

# New Hire Field Readiness Checkpoint Guide

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*Better Together*

*Supporting Success from Day 1*

## How it Works

### PRACTICE

The Field Readiness Checkpoint serves as an opportunity for the facilitator to connect with New Hires at the conclusion of in-person training.

### INSIGHTS

The facilitator will discuss areas of strength and opportunities for development with the New Hire, connecting them to applicable supporting resources.

### SUPPORT

Field Directors and Mentors will continue to support New Hires in developing increased competency and proficiency in all areas throughout onboarding.

## During the Field Readiness Checkpoint

- 1 Provide the New Hire with scenario and approved resource(s) to leverage
- 2 Ask the New Hire to fill out the PLANNING Form
- 3 Discuss the New Hire's PLAN with them
- 4 Ask the New Hire to demonstrate their PRESENCE using the scenario provided
- 5 Instruct the New Hire to fill out PULL THROUGH while you complete the PLAN and PRESENCE form sections
  - Circle/highlight Developing, Competent, or Proficient
  - Provide specific comments following each category
- 6 Ask the New Hire to share their PULL THROUGH with you
- 7 Complete the PULL THROUGH, Overall Feedback, and Helpful Resources & Tools sections
- 8 Discuss what you observed during the New Hire's Field Readiness Checkpoint with them. Provide helpful coaching/insights, and direct them to additional resources if applicable.



# SCIENTIFIC INTERACTION EXCELLENCE MODEL PLANNING FORM

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Use this *Planning Form* **BEFORE EVERY INTERACTION** to define specific, measurable objectives.



## IDENTIFY

Clinical care gap (known or to be explored)

Interaction objective(s)

Type of presentation to be delivered (ie, 1:1, small or large group setting)



## ANALYZE

Data that will help you build rapport

Decision-making drivers



**ANALYZE** *(cont)*

EE/HCP area of focus, patient population, practice, account role, institution position

EE/HCP Mobilizer profile and Attitudinal Segment (when available)

EE/HCP preferences for discussing scientific information and its relevance to their clinical practice



**CHOOSE**

Resources to leverage



## TAILOR

Compelling opening

Powerful questions to challenge the EE/HCP's current beliefs/assumptions

Scientific story, leveraging data and resources

Responses in anticipation of questions EE/HCP may ask



## PULL THROUGH

### DELIVER

After role-playing, record the following based on your interaction below before discussing with the Facilitator.

#### DPOs

#### Next Steps/Follow-up

### REFLECT

Complete a self-evaluation of your role-play and record your observations here before sharing with the facilitator. As outlined in the *Scientific Interaction Excellence Model Quick Guide*, self-evaluate after each interaction.

1. Did you accomplish the meeting objective(s)?
2. What did you do well?
3. What could you have done differently for greater impact?
4. Based on this meeting, what is your next meeting objective with this EE/HCP?

# Field Readiness Checkpoint Form

CHECKPOINT INFORMATION	
New Hire Name	
Therapeutic Area	
Field Director	
Date of Checkpoint	
Facilitator Name	

PLANNING			
SKILL	DEVELOPING	COMPETENT	PROFICIENT
TAILORING PLAN	<ul style="list-style-type: none"> <li>Overlooks key data when developing PLAN</li> <li>Specific, measurable objective is not clearly defined</li> <li>Plan is not tailored to the specific HCP and their current needs</li> </ul>	<ul style="list-style-type: none"> <li>Understands the HCP’s needs, preferences, and drivers</li> <li>Establishes a clear, concise objective for the interaction</li> <li>Develops a compelling opening and powerful questions</li> <li>Anticipates questions and prepares responses</li> </ul>	<p>In addition to competent behaviors:</p> <ul style="list-style-type: none"> <li>Aligns the objective for the interaction with the HCP’s needs <u>and</u> TA strategic inputs</li> <li>Tailors compelling opening and powerful questions to specific HCP</li> <li>Prepares responses to build constructive tension and inspire action</li> </ul>

COMMENTS:

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PRESENCE			
SKILL	DEVELOPING	COMPETENT	PROFICIENT
CAPTURING ATTENTION	<ul style="list-style-type: none"> <li>Begins with presentation of data and information</li> <li>Uses generic opening not tailored to HCP</li> </ul>	<ul style="list-style-type: none"> <li>Tailors opening based on specific HCP</li> <li>Establishes common ground</li> <li>Gives listener a reason to care</li> </ul>	<p>In addition to competent behaviors:</p> <ul style="list-style-type: none"> <li>Opening leads seamlessly into powerful questioning and a 2-way dialogue</li> </ul>
ASKING POWERFUL QUESTIONS	<ul style="list-style-type: none"> <li>“Data dumps” information and doesn’t create an interactive dialogue</li> <li>Asks mainly close-ended questions</li> <li>One-directional</li> </ul>	<ul style="list-style-type: none"> <li>Asks open-ended, generative questions to stimulate a 2-way scientific dialogue</li> <li>Questions uncover underlying beliefs and assumptions</li> <li>Displays interest and curiosity in HCP</li> </ul>	<p>In addition to competent behaviors:</p> <ul style="list-style-type: none"> <li>Doesn’t shy away from difficult/challenging questions that generate quality DPOs</li> </ul>
ACTIVE LISTENING	<ul style="list-style-type: none"> <li>Displays passive, self-focused listening</li> <li>Struggles to read the HCP and adapt communication style to meet their needs</li> <li>Offers solutions before fully understanding the underlying issue/concern</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates active listening (high concentration/connection) and is focused on HCP needs</li> <li>Demonstrates high empathy and inviting body language to engage the HCP</li> <li>Provides verbal and nonverbal feedback</li> </ul>	<p>In addition to competent behaviors:</p> <ul style="list-style-type: none"> <li>Effectively uses pauses and silence to allow the HCP time to think</li> <li>Effectively manages conflict through listening techniques (mirroring, empathizing, paraphrasing, summarizing, etc.)</li> <li>Listens with the intent to deeply understand</li> </ul>
DELIVERING TAILORED SCIENTIFIC STORY	<ul style="list-style-type: none"> <li>Delivers a “one-size-fits-all” approach</li> <li>Main points of the scientific story are not clear</li> <li>Has trouble “getting to the point” with the HCP</li> <li>Lacks use of storytelling tools (analogies, stories, etc.) to bring the data to life</li> <li>Uses visual aids or supporting resources to “data dump” information</li> </ul>	<ul style="list-style-type: none"> <li>Delivers a tailored scientific story, incorporating storytelling tools and leveraging resources and data</li> <li>Explains the main points of the scientific story and communicates them in a prioritized fashion</li> <li>Uses constructive tension to support HCP to explore new data, thinking, and treatment approaches</li> </ul>	<p>In addition to competent behaviors:</p> <ul style="list-style-type: none"> <li>Leverages information about local, regional, and national healthcare landscape changes to further customize the interaction</li> <li>Demonstrates confidence in communicating the data in a concise manner</li> <li>Creates a memorable narrative with metaphors, quotes, testimonials, etc. that strongly resonate with HCP</li> <li>Builds credibility and inspires action</li> </ul>



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PRESENCE			
SKILL	DEVELOPING	COMPETENT	PROFICIENT
PRESENTATION SKILLS	<ul style="list-style-type: none"> <li>• Demonstrates a lack of passion for and connection to information being shared</li> <li>• Lacks confidence and focus</li> <li>• Exhibits inefficient use of space, voice, body, words</li> </ul>	<ul style="list-style-type: none"> <li>• Conveys passion through pitch, tone, inflection, projection</li> <li>• Displays confidence through posture, eye contact, body movement, facial expressions</li> <li>• Delivers focused message at an appropriate pace with seamless transitions</li> </ul>	<p>In addition to competent behaviors:</p> <ul style="list-style-type: none"> <li>• Leverages presentation skills to create a meaningful 2-way dialogue</li> <li>• Uses pauses strategically to engage HCP</li> </ul>
ANSWERING COMPLEX QUESTIONS	<ul style="list-style-type: none"> <li>• Is unprepared to answer HCP questions</li> <li>• Answers questions without clarifying first</li> <li>• Overexplains and does not pause to allow for HCP response</li> </ul>	<ul style="list-style-type: none"> <li>• Uses in-depth knowledge of HCP and data to answer questions</li> <li>• Listens and acknowledges before clarifying</li> <li>• Clarifies by restating what the HCP asked</li> <li>• Provides concise answer using approved resources if necessary</li> </ul>	<p>In addition to competent behaviors:</p> <ul style="list-style-type: none"> <li>• Uses a powerful question to clarify, getting to the “why” behind the question</li> <li>• Builds constructive tension, supporting HCP to reframe thinking and explore new data</li> <li>• Creates 2-way dialogue in response to question</li> </ul>
<p><b>COMMENTS:</b></p>			

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PULL THROUGH			
SKILL	DEVELOPING	COMPETENT	PROFICIENT
QUALITY DPOs	<ul style="list-style-type: none"> <li>Documents observations that are too general or vague</li> <li>Includes extraneous information</li> <li>Not compliant with AbbVie policies</li> </ul>	<ul style="list-style-type: none"> <li>Contains all information relevant to understand the observation</li> <li>Comprehensive yet brief, focused on the most pertinent information</li> <li>Consistent with AbbVie compliance policy</li> </ul>	<p>In addition to competent behaviors:</p> <ul style="list-style-type: none"> <li>Clearly communicates the “why” behind HCP opinions on data</li> <li>Written for ease of identifying key themes and translating to insights</li> </ul>
FOLLOW-UP	<ul style="list-style-type: none"> <li>Plan for follow-up does not include specifics (deadlines, actions)</li> <li>AbbVie internal communication necessary but unplanned</li> </ul>	<ul style="list-style-type: none"> <li>Plans specific follow-up with HCP</li> <li>Establishes clear objective for next meeting based on this interaction</li> <li>Communicates with AbbVie internal stakeholders to meet HCP needs</li> </ul>	<p>In addition to competent behaviors:</p> <ul style="list-style-type: none"> <li>Follow-up plan includes long-term considerations</li> </ul>
<p><b>COMMENTS:</b></p>			

OVERALL FEEDBACK

HELPFUL RESOURCES & TOOLS