

Evonik School of Marketing's Revamped Learning Journey Meets Needs for All Regions

Evonik Industries AG

Best Use of a Blended Learning Program

May 2022



Company Background



Company-at-a-Glance	
Headquarters	Essen, Germany
Year Founded	Since 1873 but Evonik as brand was introduced in 2007
Revenue	€12.2 billion
Employees	33,000+
Global Scale	Present in more than 100 countries globally
Customers/Output, etc.	Specialty Chemicals (company) divided into five divisions: Specialty Additives, Smart Materials, Nutrition & Care, Performance Materials, Technology & Infrastructure
Industry	Specialty Chemicals
Stock Symbol	EVK
Website	www.evonik.com

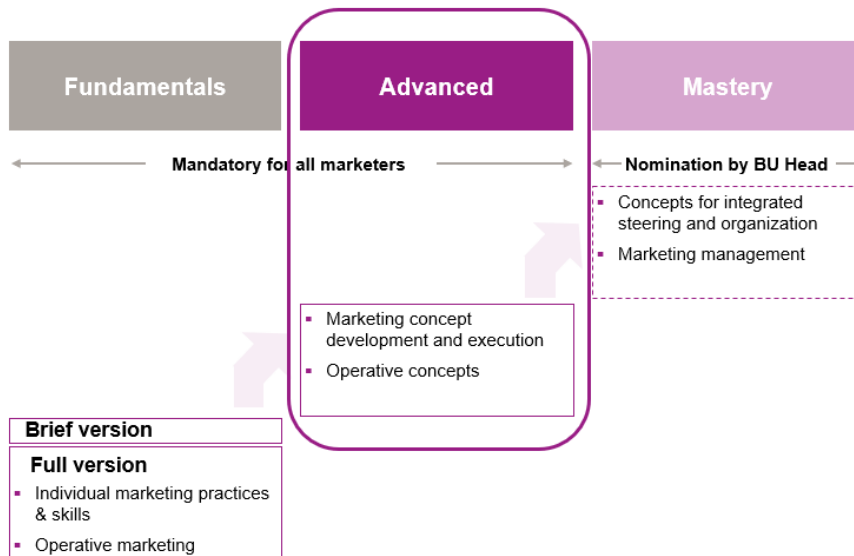
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Budget and Timeframe

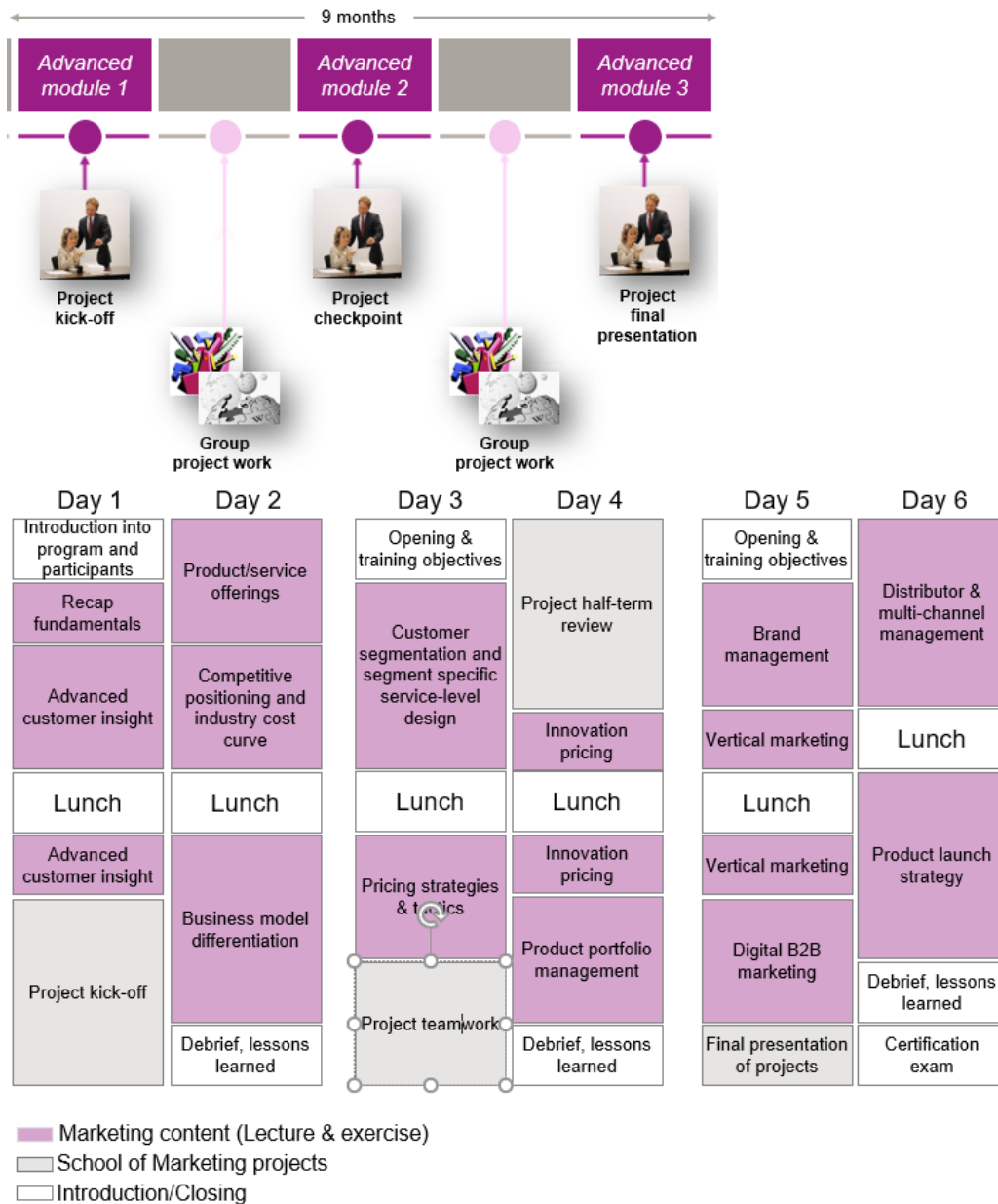
Budget and Timeframe	
Overall budget	€130,000
Number of (HR, Learning, Talent) employees involved with the implementation?	Total: Two Project Lead: One School Coordinator: One Coordinator LILY: One
Number of Operations or Subject Matter Expert employees involved with the implementation?	Total: approx. 26 Topic Owners: Eight Speakers Video: Seven Others: Three Additional pilot participants: Six Internal trainers: Two
Number of contractors involved with implementation	Three
Timeframe to implement	12 months
Start date of the program	Pilot January 2020

Business Conditions and Business Needs

The Evonik School of Marketing, with its curriculum consisting of Full Fundamentals, Fundamentals Briefing, Advanced and Mastery courses was originally established in 2014. Based on a Marketing Performance Diagnosis Program (2013), the Evonik board decided to establish a systematic training program for all Evonik marketers targeting a higher marketing excellence level within the company worldwide. This new internal “marketing academy” should foster the exchange of good practices across businesses and regions, establish a common understanding of Evonik marketing standards among Evonik marketers and establish a global Evonik marketing network.

Figure 1: Evonik Marketing Network Standards


The Advanced course (international classes) was from the beginning the core of the Evonik School of Marketing with 13 different marketing practices being taught in form of lectures and exercises during three classroom sessions over a period of nine months. In addition, participants worked together in project groups on marketing projects provided by the Evonik businesses.

Figure 2: Timetable of the Original Advance Course


Within 2014 and 2018, more than 580 Evonik employees completed the Advanced course successfully.

Even so, the Advanced course received very positive feedback since its start in 2014 and gained a high reputation within the company. In 2018, the participants and their supervisors were more and more reluctant to invest up to 20 working days for advanced marketing training including intense project work and the corresponding travel costs. In

addition, more junior colleagues started to register and were looking for individual, flexible learning and Evonik-specific marketing expertise.

In 2018, more than 350 Evonik marketers and sales colleagues were asked to share their learning preferences. The results of this survey confirmed the need for change and were the basis for the revamp of the Advanced course based on our employees needs and preferences.

Figure 3: Participant Feedback

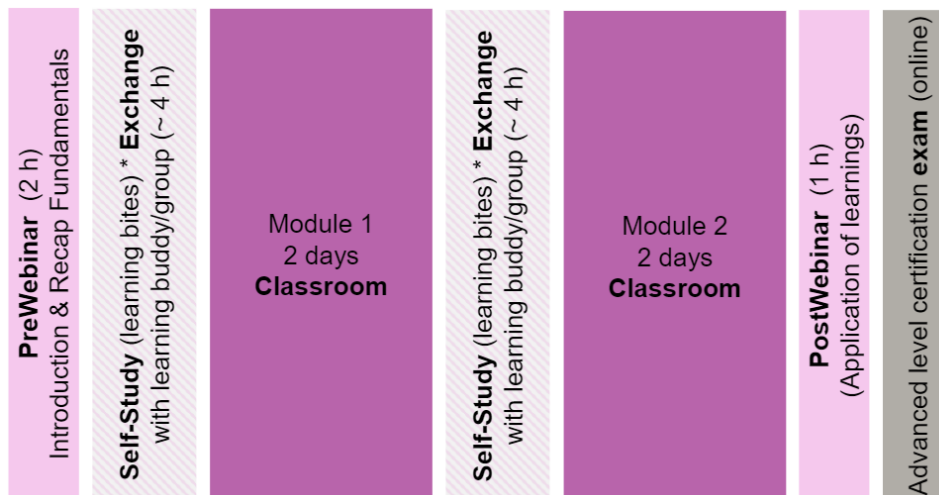
"I would love to continue my journey in the ESoM but spending 6 days in classroom + travel time + 9 days project work within 9 months is just not practicable."

(Participant's feedback after Fundamentals Briefing/ summer 2018)

Overview

It was decided end of 2018 to revamp the Advanced course according to the following concept

Figure 4: Revamped Advance Course Concept

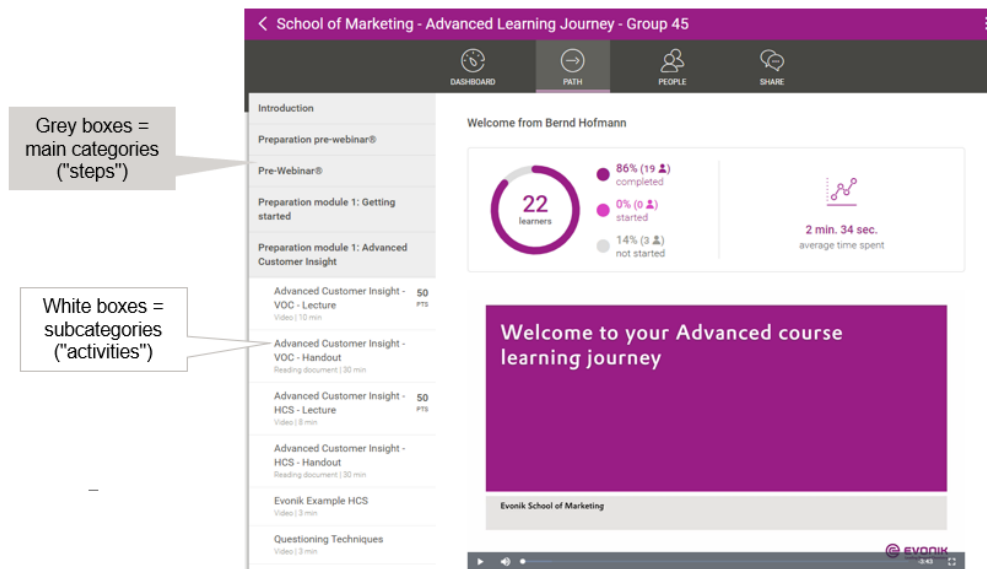


This new approach was supposed to ensure that marketers and employees in adjacent functions in all Evonik businesses and regions keep on learning all relevant marketing practices and how to apply their learnings in their daily business as in the past. The upgrade of all topics included an even stronger Evonik relevance with fewer classroom/lecture/travel periods and more freedom for the participants to study in their

own speed — anytime/anywhere (as Evonik's learning platform LILY (Evonik's Learning and Individualized LibrarY) is accessible thru learner's mobile devices) — and to choose specific content according to their needs.

The new Advanced course is now an intense learning journey based on LILY and contains of 23 steps with in total 103 guided activities combining asynchronous and synchronous learning.

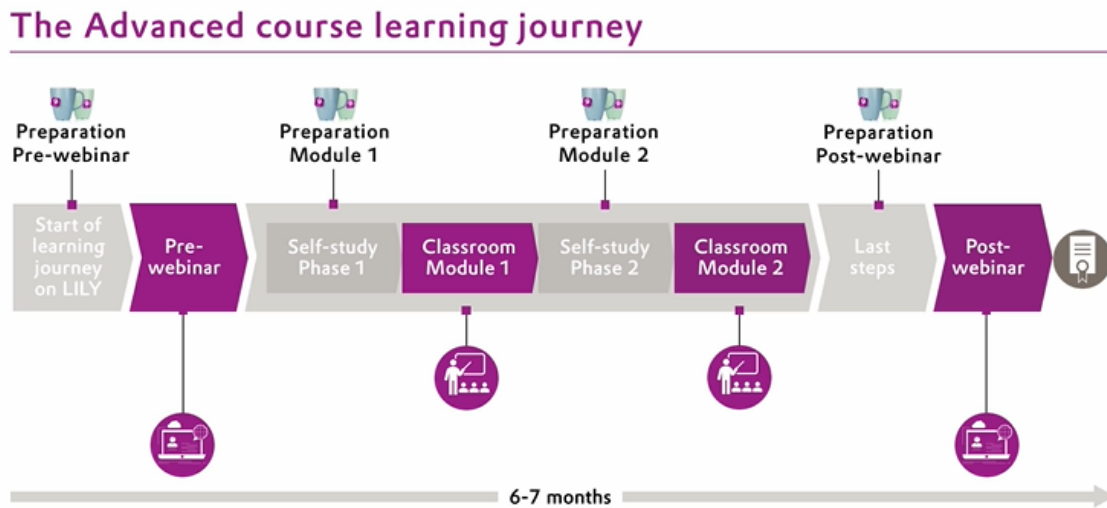
Figure 5: School of Marketing — Advanced Learning Journey — Group 45



The activities are a mixture of:

- Videos for self-study (guiding videos with instructions; learning videos regarding different marketing practices; good-practice videos with examples from Evonik businesses; and case study-related videos with insights for the exercises)
- Webinars via MS Teams meetings (with polls, chats, voting and other interactive functions to ensure the active participation)
- Exercises in learning groups based on a specific case study
- Reading documents
- Templates
- Instructor-led trainings (originally planned as face-to-face trainings but due to Covid-19 delivered as online trainings via MS Teams meetings since March 2020)
- Valuable links to internal channels (MS Stream, Marketing & Sales community on Connections, LILY etc.)
- Multiple-choice quizzes for continuous assessment of learning progress
- Forums for experience exchange within each Advanced class, and
- Integrated feedback after each training session via MS Forms

Figure 6: The Advanced Course Learning Journey



All marketing practices being taught in the Advanced learning journey (in form of learning videos as well as face-to-face lectures) contain a general “textbook” approach but also how these practices are applied at Evonik including tools and templates.

Once the participants have completed all mandatory activities, they can download a personalized certificate and receive on LILY a badge for their performance.

The original goals from 2018 to ensure that all Evonik colleagues in marketing positions and adjacent functions get the chance to develop their marketing knowledge on a very high-quality level - despite of location, travel restrictions and cost saving measures – was more than achieved.

In March 2020, the unexpected situation of COVID-19 was mastered by immediate transfer of the two-days face-to-face classroom sessions into five-days online training via MS Teams. This completely new approach enabled the participants from all regions to study and to develop their marketing skills even in times of COVID-19.

Figure 7: Here is an Example of One Online Training Day

Agenda today

09.00 a.m. Recap day 1 / Quiz Conjoint and Net Promoter System®

09.30 a.m. **Lecture Customer Segmentation**

10.30 a.m. Short break (optional: coffee corner)

10.45 a.m. Exercise Customer Segmentation (learning groups)

11.30 a.m. Presentation of results exercise Customer Segmentation (one learning group)

12.00 p.m. End of day 2

The online trainings were designed from the beginning as very interactive sessions with videos incorporated into the lectures, quick polls, quizzes, integration of chat and voting functions, breakout groups with separate meeting rooms — yet supervised by the trainers, “coffee corners” to meet and greet the trainers and the other participants (by activating the camera) and little riddles to relax a little bit and have some fun. Even a “wheel of fortune” was introduced to select learning groups for sharing the results of their exercises. The combination of these various tools was and is highly appreciated by the participants.

Figure 8: Participant Feedback

The 100% online learning experience went really well – much better than I had anticipated. There is always lot to learn from interactions and it helps me be a better person than I am today. The trainers and the School of Marketing team did their level best to keep us going and motivated as we moved through the module 1 and experiencing something not done before together. Thank you everyone for adding to my knowledge bank.

(Participant's feedback / May 2020)

Design of the Program

Phase 1: Analysis

When developing a new concept for the Advanced course, the first step was to cast a critical eye on the already existing content/marketing practices: Were they still all relevant after more than five years? What content needed to be updated and adjusted according to the participant’s needs? Which topics could be delivered in form of learning videos? Which practices needed intense face-to-face teaching with a trainer? The analysis of the regularly collected feedback of the Advanced course participants and their supervisors helped to answer those questions and served as basis for the new concept.

The result of this analysis was that all 13 marketing practices were still important for the Evonik colleagues but needed a revision. An additional four new practices were selected to complete the Advanced marketing training.

Figure 9: Marketing Practices

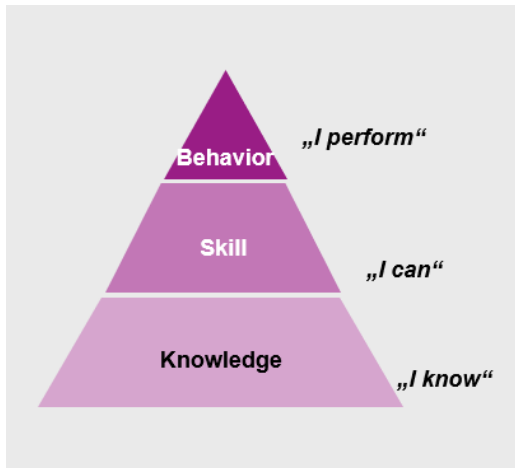
Self-Study 1	Module 1	Self-Study 2	Module 2
<ul style="list-style-type: none"> ▪ Advanced customer insight <ul style="list-style-type: none"> ▪ Voice of customer ▪ Harmonized customer survey ▪ Brand Management 	<ul style="list-style-type: none"> ▪ Advanced customer insight <ul style="list-style-type: none"> ▪ Conjoint analysis ▪ Net promoter system ▪ Customer segmentation ▪ Channel management ▪ Segment-specific service level design ▪ Industry cost curves ▪ Digital B2B Marketing 	<ul style="list-style-type: none"> ▪ Product portfolio management ▪ Pricing basics 	<ul style="list-style-type: none"> ▪ Business model innovation ▪ Product launch strategy ▪ Pricing strategy and tactics ▪ Value and innovation pricing ▪ Vertical marketing approaches

Phase 2: Upgrade/creation of learning material for 17 marketing practices

To ensure up-to-date and high-quality content of all lectures, Evonik experts (“topic owners”) were consulted to update, optimize and create new documents incorporating the latest Evonik insights, tools, templates and business examples.

For every marketing practice, a specific exercise was developed with the objective to repeat the key messages of each lecture and to apply the learnings (ensuring the transfer from “I know” to “I can” to “I perform”).

Figure 10: Key Messages



A case study covering most marketing practices of the Advanced course was selected. All exercises were based on this case study from self-study phase 1 until the end of the Advanced course — such as a red-dotted line connecting all topics with each other. Videos giving more details regarding the case study were created in order to give the participants a “real feel” and to help deep dive into the topics. The exercises were planned as group work to foster networking and team spirit.

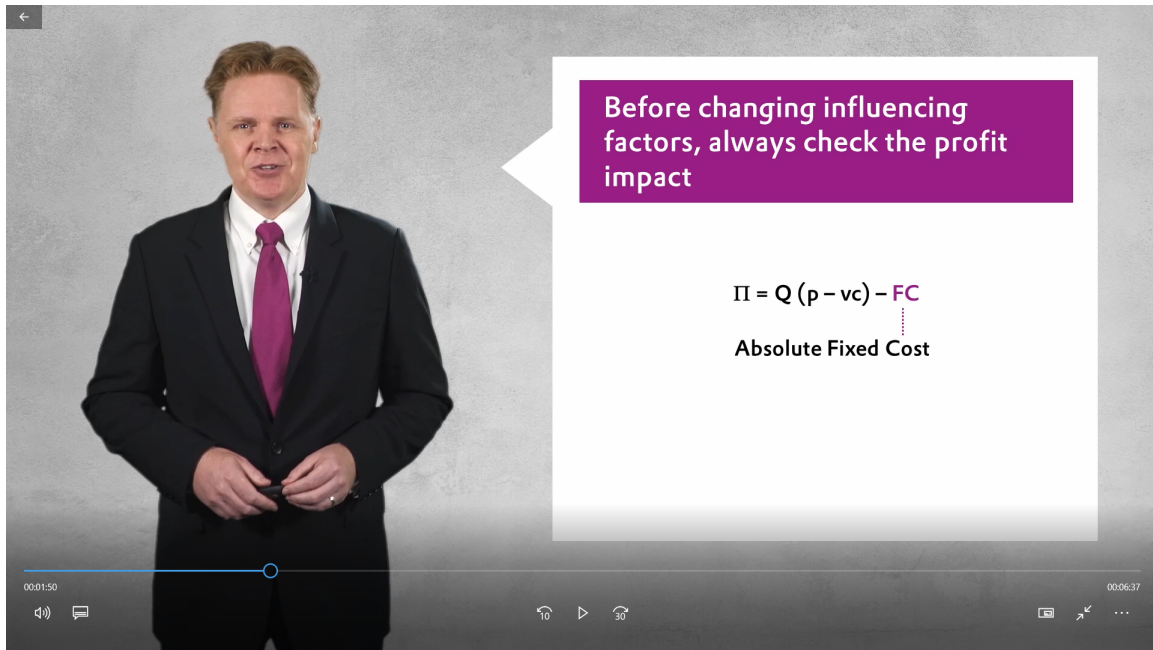
For each marketing practice, multiple-choice quiz question were created and incorporated into the learning journey on LILY as well into the training sessions to ensure regular assessment of the learning progress.

Out of the 17 marketing practices, five lectures were chosen to be transferred into learning videos as individual learning activities. In collaboration with the Evonik experts and an agency, the learning videos were scripted and produced at the Evonik site at Hanau-Wolfgang.

No professional speakers had been involved. “Only” Evonik colleagues stood in front of the camera to assure authenticity and a high recognition factor.

As it was the main criteria of this revamp to ensure an even more effective learning of the participants, the learning videos were supposed to be “clean” and relatively simple while focusing on the content and yet visually appealing and of high quality.

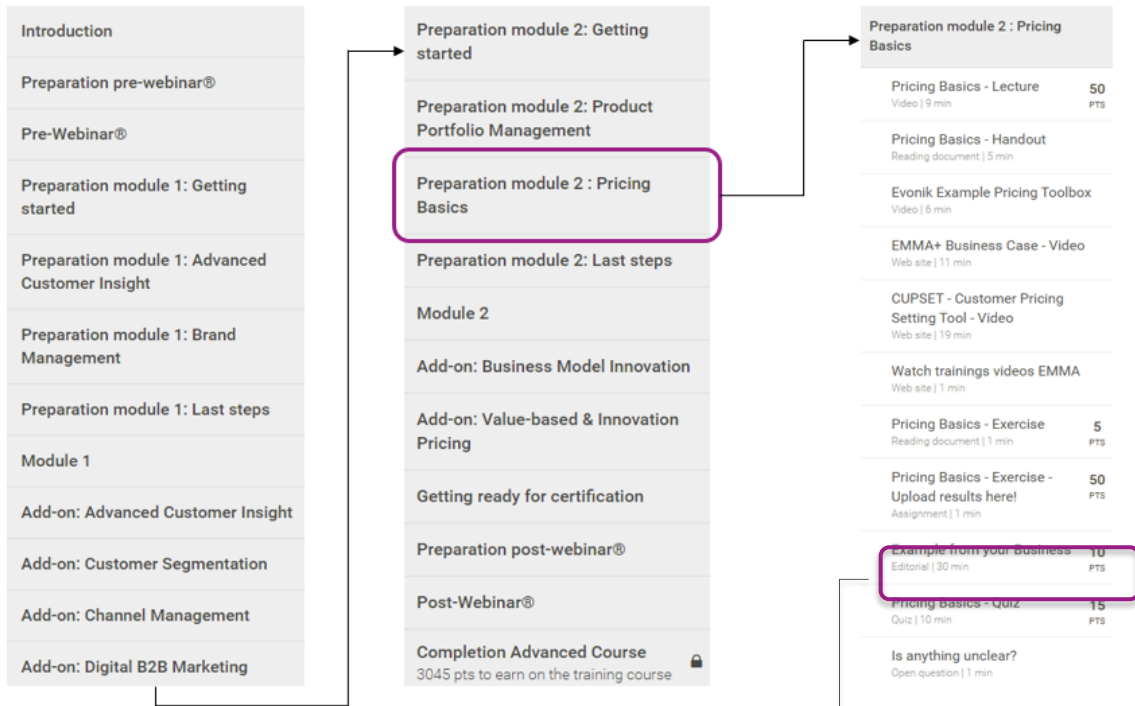
Figure 11: Clean and Simple, Yet Visually Appealing Video



Phase 3: Development of the Advanced learning journey on LILY

While creating content for the Advanced course, the learning journey on the learning portal LILY was developed at the same time and step by step complemented.

The Advanced learning journey contains today of 23 main categories (“steps”). Each step is divided into “activities”:

Figure 12: An Example of the Activity “Example From Your Business”

Example from your Business


- Contact your pricing partner to discuss the following questions:
- Which tools (EMMA, EMMA+, Evonik Pricing Toolbox, EVDA, EVBR, Cupset+, EPI, GRACE, Volume Hurdle Calculator, others) is your BL using for pricing? Collect examples.
 - Which price strategy (premium price strategy, price skimming, market price strategy, penetration price strategy, discount price strategy) is mostly used within our BL?
- For this specific price strategy, please collect information to the following questions:
- Based on which information was the price strategy chosen?
 - What are the main business goals when applying the chosen price strategy?
 - In which markets is the chosen price strategy frequently used?
 - What implications did the chosen price strategy have on how the company is perceived in the market?
 - How did competition react when applying the chosen price strategy?
 - How does the chosen price strategy correlate with the current lifecycle stage of the product?
 - Is there a dependency between the chosen price strategy and the elasticity of the demand curve in the given market?

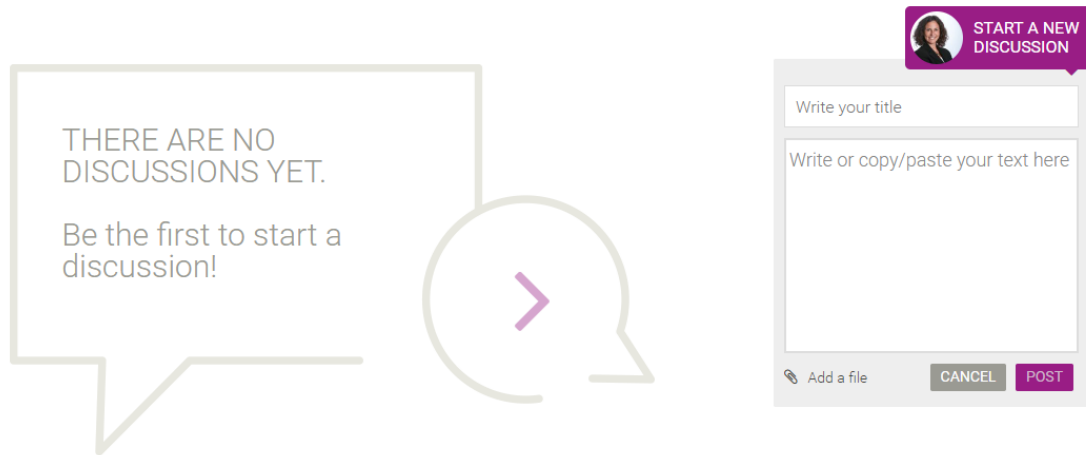
Be prepared to share this information during module 2.

Short guiding videos at the beginning and the end of each main category (“step”) and the option to get in contact with trainers and facilitators during the whole learning journey ensure the “human factor” of the Advanced learning journey.

Every Advanced class (approximately 15 participants) has its “safe” learning environment — a learning journey (so called “session”) to which only participants of this specific class, the trainers and facilitators have access.

Participants can discuss with their classmates’ questions or experiences in the LILY community as it is set-up for interactive exchanges.

Figure 13: Participants Can Discuss Questions or Experiences



At the beginning and the end of the learning journey, the participants are encouraged to arrange a “development meeting” with their supervisor to ensure that learning objectives are agreed and after the course the learnings transferred into the day-to-day business.

Some of the activities of the Advanced learning journey are mandatory and participants gain credit points by completing them. Other activities are only optional (no credit points) and can be chosen by participants who would like to deepen their knowledge on specific marketing practices. The total number of points achieved by each participant provides information about the intensity with which participants use the learning journey. A comparison with fellow learners is possible. This gamification approach supports the motivation of the learners and encourages them to earn more credit points.

To receive an individualized certificate for the completion of the Advanced learning journey, participants must reach a predefined threshold of points.

Figure 14: Certificate

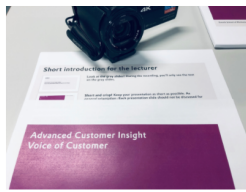


Delivery of the Program

Once the general concept was agreed upon with Evonik Marketing & Sales management, Evonik colleagues were regularly updated during the revamp of the new Advanced learning journey about the new concept and the current status and activities. Different media and channels had been used; e.g., interactive webinars via MS Teams and teasers (blogs, articles and videos) published on the Marketing & Sales community on Connections on the Evonik intranet and in the video channel on MS Stream.

Figure 15: Video Production As Well As a Teaser Video of the Pilot Training

****The new Advanced course of the Evonik School of Marketing will "go live" in 2020 – The countdown is running...****



Many know it already: The well-established Advanced course is currently undergoing a revamp. The new concept offers the participants more individual and flexible learning.

One third of the "classical" Advanced course content is currently digitalized. So, one of our main tasks during the last six months was to write and edit the scripts for the different learning videos.

Finally, all screenplays have been approved. Now all speakers – consisting of 10 colleagues from across Evonik – are curious and a little nervous as next week is "showtime": Finally, the film shooting will take place!

[Take part in the "making of" the new Advanced course by following us here on our platform where we will share regularly the latest pictures and inside stories.](#)

You can find more details regarding the new Advanced course concept [here](#).
Geändert am 21.10.2019 von Regine Trippe

Film Shooting for the Evonik School of Marketing started



The big day finally arrived: This morning the film studio was set up at our Hanau-Wolfgang site. Now we are ready for the first shootings for the Evonik School of Marketing Advanced course...

Follow our Marketing & Sales community for details!

New Advanced course concept: [LINK](#)

Geändert am 23.10.2019 von Regine Trippe

Film Shooting for the Evonik School of Marketing - Day 5



Last day of film shooting for the Evonik School of Marketing Advanced course.

It was a great experience with a great team - **THANK YOU!**

Now we are all curious to see the videos. You, too? We will keep you posted ...

New Advanced course concept: [LINK](#)

Geändert am 25.10.2019 von Regine Trippe



Details

Evonik School of Marketing - Advanced 2.0 - Pilot Module1

Veröffentlicht am 30.01.2020 von Trippe, Regine  Firma 121 

The new Advanced course concept combines the latest trends in learning: individual online learning journeys with relevant content and flexible time management.

In this video the participants of the pilot of module 1 share with you their experiences and first impressions.

All these measures created a high awareness regarding the newly designed Advanced course and triggered a lot of attention and expectations. Once the learning journey was ready to be launched beginning of 2020, most courses for the rest of the year were already fully booked and all registered colleagues keen on participating.

The introduction of the new Advanced learning journey — completely online — was and still is a great success. The demand even increased over the last months due to word-of-mouth recommendation amongst the participants.

Change Management Efforts

One of the challenges of developing the new Advanced learning journey was producing learning videos. No one within the company had experience with this topic and could help with selecting the optimum agency/video producer as well as with the format of the learning videos. Many questions like “Should a learning video be fully animated?” and “How helpful is it to see a “real trainer” in the video?” — but no answers within Evonik.

For these reasons it was necessary to invest some extra time in talking to different agencies and developing an own understanding on what format fits best to the Evonik culture and the Evonik School of Marketing participants. Once the Advanced course learning videos were online beginning of 2020, they were perceived as role models by other departments. The experiences gained was shared within Evonik. The success of the learning videos of the Advanced learning journey convinced the management to invest in an Evonik video room on site enabling inter alia the Evonik School of Marketing team to produce new content at any time.

In addition, the learning platform LILY was relatively new to the company when the Advanced learning journey was created. Most Evonik employees had never used this portal before. In order to overcome this hurdle, specific videos how to use LILY were produced and made available to all participants before starting their journey. Furthermore, the facilitators of the Evonik School of Marketing trained the trainers and the participants how to use the learning platform during each pre-webinar and published “Tips and Tricks.” This was time-consuming — especially in the beginning — but a worthwhile effort to ensure motivation, engagement and learning of the participants.

The launch of the revamped Advanced course beginning of 2020 was strongly affected by the COVID-19 situation. All registered participants were keen on starting. To deliver as promised a new concept — transferring the two 2-days face-to-face classroom trainings into two 5-days online training via MS Teams — was developed very quickly and put into action. Beginning of 2020 online inhouse training courses were completely new to Evonik. MS Teams was not strongly used, too. Again, the Evonik School of Marketing played a pioneering role and conducted interactive online training sessions already from March 2020 onwards. This fast reaction was perceived extremely positive by the participants.

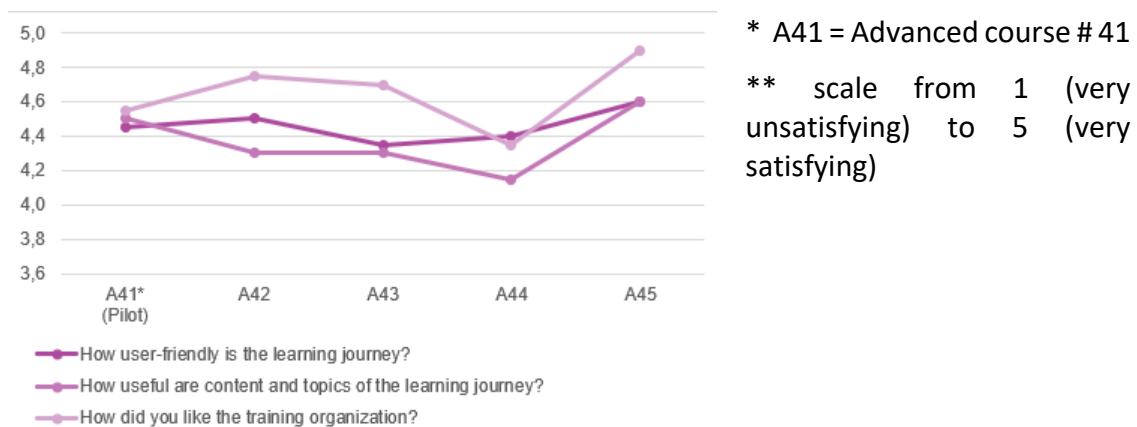
Measurable Benefits

Between 2014 and 2018, 34 Advanced courses of Evonik School of Marketing had been conducted. 590 Evonik colleagues completed this course during this time. As most of the Evonik marketers had been trained until the end of 2018, a much lower number of participants was expected for the future.

The revamped Advanced learning journey on the learning portal LILY has changed this perspective: With its online activities the new Advanced course is more flexible and adapts to the participants needs, experiences and interests. It requires a lower time invest (while providing a higher level of content and learnings) and less travel costs. Overall, Evonik saves approximately €100,000 per Advanced course (e.g., international travel, accommodation, external trainers).

The new set-up allows especially colleagues from other regions to receive the approval for participation. Thus, ensures that the organization keeps on progressing with respect to marketing knowledge globally. The Evonik marketing community continues to grow. Colleagues from all regions and different businesses network, share their experience and support each other.

Figure 16: Feedback Was Extremely Positively



Since the launch of the revamped Advanced course in 2020, five classes have started their online learning journey on LILY. Three more are scheduled for 2021. Due to the high demand, there were no open seats left for 2021. On the contrary, the waiting list for Evonik colleagues to participate in an Advanced course was already long.

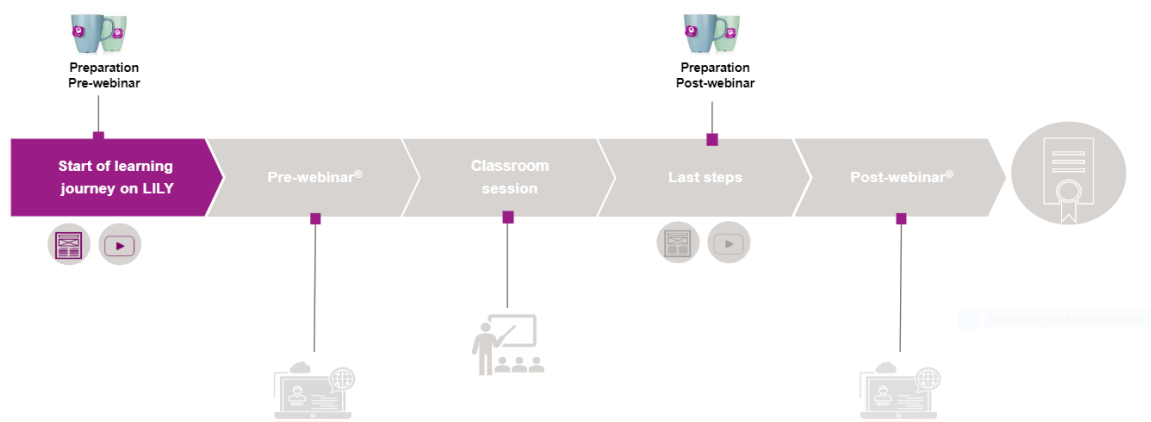
The number of Advanced courses to be offered in 2022 is scheduled to be higher to satisfy the huge inhouse demand.

Overall

As topics such as learning videos, learning platforms and online classroom trainings were completely new, it was necessary to involve external experts for the revamp of the Advanced course. Going through this process, the Evonik School of Marketing team is now able to develop and create online learning journeys to conduct interactive virtual classroom session, to script screenplays and even to produce learning videos in the own video studio at Evonik, Hanau Wolfgang (Germany).

The success of the online Advanced learning journey was very inspiring. It convinced the Evonik School of Marketing team to transfer the basic level of the Evonik School of Marketing, the “Full Fundamentals” course, to an online learning journey on the learning portal LILY.

Figure 17: Start of Learning Journey on LILY



All illustrations provided by Evonik Industries AG

The first online classroom sessions via MS Teams were launched in September 2020. The inhouse demand for the Full Fundamentals learning journey is still impressive — without any special advertisement.

As next activity the condensed version of the Full Fundamentals course for experienced marketers who need to refresh their marketing knowledge, the “Fundamentals Briefing” is currently in the revamp phase.

In addition, the “Mastery” course, the highest level of the Evonik School of Marketing, was expected to be transferred to an online learning journey.

Apart from the Advanced learning journey all other Evonik School of Marketing learning journeys (Full Fundamentals, Fundamentals Briefing and Mastery) have been/are revised and modernized without any external support and additional budget as there is now excellent inhouse expertise.

The main driver for the revamp of the Advanced course as well as the other courses of the Evonik School of Marketing was and is the participants' needs. The colleagues of the Evonik School of Marketing team always try to put themselves into the shoes of their participants and to empathize with them. Assuming this perspective from the very beginning helped tremendously with creating user-friendly, engaging learning journeys and increased the acceptance of online learning with different methods and formats within the marketing community of Evonik as well as the whole company.

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