Founded 1985

Fortune 500 company

Leader in developing and delivering innovative digital wireless communications products and services based on CDMA and other advanced technologies

World’s largest fabless semiconductor company, #1 in wireless

Broadly licensed patent portfolio: ~11,600 U.S. and ~54,100 international patents and patent applications

Member of the S&P 100 & 500 Indexes
Qualcomm, Inc.
Financial Highlights—Fiscal 2009

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues</td>
<td>$10.4 Billion</td>
</tr>
<tr>
<td>Operating Income</td>
<td>$2.23 Billion GAAP</td>
</tr>
<tr>
<td>EPS</td>
<td>$0.95 GAAP</td>
</tr>
<tr>
<td>Cash Flow</td>
<td>$7.17 Billion Operating</td>
</tr>
</tbody>
</table>
Key Business Segments

**QTL**
TECHNOLOGY LICENSING
A Leader in Licensing Wireless Technologies

**QCT**
SEMICONDUCTOR BUSINESS
World’s Largest Fabless Semiconductor Company
#1 in Wireless

**QWI**
WIRELESS INTERNET
Focus on Services
• Mobile Banking
• Connectivity
• Content Delivery
Qualcomm Employee Landscape

INNOVATION – EXECUTION – PARTNERSHIP

- Over 16,000 employees
  - ~65% have engineering backgrounds
- 70 worldwide locations
  - Headquartered in San Diego, CA
  - 21% of employees located internationally
- Employee Growth:
  - Total employee base grew 26% in past 24 months
  - International employee base grew 44% in past 24 months
Innovating to create a “mobile” world is the everyday work of a Qualcomm employee.

Always With You
Instant-on
Real-time
Highly Personalized
Location Aware
Authenticated
What kind of academic background is needed to innovate *mobility*?

- Electrical engineering (RF, VLSI, Power, Display technologies)
- Computer science & engineering
- Embedded systems design*
- Test engineering
- Display technologies*

* = emerging specializations
Successful newly hired graduates have many additional skills, over and above their advanced academic expertise.

**Innovation work is a team sport…**

<table>
<thead>
<tr>
<th>Self management</th>
<th>Communication skills*</th>
<th>Teamwork</th>
<th>Career development*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Goal setting</td>
<td>• Active listening</td>
<td>• Collaboration &amp; contribution</td>
<td>• Active seeking of feedback</td>
</tr>
<tr>
<td>• Prioritization</td>
<td>• Effective verbal interactions</td>
<td>• Use of social network</td>
<td>• Ongoing learning: active curiosity</td>
</tr>
<tr>
<td>• Dealing with ambiguity &amp; complexity</td>
<td>• Presentations</td>
<td>• Conflict management</td>
<td>• Peer coaching &amp; feedback</td>
</tr>
<tr>
<td>• Critical thinking &amp; decision-making</td>
<td>• Writing</td>
<td>• Negotiation &amp; persuasion</td>
<td></td>
</tr>
</tbody>
</table>
In a Qualcomm-commissioned pulse survey by i4cp, 446 total respondents said...

Professional skills are critical for business success.

What is the business rationale for offering this type of training?
Overall

<table>
<thead>
<tr>
<th>Reason</th>
<th>Higher Performers</th>
<th>Mid-range Performers</th>
<th>Lower Performers</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are critical skills required for business success</td>
<td>80.6%</td>
<td>72.3%</td>
<td>67.9%</td>
</tr>
<tr>
<td>They're an integral part of employee development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They improve individual performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees like them – improves engagement</td>
<td>61.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>5.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>3.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: i4cp

Higher performing organizations are even more likely to see professional skills as critical.
Survey respondents reported these critical topics for their organizations.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>64.0%</td>
</tr>
<tr>
<td>Coaching</td>
<td>59.7%</td>
</tr>
<tr>
<td>Time-management skills</td>
<td>53.1%</td>
</tr>
<tr>
<td>Listening skills</td>
<td>49.1%</td>
</tr>
<tr>
<td>Project management</td>
<td>47.6%</td>
</tr>
<tr>
<td>Effective written communication</td>
<td>46.2%</td>
</tr>
<tr>
<td>Effective verbal communication</td>
<td>45.7%</td>
</tr>
<tr>
<td>Meeting management</td>
<td>37.7%</td>
</tr>
<tr>
<td>Self-management</td>
<td>35.5%</td>
</tr>
<tr>
<td>Persuasion or using influence</td>
<td>33.9%</td>
</tr>
</tbody>
</table>

* Excludes leadership topic overlap.

Source: i4cp
“Effective professional skills, in addition to strong technical skills, are the foundation for career success and satisfaction, regardless of your position or career aspirations.”
Professional Skills for Qualcomm employees can be grouped into 4 major categories, tied together with 3 key themes.

- **Business Acumen**
- **Project Management**
- **Communication**
- **Personal & Team Effectiveness**

*Inform, Educate and Share* Knowledge, Ideas, Best Practices
So how can academia better prepare students?
Academic study can better prepare work-ready students by focusing on the HOW of learning.

What’s (assigned and) measured gets done.

- Build collaboration and communication into technical curricula requirements
  - Social/collaborative learning
  - Verbal communication
  - Team project-based learning
- Embrace social technology and new ways learning must take place on the job
- Reframe learning
Reframing learning

- “IFF” Learning (Wilson, 2009)
- Learning “in” action
  - Developing knowledge and skills during performance
    - Feedback
    - Sharing information
    - Asking for help
    - Discussing errors
    - Experimenting
- Learning “from” action
  - Learning after performance
    - After action reviews
    - Reflection about experiences
    - Examining patterns and insights
- Learning “for” action
  - Traditional learning
    - Gaining knowledge and skills before performance
    - Classroom learning, workshops, etc
“Braiding” Learning (Perkins & Croft, 2009)

- Fast cognition
  - Everyday work requires that we move quickly, recognizing patterns and acting based on intuition

- Slow cognition
  - Slow down, reflect, thoughtful evaluation

- Learning leaders need to “braid” learning - design learning so that fast and slow cognition are both supported
  - Action learning projects
  - Coaching and feedback during learning
  - Learning journeys (Senge et al., 2009)
Learning’s New Role – from a static “1.0” view of learning to a dynamic “2.0” view.

### Learning 1.0
- **Teachers & Experts**
- **Content Creators**
- Provides structured environment
- **Silos**
- Top-Down, One Way

### Learning 2.0
- **Knowledge workers**
- **Enablers**
  - Facilitators
  - Connectors
- Provides organic environment
- **Partners** (across organizations)
- Bottom-up, Learner-Driven Peer Learning
More specifically, the new strategic role of Learning focuses on behavior – above and beyond discrete knowledge.

Survival in such turbulent world demands a shift in the perception and role of learning in organizations.

### From learning as...  

| training skills and knowledge | supporting execution of fixed business goals | focusing on individual skills | developing knowledge for action |

### To learning as...  

| transforming behaviors and mindsets | enabling flexible emergence of business goals | creating collective capacities | developing knowledge in and from action |
And, collaborative learning must be facilitated across boundaries: more integrative than “interdisciplinary” from the typical academic perspective

Leaders must effectively bring people together to innovate and learn across their differences through practices that:

• Engender **interdisciplinary collaborative skills**, such as curiosity, perspective taking, and connection making (Boix-Mansilla)

• Use a variety of **boundary objects** (linking mechanisms) to facilitate knowledge transfer, translation, and transformation (Carlile).

• Develop **boundary spanners** with key skills such as storytelling, empathy, and tolerance for ambiguity (Solet).
In summary: The future of business success depends on highly skilled professionals who can...

- integrate **critical thinking** and **reflective action** in the workplace.

- **adapt** to the structural complexity and psychological **uncertainty** that leaders will face.

- create flexible structures and skills for **collective collaboration** and **problem solving** across boundaries.
Thank You