ACSESS 2010

Panelist: Terie Scerbo, Academic Relations
The Learning Center – Qualcomm, Inc.

QUALCOMM®

QUALCOMM®

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

Revenues

$10.4 Billion

Operating Income

$2.23 Billion GAAP

EPS

$0.95 GAAP

Cash Flow

$7.17 Billion Operating

Key Business Segments

QTL
TECHNOLOGY
LICENSING

A Leader in
Licensing Wireless
Technologies

QCT
SEMICONDUCTOR
BUSINESS

World's Largest
Fabless Semicon-
ductor 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.
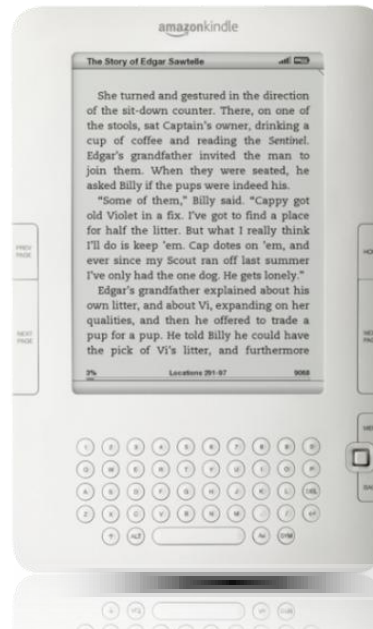
Always With You

Instant-on

Real-time

Highly Personalized

Location Aware

Authenticated

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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…

Self management	• Goal setting • Prioritization • Dealing with ambiguity & complexity • Critical thinking & decision-making
Communication skills*	• Active listening • Effective verbal interactions • Presentations • Writing
Teamwork	• Collaboration & contribution • Use of social network • Conflict management • Negotiation & persuasion
Career development*	• Active seeking of feedback • Ongoing learning: active curiosity • Peer coaching & feedback

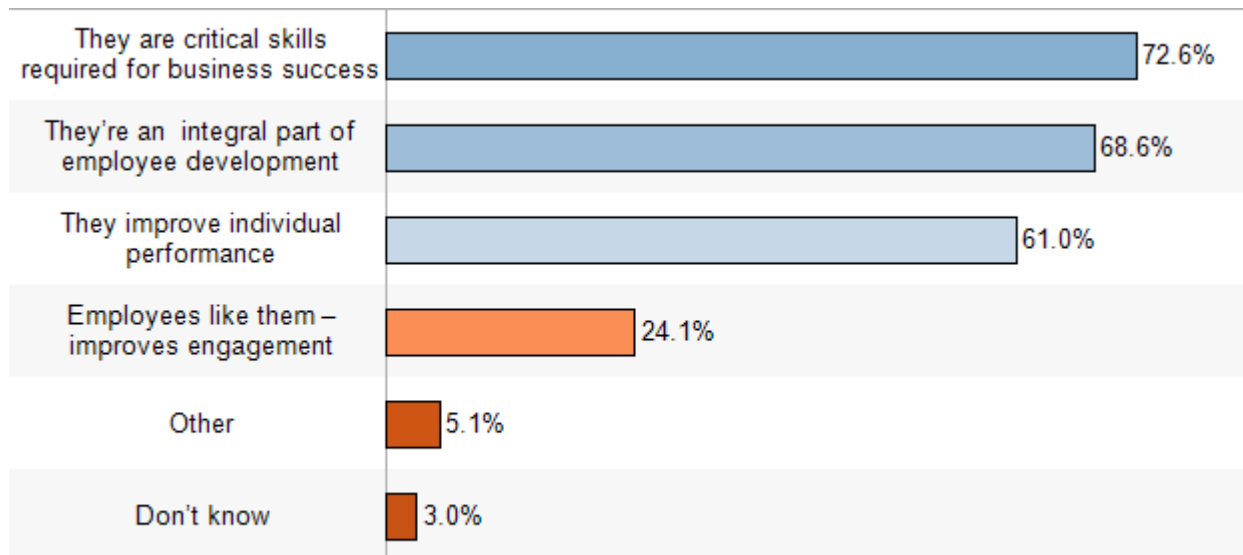# In a Qualcomm-commissioned pulse survey by i4cp, 446 total respondents said…

Professional skills are critical for business success.

	Higher performers	Mid-range performers	Lower performers
They are critical skills required for business success	80.6%	72.3%	67.9%

Source: i4cp

Higher performing organizations are even more likely to see professional skills as critical.

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

Overall

They are critical skills required for business success	72.6%
They're an integral part of employee development	68.6%
They improve individual performance	61.0%
Employees like them – improves engagement	24.1%
Other	5.1%
Don't know	3.0%

Source: i4cp

Survey respondents reported these critical topics for their organizations.

Q12 -- Top 10 Professional Skills Topics Offered Overall*

Topic	Percent
Teamwork	64.0%
Coaching	59.7%
Time-management skills	53.1%
Listening skills	49.1%
Project management	47.6%
Effective written communication	46.2%
Effective verbal communication	45.7%
Meeting management	37.7%
Self-management	35.5%
Persuasion or using influence	33.9%
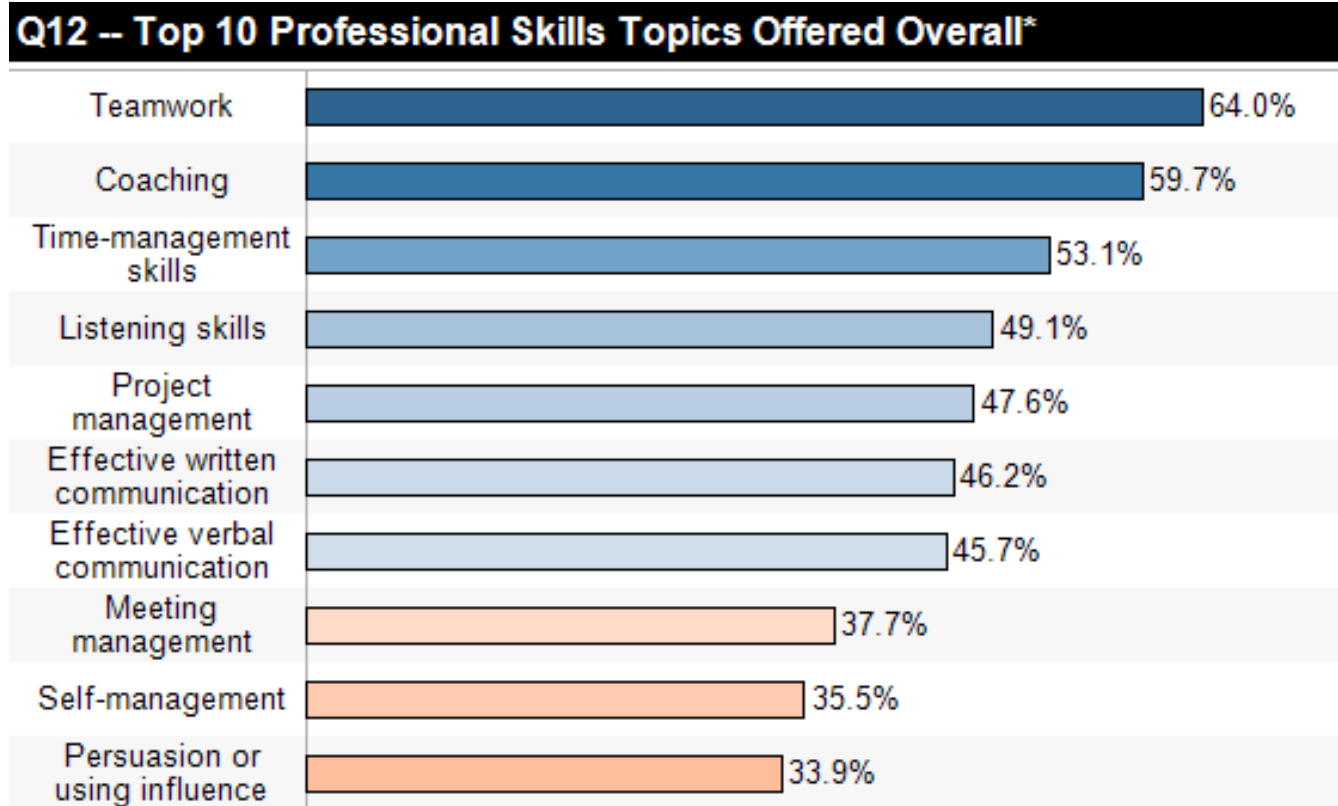
* Excludes leadership topic overlap.

Source: i4cp
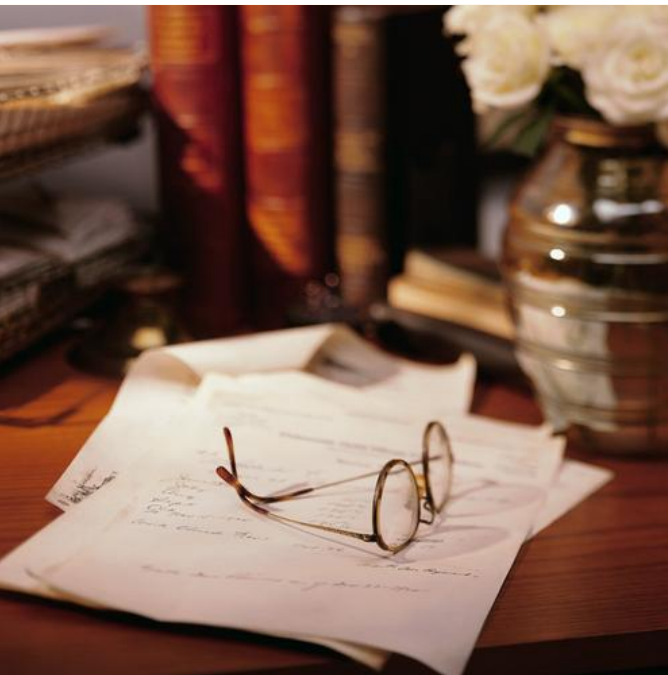
Percentoffer

3.8%   71.1%
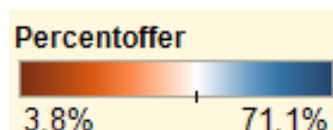
Professional Skills @ Qualcomm:

"**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

New Product Development

Intellectual Property

Finance

Business Models & Strategy

Supply Chain

Sales & Marketing

Project Management

Communication

Personal & Team Effectiveness

Inform, Educate and Share Knowledge, Ideas, Best Practices

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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
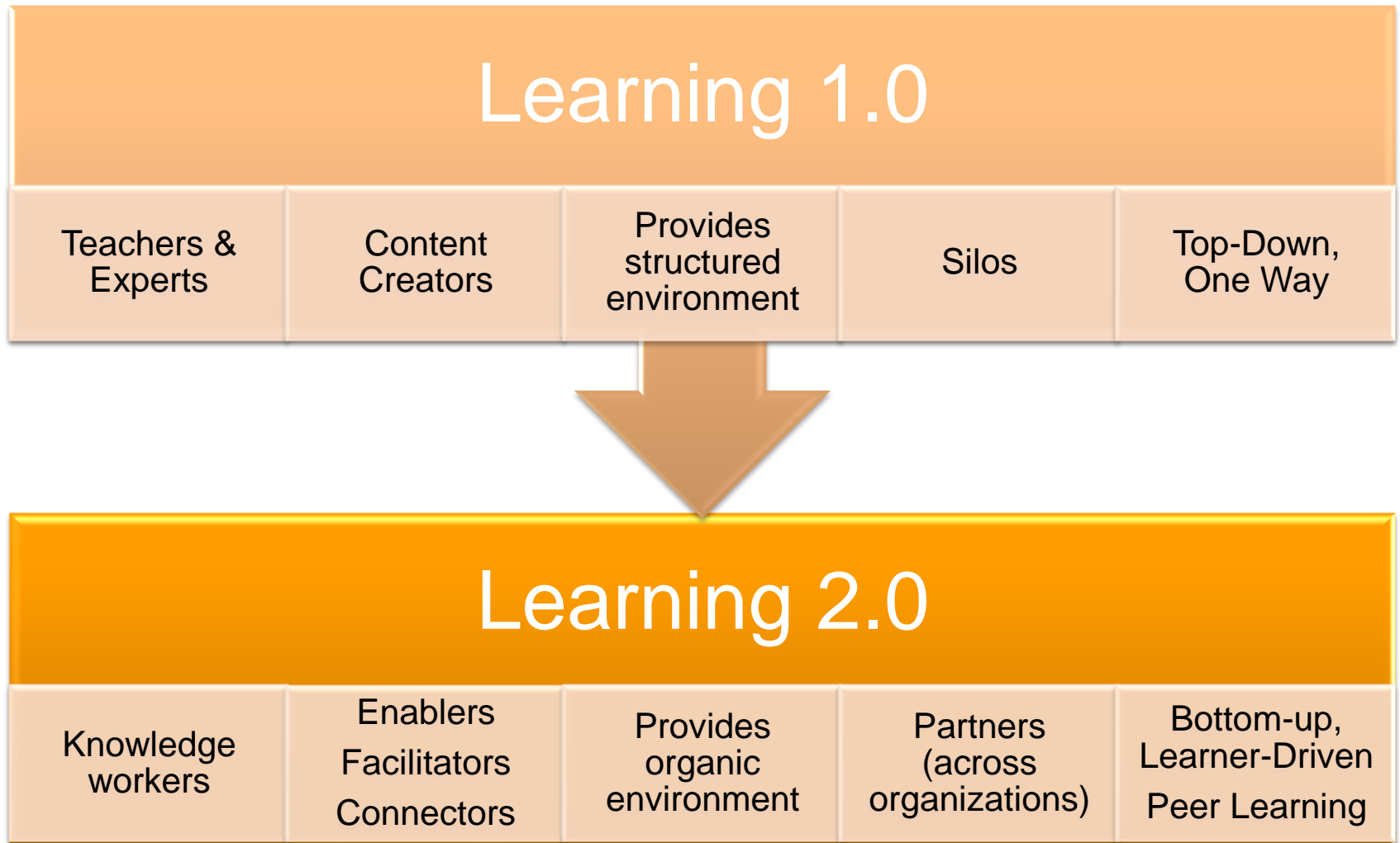- Reframe learning

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
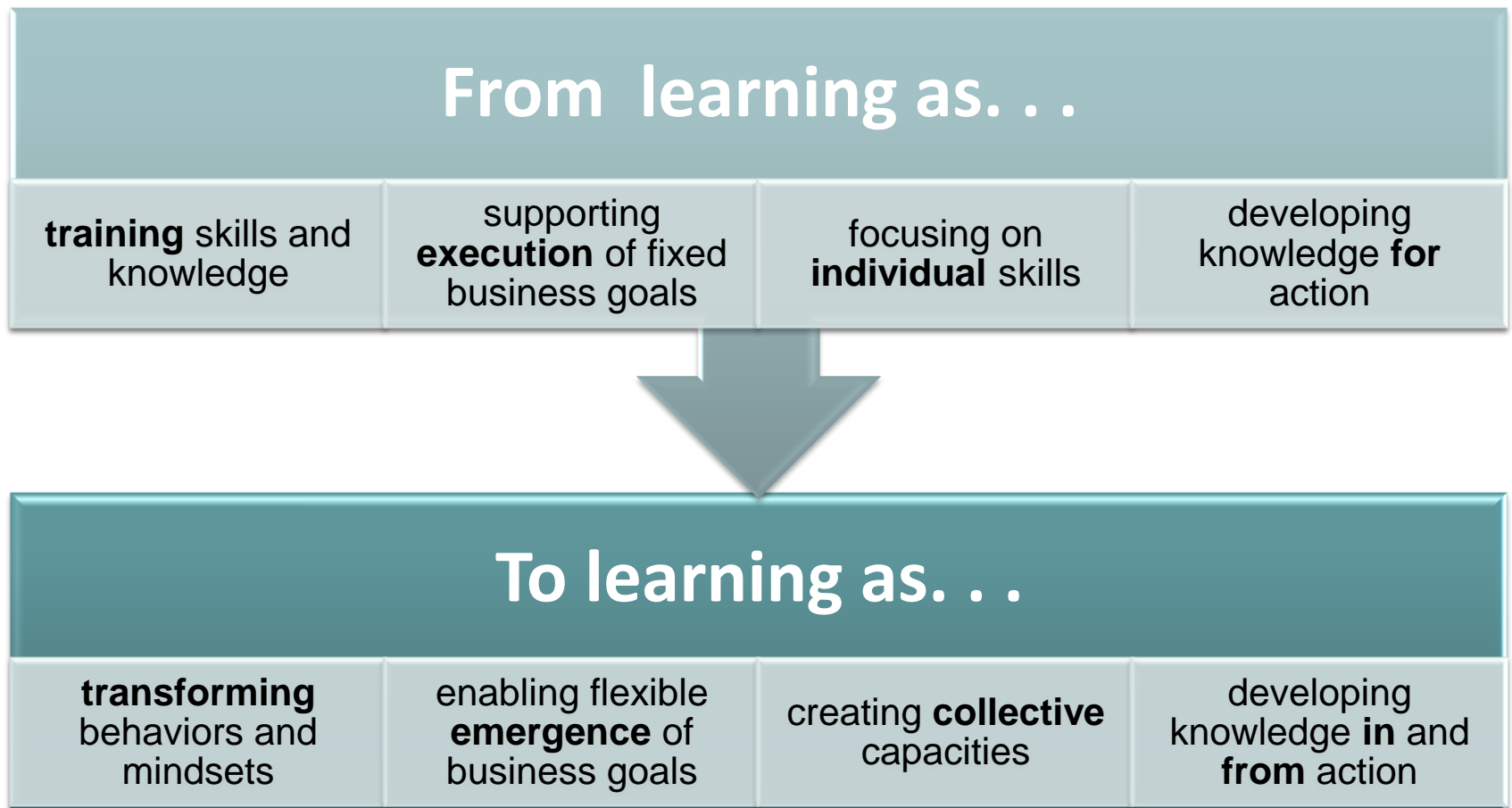
"Braiding" Learning (Perkins & Croft, 2009)

- **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).

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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**.

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> Thank You