

PORSCHE

CAMPUS

Winter semester
issue
2020 / 21



WE LIVE AND LEARN

WHY LEARNING IS THE KEY
TO PROFESSIONAL SUCCESS

OPENINGS. OPPORTUNITIES. CAREERS.

CONTENTS

04 Perspectives

06 Making a statement: The 911 in rainbow colors

07 First day at work

FOCUS OF THIS ISSUE LEARNING AT PORSCHE

08 Daniel Jung's math videos have made him a hero on YouTube

11 Learning is key at Porsche

19 #Failforward: Employees talk about how their mistakes have helped them grow

20 Facts and figures about learning

22 What happens in our minds when we learn? Volker Busch fills us in

24 AI@Porsche coordinates all the company's work on artificial intelligence

28 Kerstin Hess starts an exciting career

30 Vocational training at Porsche is taking a completely new tack

33 Test your knowledge: Would you pass?

34 Reality check: A product owner sets the tone

36 These books about Porsche will fuel your desire to read

38 Understand Porsche/Events

39 Jobs and careers: Helpful information on joining the company/Publishing details



COVER

When nine become one: Porsche has never stopped learning in seventy years of making cars



08

YouTube: Daniel Jung's math videos are a lifesaver to many college and high school students



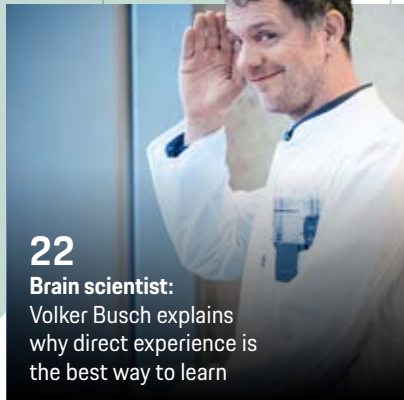
11

Learning@Porsche: Human resources and technical departments are working together to develop a world of learning in which Porsche employees can continuously expand their expertise



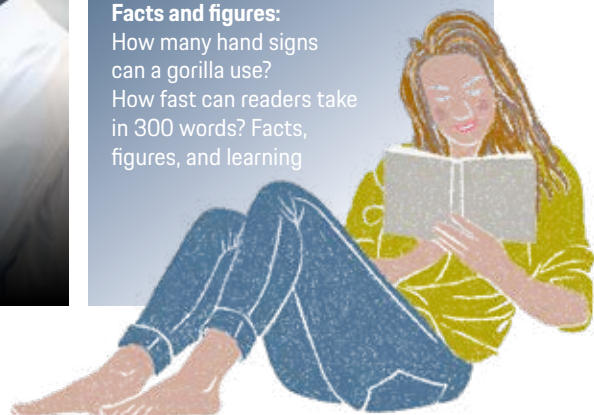
22

Brain scientist: Volker Busch explains why direct experience is the best way to learn



20

Facts and figures: How many hand signs can a gorilla use? How fast can readers take in 300 words? Facts, figures, and learning



LEARNING PAYS OFF

28

Flying start:
Kerstin Hess has
launched a dream career



24

Artificial intelligence:
How Porsche used AI
to support its team
during the
coronavirus
crisis



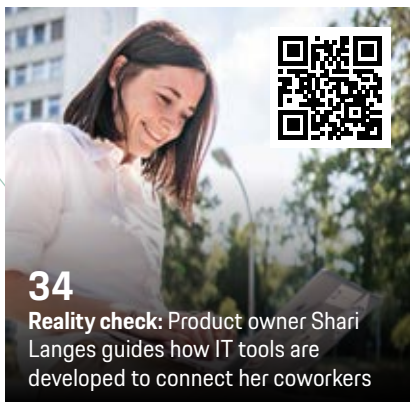
30

Vocational training: Porsche's
apprentices enjoy the freedom
to develop their individual
interests and skills



34

Reality check: Product owner Shari
Langes guides how IT tools are
developed to connect her coworkers



The Covid-19 pandemic is a once-in-a-lifetime event that is changing the world in lasting ways. But every crisis also offers an opportunity if we can learn the right lessons from it.

Many things are different these days. That also applies to producing a magazine. Masks, social distancing, and strict rules of conduct set an unusual stage for activities like the photo sessions for this issue of *Campus*. As we continued to work from home, no one could doubt the digital transformation anymore, and certainly not the opportunities offered by working together online. The main topic of this edition is learning, which the virus has placed in a completely new light. Learning pays off. Porsche employees, too, have been working together in new formats, like many students are doing. Extraordinary situations

are fertile ground for good ideas. Like the "Porsche hilft" ("Porsche helps") initiative. Shopping for elderly neighbors, delivering meals to retirement homes, sewing masks for nursing homes, or weeding for a strawberry farmer—around 300 Porsche employees have done volunteer work during the coronavirus crisis. The crisis also resulted in €1.3 million worth of donations to Stuttgart hospitals. The year 2020 has been nothing if not educational. Like many of the other aspects of learning featured in this issue.

Enjoy the read!

Your jobs and careers team at Porsche

C
A
M
P
U
S

Porsche has adapted
the slogans for the
image campaign.
Health protection
measures are
the new normal in the
production
department too







PERSPECTIVES

NEW TAKE ON ICONIC TOY

The coronavirus has made us inventive—and creative. Dominic Fraser, a British automotive photographer, missed not only his travels but also seeing the favorite objects of his art. As part of the online series [#GetCreativeWithPorsche](#), which is available at Porsche Newsroom, he explains how he made a virtue out of necessity. “Rather than doing nothing,” he says, “I decided to use Lego’s Speed Champions models to try to re-create some of my favorite images from motor-racing history.” That includes the 919 Hybrid in the pit garage during the 24 Hours of Le Mans in 2017.



Photo: Dominic Fraser



See the Porsche Newsroom for more tutorials in the [#GetCreativeWithPorsche](#) series.



CHRISTOPHER STREET DAY

RAINBOW ON WHEELS

Porsche made an especially high-powered statement in favor of diversity and tolerance. As part of Christopher Street Day (gay pride) celebrations in late July, six Porsche 911s in the colors of the rainbow lined up on the square outside the Porsche Museum in Stuttgart-Zuffenhausen. For the virtual Pride Run, numerous Porsche employees showed their solidarity with the rainbow community in an especially dynamic way. Wearing brightly colored shirts, they clocked many kilometers on individually chosen running routes. "We demand and foster

equal opportunities and want to make it possible for all Porsche staff to contribute just as they are, regardless of elements including their gender, ethnic background, religion, disability, age, or sexual orientation," explains Andreas Haffner, Member of the Executive Board for Human Resources. The LGBTIQ network Proud@Porsche gives Porsche employees a platform to connect and exchange ideas, and encourages visible diversity and acceptance, including at events and recreational activities.



MARIUS GROSS'S FIRST DAY AS AN INTERN,
AND HOW HE TOOK A MASTER'S DEGREE POSITION

"PORSCHE HAS A STRONG PIONEERING SPIRIT"

Your first day of work was as an intern at the planning office for Taycan production. Were you disappointed that it didn't smell like gasoline?

When I started at Porsche in April 2019, the new Taycan plant was in the final stages of construction and my department, which did the overall project planning for the Taycan factory, was still housed in containers. That made it all the more exciting to see all the new production systems in action on the first day in the plant. There isn't any gasoline, of course, but it still has that whiff of a mechanical workshop.

What is it like to start working for a company that is at the forefront of a new field of technology?

It couldn't be a better time. I was able to experience firsthand how Porsche made the technological shift to electromobility. With the Taycan, Porsche introduced the first all-electric sports car and built the factory of

Marius Gross is studying industrial engineering, with a specialization in production engineering. He did an internship at Porsche, and is now writing his master's thesis with the company

the future. I'm proud to have been involved. Of course I played just a small part, but my co-workers always gave me the feeling of being a full member of the team.

How do you go from a regular internship to a master's degree internship?

Right at the start of my internship I was already thinking about writing my master's thesis with Porsche. So I went to my boss and suggested a few topics to him. And then I applied for and got a master's thesis position that Porsche had advertised for. Both ways are possible if you want to do a master's degree internship, because there are all kinds of interesting topics right now. What's important is that you're active and that you approach people. I have the sense that there's a more vibrant pioneering spirit in general here at Porsche than at other companies. The supervisors are interested in good suggestions from interns too, and they'll help you put them into practice.

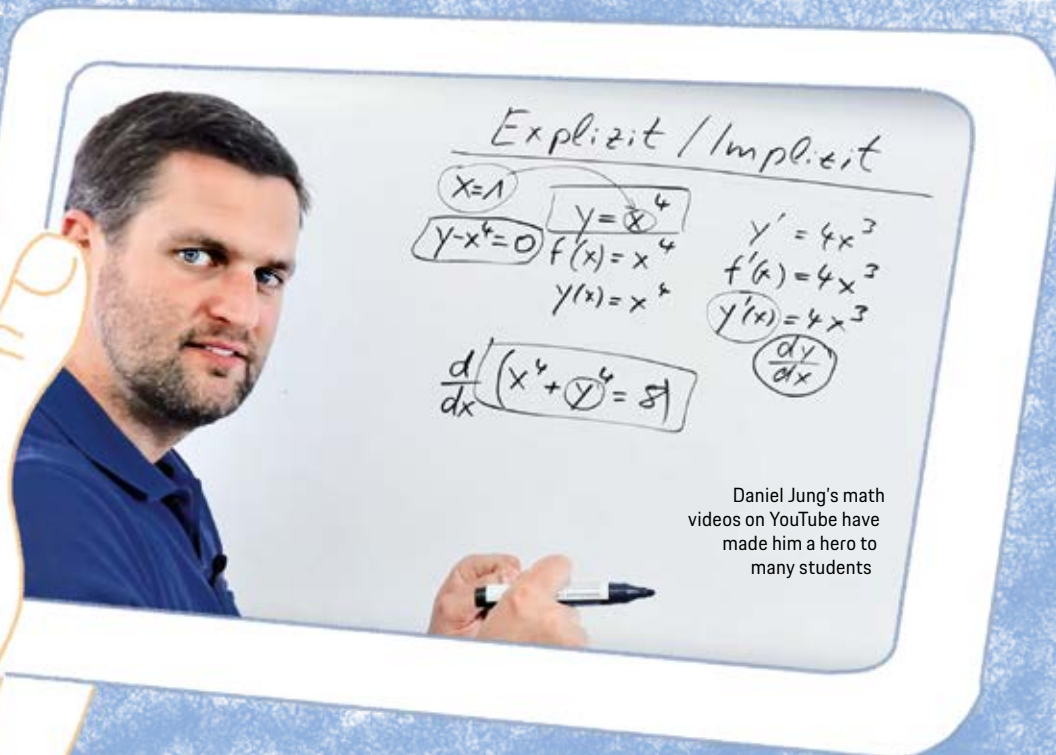
What will your master's thesis be about?

I'm focusing on factory planning again. Porsche and Schuler AG are building a new pressing facility in the city of Halle to make components for the electric Macan. My job is to develop a track-and-trace system that lets you track every component from start to finish and also link up all the production parameters. Ultimately it's about using cameras and object IDs to automate the quality control system. It's an exciting project that's setting up something completely new. And I've always been drawn by that type of thing.

You're more interested in production than development, right?

Both areas have their attractions. For me, production is no less interesting than research and development. What I like about production is that you're so close to the product itself, and every day you can see how the cars are being built. When you get to the office in the morning, you don't know what the day will bring. Each day is different, but it all leads up to the final product. Furthermore, our department also does development work, on everything from 3D models to the factory itself.

Interview Benjamin Büchner



Daniel Jung's math videos on YouTube have made him a hero to many students

LEARNING WITH YOUTUBE

ASK THE MAN IN THE BLUE SHIRT

It's no longer cool to squeak by at school. Daniel Jung's YouTube explainer videos are a big help to anyone who wants to fill gaps in their knowledge, not only in the tricky subject of mathematics.

The "Elon Musk of education" uses his fame to urge new approaches to education.

His message: "Lifelong learning will become the most important competitive advantage."

Daniel Jung smiles and makes sure he understands the request. Then he signs his name on the man's backpack. He's visiting the Karlsruhe Institute of Technology, where a young engineer insists he would never have finished his studies without Jung's help. His gratitude is heartfelt, because Jung is a hero to his gen-

1,200,000

students at German schools receive extra tutoring. Their parents spend a total of 900 million euros a year on this.

eration, celebrated like a rock star—even though he does little else than explain mathematics in brief videos on YouTube.

Jung (38) has been a successful provider of online academic support since 2011. His YouTube channel, called "Mathe by Daniel Jung," currently features more than 2,500 explainer videos. He helps 2.5 million college

70

percent is the figure by which "how to" searches are increasing annually on YouTube. The video portal is the world's second-largest search engine, surpassed only by Google.

students and pupils a month with tutorials on topics like linear equations, trigonometry, and conditional probabilities. His "video nuggets"—most of which are only about five minutes long—received more than 200 million clicks in 2019.

The key to successful learning is the platform itself, where nearly every member of the target group spends much of their time. YouTube is the world's second-largest search engine, surpassed only by Google. Its users watch more than one billion hours of videos a day. Around two-thirds of them have something to do with teaching and learning—about everything from origami and cat care to makeup skills and car repairs. Jung spotted its potential a decade ago. Many people are still reluctant to follow suit. But a representative study last year by the Karlsruhe-based Rat für Kulturelle Bildung (Council for Cultural Educa-

tion) was a wake-up call for many proponents of classical educational facilities. It revealed that 86 percent of students between the ages of twelve and nineteen use YouTube. Half of them use it to find videos that help them with schoolwork. And they usually find what they're looking for. At any time of day. Wherever they happen to be. On a smartphone, laptop, or computer. At their own pace. And above all, as often as they want. If they don't understand the content after watching a video once, they simply watch it again. Frequency of exposure increases the probability of understanding even the most difficult subject matter. That's how it works with Jung's videos. His fans love him for it, as a glance at the comments on his channel shows. This "math hero" from the city of Remscheid is a "legend" at their schools and universities. "Ask the man in the blue shirt" has long become synonymous with the hope of finding help. If Jung can't help, probably no one else can. His videos are used not only at schools but also at colleges, for example at engineering departments. "I'm aware of how much responsibility is involved," says Jung. "Difficulties with math can threaten people's careers. I know lots of students



Don't feel like studying?
"SimpleClub"
makes it fun again

who would have failed if it hadn't been for this type of resource."

But Jung goes on to say that companies in Germany have to get their act together, because lifelong learning will become the single most important competitive advantage in the future. This is clear from a look at how job requirements are changing, he adds. In just ten years, 60 percent of the jobs on offer will be ones we haven't even heard of yet. But how can we prepare for this? "We can't rest on the laurels of earning a certain degree or qualification if we don't even know whether we'll be able to use it in the future," he says. "We have to keep on learning how to learn." Many companies, especially in Germany's medium-sized sector, are lagging behind in this area. But digitalization is uniquely positioned to open the doors to lifelong learning for everyone.

86

Percent of twelve- to nineteen-year-olds in Germany use YouTube.



Having problems in science?
The "In a Nutshell" educational
channel can help

47

Percent consider YouTube videos
"important" or "very important" for their
schoolwork.

technology company develops platforms such as www.mathefragen.de. In fact, his educational empire now extends well beyond mathematics to include guided courses, e-books, and joint projects with publishing houses. Jung, who started but did not complete a degree in education, is now a sought-after expert in the field. In public lectures, he urges people to "become content producers yourselves, offer content with real added value!" For example, why shouldn't apprentices at Porsche explain certain work processes in short videos?

Explaining things helps people deepen their own knowledge. Sustainable learning is key. As are networking and building communities. Helping someone else will supercharge your own learning process. "Let's rock education," says Jung, and posts new explainer videos every week. He usually wears a blue shirt, stands at a whiteboard with a pen, and gets right down to business.

To ensure quality, he is now checking all his earlier videos and correcting the occasional minor mistake. The fact that even Daniel Jung can make a mathematical error heightens his appeal all the more.

Text Michael Thiem

One example is the Udacity online academy, which was founded by Sebastian Thrun, Mike Sokolsky, and David Stavens in order to make lectures and exams at Stanford University available to everyone. It has since grown into a company that offers courses combining classical education and vocational skills. The courses take about seven weeks and can be adapted to fit individual schedules. "Get active, check things out, gain experience," says Jung. And Udacity is just one example of a new modern approach to learning.

The "Mathe by Daniel Jung" channel on YouTube is an important part of Jung's visionary educational activities. He also works with an investment company to foster start-ups in the educational sector, and his

The Khan Academy offers free educational programs for everyone



Ideas for a digital revolution in education

It's not enough just to install computers in schools. The teachers and their methods are what count. In his book *Let's rock education*, YouTube star Daniel Jung calls for new approaches that can turn "analogue classrooms" into "digital places of learning."

Daniel Jung: *Let's rock education*: 240 pages; publisher: Droemer HC; ISBN 13: 978-3426278154; price: 20 euros



Knowledge at a click

Four examples of modern and innovative learning platforms on YouTube.



Mathe by Daniel Jung

The rock star: Daniel Jung has been helping students learn math with short YouTube tutorials since 2011.



Kurzgesagt – In a Nutshell



The hit: The first German learning channel with over ten million subscribers offers animated science videos—many in English and Spanish.



SimpleClub



The coolest: An extensive educational platform for a wide range of subjects that aims to make learning fun.



Khan Academy



The award winner: This non-commercial website offers comprehensive educational videos.

THE LEARNING NETWORK

Have you learned something new today? The knowledge commanded by employees is a key factor in competitive success. Learning is therefore part of Porsche's corporate culture. All the relevant activities are compiled by the Learning@Porsche community. Here are some insights into the learning network at Porsche.

A quick click beams Matthias Görtz into another sphere. Porsche Spaces appears on the screen of his VR headset. His avatar strides through a virtual Porsche Center, past the latest sports cars on the ground floor and then along a corridor lined with seminar rooms on the second floor. Here is where the after-sales team imparts the latest knowledge about new cars to Porsche dealers on all continents and in all time zones, and where it also explains updates of existing models and teaches mechanics about the cars. The content is full of facts and figures and data, which are not all that important for Matthias. He is much more interested in how the Porsche Spaces environment works, and how it can be transferred to other learning formats. Learning is his passion and his job.

As the manager of learning design and knowledge campaigns, he and his team play a crucial role in designing learning opportunities at Porsche.

Matthias's team is embedded within an overall network: the Lernen@Porsche community. The community's core group comes from the HR development department, of which Matthias is a member. "We design the framework conditions for learning at Porsche," he says in describing his role at the department. "Our offerings set things in motion. We also help people navigate

through the wide range of learning programs and opportunities, and—very important—we link up everyone who wants to help shape the learning experience." Responsibilities are spread out across a number of different areas of expertise. Matthias and his team are in charge of the overall design of learning opportunities—in other words, the right combination of different learning formats needed to provide effective and motivating programs. Another team focuses on further developing the digital learning ecosystem that gives employees access to the company's learning world. It encompasses e-learning opportunities,

C
A
M
P
U
S

Connected learning:
Kisanet Habte,
Michael Pohl, and Lars
Sielaff (from left)
generate the framework
conditions for learning
at Porsche

video tutorials, and virtual seminars, as well as all relevant information about actual classroom seminars. A third team supports skills management by compiling content and opportunities for interdisciplinary topics. This includes the Porsche Warm-Up for all new employees as well as seminars on topics such as agility, awareness, virtual work, and leadership, in addition to HR development programs for a wide range of target groups. "Our work is guided by what skills Porsche will need in the future," says Katja Zimmermann, the head of skills management. "We design the content, variety, and structure of our qualification programs not only for what our employees need today but also and especially for what will enable them to meet their job requirements in the future." For specific technical programs, the HR development team advises instructors from specialized departments and provides them with suitable educational tools.

The means, paths, and pace of learning depend on each individual. And the end of each journey is rarely precisely defined. Instead, individual learners define their own destinations. One thing is clear: for a company to be successful, its employees need to be ready to acquire, integrate, and pass on new knowledge. Companies that stand still are left in

the dust. The desire to learn is therefore a key part of Porsche's corporate culture. That is especially true for the HR development department. Its members go to great lengths to keep gaining experience. They commission master's theses on the effectiveness of learning videos compared to e-seminars, and on the best ways to use podcasts for educational purposes. The team keeps learning in order to enhance Lernen@Porsche. It is constantly searching for the best and latest ways to impart knowledge. "We want to be innovation drivers ourselves by being the first to try out new formats like virtual or augmented reality," says Matthias.

Learning programs and opportunities are always developed as team projects in which HR development staff and representatives of specialized departments complement and supplement each other's work. "We start with the idea of developing a learning journey," explains Michael Pohl, the director of HR development. The first task is to determine which content and methods will be applied in

which sequence. "This ensures that the content conveyed will have a lasting effect, instead of just being a flash in the pan," adds Katja. The goal is to facilitate the perfect learning experience. Innovation workshops come close to this ideal, with lesson plans consisting of project management and methods of fostering innovations. They begin with short bursts of theory in advance, such as an e-seminar on design thinking. Then when the actual classroom seminar takes place, participants have to use methods and dialogue to solve problems and innovation issues provided directly by employees from all the specialized departments. When learning is gained from experience and action, its results last longer. In addition, it automatically meets the three conditions for an attractive learning experience: it is motivating; it shows that the content is relevant; and it enables participants to develop their own individual routines.

Interlinked team:
Matthias Görtz and
Katja Zimmermann
coordinate many aspects
of Lernen@Porsche

A matter of mindset: Curiosity should encourage employees to explore new realms.

The applied learning approach is taken from real life. "Most of our learning is done on the job or in social contexts," explains Michael. "But there should also be a good follow-up program to ensure that we don't proceed to lose what we learn in everyday contexts." One way of doing this is to use learning tricks. In many areas, it's crucial to acquire hands-on experience with equipment and/or to discuss issues with colleagues. It is easier to retain knowledge acquired in connection with concrete actions or dialogue. For this the employees need a mindset that is always

open to learning, and the curiosity to constantly try out new things.

The desire to learn cannot be instilled by fiat. That's why the HR development department essentially integrates their co-workers into their network and offers them lots of scope and liberties. This is another reason why the Porsche learning ecosystem embraces maximum transparency and minimal restrictions as a central locus of learning. "It gives learners the chance to engage with the widest possible range of topics and navigate freely in this environment," explains Sarah Schultz, who heads the learning ecosystem team. User experience also plays a key role in the learning ecosystem, of course. This is evident in the modern, streamlined, and motivating design. The landing page is designed to enable individual users to quickly find relevant training programs. Yet the ecosystem also expressly allows for and even expedites the view beyond specific offerings. A news page, for example, regularly reports on new and exciting options. An intelligent algorithm is expected to supplement the learning experience with targeted suggestions similar to those provided by Netflix. Content from other departments and areas of expertise will be presented to learners in a form designed to expand their skills in targeted ways.



Innovative formats are developed at the learning lab (left). For example, the aftersales department uses a virtual Porsche Center (below) for its training programs.



When views extend beyond the usual horizons, this automatically leads to dialogue between employees and specialized departments, which is the heart of Learning@Porsche. Precisely that is why an entire learning community takes this idea and runs with it. The community consists not only of the HR development team but also of the people responsible for the training programs from specialized departments. But any employee can become a fixed member of the network. Regular meetings invite everyone to share their experience about the effectiveness of seminars and learning methods, and to discuss and develop new training opportunities. "One of the best moments in the Learning@Porsche community is when we receive exciting ideas from the specialized departments and thereby expand our own knowledge," says Lars Sielaff, who fosters and promotes the learning community. That statement could have come from any member of the department. Only those who are hungry for knowledge and eager to learn themselves are in a position to provide continuous learning opportunities to an entire company.

Joining forces: Selina Widmann (left) is helping to design the learning ecosystem taking form under the guidance of team leader Sarah Schultz

TRAINING IN A PARALLEL WORLD

CAMPUS

The Taycan is electrifying the entire company. Porsche has been charged by the decision to build an all-electric sports car. What will it look like? How will its new high-voltage technology work? And how will it be built? Initially, the only ones who know the details are the development engineers. But well before assembly work actually gets underway, the production department is preparing to make a car that does not yet exist. How is that possible? Sandra Kolb and Manuel Liepe have a solution. They and their project team are working with virtual reality (VR). In order to provide employees with detailed preparation for their tasks, they send them into a parallel world. Manuel is a leading figure in the VR training program that familiarizes factory workers with high-voltage components. He and Sandra planned the virtual training program for high-voltage technology. And Sandra launched a third VR project for the pre-production stage of the new electric Macan built in Leipzig.

The VR training sessions extend well beyond simply putting on a headset and entering a virtual room to look at the new technologies. If that were the case, a conventional monitor

Virtual reality lets you see components' inner lives.

would suffice. Instead, Porsche's educational principle that applied learning lasts longer is also used in the virtual world. Training for the 2,000 new employees at the Taycan factory who will be using new high-voltage technology enables them to view the components from all sides and take in the information provided along with them. To consolidate the content, the employees take a

short quiz about each component. Training for the electric motor follows a similar principle. Participants can extract the most important components and examine them as if their eyes had x-ray capabilities.

That's another reason why virtual reality is especially suited to presenting new technologies. It lets people see the inner lives of components that would otherwise be closed to them. Production employees would normally perceive the Taycan's battery only as a 700-kilogram block that needs to be installed and connected. But as Manuel explains, "The VR set lets them turn the battery around, look at all the connections and lines, and even examine individual battery cells that would normally be closed." Knowledge about how components are constructed helps workers understand the processes better when they assemble the cars.



Touching, turning, assembling—virtual reality opens doors to the future

Tips for learning at Porsche

Katrin Aufenanger is the specialist at Porsche who gives small tips that enable learners to take big steps. She adapts them to the needs of Porsche

employees, of course. But she also has a few suggestions on hand for anyone who wants to learn. She lists the best ones here.



Manuel and Sandra believe that VR sessions will never completely replace training with the actual components. Touching objects and trying them out leave a stronger imprint on our memories, which is why deeper knowledge about work sequences and processes is always imparted in conventional educational environments. But training sessions with VR headsets provide superb preparation or additional experience, because they are an exciting and playful way to get to know new technology

—and are considerably better than printed manuals, for example. “Feedback from production workers about the VR sessions indicates they found it easy to transfer the knowledge it gave them to the real world,” reports Sandra.

Developing a VR training session requires real teamwork by members of the production planning, production organization, production development, and vehicle development departments. After all, these are the

first individuals who will find out the details of a new car model. Sandra and Manuel therefore always start by visiting the development center in Weissach to gain the necessary information there. They start by using it to produce a storyboard and initial mock-ups. Their early work also includes selecting the music or background noises. Then the programmers swing into action. To produce a twenty- to thirty-minute trip into the future, it takes two to three months of development work.



A virtual tour of a car that doesn't yet exist? Sandra Kolb and Manuel Liebe's training sessions make many things possible

Set a learning goal

What's in it for me? Define a learning goal and be clear about why you want to reach it. A learning goal is motivating. It helps you monitor your progress and develop an individual plan with the right learning methods and processes.



Build a network

Social learning is very important, so build a network of learning partners. Make sure they're not all at the same level as you are. In the beginning, it will be helpful to have partners who are further along. Later on, the practice of sharing your knowledge with others will also help you learn.

Keep your eyes open

Ambidexterity is the ability to use both hands equally well. It also stands for a leadership style that focuses simultaneously on existing business activities and on innovations. This approach can be applied to learning too. Your learning skills will benefit from examining both current and future-oriented topics.



DARE TO DREAM

Miriam Hehl and Björn Ewald play with emotions. Together with their colleagues, they organize product training sessions for Porsche sales personnel from around the world—and are living examples of the passion the salespeople seek to convey. Whenever a new model is about to be brought onto the market, they and their team set off a grand display of educational fireworks. Their maxim is: “Learn by experience.” In detailed form this includes traditional workbooks, virtual reality elements, e-learning sessions, pre-tests, and post-tests to document learning success, driving dynamics trials on race tracks, and guided road tours. The aim is to elicit fascination and excitement for a new car. The team not only imparts expert knowledge about sports cars and the brand, but also fosters the associated emotions. All of this should then be conveyed in vibrant and convincing ways to potential customers.

All the training programs are based on a sophisticated concept. The learning journey

gets underway a few weeks before classroom and hands-on instruction begins. On the day a new car model is presented to the public, sales personnel receive access to an interactive online training program. It mainly provides them with facts about technical advances, engine data, and the design. After assimilating this background knowledge, all salespeople in Europe plus sales instructors from other continents gather in Mallorca for several days of live training. “Our salespeople should go beyond pure



Thrilled to learn: Product training programs blend hard work with enthusiasm and passion

product training, and immerse themselves in the world of Porsche customers at exclusive locations and workshop settings,” explains Miriam. These workshops also require hard work, because the participants will end up knowing everything about the new model—including facts about competitors’ most important products. Success in selling cars also means the ability to handle the occasional critical question or comment by customers. One example: if a competitor lists better performance figures on paper, that does not automatically mean that the car offers better overall performance. In order to understand that, participants compare the new Porsche model with those of competitors on racetracks and elsewhere. “This can give you a completely different picture in terms of lateral and longitudinal dynamics,” explains Björn.

Over a period of around three months, two to three thousand participants from European markets go through product training sessions in Mallorca. By that time the team has already put in a good year and a half of work. It all usually begins with research at the development center in Weissach. Miriam, Björn, and their colleagues take information provided by the engineers and filter it into what needs to be explained to and practiced by the participants, and then pack this content into the different parts of the program. They also need to translate complex technical features into concrete benefits for customers. “Part of our work

Record results

Make it a lifestyle, not a duty! People learn everywhere and all the time, but then forget a lot of it. Here is where reflection enters the picture. When you consciously reflect on what you have learned in a day, from a talk, or at a seminar, consolidation will take place automatically.



Take new paths

Do it differently, or see how other people do it: deliberately take new paths or look at issues from a different perspective. You can try out new ways of learning and see whether similar topics are covered in other areas or how other people do certain activities.



Make a plan

Create structures: a lesson plan will help you systematize your learning process. Write down in a structured way what you want to learn, how you will learn it, and what tools or materials you will need to do so.



consists of translating what can be very technical development language into convincing arguments for our sales personnel," says Miriam. Speaking of language, the training materials are all available in thirteen different languages.

The training team takes a thoroughly international and interdisciplinary approach. The international component is reflected in participation by sales instructors from around the world. Although the USA, Germany, and China are major established markets, personnel from smaller markets are also brought in. In contrast to the European markets, brand specialists in the US and China do their own independent product training. Although based on the central product training programs, these are adapted to their respective market needs and features.

With industrial engineers, technicians, and product and event managers, the training

Complex technical features are reduced to concrete customer benefits.

team has a deliberately interdisciplinary structure in order to cover all relevant areas. Each team member is responsible for a model series or a trans-model topic such as Porsche Connect or event organization. Depending on which series the new model is

part of, the team member in charge of that series assumes overall direction of the project, and the others support him or her.

Miriam, for example, is currently responsible for a new model that will appear in the second half of the year. This is a special challenge, because the coronavirus has made real-life gatherings nearly impossible. She and her colleagues are therefore shifting the product training program online, which means having to adapt the content, produce new scripts, develop additional videos and e-learning sessions, and write new workbooks within a very short period of time. The hands-on part of the program will be held later. "After all, evoking emotion is a crucial part of our product training," as Miriam and Björn never tire of noting.

Sparkling passion for a product worldwide: Miriam Hehl and Björn Ewald prepare salespeople to present new cars

CAMPUS

01/2020

WHO WILL BE THE COMPLIANCE CHAMPION?

Dorsche is always good for a surprise. But when employees gather during work to play a board game, there's something important going on in the background. It's about compliance with regulations and laws. Although the idea is supported wholeheartedly by many people, it can be difficult to grasp at times. That is why Porsche employees learn about the topic in a playful way. Nadine Lehner from the compliance department was the individual who brought the game into play. "You have to be able to make the right decisions intuitively in your everyday actions on the job. And you can only do this if you have internalized the company's guidelines and values," she says. "Not everyone is starting from the same place, which means people often have to rethink knowledge and modes of conduct acquired earlier and be open to examining complex issues. This type of open attitude can be fostered at a workshop with the help of an icebreaker like a game."

Here Nadine is referring to the many everyday situations employees find themselves in that can lead to compliance-related conflicts or other dilemmas. The board game is

based on realistic cases or crises, which then need to be solved within a set period of time. "The cases are built on actual queries to the help desk or reports of infractions," she explains. These might include invitations by business partners, contract awards to relatives, or gifts from customers to employees.

There are enough examples from everyday work to make a board game, a digital quiz, or maybe also a card game. That alone shows the range of compliance issues. In addition, the public is holding businesses to increasingly high standards in this area. "It's important for us to effectively convey what compliance is, what responsibilities every employee has, whom people can contact, and the fact that we have to report violations promptly," says Nadine. She is convinced that the learning effect will only stick if people can remember their training, which

is why she opted for a playful approach in developing the compliance workshops. It increases the level of attention, motivates participants thanks to the competitive element, and gives a positive association to compliance overall.

When Nadine began developing the training methods around seven years ago, she basically had to start from square one. There were no internal guidelines or restrictions. Instead, the attitude toward new workshop

The playful approach gives a positive association to compliance overall.

methods was open and willing to take risks. Once again this led to collaboration with various agencies to create the educational materials. The largest challenge here is finding agencies that have a profound level of knowledge about methods of learning, and are also well versed in the topic of compliance. That means a lot of time and resources need to go into developing game-based means of learning. Yet it also makes it exciting—with the enjoyable by-product that everyone involved is able to add "successful game designer" to their own set of skills.

Texts Benjamin Büchner

Making the right decisions, play by play: Porsche's compliance board game

Learning by playing:
Nadine Lehner helps
compliance gain greater
acceptance



LEARNING FROM FAILURES

Every job will have a few of those days when absolutely nothing goes right. In a new video campaign entitled *#schlechtetage* ("bad days"), Porsche employees describe their most miserable day at work. And how they ultimately benefited from an experience that initially seemed to have no saving grace.

On the darkest day in her career at Porsche, Nesrin Demirel and her colleagues had to fill in 600,000 Excel cells. Six hundred thousand! "That was the day I realized I wouldn't be able to successfully complete my project," she says in a video in the *#schlechtetage* campaign. She and her team wanted to put a newly developed tool into practice. But they had underestimated the deadline. When it became clear they wouldn't manage to meet it, they had to fight the Excel battle to make up for the mistake. "Now I can laugh about it," says Nesrin. And above all, she can see the positive side of the flop. "The failure led me to attack the second round with even more motivation than before," she says. In the meantime, the new tool has been successfully introduced.

The bad days will tell you more about a job than the good ones—and that is the heading of the video series now on Porsche's social media channels. The scenes in the trailer alone trigger a sense of unease because every one of us is all too familiar with them. The Post-it that simply doesn't want to

stick, the coffee maker that refuses to do its job, the elevator that is full to bursting when it finally arrives, and of course the printer that's out of paper when you really need it.

Driving with the emergency brake on

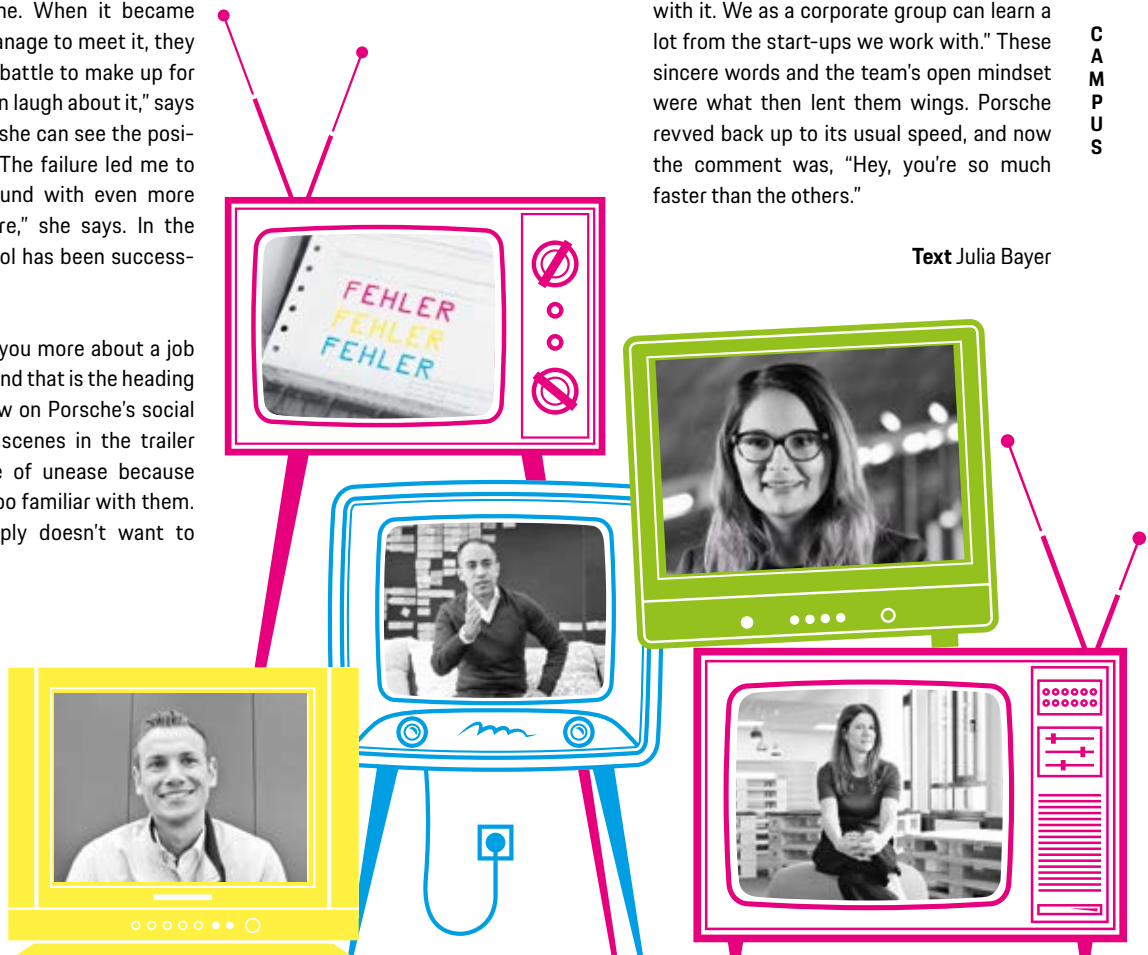
"When a start-up tells you straight out, 'Hey, Christian, you're slower than the others,' and you're Porsche, then you know you have a problem," says Christian Knörle in another

video. To be a sports-car maker and to be considered too slow was an enormous blow to him and his colleagues on the innovation team. "I thought to myself that's just not possible, how dumb can that be." They ultimately succeeded in solving the problem, and Christian learned something important for himself. "If you're honest about it, every day has a situation that's just not working," he says. "What's important is how you deal with it. We as a corporate group can learn a lot from the start-ups we work with." These sincere words and the team's open mindset were what then lent them wings. Porsche revved back up to its usual speed, and now the comment was, "Hey, you're so much faster than the others."

Text Julia Bayer

C
A
M
P
U
S

They learned that mistakes should always be viewed as opportunities:
Sascha Tittelwitz,
Christian Knörle, **Nesrin**
Demirel, and **Katerina**
Kourti each turned
 their biggest flop at
 Porsche into renewed
 motivation



43,252,003,274,489,856,000

—more than forty-three quintillion—that's the number of possible combinations for a **RUBIK'S CUBE**. In theory, only twenty moves at most are needed to line up the colors. The world record time for this is 3.47 seconds.



The IQ of **KOKO, A FEMALE GORILLA**, is said to have been between 75 and 95. She understood around 2,000 words and could use more than 1,000 gestures.

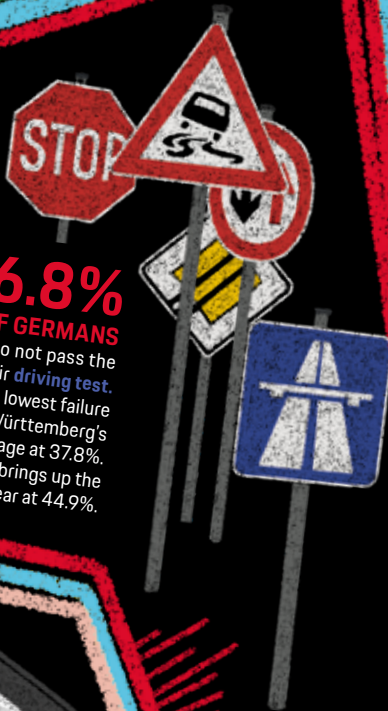
FACTS AND FIGURES

THERE'S ALWAYS MORE TO LEARN

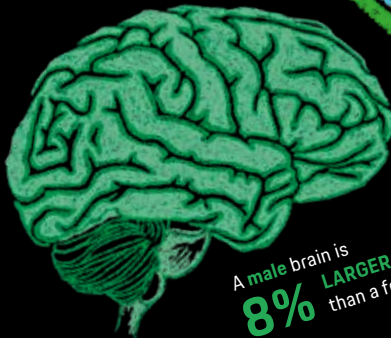
With every experience and every encounter, we all keep learning throughout our lives, every single day. Or in short—there's always more to learn. Such as facts and figures about knowledge and learning itself.

36.8%
OF GERMANS

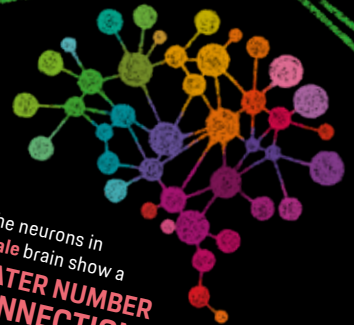
do not pass the **written part** of their **driving test**. The state of Hesse has the lowest failure rate: 31.4%. Baden-Württemberg's figure is higher than average at 37.8%. And Saxony-Anhalt brings up the rear at 44.9%.



Well-informed in fifteen minutes: The Blinkist app gives you summaries of **non-fiction books** in a **QUARTER OF AN HOUR**—with over **3,000** to choose from.



A **male** brain is **8%** **LARGER** on average than a female brain.



But the neurons in a **female** brain show a **GREATER NUMBER** of **CONNECTIONS**.



The average practiced reader can take in around
200 TO 300 WORDS A MINUTE
 assuming the text is not too complicated.
 Fast readers can manage up to 1,000.

NEWBORNS

recall sounds and words
 they were repeatedly
 exposed to in utero.



1905

was when Russian scientist
Ivan Petrowitsch Pawlow demon-
 strated the phenomenon of
classical conditioning.

After learning that a certain sound
 preceded feeding, dogs began to
 salivate on hearing the sound alone.



The current world record for
MEMORIZING THE NUMBER PI
 is held by Suresh Kumar Sharma from India, with
 digits after
70,030 the decimal point.
 He set this record on
 October 21, 2015. The recitation took him
 a good seventeen hours.



The Australian mathematician

TERENCE TAO

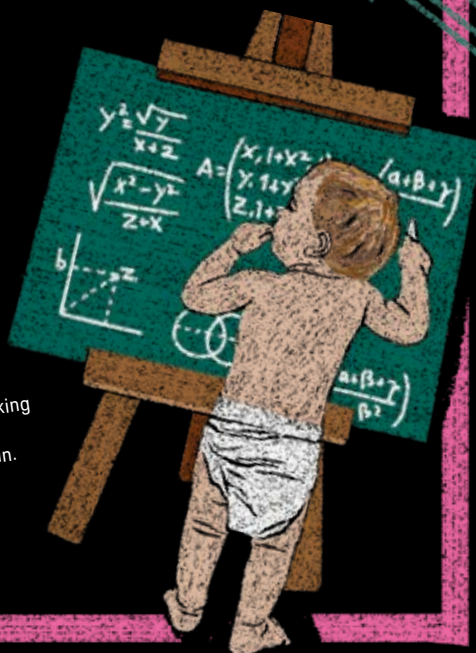
has an

IQ of 230

and is considered the
smartest person
in the world.

He could already solve
 complex mathematical
 problems at the age of two.

By comparison:
 Physics genius Stephen Hawking
 had an IQ of "only"
 160—as did Albert Einstein.



FRESH AIR FOR THE BRAIN

Neurologist Dr. Volker Busch teaches creative learning. He explains what happens in our brains when we take action, trust ourselves—or mistrust our own experience.

The best and most sustainable way to learn, says Dr. Volker Busch, is to actually experience something. “If you’re asked to name all the German chancellors since Konrad Adenauer, you’ll probably start floundering. That’s theoretical knowledge, and we lose it quickly. Experiential knowledge, however, sticks with us.” If you learn how to ride a bike as a child, you’ll always be able to do it. Yet what happens if you suddenly doubt yourself while driving down the autobahn at 120 mph, get flustered, and try to shift into reverse—what is going on in your mind right then?

We’ll get to that in a minute. But learning how to ride a bike and drive a car are not the only ways to gain experience—or are they? According to Busch, our educational systems place too much emphasis on theory. He says, “It’s important for companies to enable their employees to gain their own experience, exchange ideas, and discuss them. That builds a deeper form of knowledge, which will always be there to draw on.”

Busch is a medical doctor specializing in neurology, psychiatry, and psychotherapy, and a lecturer at the University of Regensburg—as well as a speaker, trainer, and coach in the business world, combining expertise in neurology with an accessible speaking style. His talks on science and learning can attract up to a thousand people. Creative learning is an underutilized resource, he says. “We’ve been

focusing instead on comprehension, knowledge, data, and a rational and logical approach to problems.”

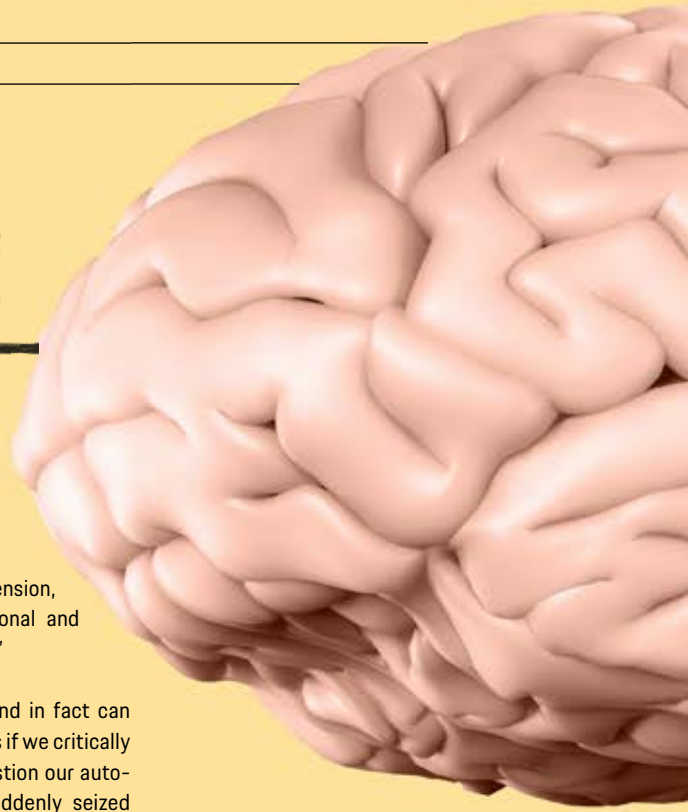
That doesn’t always work. And in fact can become downright dangerous if we critically examine our experience, question our automatic skill sets, and are suddenly seized with doubt when shifting gears at 120 mph on the autobahn. “At that moment you’re

When your brain kicks in, it’s way too late.

mistrusting your own experience,” says Busch. “And that’s where the problems begin. The minute golfers start thinking about their stroke, it doesn’t work.” Or in the words of Gerd Müller, the most successful goal scorer in German history, “Wenn du denkst, ist’s eh zu spät” (roughly: when your brain kicks in, it’s way too late).

As Busch continues, “We think we have to tackle the problem analytically. But the answer is already there, a level lower—in our gut.” Unfortunately, taking gut instincts seriously is not a popular approach. “I think it’s important for us to rediscover that ability, and to trust and train our gut.”

With an industry like the automotive sector now in the throes of transformation, its workforce has to undergo a learning process.





"You can't just throw a switch," says Busch. If people change at all, they do so slowly, step by step. Some of them will find it hard, so their companies may have to modify the process accordingly. "That's normal. Nature generates diversity, and working environments also have all kinds of different people."

But why are so many people resistant to change? Although they might want to develop further, they hesitate to take the plunge. Why does the mind throw up obstacles? Busch mentions two hurdles: habitual or automatic behavior, and fear. Someone might want to do sports and lose weight, for example. But after a long day at work, it's more enticing to lounge on the couch. What we need, therefore, are micro-changes in our daily routine. Daring to try something new, or contact someone new. Like using the

Donut app during the coronavirus lockdown: 500 employees might be working online on Microsoft Teams, and during the lunch break, the app connects two people who didn't know each other previously for a fifteen-minute chat. "That can unleash incredible power," says Busch, "because what these new contacts give you is inspiration."

When we listen seriously to another type of music, take a different route to work, or have a conversation with someone we hadn't known, "that's like 'fresh air for the brain'! Studies show that frequent small deviations from a standard routine are a means of practicing how to change. We then have an easier time with change on a macro-level. And we're no longer held hostage so easily by our habits."

The brain is encouraged to make new neural connections. Whereas for habitual actions, it keeps using the same circuits. As Busch explains, "When that happens we're doing things automatically and no longer examining them. Like a beaten track. But every micro-change creates new circuits. The brain is stimulated. And nothing stimulates it more than a surprise. If we do that more often, we prime our nerve cells. That in turn enables us to handle larger changes."

The best way to banish fear, uncertainty, and skepticism is to face them. "Is a particular fear realistic or exaggerated—often that question alone will remove its power." As Busch notes, fear needs an outlet. "You can hit a punching bag if you want. But it's more effective to talk about it. With your friends, colleagues, or partner."

And if you do take the plunge, you'll be rewarded with a surge of dopamine. "There's a feeling of well-being we get from doing or gaining something new, which comes from dopamine being pumped into our system," says Busch. "It makes sure we hold on to what we learn. And lifts us up out of the beaten track."

Text Jo Berlien



Find out more at
www.drvolkerbusch.de



What type of learner are you?

People learn in different ways.
There are six main types.

Auditory learner



You learn best by listening. You find it easy to remember music, lyrics, and expressions, maybe because you move your lips when learning?

Visual learner



You learn with your eyes, so you need something to look at, like notes or sketches. You have a good memory for images, see the big picture, and remember where you put things.

Kinesthetic learner



Every finger has a little brain, said the illustrator and craftsman Tomi Ungerer. You always want to try things out, and you learn by doing.

Verbal learner



You learn by means of dialogue and discussion—which are more conducive to you than solitude. Interaction and debate help you retain new material.

Intrapersonal learner



You prefer to learn from a good teacher, all the more so when the chemistry is right between you. And if it's not, well, look out!

Media-oriented learner



You have a good mind for technical systems. You prefer computers, learning programs, and a quiet environment, and like to discuss things with similar types of people.



OLIVER SCHEIBLE

TITLE: IT PLATFORM MANAGER
JOB: CHATBOT PRODUCT OWNER
BORN: 1976

AT PORSCHE SINCE: 10/2014

AI PRINCIPLE: "AI IS WHEN AUTOMATED
PROCESSES GIVE YOU MORE TIME TO DO
ESSENTIAL ACTIVITIES."

SUPERPOWER: LOSING NO ONE ALONG THE WAY,
THANKS TO INTEGRATOR SKILLS

APPLYING AI TO A CRISIS

A HUGE JOB

The coronavirus suddenly appeared—and most Porsche employees were now at home. To give their colleagues information about the effects of the pandemic as quickly and easily as possible, an IT team developed a chatbot in lightning speed—without any safety net or fallback.

Hardly anyone is apt to reminisce fondly about the acute stage of the coronavirus crisis. Yet Thorsten Heuberger speaks with enthusiasm about that "stressful but incredibly creative time, when new things kept happening every day." He's not referring to the crisis itself, of course, but rather to what it meant for his work and that of his colleague Oliver Scheible. In a very short period of time, Thorsten, Oliver, and their team developed an internal Porsche chatbot that could provide information and answer employees' questions about the pandemic around the clock. The abrupt shift to working from home and the temporary stop in production led to one

thing above all else: a lot of open questions. The phones at the personnel and health management departments were ringing nonstop. A solution was needed quickly.

To launch the Porsche Employee Assistant—as the chatbot is still officially called—within a few weeks was a huge job, says Thorsten, who is responsible for the bot's technology. Although the team had already been working on an in-house company bot before the pandemic broke out, no one thought it would go live so quickly without a safety net or fallback. "The virus definitely made us rev up our development work," says Oliver, the product owner of the bot project.

What is a (chat)bot?

A bot is a computer program that deals automatically with repetitive tasks without thereby depending on a human operator. A chatbot analyzes user input to provide answers that draw on routines and rules.

The team had only come together in late 2019 as part of the AI@Porsche program (see p. 26). Its task was to develop a chatbot that would use artificial intelligence to answer employee questions in many different areas of the company. It takes many hours of programming, testing, and improving, and then testing and improving again, for an AI system to give the right answers to questions formulated in all kinds of different ways. Hours that the Porsche developers did not have in this case. "At the end of February, it was clear that the coronavirus would be affecting us more than we had thought. In mid-March the employees were advised to work from home, and we released the bot just three weeks after that," says Thorsten. It's no wonder the AI system spit out the occasional wrong answer at first. "We were focusing on possible questions related to the virus and how the company was changing its office hours and locations and so on," says Oliver. But the bot was not prepared for a question about when it was born. "Your maternity leave starts on October 12," was what it came up with, an answer triggered by the keyword "born."

Overall, however, the numbers show that the "crisis chatbot" was and is a complete success. One measure is the quality of its answers. The AI system has been able to answer 98.3 percent of the questions correctly, and been stymied by only 1.7 percent. Another measure is its reception by the Porsche employees. More than 20,000 users have registered with it and submitted more than 30,000 queries. "That level of use is high praise for our work," observes Thorsten. But the team is even happier about the

fact that their achievement has significantly lessened the load for their colleagues in the health management and personnel departments. "It's great that we can help our co-workers, because that's the whole point of the bot," says Oliver.

Although the bot can now answer all questions related to the coronavirus, the team's work is by no means over. Other departments are also extremely interested in hav-

ing the AI system learn to handle their own content. At the same time, the bot team continues to refine the personality of their digital coworker. In keeping with the four key values at Porsche—a pioneering spirit, dedication, athleticism, and a sense of family—its answers should be as fresh, lively, and friendly as possible. And it should have a name, which the employees will soon be voting on.

AI Monday

AI Monday was launched in 2017 by a company in Helsinki as a **networking event on artificial intelligence**. Germany's first AI Monday was held in Berlin in 2018. A similar format was launched in Stuttgart in 2019. Porsche organizes the events as a partner of the Finnish initiators.

Because of the Covid-19 pandemic, this year's event in Stuttgart on July 20 was held online.

Find out more:
www.ai-monday.de/stuttgart

THORSTEN HEUBERGER

TITLE: SENIOR IT ARCHITECT

JOB: CHATBOT TECH LEAD

BORN: 1986

AT PORSCHE SINCE: 06/2018

AI PRINCIPLE: "ARTIFICIAL INTELLIGENCE IS A SUPPLEMENT, NOT A REPLACEMENT."

SUPERPOWER: OPENNESS TO RISK



"WE WANT MORE THAN 35,000 PEOPLE ON BOARD"

The AI@Porsche program was founded as a clearinghouse for all AI activities within the Porsche Group. The goal is to use artificial intelligence to optimize company processes—and especially to inspire and expand the horizons of fellow employees.

Simone Schulz, Daniel Bareiss, what was the reason for starting AI@Porsche?

Simone: Artificial intelligence is nothing entirely new for Porsche, of course. But different individuals were working on it in many parts of the company, and there were very different levels of knowledge about what exactly AI is and how it can benefit not only the company but also all of us individually.

Our program is like a clearinghouse for all AI activities within the Group. We keep an eye on everything, standardize processes, and decide which AI solutions should be promoted faster than others—for the moment, we're only talking about internal projects.

Daniel: Many people learn about artificial intelligence from movies like *Star Wars* or *Terminator*—and think it's mostly put to ne-

farious use. Our aim is to show our colleagues how AI can help them in their everyday work. We want to get more than 35,000 Porsche employees on board and convey the fundamentals of AI in seminars. We're also training some of our colleagues with the right professional backgrounds to become experts themselves.

What has happened since the program started in 2019?

Daniel: 2019 was the year we defined our mission and made ourselves known. We set up a core team of about ten people, contacted all the departments to tell them we're here

and what kind of added value we offer. We also looked for influencers, and together with them we've compiled around 250 potential use cases on how artificial intelligence can improve our company processes. Since then, there have been a lot of internal and external events like AI Monday, which we help to organize (see p. 25).

Simone: 2020 is the year we've started to see results. We validated and prioritized the 250 use cases, and started putting some of them into practice. This year we want to put about twenty AI applications of very different types into action (see opposite page).

Did the coronavirus really slow down your work?

Daniel: No, we're well within schedule. Working from home has only meant delays for what we call "people business." Virtual workshops are simply not the same as real ones.

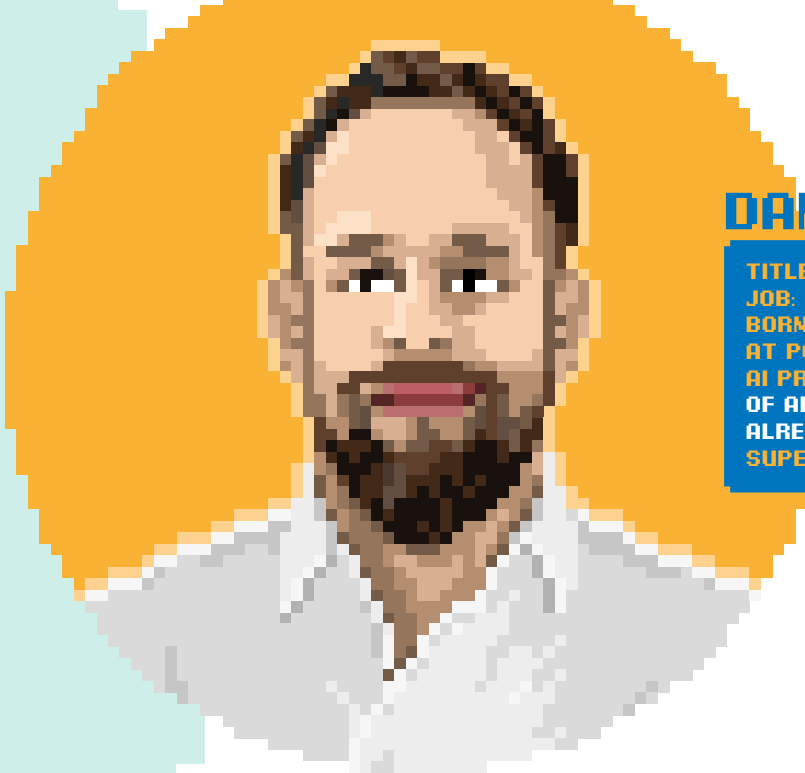
Simone: The coronavirus itself, however, became a use case that let us demonstrate what we can do. The "crisis chatbot" (see p. 24) shows that we can put projects quickly and successfully into practice if called upon. And the bot, of course, is a great example of how artificial intelligence can be of value to employees.

Texts Julia Bayer

SIMONE SCHULZ

TITLE: PROGRAM MANAGER
JOB: AI@PORSCHE CHIEF
PRODUCT OWNER
BORN: 1970
AT PORSCHE SINCE: 10/2017
AI PRINCIPLE: "THE RELATION BETWEEN HUMAN AND ARTIFICIAL INTELLIGENCE WILL BE SO SMOOTH SOMEDAY THAT DECISIONS WILL BE MADE IN REAL TIME."
SUPERPOWER: TRANSFORMING THE HUMAN/MACHINE INTERFACE





DANIEL BAREISS

TITLE: INNOVATION MANAGER

JOB: AI@PORSCHE FUNNEL MANAGEMENT

BORN: 1990

AT PORSCHE SINCE: 01/2019

AI PRINCIPLE: "ONE OF THE DANGERS OF ARTIFICIAL INTELLIGENCE IS THINKING WE ALREADY TOTALLY UNDERSTAND IT."

SUPERPOWER: MASTERING CHAOS

THREE EXAMPLES FOR AI@PORSCHE

Pleasant temperature right from the start

Every Saturday at 11 am, Frank Schuster drives his daughter to her riding lesson. His Taycan in the garage knows that. It also knows if the weather outside is freezing cold or beastly hot. In order for father and daughter to enjoy their drive right from the start—whether in the depth of winter or the height of summer—the sports car asks its owner about thirty-five minutes beforehand if it should preheat or precool the interior to the usual pleasant temperature. Schuster has already used artificial intelligence to preprogram that value. This AI solution was introduced in early 2020 for all Taycans and Cayenne Plug-in Hybrids as well as Cayennes with auxiliary heating.

Further training à la Netflix

If you make regular use of video-streaming services like Netflix, you know that watching just a few series or movies will give the algorithm an idea of your interests and it will suggest similar titles. This principle of "here's something you might also like" will be used on the learning platform for Porsche employees. In the past, it has been difficult to find the right training modules from among the large number on offer. In the future, employees will receive messages like: "Now that you've completed the 'Agile work' module, we also recommend the unit on 'Artificial intelligence.'"

KATE knows when the new Porsche is coming

The company can tell the precise day when a customer's individually configured Porsche will roll from the factory production line. But it's more difficult to estimate when a sports car will arrive at a particular dealership—especially if the car has to be shipped to another continent. Here, too, artificial intelligence will soon be of assistance. Using data from the past, KATE—a new delivery calculation service that stands for "customer order completion engine" (*Kunden-Auftrags-Terminierungs-Engine*)—can make a prediction. The aim is to be able to narrow the delivery date down to the week.

FLYING START

Six career stages in twelve years: after earning an industrial engineering degree at a cooperative state university, Kerstin Hess now heads the financial strategy department. She describes her intriguing path in this portrait.

For those of you who already know at nineteen where you want to be in your career at thirty-five, that's great. But read on, anyway—often things turn out differently than expected. And often that's a good thing. In January 2020, Kerstin Hess (35) became the director of the department for financial strategy and organization—a top job at Porsche. That wasn't the plan. If she'd taken a different turn in her career, she might be doing cell research right now.

It doesn't hurt to have a plan. But it probably does hurt to become fixated on promotions. "The content of the job has to make sense," she says. "If I'm offered a position where the next strategic step is already evident, I'm wary. Because if I'm not engaged with the work itself, I won't be good at it."

Kerstin received her high school diploma in the town of Sindelfingen after taking advanced classes in mathematics, biology, chemistry, and physics. With a Daimler plant nearby, she considered studying something to do with cars. Or would a math major be better? Or mechanical engineering? But where would those programs actually lead? "Then I found a cooperative program in industrial engineering. It was a good combination for me. I liked the fact that the company lets you get an idea of the day-to-day work, and the types of careers you could have."

She began a cooperative program in 2004 with Porsche ("that's where I wanted to end up") and what was then the Berufsakademie Stuttgart. Women accounted for only 20% of the industrial engineering students. That has changed, and they are now also well represented in mechanical and electrical engineering. At twenty-two, Kerstin wrote her

undergraduate thesis on financial strategies. But there were no job openings in the finance division. Here was another crossroads: what should she do now? Should she stay at Porsche? She did stay, working in procurement, where she was responsible for purchasing media, print, video, and other services. Shortly thereafter, the financial strategy department asked if she was interested in transferring to them as head of a supplier risk management project. Yes, she was. Because the content of the work made sense. She describes herself as "on the risk-averse side," or, in other words, as a careful individual. She now began managing insolvent suppliers, and the everyday work with balance sheets brought her back into the financial strategy world.

Gut feelings, courage, and the ability to make decisions are more important than a strict career plan. Or, as she puts it, "When the opportunity arises, take it!" When the board member in charge of finances was looking for an assistant, she applied. Her colleagues advised against it, saying that changing positions after only two and a half years could be seen as disloyal and that short stints do not look good on résumés. "But I didn't care because I was interested in the work itself," she says. Looking back, the switch was a crucial step. She showed what she could do, earned the confidence of the board member, and was appointed head of risk management at the age of thirty.


When her husband took a job in Washington, D.C. in 2018, Porsche enabled her to get a part-time position at Porsche in Atlanta. That worked out well. Kerstin could have let things rest there. But she didn't. She enrolled at a university to build on her degree. She stayed in contact with Zuffenhausen, and visited every few months. Her return in January of 2020, with a promotion to director of the department of financial strategy and organization, was like going home.

That was not planned. But as Kerstin says, "Don't go running after a career at all costs. That makes you tense. Instead, stay in touch with the right people, maintain contacts, and build networks. That's what helps."

Text Jo Berlien

Photo: Sabina Paries



A woman with blonde hair, smiling, stands in a car factory. She is wearing a dark blue, short-sleeved, textured dress. Her right hand is on her hip, and her left hand is at her side. In the background, there are cars on an assembly line, with a white car and a blue car visible. The factory has a high ceiling with industrial lighting and green safety lights.

**"Don't go running after
a career at all costs."**

**Climbing the
career ladder:
Kerstin Hess
is off to a flying
start at Porsche**

TRAINING REVISITED

Digitalization is doing a number on vocational training. That has not been lost on the instructors at Porsche's training center, who don't just teach but also encourage a desire for knowledge. They tell their students to go right ahead, use their strengths, and develop a solution-oriented mindset.

Marisa Leidel and Valentin Wetzel are sitting at a large console that is covered with switch elements and immersed in a thicket of test cables. The scene is reminiscent of a high school physics class. But the small exercise book entitled *Control System Training Materials* and sporting a silhouette of the Porsche 911 reveals that the two are in a modern car maker's apprenticeship program to become electronics technicians for operating systems. The scene also reflects the farsighted approach taken by the sports-car maker's training center, one that goes well beyond tinkering with screwdrivers and soldering irons. "These types of exercises help you acquire a real understanding of the components, and develop a solution-oriented and logical mindset," says instructor Matthias Bauer. "They lay the foundation for being able to transfer the knowledge at a later stage to different problems and new technologies."

Vocational training at Porsche is run differently than one might expect. The first year, which combines general classes in electronics and control systems with blocks of instruction at a vocational school, is still largely based on a conventional curriculum. It is an important stage during which the apprentices acquire the practical knowledge they will need for their specialized area of work. Starting with their second year, the apprentices have a lot of leeway to shape their studies

and select their focuses based on their own individual interests and strengths. "Porsche definitely gives you more flexibility than other company training programs do," says Marisa. It offers a perfect learning environment for people like the third-year apprentices, who have no wish to rein in their desire for knowledge. For example, after her first hands-on stint at the production department in Zuffenhausen at the start of her second year, Marisa (22) immediately decided to specialize in robotics. "I kept walking by all these robots at the plant, but didn't have a clue about how they work," she recalls. So she began gathering material about the field and set about learning.

There are good reasons for the fact that Porsche's apprentices have so many oppor-



Our apprenticeships

Porsche trains young people for eight technical and two commercial occupations in future-oriented fields.

Technical apprenticeships

- Mechatronics specialist for passenger vehicle systems
- Mechatronics specialist for systems and high-voltage engineering
- Industrial mechanic for automotive manufacture
- Vehicle body and construction mechanic
- Automotive interior installer

- Automotive painter
- Electronics technician for operating systems
- Warehouse logistics operator

Commercial apprenticeships

- Industrial clerk
- Industrial clerk with additional qualification as assistant for international business management with foreign languages





"Training only works well these days if the apprentices are involved in everyday operations."

Matthias Bauer,
Industrial electronics
instructor



**Promoting networked mindsets:
Marisa Leidel and Valentin Wetzels
search for solutions together**



tunities to learn and explore. The job descriptions for electronics technicians have become extremely varied, not only in the plant engineering sector. To build and maintain the precision machinery at Porsche factories, the employees need to be skilled in electronics, robotics, automated systems, and computer science—at the very least. According to Matthias, it's impossible to expect instructors to convey all the requisite information on a step-by-step basis to apprentices in a traditional setting. "Training only works well these days if the apprentices are involved in everyday operations," he says. That also means they might do some educational work themselves. "Sometimes people from the first year will come to those of us in the second year and ask us to help them understand something," says Valentin (22). The instructors welcome this, because both sides will learn from their exchange—not only the subject matter but also interpersonal skills. One apprentice will acquire new knowledge and also learn how to find the right individual who can help, and the other will deepen and reinforce existing knowledge, and gain self-confidence in the process. ›



Project work helps Marisa and Valentin learn to apply their knowledge



Photos: David Breun

"You'll always need input from the instructors. Our knowledge only takes root by exchanging ideas with them."

Valentin Wetzel,
Apprentice

Marisa and Valentin have now reached that stage of the program in which they can also expand their abilities by actually applying them. They do this in the course of project work, which they pursue in addition to specialized company seminars, vocational school instruction, and hands-on stints at different company departments. For example, the apprentices are currently working on a team with industrial mechanics and work/study computer science students to construct a robot cell that is later expected to offer complete seminars for educational and further training programs. They are not only responsible for setting up the electronics, but have also helped design the underlying educational approach. There is no limit to the number or variety of these projects. Marisa and her colleagues, for example, have already designed and conducted a practice-based electronics seminar for work/study students. And Valentin was part of the group that created disinfectant dispensers specifically designed for all the Porsche sites.

Matthias prefers to supervise the project work from the background and let the apprentices develop their own ideas. He only occasionally steps in to adjust course, and learns things himself in the process. "These

types of projects always have people who find new ways of doing things that I myself wasn't aware of," he observes. Marisa and Valentin each promptly recall a similar experience. The training center was the site of lively debate about a possibly superfluous circuit board in a model car, and about an additional battery switch in the disinfectant dispenser. In both cases, the apprentices' arguments ultimately prevailed.

Matthias also recognizes that there are some areas in which the apprentices are further along than he is. The world is changing, and young people like Marisa and Valentin have grown up with smartphones and are at home in a digital environment. Their head start in these areas shows up on occasion when these topics are on the agenda in the apprenticeship program. "As an instructor you have to be able to handle that," says Matthias. Those types of situations make him all the more aware that he, too, will never stop

learning and that there will always be new areas to explore.

This innovative approach to learning is also changing the relationship between the instructors and the apprentices. This is because an instructor also plays a crucial role when the young people bring a great deal of knowledge to the table and the learning experience is mutual. "You'll always need input from the instructors. Our knowledge only takes root by exchanging ideas with them," says Valentin. Matthias and the other instructors serve as sparring partners for the apprentices. They are ready to handle problems and answer questions. They supervise projects, encourage learning in targeted ways, and assign the tasks that need to be done. Assignments are not always based on purely practical considerations. Sometimes more introverted apprentice are given projects that might require overcoming an inner hurdle or two. If they succeed in doing so, that can also mean developing a stronger character. Teaching has always included an element of encouragement.

Text Benjamin Büchner

WOULD YOU STILL PASS THE EXAM?

Math, German, English, physics—final exams at high schools test a broad range of knowledge. See whether you can still meet the challenge today.

1 When did the euro become Germany's official currency?

- ☐ A) January 1, 2003
☐ B) January 1, 2002
☐ C) June 1, 2001
☐ D) December 31, 2001

2 What literary device is used in Julius Caesar's famous statement "Veni, vidi, vici?"

- ☐ A) Alliteration
☐ B) Pleonasm
☐ C) Oxymoron
☐ D) Paraphrase

4 When was the "Year of Three Emperors?"

- ☐ A) 1891
☐ B) 1871
☐ C) 1888
☐ D) 1878

5 Which of these subjects did Goethe's *Faust* not study?

- ☐ A) Mathematics
☐ B) Theology
☐ C) Medicine
☐ D) Law

3 What is the fourth digit after the decimal point in pi?

- ☐ A) 1
☐ B) 9
☐ C) 5
☐ D) 2

6 What is the highest judicial body in Germany?

- ☐ A) Federal constitutional court
☐ B) Federal criminal police
☐ C) Federal parliament
☐ D) Federal government

7 What is the process by which enzymes break down carbohydrates, proteins, and fats into water-soluble molecules?

- ☐ A) Respiration
☐ B) Photosynthesis
☐ C) Digestion
☐ D) Osmosis

8 Who wrote *The Catcher in the Rye*?

- ☐ A) Ernest Hemingway
☐ B) J. D. Salinger
☐ C) Mark Twain
☐ D) Oscar Wilde

9 How many times a year is the sun at its zenith as seen from the equator?

- ☐ A) Four times ☐ C) Once
☐ B) Six times ☐ D) Twice

10 Approximately how long would the Porsche Taycan Turbo S need to reach 100 km/h at a constant acceleration of 9.92 m/s²?

- ☐ A) 2.4 seconds
☐ B) 2.8 seconds
☐ C) 2.6 seconds
☐ D) 3.1 seconds

0 to 3 correct answers:

Are you sure you passed your final exams in high school? A few gaps in your knowledge have since appeared. You can close them, but you'll have to do something about that. It always pays to learn.

4 to 7 correct answers:

High school was a breeze for you, and would be today as well. But in the meantime, you've become a specialist and neglected your general knowledge. You can certainly change that, though.

8 to 10 correct answers:

You could take your high school exams again tomorrow. Studying paid off back then—and also does today. It seems you like to learn. Are you working for Porsche already?

Taycan Turbo S: Electrical consumption (combined): 26.9 kWh/100 km; CO₂ emissions (combined): 0 g/km

FOCUS ON PEOPLE

Shari Langes (33) is a product owner for an agile IT team. In two-week sprints, she adds new functions to IT tools. The goal is to help company employees work better and more efficiently together.

You can learn at least three things from Shari Langes. First: even if you study medical informatics, you can end up working for a car maker. Second: by all means apply for a job at Porsche, even if you're not sure the position is 100% right for you. And third: as an IT specialist and car enthusiast, you can be happy with your job even if you're not directly involved in writing more software for the new Taycan.

C
A
M
P
U
S

Shari Shari is thirty-three years old and the youngest of three daughters in a family of doctors. "I was already interested in medicine as a kid," she says. But she was also interested in engineering. Upon finishing high school in 2006, "I already knew I wanted to do something in IT." She searched online for computer science programs connected with medicine, like those affiliated with business or hardware engineering. Sure enough, the Heilbronn University of Applied Sciences offers a program in medical informatics. Shari enrolled, and studied not only software development but also basic medicine. What do these two fields have in common? When developing patient-centered software, the focus has to be on people. Shari has never stopped following this principle.

In 2012, Shari started her professional career as an IT business consultant at a company called Kaufland Informationssysteme. Three years later she took her first leadership position and launched new application development teams in both Germany and Bulgaria. In 2018, she joined Porsche in Zuffenhausen. "The brand has a huge appeal for a lot of applicants. For me too! I love fast cars and have a sports-car mentality on the road."

She applied for a service manager position in the collaboration group. "The interview was a totally pleasant



Planning, coordinating, and carrying out IT projects and preliminary studies for IT collaboration services

Ensuring unified and consistent IT services for agile project operation

IT service manager with a focus on unified communications and collaboration

Responsibilities

- Planning, coordinating, and carrying out IT (innovation) projects and preliminary studies for IT collaboration services
- Carrying out project management jobs for IT collaboration services (e.g., further development of IT service portfolios)
- Ensuring unified and consistent IT services for agile project operation and office work at Porsche
- Planning, transformation, and operation of Microsoft and Atlassian services with a focus on unified communications and collaboration
- Analyzing customer needs and developing innovative migration and solution concepts to further develop and transform IT services
- Specifying, calling for bids, and overseeing external project services
- Planning, preparing, and leading committee meetings

Requirements

- Degree in (industrial) informatics, (industrial) engineering, or similar course of study
- Extensive professional experience (generally five years) as an IT service manager, ideally as product manager, plus project experience in IT consultancy
- Very good technical knowledge of service management and support for complex company services (Microsoft SharePoint, Microsoft Exchange, Skype for Business, Atlassian Tool Suite)
- Good knowledge of current IT architectures and IT standards in and related to unified communications and collaboration as well as ITIL processes
- English language skills (professional working proficiency)
- High levels of motivation and responsibility
- Very good analytical skills, strong communication and teamwork skills

Apply online with reference number
PAG-D-2163758-1
at www.porsche.com/jobs





Hot new world

Digitalization is leading to many new job descriptions. Need a few examples? A product manager meets with customers and solicits feedback. A product owner works with developers to ensure processes are executed correctly. A management scientist acts as an interface between specialized departments. A data scientist is an analyst, and a data steward monitors data quality and integrity.

experience. It was immediately clear to me that the people really embrace an open-minded culture, which was great." In the fall of 2019, Porsche created a digital workplace department with seventy-five people. The company also introduced agile work methods and product teams, each of which has its own area of responsibility. Shari is now a product owner on a six-member collaboration team. In contrast to conventional structures, the team takes a transdepartmental approach. In two-week sprints, it puts new software functions into practice. How can we simplify everyday collaboration among our Porsche colleagues? What can we as IT specialists do to support mobile and virtual work? How can we bring our international subsidiaries closer to us in a virtual setting and streamline the exchange of information? Those are just a few of the questions addressed by the collaboration product team.

"As a product owner, I identify and prioritize the needs of our colleagues and decide what to do about them, while the product team decides how to put that into practice," she says. Do people want to work together in real time on one and the same Word document and see changes made by their coworkers right away, regardless of geographic location? We can do that! Shari's agile unit also got mobile collaboration up and running. "There didn't used to be any mobile apps that would let you access documents or notes on the move, but we've changed that," she says. The people in her department range in age from their late twenties to early sixties, and also regularly welcome work/study colleagues. "Age plays no role; the only thing that matters is your mindset," she says. And the focus is on people. "Often it's enough just to listen and adjust the process a little instead of having the IT side contribute something new."

In addition to her passion for informatics, Shari loves to go hiking—preferably with others as opposed to alone. "Last year a group of us went on a seven-day hike across the Alps, and I have to say when you've just had a strenuous climb and finally reach the top and have this fantastic view, it's much more enjoyable on a team than alone. I'm more motivated when I'm together with other people. And if you want to achieve something really big, a team can do it a lot more easily." A group will have more ideas and more discussions, but it will ultimately also have more and generally better solutions. Shari has been at Porsche for two years now, but the company continues to surprise her. "I was recently in the Taycan factory, and didn't see a single speck of dust on the floor! That's just one indication of the love that the production people put into their work. They put their heart and soul into producing these strikingly beautiful cars."

Text Jo Berlien

INTERNSHIPS

TOP 5

Porsche offers many different internships. Here is a selection of the latest exciting fields. It's always a good idea to apply!

Internship in exterior and interior styling, color & trim; Weissach; Reference number: PAG-P-6201113-E-2

Internship in organizational development; Zuffenhausen; Reference number: PAG-P-6401111-E-3

Internship in controlling; Weilimdorf
Reference number:
PAG-P-6305001-E

Internship in billing, accounting, and taxes; Weilimdorf
Reference number:
PAG-P-6306010-E

Internship in purchasing; Hemmingen, Rutesheim, Weissach; Reference number: PAG-P-6101550-E-2

 <https://jobs.porsche.com>

"I'm heartened by the optimism I see in so many people as they set about tackling this situation. It's times like these that lead to dreams and desires. The need for sports cars might even be greater after the crisis than before, or that at least would be my wish."

Oliver Blume, Chairman of the Executive Board of Porsche AG

BOOK CHECK

Porsche is about design, performance, and the passion for sports cars, but also about much more. Literally. Fans can experience the brand not only in the driver's seat, but also in an armchair. They can read about Porsche in works of non-fiction, in history books, children's books, novels, biographies, and—if words should fail—in books of photos or illustrations.

The archive of the Porsche Museum has more than 4,000 volumes. These include everything published under "Edition Porsche Museum," the company's own label founded in 2009, as well as numerous works from other publishers and authors. Yet Porsches feature or figure in a great many more books. "You'd never be able to count them all," says archive employee Sarah Pelters, who is familiar with no small number of them. After all, scores of authors contact the Porsche Archive in the course of their research. The company's "historical memory" receives around 6,000 queries a year, not only from authors but also from journalists and students. The archive is not open to the general public. But for all those who wish to immerse themselves in a book about Porsche, we present a small but select set of works.

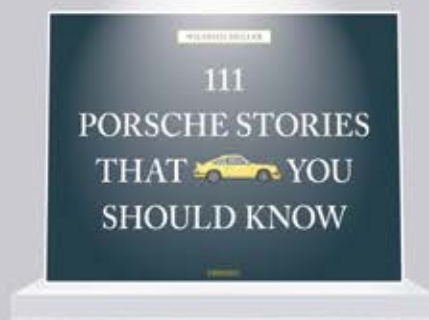
C
A
M
P
U
S

Sarah Pelters

Research Associate, Porsche Archive

Sarah Pelters (34) speaks fluent Porsche. She is a text editor and content manager who is usually the last person to check publications from the Porsche Group. Which is a good thing, for not everyone can immediately explain fine points like the difference between a manufacturing year and a model year. Pelters studied the history of technology, and joined Porsche while still in her work/study program. The moment she begins enthusiastically describing the varied nature of her job, it's clear that the Porsche Archive is a far cry from a dusty basement library.

Photo montage: Shutterstock/campira



PORSCHE FOR EVERYONE

One hundred and eleven short stories on 304 pages with 150 illustrations: motorsports reporter Wilfried Müller serves up an appetizing array of colorful stories and anecdotes from the Porsche cosmos, and not only to long-time Porsche enthusiasts. The volume includes vignettes of people like racing director Wilhelm Hild, who only smoked cigarettes halfway, suspenseful accounts of races on tracks around the world, and of course stories about automobiles themselves—from Volkswagen to the 911 cult car and the 919 Hybrid.

111 Porsche Stories You Should Know, Emons Verlag, 2018, 304 pages, €25.00



PORSCHE PICTURE BOOK

Porsche for the little ones: seven full-spread panoramas invite children into the sports-car maker's world. Highlights include a tumultuous aerodynamics test in the wind tunnel at Weissach's development center, the production line at the main factory in Zuffenhausen, and the off-road terrain at the Leipzig site.

Porsche Wimmelbuch, Edition Porsche Museum volume from Wimmelbuchverlag, 2018, 16 pages, €12.80

KNOWLEDGE AT YOUR FINGERTIPS

A must for true Porsche connoisseurs—those who know every model like the back of their hand and have a superb command of technical detail will find this the perfect source, even if the odd bit of knowledge might still be missing. Despite the reference-work character with a chronological structure, the book is also an invitation to browse. The gripping history of Porsche is told alongside a treasure trove of photos.

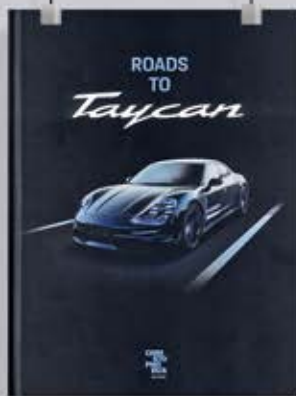
Porsche Calendarium 1931–2018, Edition Porsche Museum volume published by Piper Verlag, 2019, 254 pages, €16.00



FROM PAST TO FUTURE

At Porsche, electromobility marks the past and present as well as the future. With the Taycan, the sports-car maker has ushered in a new era for the corporate group. But few people know that the history of the company itself also started with an electric motor. Released to mark the world premiere of the Taycan, this work is a printed record not only of the first all-electric sports car but also of Porsche's history of electromobility.

Electrified. Since 1893, Edition Porsche Museum volume published by Motorbuch Verlag, 2020, 180 pages, €24.95



A LOOK BEHIND THE SCENES

This book gives readers a glimpse of the mission accomplished by around 1,000 test-drivers, technicians, and engineers. The road to series production of the Taycan was long. And extreme. Porsche's first sports car with an entirely electric drive was tested under the toughest conditions. This book of photos impressively documents the test-drives in South Africa, Sweden, and Shanghai.

Roads to Taycan, Christophorus Edition, 2020, 176 pages, €59.00

THE BESTSELLER

The most sought-after volume at the Porsche Museum: like the Porsche 911 itself, this printed homage to the sports car is also a bestseller. Its more than 1,000 pages present the history of the 911 model series from its origins to the present day. Although it tips the scales at nearly 3.8 kilos, the book is anything but a heavy read thanks to its many photos, drawings, and vintage advertisements.

911 x 911, Edition Porsche Museum volume published by Motorbuch Verlag, 2018, 1,038 pages, €49.90



ENTERING CONTEMPLATIVE GEAR

Porsche can also be very quiet. This collection of essays published in 2019 is food for thought for sports-car fans with a philosophical bent. Ten articles by leading authors address topics such as identity, transformation, and the significance of digitalization. Each essay is illustrated with the work of an international artist.

Reader No. 1: Food for Thought, Christophorus Edition volume published by Piper Verlag, 2019, 176 pages, €20

MAGAZINE



CAMPUS

PORSCHE REMAINS TRUE TO BALLET

Porsche has extended its commitment as the main sponsor of the Stuttgart Ballet. The new contract runs until 2023 and includes presentation of the Ballet in the Park cultural program. The Stuttgart Ballet and Porsche will also be jointly presenting the Ballett am Kulturwasen event this year as an alternative to the popular open-air program that had to be cancelled because of the coronavirus. "Promoting culture is part of how we view ourselves as a company," says Andreas Haffner, Member of the Porsche AG Executive Board for Human Resources. "We and the Stuttgart Ballet have shared the goal of making culture accessible to a broad public for years now. We are especially pleased to do so this year thanks to a creative organizational idea. The Ballett am Kulturwasen event is an excellent example of an unchanged intensive partnership that we look forward to continuing in the future."



www.stuttgart-ballet.de

WINTER SEMESTER EVENTS



Would you like to speak with us directly? Visit our careers website to find out about upcoming exhibitions and recruiting events. We look forward to meeting you at the next opportunity—whether in person or online.

2020-21

UNDERSTAND PORSCHE—AT A GLANCE

DRY SUMP LUBRICATION

When a Porsche accelerates, moving parts in its engine slide past each other. To protect them from friction and heat, a dry sump lubrication system provides oil. In addition to a feed pump, it features a recirculating pump that sends oil from the bearing locations back into the pan. This closed-loop system is the ideal form of lubrication for some engines.

SPYDER

Open race cars are given the auxiliary designation "spider" because of the shape of their bodies. At Porsche, this is written with a "y" as in "Spyder." But what do these dynamic two-seaters actually have to do with a spider? The term dates back to the time of horse-drawn carriages, when some of these vehicles had a markedly high and lightweight structure.

THE PORSCHE CODE

What makes Porsche tick? The answer can be found in the Porsche Code, which draws on the cultural values of dedication, sportiness, pioneering spirit, and family, and fills them with life. It applies to the entire Porsche team. Each of these four cultural elements lays the foundation for two core statements that serve as guidelines for leadership and teamwork.

ROLLING MUSEUM

Although it doesn't roll straight through Stuttgart, the Porsche Museum is still a rolling museum in two senses of the word. Most of the cars it houses can still be driven and are regularly maintained. And its exhibits can roll because if certain vehicles are not in the collection at the moment, they are usually participating in racing events for vintage cars throughout the world.

JOINING PORSCHE

JOBS AND CAREERS

Would you like to join us? Check out www.porsche.com/jobs for more information and all positions on offer—from internships to direct openings.

INTERNSHIPS

Internships are available in nearly all company divisions and at international subsidiaries. They can start at any time, run three to six months, and consist of thirty-five hours/week. Apply four to six months before you would like to start. Prerequisite: ideally three semesters plus initial practical experience.

WORKING STUDENT

Join everyday company operations at any time. Duration: at least six months. Working time: ten to twenty hours a week. Prerequisite: ideally three semesters with good grades.

COLLEGE THESIS

An ideal combination of theory and practice. Duration: three to six months.

HIGH SCHOOL INTERNSHIPS

High school students on both college or non-college tracks can do a one-week career orientation internship at various parts of the company. Places are limited and very high in demand. You should therefore send in your application materials online around four months before your preferred dates.




VOCATIONAL TRAINING

Technical and commercial apprenticeships for positions like automotive mechatronic technicians or industrial clerks. The application period starts in summer for the following year (e.g., July/August 2020 for September 2021).

WORK/STUDY PROGRAM

Three-year bachelor's program at the Baden-Württemberg Cooperative State University (DHBW) combined with periods of practical training at the company. Eight different courses of study: IT, automotive IT, industrial IT, industrial engineering, mechanical engineering, electrical engineering, mechatronics, and digital business management. Prerequisite: very good general or subject-oriented college preparation. Apply in July/August for the following year. Permanent job contract possible following successful completion of the program.

HOW TO REACH US

-  www.porsche.com/jobs
-  www.facebook.com/porschekarriere
-  [porschecareers](https://www.instagram.com/porschecareers)
-  Hotline: +49 711-911-28935
(Monday through Friday,
2 to 5 pm)

PUBLISHING DETAILS

Porsche CAMPUS

01/2020 issue. CAMPUS appears online in German and English at www.newsroom.porsche.com/en/campus and in a limited print run.

Publisher, editorial direction

Dr. Ing. h.c. F. Porsche Aktiengesellschaft
Personalmarketing und Recruiting, Porscheplatz 1
70435 Stuttgart; phone: 0711-911-2885

Editorial office

Dr. Ing. h.c. F. Porsche Aktiengesellschaft,
campra GmbH, Büro für Kommunikation
Authors for this issue: Julia Bayer, Jo Berlien,
Benjamin Büchner, Michael Thiem

Translation

RWS Group Deutschland GmbH,
Joachimsthaler Straße 15, 10719 Berlin

Design

campra GmbH, Büro für Kommunikation,
Hauptmannsreute 23, 70192 Stuttgart

Cover photo

campra GmbH

Production and printing

Offizin Scheufele Druck und Medien GmbH + Co. KG,
Tränkestraße 17, 70597 Stuttgart

Copyright and publishing rights

This magazine and all the articles and images in it are protected by copyright law. Upon acceptance of a manuscript all rights are transferred to the publisher, including publishing, translating, granting reproduction rights, saving in electronic databases, producing special prints, and making photocopies and microcopies. The magazine may not be used in any way beyond that permitted by copyright law without the express consent of the publisher.



STUDENTS

HIGH SCHOOL STUDENTS

CAMPUS

01/2020

39



**You have the ideas,
we've got the sticky notes to match.**

porsche.com/careers



PORSCHE