Best practices for MSL field readiness and articulation

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- This presentation is for informational purposes only and the opinions expressed are personal and not those of EMD Serono Inc.

Who we are

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# In this session, we will...

Review some of the possible ways to embed understanding of scientific data and experiment with articulation
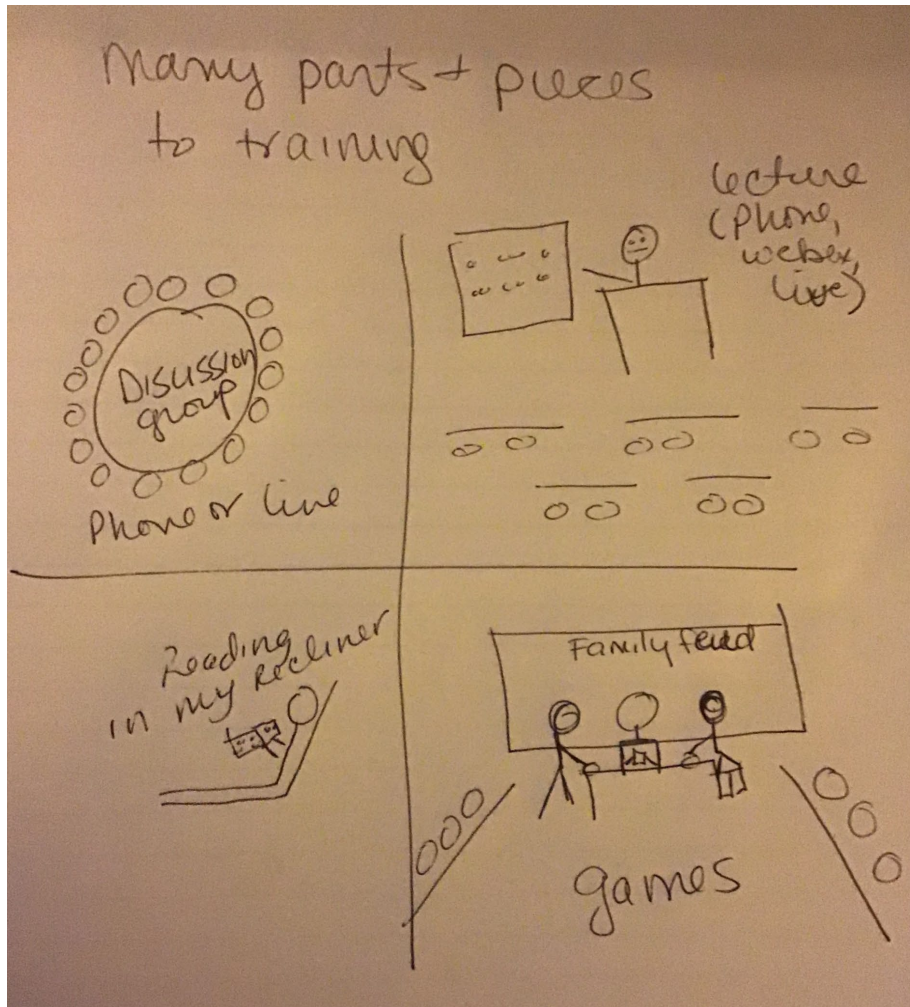
Highlight ways to help MSLs get to the key points of the data – the "so what?" and verbalize this effectively to HCPs

Summarize what is possible if you have an open mind and think creatively to engage MSLs to look beyond passive learning through Powerpoint

What training should NOT be
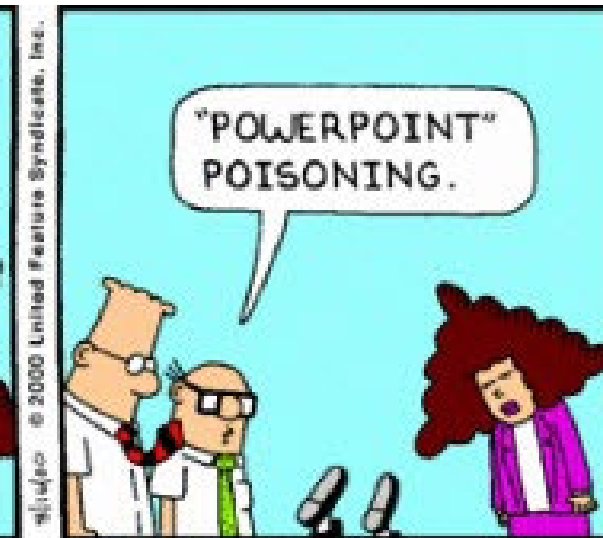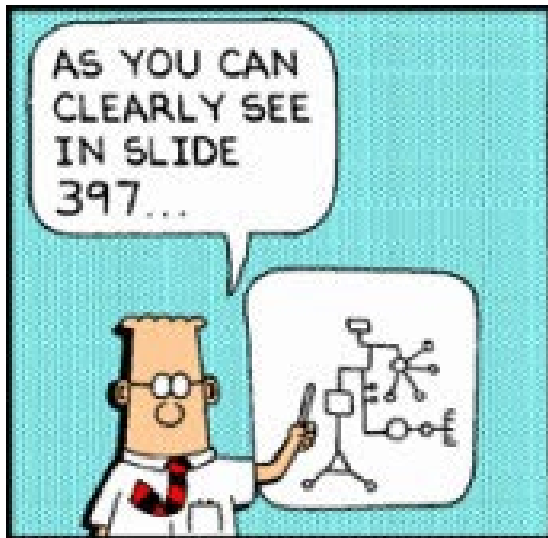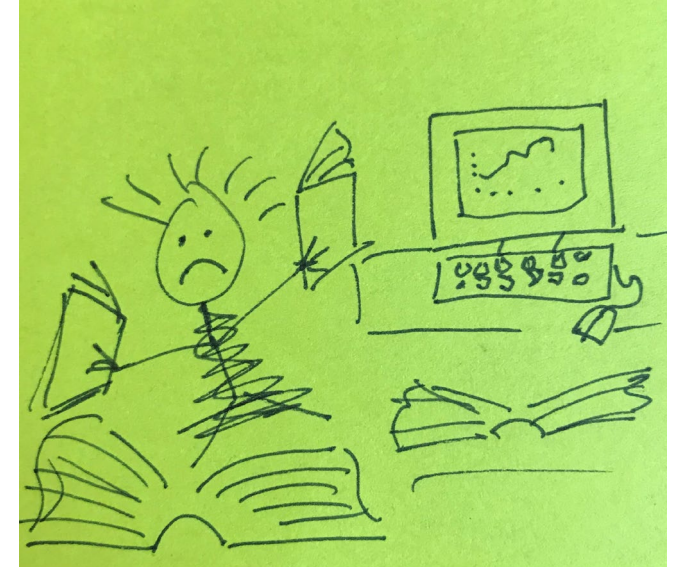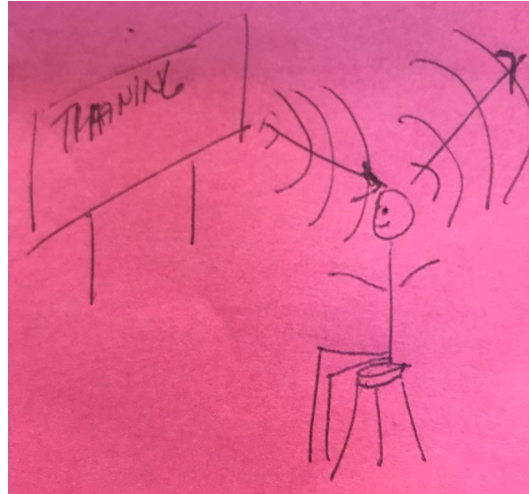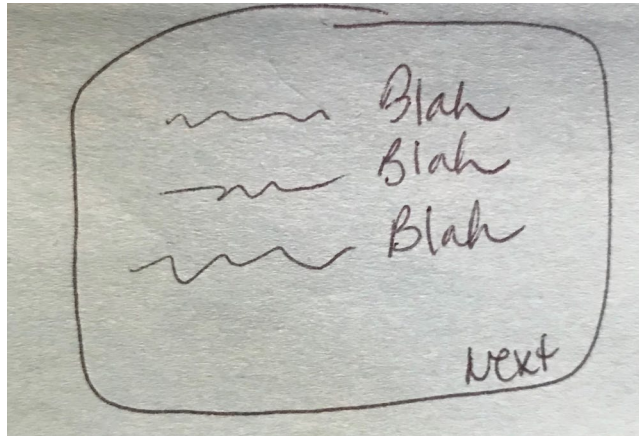
Training should be engaging and fun

A World of possibilities....

- Gamification to embed understanding (Jeopardy, Family Feud, Chutes and Ladders, Virtual Escape Room, Amazing Race, Survivor, 100 and Falling, Clue, Build a Skeleton, Pictionary, Guess Who, Bingo, Scattergories)
- Microlearning (Q-Stream, RCADE)
- Connecting the Dots
- SAGE (Strategic Approaches to engaGE)
- Challenging Questions
- Round Robin Articulation
- Role play practice
- One size does not fit all: Presenting data of increasing complexity
- Internal TED talks
- Small group study groups

A World of possibilities....

- CI workshops
- Large group learning sessions followed soon after by small group Q&A
- Chatbot – acronym buster, reinforcement of take-aways and learnings
- Elevator pitches
- Debates
- Journal Clubs
- Kahoot
- Post-it Notes
- Scavenger Hunts
- So What?
- Getting comfortable with the uncomfortable
- 16 and 4 word sentences

For today's presentation, we will focus on **two activities** that we have used. We are here to share, so if you have questions about any of the others, we are happy to chat!

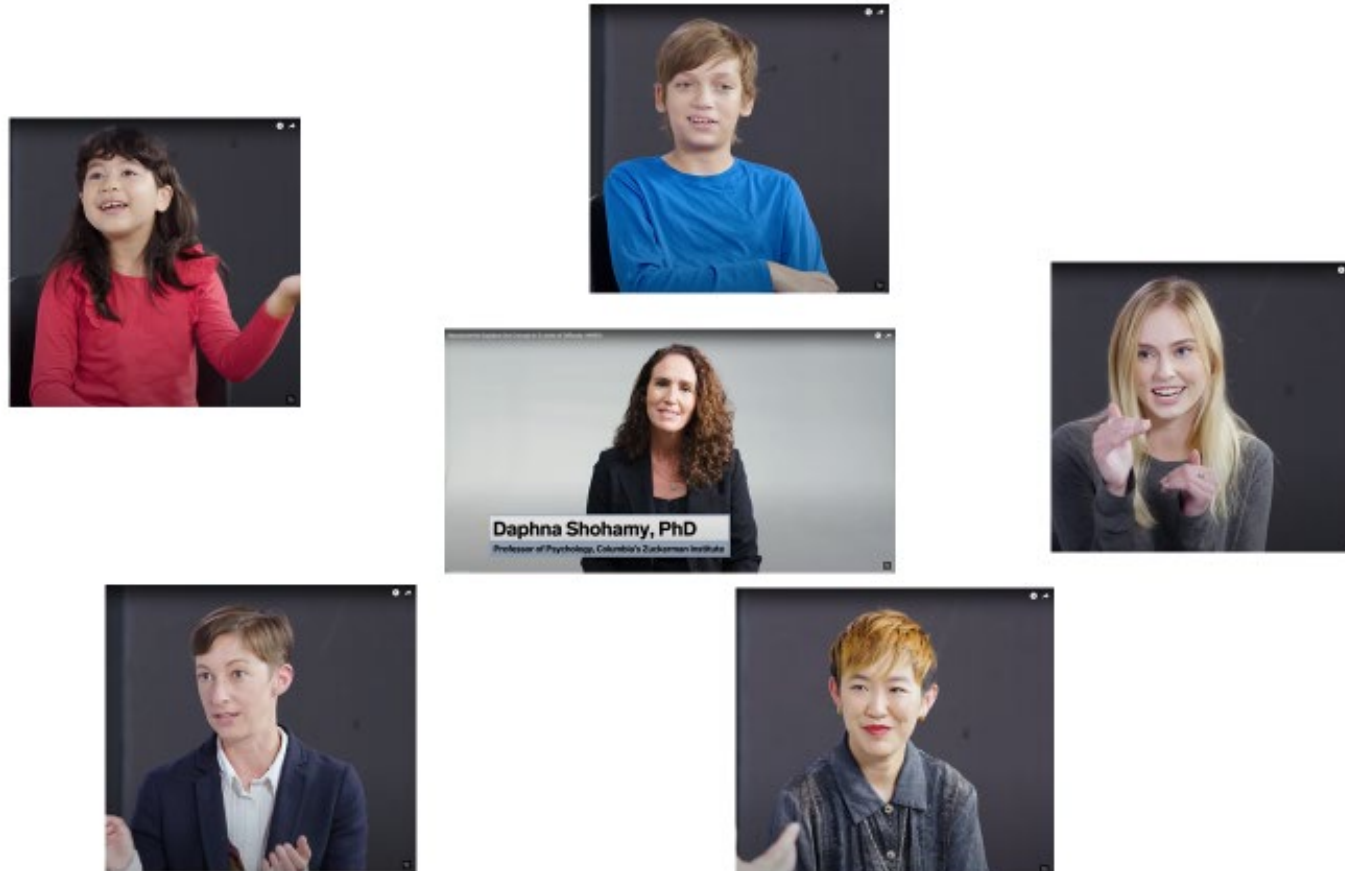# One Size Does NOT Fit All: Presenting Data with Increasing Complexity

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Part 1: Watch video Neuroscientist Explains One Concept in 5 Levels of Difficulty | WIRED (https://www.youtube.com/watch?v=VTvJOb2hJ6k)

One Size Does NOT Fit All: Presenting Data with Increasing Complexity

Part 2: Group Discussion

- Overall, how did the conversations change as the levels of difficulty increased?
- With each level of difficulty, how did the speaker approach the conversation? What did they do differently?
- Any other observations to share with the team.
- At which level of the five conversations did you feel the most comfortable with understanding the concepts and data being discussed? Why?
- How can we apply these techniques to adjust our approaches to different levels of conversations in the field?

One Size Does NOT Fit All: Presenting Data with Increasing Complexity

So... Why did we ask you to do this?

How do we apply these ideas to our interactions?

One Size Does NOT Fit All: Presenting Data with Increasing Complexity

Part 3: Practice!

1. Break off into pairs (you can decide your partner)

2. You will be provided with two topics and two scenarios.

3. Take turns presenting each topic in both scenarios. The listener will play the role of the KTL and can respond if needed, as in any interaction.

One Size Does NOT Fit All: Presenting Data with Increasing Complexity

Topic 1: How does DRUG A differ from other therapies already on the market?

Topic 2: What is the evidence for DRUG A's impact on the disease state?

Scenario 1: Your KTL is NOT very knowledgeable about DRUG A and only has ~5 minutes to meet with you before their next meeting

Scenario 2: Your KTL IS an expert in this disease state and may have some knowledge of DRUG A. They have set aside ~10 minutes to meet with you and they are very interested in discussing DRUG A with you

Practice Topic 1 in both Scenario 1 and Scenario 2. Then switch with your partner so that you both have the chance to try Topic 1 in both scenarios.

Practice Topic 2 in both Scenario 1 and Scenario 2. Then switch with your partner so that you both have the chance to try Topic 2 in both scenarios.

One Size Does NOT Fit All: Presenting Data with Increasing Complexity

Homework:

1. By tomorrow morning, please record yourself presenting one of the topics above of your choice in one of the scenarios of your choice.

2. Review your recording:
    *   How did it go? Did you notice anything about your presenting? Positives? Growth opportunities? What did you observe about yourself that you'd be willing to share?

3. You do not need to share your video with others unless you would like to. However, we will briefly discuss the homework at the start of the meeting tomorrow and verbally share with each other our observations.

Communicating the most relevant/important information

So What?.....

- When presenting large amounts of information in a short amount of time, we often try to get through it all by simply talking faster.

- Instead, we can slow down by focusing on conveying the most important information.

- If we practice being more strategic with *what* we are delivering during our limited time, we don't have to rush to cover everything. Getting to the point quickly for the HCPs.

- The purpose of this training is to practice communicating the "so what?" of a resource quickly and succinctly

Overview of "So What?"

Set Up (1-2 weeks prior to the training)

- Divide teams into pairs and assign a manuscript to each pair

- Each pair will have **4 minutes** to give their presentation (**2 minutes per partner**)

Task

- Develop a presentation where you are summarizing the key points of your publication within your 4 minutes (2 minutes per partner)

- Communicate the information as well as the "so what" of each of your portions of the presentation, without simply speaking quickly to get through the information

Feedback from audience

- What was the "so what?" Can the team restate what the main point was for each of the 2-minute presentations? Were you able to effectively summarize the key points and "so what" in each of your presentations?

- Was the presentation paced appropriately?

Pre-Work- To be completed with your partner on your own time, prior to the regional meeting. Not at the meeting.

"Understanding" the HCP	
Questions	Answers
What is the tier of the HCP that you will be tailoring your presentation to?	
What is the background of your HCP?	
What have you discussed in previous conversations that may be relevant to what you include in your presentation?	
What might they already know/ not know about this topic?	
What is important to your HCP? How might you make a connection with them when you present your data?	

Pre-Work- To be completed with your partner on your own time, prior to the regional meeting. Not at the meeting.

"Preparing" the presentation	
Questions	Answers
What are the overall key points for your part of the presentation? (You may include as many or as few as you need to here- this can include information you will not include in your actual presentation).	
What data/information would be most relevant to your specific HCP (the most critical information from the list above)?	
What data/information is NOT as relevant to your specific HCP and can be left out of your presentation?	
What is the "so what" of the data- the main point that you want to convey to your HCP?	
Following your presentation, what are some questions you could ask your HCP to assess their understanding of the data and show that you are being genuine?	

Debriefing the "So What"?

- What was the tier/background of the HCP that you had in mind when tailoring your presentation?

- How did this decision affect the preparation of your presentation?

- How would your presentation have changed if you had presented to a different HCP?

- What did you find challenging in this activity?

- How did you overcome those challenges or how might you overcome them in the future?

- How could you apply this process to future interactions or presentations in the field?

Variations for the "So What"?

- Have a MSL present a slide deck and at about 10 min, interrupt the presenter to let them know that they have 2 minutes to complete their presentation
  - How did the MSL handle the challenge?
  - What are some best practices that could be shared with the team to wrap up a presentation succinctly, with a point, and engage with the HCP for the next meeting?

- Challenge the field medical team members to craft the 1 minute elevator pitches for each of the posters presented at your next congress

- Challenge MSLs to identify THE most critical figure in a poster/manuscript and have them explain the figure and the reason why it is important in 1 minute

Time to get engaged!

Your turn – let's do a "so what" quick exercise...

- 16 word and 4 word activity:
  - In 16 words – no more, no less – write a sentence that answers the following question:

  What did you learn today?

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What did you learn today?

Our example is a summary of this session = 16 words

Keep an open mind and be creative in order to increase engagement and participation of MSLs

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16 word and 4 word activity:

- In 16 words – no more, no less – write a sentence that answers the following question:

What did you learn today?

Example: Keep an open mind and be creative in order to increase engagement and participation of MSLs

Next step – take your 16 words and rewrite it to 4 words

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- In 16 words – no more, no less – write a sentence that answers the following question:

What did you learn today?

Example: Keep an open mind and be creative in order to increase engagement and participation of MSLs

Next step – take your 16 words and rewrite it to 4 words

Example: Go forth, be creative

Thank you!

Feel free to reach out if you have any questions or want more information

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