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Menopause, Andropause And Other Hormone Imbalances
Impair Healthy Healing In People Over The Age Of 30!

Persuading Learners to Buy: 7 Groups

By Catherine Franz

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There are seven major reasons why adults continue their pursuit to learn. Each of the reasons play into the way you want to present your sales information. Studies completed by the United States Department of Education (USDOE), Commission on Nontraditional Study and surveys conducted by the National Center for Education Statistics (NCES) show little change in why learners keep wanting to learn since 1964.

Since the 21st century the statistics have shown a small increase only. In 1964, U.S. Dept. of Education reported that only 37% of the U.S. population took an assertive role in their learning. The latest report, 2002, only shows a 3% increase.

Why is this information important for selling learning opportunities? These statistical reports show exactly what language to use to get their attention and what it takes for them to open their wallets.

Phrases, words, ideas, and thoughts, if conveyed appropriately to the group of choice can make the difference between survival and thriving.

1. The highest, 40%, choose to learn to become a more-informed person and like having knowledge in their tool bag.

Language that grabs learners attention and persuades them to buy is: opportunity, advantage, timeless, chance, essential, treasure, priceless, rare, gateway, treasurer, growth, and wisdom.

Phases included: A unique opportunity; Be prepared; Free opportunity (actually any phrase with opportunity included); If you pass this up you'll be passé.

2. Adults who are preparing themselves for a career transition - new job or new occupation follow close behind the first group. And in a few of the results, this group jumps to the top and the other takes second place. Yet, always very close to each other. In the USDOE reports they were 1% behind and in the NCES, 2% ahead.

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Words that attract and persuade this group include: winning, motivate, clear-headed, clear-sighted, excellence, gets you noticed, perceptive, potential, sharp, jump obstacles, performs effectively, goals, standards, staying on track, excels, leader, leadership roles, takes the initiative.

3. The next group of learners expands their training just what pertains to their current job run slightly below the top two, approximately 32–34%. A high majority, yet not all, will only attend if the employer compensates for their attendance. This is a tough group to sell too. It usually isn't until they lose their job and begin seeing what their laissez faire approach is now costing them.

Attractive language to this group is: winning attitude, envy, self-confidence, team work, wants, desires, quiet confidence, risk, self-discipline. Other words and phrases include finding a better paying job.

4. Fourth group percentage drops to low 20s. They attend learning-type seminars, workshops, and other events for the sheer joy of it. It doesn't matter if it's on window washing or dog bathing.

Language: inspired, energy,, joy, fun, knowledge about, look at what you can learn, what type of other people are going to be attending, make new friends, bring a friend, a friend can attend for (discount or free), discover, passion, boundaries, shoot for the stars, control, future, adventure, imagine the fun you will have.

5. With a percentage only a few digits behind the fourth, people attend just to meet new people with similar interests. If one event was successful for them one year, they will most likely return without much persuasion.

Language: Meet new people, plenty of time to network, popular, team activities, interactive, pleasure, sold out early last year, don't wait, laugh, enjoy, carefree, playful, festive, entertaining, amusing, curious.

6. In the low teens, approximately 10%, these learners just like to expand their everyday lives. They want a simpler, easier, way of living day-to-day. They like the shortcuts, appliances and tools that they use regularly that are new, faster, and easier to use. They will toss out a two year old still working appliance to have one that makes their life just a little bit easier.

Use words and phrases that save them personal time or money always works well. Things that help fix things easier, decorating like a pro, cook in less time, and discount travel. They prefer group events rather than single family or solo pursuits. They want to learn only the bare information that applies to now and 100% to what they need at the moment.

Language: Now, current, inexpensive, lowest, terrific value, compare, affordable, gain, best buy, best bet, cuts, brief, compact, slim, minute, a dash of, condensed, compressed, anywhere, diminutive, versatile, safety, popular, special features, durable, useful, new.

7. Tied with #6 around 10%, this group of learners attend because they are bored, thought it would get them out of their rut, so they will not be alone, and if it helps them finish outside the home tasks faster and easier.

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Language: Speedy, easy as 1–2–3, effective, efficient, fun, team, buddy, group, play, easy [anything], intimate, usual, exercises, joint, together, jointly, give, share.

Knowing what type of learner you want to attract to your seminars, workshops, TelePrograms, conferences, expos, or other type of learning events. To find similarly attractive words, phrases to sell to your chosen group of learners, use a synonym finder. Begin a list of words and phrases that attract your market before you create any marketing material — printed or electronic. Add this invaluable information to your target profile.

Also know that the percentages don't indicate the amount of revenue possibilities. For instance, just because a type of learner you choose to market to falls into the lowest percentage doesn't mean that they don't have enough discretionary revenue to pay for learning.

The most important key to all this is to learn to address each group separately. For example, if part of your marketing campaign included e-mail marketing announcements. You would create a separate

e-mail (or more) for each group and not try to roll all the groups into one e-mail. Please take heed in this last statement. Trying to put everything into one marketing piece is the most common mistake that new business people fall into and the biggest culprit to no success.

How Do You Learn?

By Deanna Mascle

When I was in junior high and high school I really had to work hard to earn good grades. Then my freshman year in high school I made a marvelous discovery. I learned how to study.

I had been practising good study habits for years, but the problem was that the methods I had been taught were not the most effective for my particular learning style. When I discovered, quite by accident, the methods that were the best match for my individual learning style the difference was immediately apparent. My grades increased and I had to spend a lot less time studying to achieve those better results!

Discovering your own individual learning style can have just as dramatic an impact on your ability to learn. Chances are you already have some idea of what your learning style is, but many students simply blame themselves or their teachers for their failure to learn and/or succeed in the classroom. In truth the blame can often be placed on a mismatch of learning style and technique.

There are several different dimensions that impact each person's individual learning style (preferences for temperature, light, food intake, biorhythms, working with others, deep and surface approaches) but one of the primary factors is the way we process information — both taking it in and giving it out.

There are five basic groups that most learners fall into:

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~ Visual ~ Aural ~ Read/Write ~ Kinesthetic ~ Multimodal

Visual

Visual learners learn best by sight. They learn best from graphic elements such as pictures, videos, posters, slides, graphs, and charts. Color also helps them learn. Visual learners also get the most of lectures that involve graphic elements and textbooks that include diagrams and pictures.

Visual learners gain understanding by studying the spatial arrangements and connections (flow charts and time lines, for example) of their study.

Aural

Aural or auditory learners learn best by hearing. They learn best from lectures and discussions.

Read/Write

Learning is actually a two-step process for Read-Write Learners. They learn from reading written material but only when paired with writing. Writing is key to the learning and processing of information and includes writing ideas, definitions, and notes into the learners' own words.

Kinesthetic

Kinesthetic learners learn by doing and experiencing. It is a much more hands-on approach to learning than the other methods.

Multimodal

Multimodal learners either have no strong preference and can learn with any method or have a strong preference for more than one style.

If you'd like to learn more about these learning styles and which type of learner you are then you can take this online questionnaire:

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Learning about your preferred learning style and tailoring your study habits to meet the needs of your unique learning style can have a dramatic impact on your success as a student.

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and



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