situation?

Helps us to determine if our prospect knows anyone that would be a good prospective student with them in school.



## Family set aside money for school?

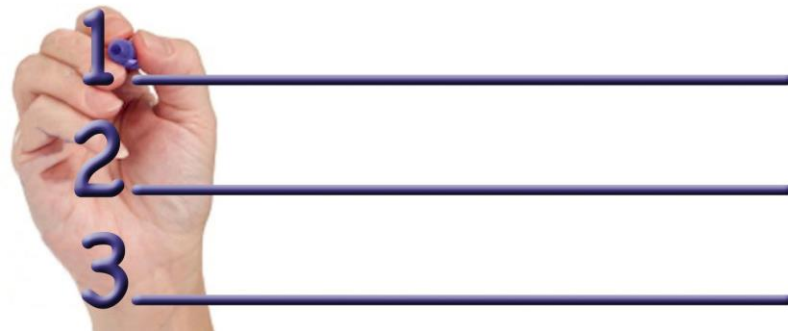
Helps us to establish if the student will be interested and willing to apply for Financial Aid.

# Student Interview Guide

The Career Goals Section is critical to understanding the student's ambitions and core motivation. We also need this information in order to make a sound program recommendation.

The next several slides will go through the questions and the reasons behind each of these for the Career Goals section of the Student Interview Guide.

## Setting Goals





# Career Goals



• ***What are the three most important reasons that you need to make this change now?***

***(Positive Affirmations)***



• ***How would your life be different if you were a PCT (PCT, MAT, Professional, etc...)?***  
***(Check in on the prospect's expectations. Have prospect verbalize expectations.)***



○ ***What would you do for yourself with your success? Be specific.***

***(Lets the prospect imagine personal benefit)***



• ***How long have you been thinking about this? (Understand if student has been procrastinating)***







# Career Goals



• **Do you know anyone that works in the field you are interested in? (Gauge what the student knows about the career.)** 

• **Who else will be affected by your decision to further your education? (Lets the prospect consider the benefit for loved ones)** 

○ **What would you do for them with your success? Be specific. (Lets the prospect consider the benefit for loved ones)** 

• **Where do you see yourself five years from now with your new career training? (Lets the prospect verbalize a new life)** 

• **When do you want your new career to begin? (Creates timetable for action, gauges urgency to act)** 



# Career Goals



•What could stop you from achieving this career goal? *(Identify obstacles early)*

•Do you normally finish things that you start? *(Challenge question)*



•If I told you that you will never reach your career goal because you would not do what it takes to get there, how would you reply? *(Challenge question)*

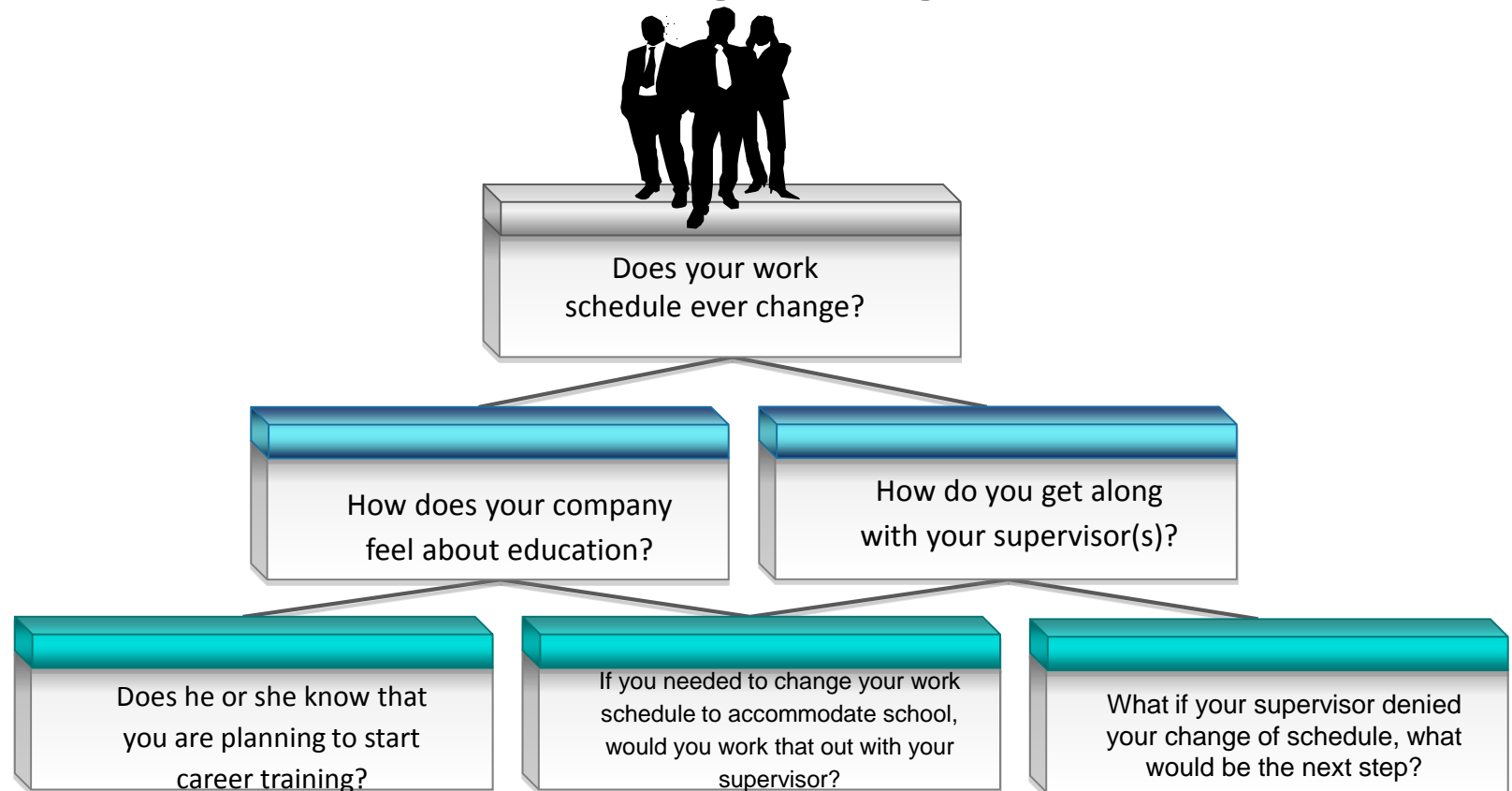


•Are you willing to do whatever it takes to be successful? Why or why not? *(Trial Close)*



# Student Interview Guide

The Success Plan Section helps us to identify obstacles up front. It is important that our students not just start college, but graduate. Plan together so that the student can find solutions for any obstacles that could prevent them from graduating.





# Student Interview Guide

The Success Plan Section helps us to identify obstacles up front. It is important that our students find solutions to any obstacles before they start classes and have a PLAN before you move forward.





Transportation

- Plan A 
- Plan B 





Day Care

- Plan A 
- Plan B 



Work Schedule

- Plan A 
- Plan B 

ADMISSIONS

# Student Interview Guide

## Final Quick Tips for Success

### ***Why is it important to understand the student before talking about “Us?”***

*We want to understand the specific needs and wants of the student before we talk about FVI so that we are making FVI's features relevant to the student...Turning FEATURES into BENEFITS is key to having successful interaction.*

*Students have a specific set of needs, wants and expected outcomes from their decision to attend our school. Talking about only “features” with a student is akin to a doctor telling a patient about how an MRI or CT Scan works, but not explaining to you why it would be beneficial for you to have one. There is NO VALUE to any of our offerings or advantages if they are not important or relevant to the student.*

### ***Complete the questionnaire***

*Admissions Representatives will skip questions that they are uncomfortable with, or feel like do not benefit THEM. Make sure the interview questionnaire is filled out completely and that the tough questions were asked. Your DOA will discover if objections were addressed in their 2<sup>nd</sup> interview.*



# The Tour

The next step in the LIFTOFF Student Interview Process is the Tour.

**The tour is intended to accomplish 3 basic things:**

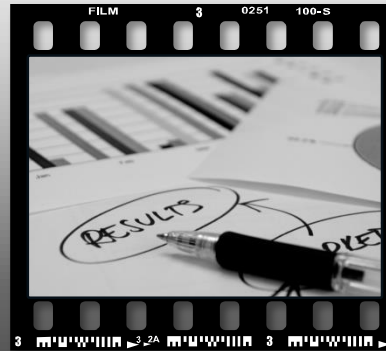
- Demonstrate to the student that FVI has the appropriate classrooms, equipment and services to help the student achieve the training outcomes that they desire.
- Demonstrate that FVI has a CAREER FOCUS from the classroom experience to the student services provided.
- Demonstrate that the Admissions Representative was listening to their concerns, wants and needs to training and personalize the tour to the student.

# The Tour



Let the potential student touch sit and feel

**Classroom Imersion**



Let them see the possible outcomes with Career Services.

Stay focused on  
**CAREER OUTCOMES.**

**Career Relevancy**



Let them see others that have been in a similar situation that have been successful.

TAKE the Interview Guide and make frequent references to their answers.

**Personal Relevancy**



# The Tour

## Final Quick Tips for Success

### How should information used in the interview be used on the tour?

*Plenty of “earlier you told me” statements. Example, “Earlier you told me that you felt like you learned best in a hands-on environment. As you can see, our classes employ the use of practical and hands on learning – like in this PCT lab. Do you feel like this is the kind of environment that would support your learning style?” This is ABSOLUTELY a piece that many representatives neglect. The TOUR is a part of the interview. Reps must remember this.*

### What are questions that highly effective Admissions Representatives use on the tour?

*“Can you picture yourself in this lab?”*

*“Will you be attending day or evening classes?”*

*“Do you enjoy hands-on learning?”*

*“Who will you be bringing with you to your graduation?”*

*“Do you intend to use our Career Center to help you with placement once you graduate?”*

*“Do you like the size of the campus?”*

*“What size uniform do you think you will need?”*



# Offering Enrollment



At this point in the conversation, we have discussed the needs of the student, taken them on a relevant and personalized tour – it is now time for us to make our recommendation of program.

We make this recommendation with a three step process

1. Discuss program using approved collateral
2. Discuss tuition with student
3. Get commitment from student that they are willing to commit the time, energy and finances to move forward

# Offering Enrollment

## Final Quick Tips for Success

**What are some common mistakes that advisors make as it relates to speaking about the career offerings at the campus?**

*Assuming that the “length” of one program over another, rushing through the program description, not listening, not using the interview questionnaire, “picking” the program for the student instead of making recommendations, NOT making a recommendation, not giving an adequate explanation of the reasons for your career recommendation, not creating excitement in the program, not getting the student’s complete buy-in before the tour.*

*Additionally, many reps will not get a solid commitment from the student to invest to the time, effort and financial responsibility that comes along with attending school.*

**After you have solidified that the campus met or exceeded the student’s expectations, what is the correct way to transition from the tour into the enrollment?**

*If the Initial Statement was not given correctly at the start of the interview, the transition can be very difficult. If given properly, the transition to Offering Enrollment is quite simple.*

*Remember when we started today I said if you felt this was right for you we are going to start the enrollment process, . I had some concerns at first but you have convinced me that this is just what you need. Congratulations! Now, let’s talk about your steps to graduation.*

# Financial Aid Overview

At this point in the process the prospective student will meet with the Financial Aid Officer to go over the options available to them.

It is of critical importance, however, that the Admissions Representative has gone over the appropriate information and gotten the appropriate feedback from the student BEFORE they meet with Financial Aid.

These items are:

- Interview Guide should be completed entirely
- Tour must be complete
- Student and Admissions Representative must have selected program
- Student must understand tuition
- Student must have expressed interest in moving forward with process



# Financial Aid Overview

## Final Quick Tips for Success

### What are some common mistakes that advisors make before the Financial Aid Overview?

*Admissions personnel MUST be careful not to advise prospective students on Financial Aid matters.*

*Admissions personnel cannot speculate on the amount of Financial Aid a student may qualify for.*

*Admissions personnel cannot coach or “prep” a student for answering questions that help to determine Financial Aid eligibility in any way.*

*Admissions personnel must cover the entire tuition with the student. Do not let the Financial Aid Officer be the one that discusses tuition or FVI’s value proposition.*

### What if the student still has Financial Aid Questions?

*If the student still has questions about Financial Aid, don’t attempt to answer them yourself. Allow them to go back to the Financial Aid office and have those questions answered.*

*Some questions may only be answered when all required documents are turned in. Let Financial Aid be the ones to determine that and discuss with the student.*

# Final Steps

It is now time for the Final Steps in the Interview Process.

These steps include:

- Finishing all Admissions Enrollment Paperwork
- Review Student Success Plan (schedule, childcare, transportation)
- Bringing the student to complete the DOA Final Interview
- Uniform fitting and picture



# Final Steps

## Final Quick Tips for Success

### Why do we have them try on the uniform and take a picture before they leave?

*Students typically leave the campus with a lot of paperwork, but very little to remind them of the experience that they will have as a result of making this life changing decision.*

*We want to make sure that our newly enrolled student has something to take with them that reminds them of their experience and that they have taken a very important step today. This needs to be VISUAL.*

*Its also important that our students have something to show their friends and family members besides paperwork, especially if someone in their life is also considering a change.*

### Paperwork is paperwork, right?

*Don't underestimate the time that you spend with the student completing their paperwork. Rushing the student can make the student feel uncomfortable and devalues the process and experience for them.*

*Take your time, let them ask questions and be professional. Remember, this is THEIR BIG DAY.*

# Summary

In this training we have covered each step of the LIFTOFF Interview Process.

Remember, this process is designed to support your success as an Admissions Representative at the campus. There will be other trainings that will further develop your skills.



## LIFTOFF Interview Process - At a Glance

### Lobby Experience

- Greet Student upon arrival
- Introduce Profile Sheet and its purpose to student

### Initial Statement

- Begin with some small talk to build rapport and make student comfortable
- Deliver Initial Statement verbatim (set expectations and agenda)

### Follow Student Interview Guide

- Ask questions on Student Interview Guide to gather all information. You must identify:
  - o Motivations
  - o Family/ Friend Support
  - o Possible Objections
  - o Financial Situation and Commitment
  - o Correct Program for Recommendation
  - o PDR Opportunities
- Complete interview slides on Admissions Presentation

### Tour for Success

- Immersion in labs (let them touch, sit and explore)
- Career Center – Pathways to Success (be an expert at these career tracks)
- Graduation Wall (let them see others that have been in their situation and succeeded)

### Offer Enrollment

- Cover tuition
- Agree on decision to move forward
- Answer any remaining questions

### Financial Aid Overview

- Take student to Financial Aid for estimate/overview
- Make follow-up appointment within 24 hours (48 hours only if NECESSARY)

### Final Steps

- Complete Student Paperwork
- Complete Student Action Plan
- DOA Second Interview
- Uniform Fitting and Picture