



Marketing Expertise - Topic One:
*Leveraging Email, Websites,
Brochures, Direct Mail, Sales
Presentations, and Sales Scripts to
Increase Sales*

WHAT YOU SAY IS NOT AS IMPORTANT AS HOW YOU SAY IT



**Three Deep Marketing reveals how to use the Marketing Equation to
improve ALL of your marketing and selling tools**

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Use the Marketing Equation to improve ALL of your marketing and selling tools including Email, Websites, Brochures, Direct Mail, Sales Presentations and Sales Scripts.

YOU WANT TO SELL MORE, RIGHT? SO HOW CAN MARKETING HELP YOU SELL MORE?

First, let's address an objection that is probably jumping around in your brain right now. When you hear the word marketing you get a mental image of something, perhaps it's a brochure, perhaps it's the latest Vonage advertisement that has the guy doing the robot in the background or the lobster trying to get through the revolving door. Regardless of what it is, when someone says the word marketing you have a mental picture of what it means.

So before we go any further we need to define what marketing is.

WHAT YOUR MARKETING IS SUPPOSED TO DO

- ⇒ Capture the attention of your target market
- ⇒ Give them the hope that reading, listening, or watching your message will give them information to solve their problems
- ⇒ Provide information that will facilitate their decision making process
- ⇒ Give them a low risk way to engage with you

Marketing needs to be concise, well articulated, and powerfully stated. It is low or no pressure. **Marketing is a one-way communication.** It's not afraid of rejection. It's not obtrusive. People can review marketing at their own pace, when it's convenient for them. And, if they aren't interested, they can ignore it altogether. No commitment. That is why we need to talk about a marketing program.

There simply isn't time in this paper to discuss the war that often exists between sales and marketing, but in our world sales and marketing serve the same master – SALES!

That doesn't mean that the marketing department is subservient to the sales department, both marketing and sales are part of the same system, the system that creates revenue.

Perhaps you are familiar with Napoleon Hill; he wrote the book, *Think and Grow Rich*. He had a saying that went like this: "It is as useless to try to sell a man something until you have first made him want to listen as it would be to command the earth to stop rotating." Do you believe that? Think about it; if they don't want to listen, trust me, they are not going to want to buy what you are selling. **They are going to view you as a pest.** That's where the difference between sales and marketing come into play.

In sales, what you are doing is trying to make people want to listen to you in a sales situation. What's being presented here is a marketing program that does the job of making people want to listen. It prepares the buyers so they will come to you and you will have an opportunity to sell. Sales skills are still very important, but your time is used more productively in closing sales rather than chasing them down.

Ok, enough of the definitions, let's talk more specifically about how to construct killer communications.

FOUR THINGS EVERY BUSINESS MUST HAVE IN ORDER TO CREATE POWERFUL MARKETING

1. **MUST HAVE SOMETHING GOOD TO SAY.** This is your inside reality. You must be able to provide real value to the marketplace. No amount of word-smithing or creative campaigns can maintain lasting marketing results without a valuable inside reality.
2. **Know WHEN to Say It.** Different messages are needed depending on the prospect's position on the Customer Education Spectrum. Non-Investigators, Investigators and Now Buyers will have different hot buttons. More educational is required at the front end, while more promotional materials apply later.
3. **MUST HAVE THE ABILITY TO SAY IT WELL.** You must be able effectively build an argument that is believable, quantifiable... and leads your prospect to the conclusion that they would have to be an absolute fool to do business with anyone else but you, regardless of price. Your marketing and advertising tools need to effectively teach your prospect how to get the best possible deal available.
4. **MUST HAVE THE DESIRE TO SAY IT OFTEN.** Continual communication of well articulated arguments for your business to your customer base, specifically identified prospects, and those who have responded to advertisements or sales and were not ready to buy; you are constantly reinforcing the reasons why they should do business with you, give you repeat business, and refer their friends to you. Without consistent communication... marketing dollars will always go underleveraged.

Three Critical Factors To Understanding How The Brain Works and How To Say it Well (Point #3)

You're probably familiar with the saying, "*If you want to know why John Smith buys what John Smith buys, you've got to see the world through John Smith's eyes.*" You've taken great pains to build a business that gives customers what they want. *The problem is*, most business people don't have *the foggiest clue* about the decision making processes that customers use when deciding **how** to solve their problems (in other words, how they choose a company to buy from).

First, you have to understand how John Smith's brain works. There are three quick concepts you need to know:

- ⇒ **Alpha Mode:** This is the hypnotic state of the brain that habitually performs tasks without any conscious thought. In Alpha, which is the state of daydreaming, hypnosis, meditation and sleep (awake or asleep, and functioning at approximately 7 to 14 cycles per second) you will find that this is like when you drive to work and then realize that you didn't consciously see a thing along the way while driving! In marketing terms, this means people see and hear ads, but they don't consciously notice them.
- ⇒ **Beta Mode:** This is the brain's active state of engagement. In Beta (approximately 14 to 21 cycles per second) you chase after a million dollars, that red sports car, the perfect career, or whatever it is that you give your full attention too. Beta is truly for the hunt. It's like when you drive to work in a heavy thunderstorm; your hands are firmly gripped at the 10 and 2 o'clock position and your pupils are as big as dimes. In marketing terms, this is when a person consciously notices ads and is open to suggestions and *hunting* for solutions.
- ⇒ **Reticular Activator (RA):** This is the part of your brain that's on the lookout 24/7 for things that are familiar and/or problematic. Have you ever bought a new car only to discover afterward that everyone else on the face of the planet earth has the *exact same* make, model, and color? This is because your new car is now *familiar*, and therefore embedded in your RA, which then easily picks the car out of *any* crowd.

Marketing's **first job** is to get the prospect to “snap” out of Alpha and into Beta. This is done by finding out what problems, frustrations, annoyances, etc. your prospects have and talking about those in your marketing (*instead of speaking in general platitudes about the things you do, or talking about how great you are*). These are the prospect's “**HOT-BUTTONS;**” because they're familiar and/or problematic, they will register in their Reticular Activator and get them to “snap” from Alpha to Beta mode. Sounds simple, doesn't it? It really is.

Once the prospect is snapped into Beta mode, you're not done. Marketing's **second job** is to now get the prospect to do something...to take the next action in the buying process. In ten years of research we have discovered that there are four stages in the “**Marketing Equation:**”

THE FOUR STAGES OF THE MARKETING EQUATION

1. **Interrupt:** This is getting the prospect to pay attention like we just discussed. This is accomplished by turning those “**HOT-BUTTONS**” that already exist in your prospect's brain into headlines that their RA can find and snap them from Alpha to Beta. Now most ad agencies do a really good job of this. This is fundamental and everyone knows this. However what they don't realize is that using sex appeal, images out of the ordinary, or a play on shapes, words etc – when it is not hitting the right emotional hot-buttons – has a negative effect. The interrupt is lost and the Reticular Activator tells the mind “oops – false beta, go back to doing whatever it was before you saw or heard this ad.”

This is why companies and ad agencies have to always come up with new campaigns; because we as a whole get so used to seeing all of these false betas. These ads get to the point that they no longer even interrupt anymore because our reticular activator has “*ignore that ad*” on autopilot; *and we don't even see it.*

2. **Engage:** Once the prospect is interrupted, it's critical to get them engaged. This is done by using a sub-headline that gives the reader the **promise that information is forthcoming** that will solve the problem that they were interrupted with. It needs to carry the same idea portrayed in the headline and lead into the selling points of the ad.

All too often the ads we've seen have no sub-headline or no direct relation between the headlines and the context of the ad. The lack of a sub-headline or any function that executes the engage phase of the advertisement is immediately losing potential viewer ship.

Now – one thing you should understand is that the use of a sub-headline is not critical for there to be an “engage”; the engage can also be taken care of in the headline itself. For example:

ASK ANY CONSULTING COMPANY THESE 7 QUESTIONS AND KNOW IN LESS THAN 15 MINUTES IF THEY'LL BE ABLE TO HANDLE YOUR BUSINESS PROBLEMS AND PROVIDE YOUR SOLUTION ON-TIME, ON-BUDGET

This headline Interrupts and Engages. Understand... engaging is the key issue here — *not having just any old sub-headline.*

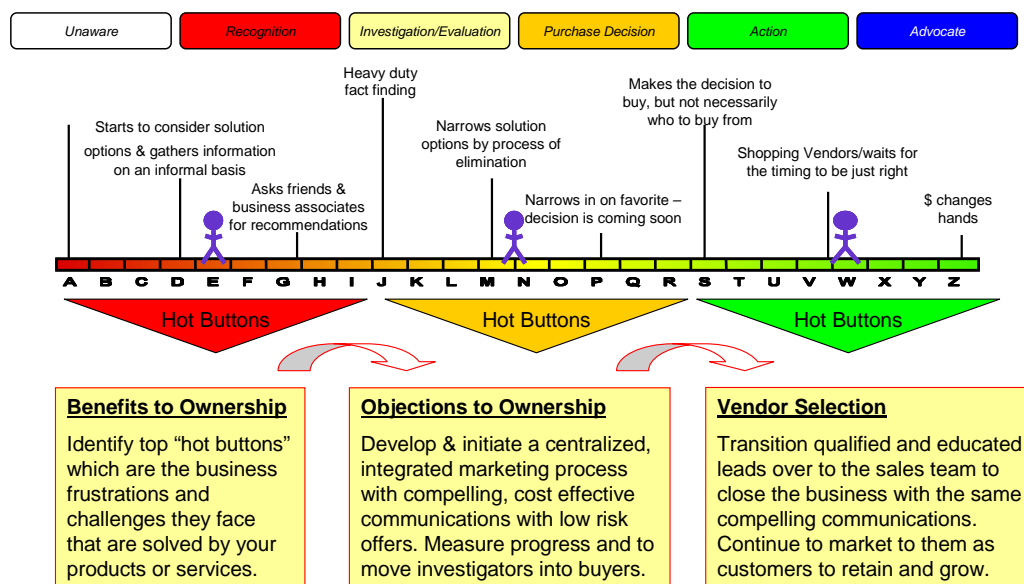
3. **Educate:** Human nature demands that people always want to make the best decision possible. They want to *feel* like they’re in control. Once you’ve interrupted and engaged the prospect, you have to give information that allows them to logically understand how and why you solve that problem. Their problems (a.k.a. their hot-buttons) is the **ITCH**, the educate information (what your company does to solve it) is the **SCRATCH**.

Use the consulting analogy again and pretend that YOU are the consultant. If you provided in your ad a list of the 14 specific questions your prospect needed to ask; then delineated how these questions should be answered to ensure that the consultant your prospect was contacting could provide them with the utmost in quality service and under any circumstances (*which of course they couldn’t because you’re the best... right*). What do you think would happen? Your prospect would now *feel* like the person in control of the buying situation. He now has confidence to make a well qualified decision when deciding who to do business with. Guess what that result translates to? Worst case scenario... it’s a powerful response to your ad asking for *at least* more information about who you are and what you do; plus you’ll have the ability to gather their contact information... *that is if you get the next step right*.

4. **Offer:** Now the prospect’s been interrupted based on problems that are important to him. He has been engaged by the promise of a solution, and examined the Control information that makes your solution real and believable. The last step for you is to give the prospect a **low-risk way to take the next step in the sales process**. This is done by offering a free marketing tool such as a report, brochure, seminar, audio, video or something to give even *more* educational information to allow the prospect to feel in control of the final decision.

It is here at the decide phase that marketing and advertise can become fully leveraged...or severely limited.

The diagram below represents what is called the “**Educational Spectrum**”. Whenever someone goes through the buying process we all go through a series of steps (which differ from one decision to the next) in gathering information to help us make the best decision. This is merely an educational process in which we are learning which of all the options available is best to suit our needs.



This is the buying cycle of your prospects. “A” represents when they start thinking of buying what you sell; “Z” is when they fork over the cash; and in this example “U” represents when the buyer gets serious and begins active engagement in looking at all options.

So the points between U and Z people are actively engaged (in Beta Mode) in buying what you have to sell. Between points A and U though, your prospects are in Alpha mode. They are looking at all the options for information – but only if it interrupts them.

So how does all this tie into the decide function of the equation? Let see for ourselves. Let’s take a look at all the offers out there – and based on the type of offer lets make a conclusion as to where their targeted prospects are on the educational spectrum.

The Most Common Types of Offers	Position in the Educational Spectrum
Buy 1 Get 1 Free	Between U and Z
Get a discount when you buy	Point Z
Free Evaluation or Consultation	Point U
Coupon for \$X.00 off next purchase	Between U and Z
Come visit us	Between U and Z
Free liter of Sprite with Large Pizza	Point Z
Bring a Friend Get 10% off	Point Z
Sign Up Today and Get A Free XYZ	Point Z
Buy Today	Point Z
NO CALL TO ACTION REQUESTED	Point Z

Do you get it? 99% of marketing and advertising is targeted to those who are between point U and Z. Did you know that represents only 2% - 5% of the total prospects at any given point? Not only that but when you compete that way you are dividing up that 5% among all the competitors.

Is that what you want? To perpetually feed incompetent media moguls who generate for you a measly portion of a fraction of the 5%?

Or would you rather snap the other 95% from Alpha to Beta – gather these prospects who are looking to be nurtured like fruit on a tree, build a powerfully stated argument for your business as they progress from A to U; and when they do become ready to buy...you are the obvious choice in a sea of competition.

The choice is obvious. Now that you understand how to construct your marketing communications, there are some tools on the next few pages that you can leverage to actually score your own materials.

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Writing Evaluation Worksheet: Use this worksheet to grade any marketing piece you write. If the grade comes back “L-3” or lower, you will need to re-work it—but you will know exactly where to make it stronger.

Overall:

- L-0: Totally wrong concepts, try again
- L-1: Does not interrupt (or False-Alphas); does not engage, gets no results (what most people write)
- L-2: Basic ad structure is there; can't be fixed with “red-line”
- L-3: Good ad that interrupts and engages; lacks power in articulation and building the case
- L-4: Engages prospect and builds case well; needs help with word-smithing (for power)
- L-5: Well articulated, powerhouse ad engages prospect, gives him control, and gets him to take immediate action

Interrupt: Headlines

- Points** _____
- L-0: No headline at all
 - L-1: Company name or play on words; does nothing to beg the reader to continue
 - L-2: Headline exists; ACTIVATORS not connected to HOT-BUTTONS; False Alpha Alert!
 - L-3: One is activated; but not articulated well; but says in basic terms what needs to be said
 - L-4: Good headline, draws reader's interest; work on articulation—passes headline evaluation.
 - L-5: Powerhouse! Headline is powerfully worded and hits major HOT-BUTTONS

Engage: Once Reader is Successfully Interrupted

- Points** _____
- L-0: If Headline score is L-0, L-1, or L-2...then automatic score of L-0 here.
 - L-1: Nothing in ad to make reader want to continue listening...no sub-headlines; no additional info
 - L-2: Contains sub-headlines that are NOT connected to ACTIVATORS...reader gives up
 - L-3: Reader can tell from scanning ad that there may be decision-facilitating info ahead
 - L-4: Use of ACTIVATOR-based sub-headlines gives reader promise of useful info in the ad
 - L-5: Engaged! Reader quickly scans and becomes enthralled based on excellent sub-headlines

Control: ASA & Case Building

- Points** _____
- L-0: No ASA present; maybe cute or institutional
 - L-1: Some features generically listed; not quantified, no compelling; perhaps wrong points
 - L-2: ASA points at least listed; builds no case; poorly quantified
 - L-3: ASA points listed with some quantification; does not pass Level-2 writing evaluation; builds some case
 - L-4: Builds a good case, passes some writing evaluations; still lacks power and articulation
 - L-5: Builds solid, well-quantified case; passes all evaluations, prospect truly controls information and says, “I would have to be an absolute fool...”

Decision: The Offer

- Points** _____
- L-0: No offer at all
 - L-1: Contact info present; nothing specifically mentioned as an offer
 - L-2: Tells prospect to call for more information or to speak with a representative
 - L-3: Offer easily detectable; no handle, offer not as motivating as it should be
 - L-4: Good offer, gets prospect to take action—still does not capture widest possible audience
 - L-5: Excellent offer with handle that draws in all NOW and FUTURE buyers; causes them to take immediate action!

Interrupt & Engage: Format

- Points** _____
- L-0: A total mess; try again
 - L-1: Does not flow, no logical reason for any placements; haphazardly done; not professional
 - L-2: Basic structure is in place; lacks power due to poor articulation, spacing, thought flow, etc.
 - L-3: Structurally sound, flows reasonably well, some parts are still done poorly
 - L-4: Proper use of type fonts and sizes on headlines, sub-headlines; spacing well done, etc.
 - L-5: Reader can quickly scan and understand main points; knows exactly what action to take

Total Number Of Points: _____ **Divided By 5 =** _____ **This Is Your Marketing Writing Level**

Tool Kit Writing Guidelines & Evaluations

Writing Guidelines: As you write your, lead generators, use these basic guidelines to ensure maximum power:

1. Use **plain talk** (don't try to be an English professor). Write like people talk:

"Let's say you've got \$1,000,000 tied up in your little company and suddenly, for reasons unknown to you, your advertising isn't working and your sales are going down. And everything depends on it. Your future depends on it; your family's future depends on it. I walk into this office and sit down in this chair. Now, what do you want from me? Fine writing? Do you want masterpieces? Do you want glowing things that can be framed by copywriters? Or do you want to see the #!@%\$#@! sales curve stop going down and start moving up?" --Rosser Reeves*

2. Use **short sentences** (average 17 words, 25 is difficult):
-Don't try to stick two thoughts into one sentence. Use two short ones instead.

3. Use **simple language**:

- Prefer the familiar word to the far-fetched.
- Prefer the concrete word to the abstract.
- Prefer the short word to the long word.
- See examples to the right →

Instead of this...	Use this...	Instead of this...	Use this...	Instead of this...	Use this...
Encourage	urge	As to	About	Prior to	before
Continue	keep up	For the reason that	Since	With regard to	about
Supplement	add to	In order to	To	Accordingly	so
Acquire	get or gain	In the event of	If	Likewise	and, also
Along the lines of	like	In accordance with	by, under	Nevertheless	but, however

4. Use **personal references**: examples: names, pronouns & human interest words. The best word you can use is... **YOU**.
5. Use **live words** – *verbs*. Most writing contains nothing more than nouns and adjectives, glued together with the prepositions *is, was, are, and were*. Here are some examples of better verbs to use:

Bear	Carry	Do	Get	Keep	Pick	Set	Split	Take	Touch
Blow	Cast	Draw	Give	Lay	Pull	Shake	Stand	Talk	Turn
Break	Catch	Drive	Go	Let	Push	Show	Stay	Tear	Walk
Bring	Come	Drop	Hang	Look	Put	Skip	Stick	Throw	Wear
Call	Cut	Fall	Hold	Make	Run	Slip	Strike	Tie	Work

6. Evaluate all claims; be **specific and quantify** everything:

Writing Evaluations:

Well I Would Hope So...

Who Else Can Say That?

Well, Whoop-Dee-Do!

Do You Really Believe That? Prove It.

What Conclusion Do You Want Me To Draw?

Cross-Out / Write-In

Six Things To Avoid At All Cost

- | | | |
|-----------|----------------|---------------|
| •Cute | •Play on Words | •Company Name |
| •Profound | •Snoozer | •Ego |

Quantification Helpers:

What Specifically?

Why Specifically?

How Much Specifically?
Typically?

Where Specifically?

When Specifically?

Compared To What?

According To Whom?

Give Me An Example...

7. Use powerful **headlines**: Use headline starters or headline bank; use headline evaluations found in Step10.
8. Use the word "**FREE**" effectively:
9. **Long copy vs. short copy**: Say as much as needs to be said, then quit; a good, easy-to-read format will allow you to use more text; use video or audio to say what might be too burdensome to read.

10. **Features vs. benefits:** Talk about benefits as much as possible—example: #2 pencil

FEATURES:	BENEFITS:	FEATURES:	BENEFITS:
Six inches long	Lasts an average of five months	Silver-embossed pencil name	Easy to remember when reordering
Clay/Graphite composition	Lead won't break, even under high pressure	Silver-embossed client Name	Reinforces brand awareness
Pre-fired graphite	Produces dark, legible line	Silver-embossed hardness #	Won't use wrong pencil on test
"E-Z-rase" additive	Easily readable, yet won't smudge	Silver-embossed lettering	Nice to look at; reasonably classy
Core-locked	Lead won't break inside of pencil	"Core locked USA" embossed	Encourages ordering American made
Hexagonal shape	Won't roll off a desk; easy to hold	Grooved in two directions	Easy to hold while erasing
Lead is cradled evenly	Sharpens quickly and reliably	Seamless aluminum construction	Prevents nicking / snagging on seam
Bright yellow paint	Easy to see / find	Bonded to wood w/ pressure molding	Eraser is secured, stays rigid
Both paints are non toxic	Can chew without danger of poisoning	"Flex-o-rub" composition	Erases quickly & cleanly

11. Use **emphasis tools** to allow the reader to "hear" your voice tone and inflection while reading:

-**Bold**, *italics*, underlined, ALL CAPS, (parenthesis)

12. Use **punctuation** to allow reader to "hear" your pausing and pacing while reading:

	<u>Between words</u>	<u>Between sentences</u>
Normal pause	White space	Period
Shorter pause	Hyphen	Semicolon
Longer pause	Dash	Paragraph