

## Workshop set up and schedule

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### Before the workshop:

Determine where each small group will be set up around the room. Distribute a Post-it, self-stick easel poster (suggested 25 x 30.5, Item 559) and markers for each of the groups. Label the top of post-it with Pharma (Juno or Global Blood Therapeutics), Medical Device (Intersect ENT) or Academia.

Write instructions on the board, per the following pictures:

TODAY'S PLAN

- ① PICK THE CASE YOU WANT TO DISCUSS
  - PHARMA
  - MED TECH
  - ACADEMIC
- ② FORM SMALL GROUPS BY CASE
- ③ CHOOSE A SCRIBE, IDENTIFY STRATEGY + MAKE A POSTER
  - VALUE PROPOSITION
  - ORGANIZATIONAL CONTEXT
- ④ CHOOSE A PRESENTER  
REPORT OUT

Notes:

**Step 1:** Inform the participants that there are 3 areas to choose from

**Step 2:** Break into groups of 5 to 7 people

**Step 3:** Give approximately 30 minutes for the discussion; adjust according to 60 or 90 min session

**Step 4:** Give each group 5 minutes to report out. We found this is enough time to present their poster and discuss a few questions from the group.

### Facilitator's tasks in the small group:

1. Introduce yourself
2. Ask participants for brief introductions
3. Ask participants about their career goals (take this into account as you facilitate discussion).
4. Briefly review the case study prompt
5. Pose the questions, one at a time, and ask for their thoughts
6. Sit back and let the group discuss
  - Refer to the rubric to see if your group is mastering the concepts covered in the lecture
  - If needed, prompt the discussion with the questions provided below
7. Summarize the conversation and start to make the poster
8. Making the poster – ask for a scribe and a presenter. For the presenter, consider encouraging an individual who wants to work on their presenting or a non-native English speaker.
9. If there is time, pose provocative questions (ex: What if one of your stakeholders doesn't want to work on the project? Would you proceed with the collaboration? Find someone new to work with? How would this affect your resource allocation?)

### SCHEDULE:

**Notes for Course Moderator** – the individual introducing the workshop, wrapping up and keeping time

**Notes for Course Facilitator** – the individuals leading the small group discussions

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**\*\*This is a suggested 60 minute schedule. For a 90 minute session, consider lengthening the group discussion or adding an optional facilitator-led, large group discussion after the presentations.**

5 minutes	<p><b><i>Get settled, explanations before groups break out</i></b></p> <p><b>Class moderator</b> - “This is a chance for you to apply some of the abstract concepts that Deb and Sandy introduced in the videos. For the industry cases, you will look through a company website and determine their strategy in terms of value proposition, organizational context, and where you think they are planning to use their resources in the next 1-3 years. In the academic case, you will envision yourself as a new PI and determine your strategy depending on whether you are running a “WHAT” lab or “WHY” lab.</p> <p>Please take 5-7 minutes to review the case and start browsing the sites (for the industry cases). Please collect your thoughts on how to answer the questions. The facilitators will be available for questions. Each group will make a poster to share their company’s strategy and we will discuss it. Remember to choose a scribe and presenter for each group.”</p> <p>Now let’s break into groups, please go to the area of interest – Pharmaceutical, Medical Devices, or Academia</p>
20 minutes	<p><b><i>Group discussion</i></b></p> <p><b>Facilitator</b> introduction: “My name is x, and I work at X. My background/PhD is in Y. I’m here to facilitate the discussion, keep things moving along. We will be using a company’s website to identify their strategy. Feel free to use the slides.”</p> <p>Participants look over the websites and discuss amongst themselves. Facilitators may need to prompt conversation if there is a lull. Remember to repeat questions to the group if an individual raises a question. If they say they are all done, get them thinking about a dimension they haven’t addressed yet.</p> <p><b>Class moderator</b> – give a 5 minute warning to wind down discussion and tell them to start writing up the posters if they haven’t already begun.</p>
30 minutes	<p><b><i>Report out, group presentations</i></b></p> <p><b>Class moderator</b> - “Great, now we will share what your groups identified as the company strategy. You will have approximately 5 minutes to present. I’ll give you a 2 minute warning by holding up two fingers.”</p> <p>Share posters, see examples below</p> <p>[Optional] Facilitators ask follow-up, next step questions about the presentations to get the participants to think more deeply about the subject.</p>
5 minutes	<p><b><i>Wrap up</i></b></p> <p><b>Class moderator</b> – Thanks for attending. We will be sending out post-class surveys. Please take 10 minutes to give us feedback. We are developing this workshop to be shared nationwide and any comments, suggestions, or kudos that you give will be helpful.</p>

## Rubric for strategy concepts

This table provides criteria to evaluate if the group is progressing on the case. Facilitators might find this table useful for determining whether participants demonstrate mastery of basic and advanced concepts, providing focused direction, and clarifying expectations for the group activity.

Area of knowledge	BASIC mastery of concepts	ADVANCED mastery of concepts
Identify the value proposition of a scientific enterprise	Identify the WHAT (the technology or platform) as part of the value proposition	Evaluate the competitive landscape or market for the technology or product
	Identify the WHY (the disease or target) as part of the value proposition	Evaluate the competitive landscape of the unmet need
	Recognize they need to identify the WHO (the stakeholders) to shape the message	Describe why the stakeholders might care about the enterprise's value proposition
	Give examples of stakeholders, both internal and external	Determine benefits to those stakeholder groups
	Describe publically available resources they can use to find information	Assess the value proposition for scientific enterprises using publically available resources
Discuss how organizational context impacts resource allocation	Identify developmental stage correctly	Give evidence that the enterprise is in that developmental stage
	Identify the organizational structure correctly	Determine the organizational capabilities; estimate the company size and specialties
	Identify the funding sources correctly (from the investor pages)	Look at funding – assess the timing and when the company reaches out and presents to investors?
	Determine aspects of the company's strategy from the careers pages (ex: what locations or departments they are hiring for)	Evaluate the board members (ex: does the company have a CSO?)
	Describe publically available resources they can use to find information (on product pipeline and funding)	Give examples of constraints on resource allocation (ex: funding timing)
Identify the company's strategy	Determine the short-term strategy; tactical, focused and incremental	Assess whether the company is on track to achieve goals
	Predict the company's possible long-term strategy	Assess whether the company is resourced correctly to achieve goals

## Notes for facilitating the group discussion

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Thank you for your interest and participation in the Business Strategy workshop.

The goal of the group discussion is to give the participants a chance to apply the principles they learned from the lecture. The task they are performing is identifying the company's value proposition, organizational context and strategy from browsing the company's website.

As a reminder for you of what they are looking for, we have defined the concepts below –

Value proposition is:

- Why is the work important?
- What is unique about the technology or work product?
- Who has a stake in the outcomes of the work and what do they value?

Organizational context is:

- Where in the development cycle is the enterprise?
- What is the structure of the enterprise (including funding)?
- What resources are available to achieve objectives?

Strategy:

- The short term goals and objectives (1-2 years)
  - The long term goals and objectives (5+ years)
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### ***What if conversation stalls?***

Below, you will find a brief list of questions below to prompt the participants. The Rubric for Business Strategy is an additional resource to help you guide the discussion and to determine if the participants in your group are thinking through the basic concepts we have presented.

After asking a question, steel yourself to wait through the silence—responses will come. If you notice the same 2-3 people speaking, and want broader participation you might say: “Let’s hear from someone we haven’t heard from yet” or “How about someone from this side of the group?” etc. You can also move around the group—you will boost participation from whatever direction you face.

### **Questions to prompt conversation:**

- How are you doing determining organizational context?
- I heard you talking about their financials earlier what did you find?
- What is their focus? Are there other things in the portfolio? *Can look at patents or what is seeking FDA approval?*
- For organizational context – Are they partnering? Are they on their own?
- What about organizational context (structure, funding, hiring)?
- Are there publications? *May indicate further along in R&D. Indicates partnerships with labs. Company posts articles that they at least support in some way. If there is research in some way that helps them, they will post. Have some hand in it.*
- Who are they hiring by location? *Could indicate their markets.*
- What is their 1 to 3 year strategy? *Have a look at their corporate presentations, usual 5-10 slides, milestones at the end.*

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### ***What types of questions might the participants ask me during the discussion?***

When we previously administered this course, we recorded the most common questions. Below you will find this list along with possible responses in the gray text, following the question.

Facilitator's tip – The facilitator's role is to prompt the group discussion. When a student or postdoc asks a question, consider giving a broad answer to get them started, but then point them in the direction of the website where they can find it themselves. You may also ask the question back to the group to see if anyone else has a response.

### **Questions participants may ask**

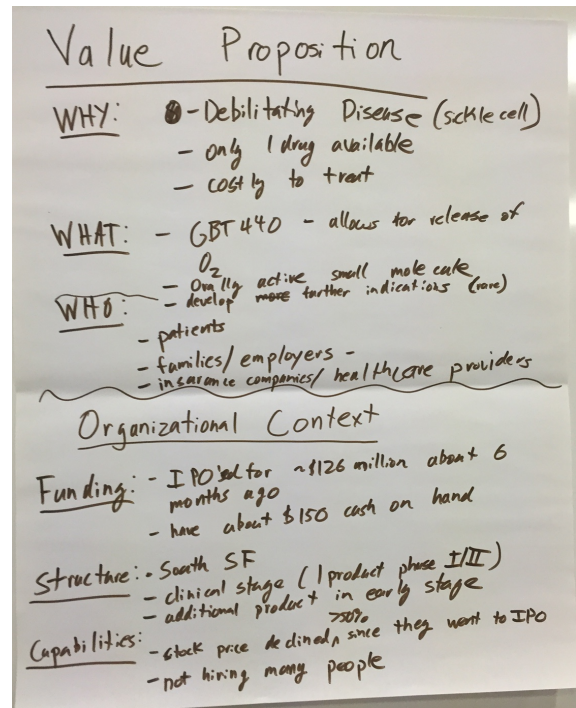
- How do we define value proposition? Possible response - What is the company doing? Who are the stakeholders? Why is it important?
- What is the product? Suggest going to company presentations. Investor presentations may also have a product slide. Every product has its own value proposition.
- How can you tell if the company still needs money? Quarterly earnings reports and investors calls will be the best source for this. Earnings report will tell recent cash flow and how much they have, and investors will ask questions if they think there is a problem. Also, do they have an IPO? If yes, then they raised money at that time. You can look up their revenue stream to see what they're making. In one of their reports you can find how much they are making vs how much they are spending. Ask – are they profitable?
- How can you tell if they are scaling their technology? Look to see if they are hiring manufacturing, do they have multiple manufacturing sites (hiring at different locations).
- How do you determine the size of the company? Is there a product for sale? Look at revenues? Look at LinkedIn and see how they are categorized. It's hard and guessing. Look at evaluating from the outside – look at newspaper articles.
- Are different hiring locations the clinical trial sites? No, that happens at universities. Most likely manufacturing or production facilities. More generally, hiring location indicates corporate offices and corporate function, but you may have to do more research to figure what activities will happen there.
- What information is provided by SEC documents? Forward-looking statements for regulatory and legal reasons.
- Why the company includes a disclaimer about forward-looking statements in their presentations? If they don't want to get sued by their investors, need this slide, but doesn't promise anything.
- Where to find information about competitors? 10K will talk about competitors, but not usually found on website. Good sources for identifying competitors are clinicaltrials.gov and google searches.
- Do board of directors set strategy or check execution? Depends on how big the company, board is investors. Employees may propose strategy. They will set the big picture. Employees pitch to Corporate, who pitches to board and rolls back down.
- How do you find their revenues? Look at patents, might be getting revenues.
- Where do you find information on venture capitalists? Investors' section, current investors.



## Business Strategy – Sample case posters from UCSF session on March 8, 2016

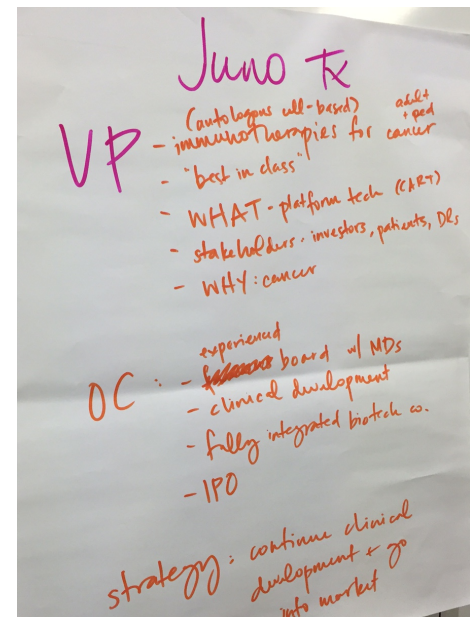
### Pharmaceutical case study:

- Review Global Blood Therapeutics' website at [globalbloodtx.com](http://globalbloodtx.com)
- In your group, address the following questions:
  - How would you describe Global Blood Therapeutics value proposition?
  - What can you say about their organizational context?
- What is the company's 1 - 3 year strategy?



### Pharmaceutical case study 2

- Review Juno Therapeutics' website at [junotherapeutics.com](http://junotherapeutics.com)
- In your group, address the following questions:
  - How would you describe Juno Therapeutics' value proposition?
  - What can you say about their organizational context?
- What is the company's 1 - 3 year strategy?



### Medical Device case study:

- Review Intersect ENT website at [intersectent.com](http://intersectent.com)
- In your group, address the following questions:
  - How would you describe Intersect ENT's value proposition?
  - What can you say about their organizational context?
- What is the company's 1 - 3 year strategy?

