Tool #2: Design Criteria - *Develop Design Criteria*

The design team should determine and agree on design criteria. These are the criteria by which they'll assess the org design efforts. You could do this through conversations, in 1:1's with the leader or in a group exercise.

Step 1: Using the strategy, brainstorm the design criteria by completing the following sentence:

"In order to achieve our business priorities, our organization needs to be able to

_____ *better than the competition"*

Examples: "Our organization needs to be able to…"

★ Build a reputation as a good corporate citizen in our key communities

★ Create a leadership pipeline to support global growth

★ Continually increase process efficiency

★ Build long relationships with customers and grow repeat business

★ Design products that meet the needs of our key customer segments

---

Notice, they all begin with a verb. They describe what your organization will *do.*

Next, take some time to refine and prioritize the design criteria. Reference the list below to better understand the difference between poor design criteria and good design criteria.

Are they specific? Differentiating? Actionable? Future-oriented? About capability? Which of the items identified is highly important to supporting the strategy? Which are nice to have? Which are less important?

Poor Design Criteria Examples	*Good Design Criteria Examples*
★ Make decisions that stick	★ Distribute accountability accurately and clearly starting at the top
★ Make innovative products	★ Foster innovative solutions that drive the long-term health of the business
★ Use technology effectively	★ Enable efficiency and eliminate duplication of systems and processes

Step 2: After you have refined them, narrow the list and agree on the top five or so criteria. Identifying design criteria requires prioritization.   If there are too many, it is likely that the leader or team is unclear how or where to differentiate the organization. In this situation, it is appropriate to revisit the strategy.

As you begin and/or continue the org design, reference these criteria frequently and test them against the decisions.

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Tool #3: SAMPLE CHANGE STORY

Clinical Services Career Framework – Change Story

Background / History

At MedVet, we are growing a network of veterinary and led and owned hospitals to deliver exceptional care to more communities in more ways. We want our healthcare team members to work at a place that values the veterinary field and the expertise they bring to their roles. We want to make MedVet a great place to work that is able to hire and keep great employees.

In order to do that, we need to have a clear career progression and market competitive pay. In 2018, we began work on a project to look at our Clinical Services jobs. Clinical Services is the largest part of our organization, and we hadn't looked at those jobs holistically in a while, so we made it our top priority. We know that there is a technician shortage, but we wanted to look at our entire Clinical Services team, including our CSRs.

The work we did, which we will refer to as the Clinical Services Career Framework, had several goals:

- Provide consistent understanding of our roles (including titles) and responsibilities
- Create a visible and clear career path (both lateral and vertical) of how to grow within MedVet
- Understand the competitive market to ensure our pay practices are competitive

What We Did

In order to achieve those goals, we needed to gather a lot of information both internally and externally. Our HR team partnered closely with Clinical Services leadership throughout the project. Here's what we did:

1. Reviewed all of MedVet and WestVet's current clinical services titles and responsibilities and created one set of job descriptions that we will use across the organization.
2. Built a framework that shows how all of those different job descriptions fit together, which will make it easier for you to map out your own career progression at MedVet.
3. To ensure that each employee is in the right job description to start, our CMs and HDs reviewed the skills and experience of every single Clinical Services team member and mapped them to the appropriate job description.
4. Compared our pay for each of our Clinical Services jobs with reputable, industry-specific compensation data from other organizations.
   - While that may sound easy, our profession is in the infancy of compiling compensation data in a scientifically valid way, which is typically done through third-party administered "salary surveys."
   - Not surprisingly, there wasn't specific "salary survey" data for specialty and emergency veterinary medicine. So we looked more broadly, participating in our first ever "salary survey" and receiving data that spanned across many industries including veterinary general practitioners, insurance companies, and human healthcare to name a few.

The Outcome – MedVet's Clinical Service Career Framework

After working though the steps outlined above, we have come up with the framework that meets our goals. Since this isn't something MedVet has ever done before, we want to make sure that all of our team members have a clear understanding of why we did this work and what it means for them.

Over the past few months, we have joined Town Halls, visited some hospitals, and shared our journey on this project. We have specifically drilled down into the three goals outlined above and are near the end stages of rolling out and providing the following to our Clinical Services teams:

- Consistent Clinical Services job titles, roles, and responsibilities that we will use across all of MedVet
- A clear and understandable model for career growth that includes all Clinical Services team members
- Training materials for our CMs and HDs so that they can have a career discussion with each team member
- A review of all Clinical Services team members' salaries to ensure that each team member is paid competitively for their geography based on their skills, experience, and performance

What This Means for You (if you are a Clinical Services Team Member)

During your performance review discussion, you will find out what this entire project means for you. You can expect a discussion that includes:

- Your 2018/2019 performance review, rating, and merit increase
- What career opportunities exist at MedVet and how you can think about growing your career to meet your goals
- If our analysis found that your pay was not market competitive, you also will receive an additional market adjustment that will be effective at the same time as your merit increase.

Tool #4 SAMPLE CHANGE STORY

MedVet Employee Handbook Redesign – Key Messages

In 2018, we are making a number of changes to enhance our employee experience. One of those changes is a significant redesign of our employee handbook. The goals of this redesign are to…

- Streamline our current HR policies (we have a 22-page handbook and 161 pages of HR policies!)
- Create a single resource for all employee groups at MedVet
- Build a handbook that reflects our mission, values and voice
- Ensure the handbook is easily understandable and accessible
- Empowering people managers to manage their teams within a clear, consistent framework

We know that it's important to have core policies in to ensure that we continue to have an environment that supports compassion, teamwork and leadership as we grow. Even if we didn't have the handbook, we would still expect all MedVet employees to take accountability for their actions, work to create a welcoming workplace, and partner with their managers to solve problems.

About the new handbook… Organized into the following sections…

- Our Story, Mission and Values
- Employment Principles – What We Expect from Each Other
- The Basics
- Pay, Rewards and Benefits
- Safety & Security

Key changes…

- Non-Solicitation/Distribution
- Community Events
- Attendance & Punctuality
- Professional Appearance & Dress
- Pet Bereavement Leave

We want to make sure all of our employees have an opportunity to learn and ask questions about the new handbook. We will be:

- Providing education sessions for people managers in May & June
- Sharing an overview of the new handbook to employees at all locations via employee meetings; these will occur in June and July
- Offering webinars in case employees were not able to attend local meetings
- Ensuring local HR Partners work with people managers to support the rollout

In August, all employees will be asked to electronically confirm that they have read and understand the new handbook.

Practicing our core values of teamwork, leadership and compassion helps us create a fair and respectful work environment. Professional, kind, and respectful behavior is expected from all employees. Harassment or intimidation of our employees by coworkers, managers, clients, Referral Partners, contractors, suppliers, or vendors will not be tolerated.

LEADERSHIP IN ACTION!

Tool #5: Change Story Worksheet

_____%
of change
efforts fail to
achieve their
desired goal.

Why Do Change Efforts Fail?

Vision	Skills	WIIFM?	Resources	Action Plan	=	Success!
Vision	Skills	WIIFM?	Resources	Action Plan	=	Confusion
Vision	Skills	WIIFM?	Resources	Action Plan	=	Anxiety
Vision	Skills	WIIFM?	Resources	Action Plan	=	Resistance
Vision	Skills	WIIFM?	Resources	Action Plan	=	Frustration
Vision	Skills	WIIFM?	Resources	Action Plan	=	False Start

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What Can You Do ?

THE IMPACT OF EFFECTIVE COMMUNICATION

Meaningful Content

Various Methods

Frequency

EFFECTIVE COMMUNICATION

POSITIVE EMPLOYEE EXPERIENCE
- Trusting Relationships
- Desired Performance
- Higher Engagement
- Aligned Behavior (Culture)

LEADERSHIP FOUNDATIONS | **Effective Communication**   5   ✚ MEDVET

CREATING A POSITIVE EMPLOYEE EXPERIENCE

Effective Communication requires *meaningful content*.

DID YOU KNOW?   *Me*

What do I need to know?   Why is it important to me? Our team? Medvet?   What do I do now?

LEADERSHIP FOUNDATIONS | **Effective Communication**   6   ✚ MEDVET

Leaders → Culture → Behavior → **Results**

$$E + \frac{\text{Discipline-driven R}}{\text{Default-driven R}} \begin{matrix} = O \\ = O \end{matrix}$$

$\begin{bmatrix} \text{Intentional} \\ \text{On-purpose} \\ \text{Skillful} \end{bmatrix}$

$\begin{bmatrix} \text{Impulsive} \\ \text{On-autopilot} \\ \text{Resistant} \end{bmatrix}$

Successful Change occurs when *leaders* effectively communicate a "Change Story" that explains…

WHY are we changing?

WHAT is changing?

HOW will the change affect the team?

How will we **SUPPORT THE TEAM?**

Vision
A clear direction of what we want and where we need to be.

Skills
People have or can acquire the appropriate skills to support the change.

WIIFM?
Team members are motivated to go in the stated direction.

Resources
Adequate resources are available to make the change.

Action Plan
A well-defined plan to make the change happen.

Success!

Preparing and Delivering Your "Change Story"

Why are we changing?

- What is the current situation and the reason for the change?

  Organization issues that created or will create the need for change

  Competitive issues or changes in the marketplace

  Client or Referral Partner issues

  Healthy Growth

- What might happen if a change is not made?

What is changing?

- What is MedVet's vision after the change takes place?
- What is the scope of the change? People / Process / Technology
- What are the change objectives? What does success look like?
- What is the overall timeframe to implement the change?
- How will the change support the MedVet Strategy?
- How big of change is needed?
- Who does the will impacted the most? the least?
- The Basics...What is changing? How will it change? When?
- What do we know (not know) about the change right now?

How will the change impact the team?

- How will the change impact the daily activities of the team?
- "What's in it for Me?" (WIIFM) from the teams perspective?
- If and how will the change impact job security – "Will I have a job?"
- What specific mindset, behaviors and activities are expected from everyone to support the change?
- What resources will be available to support them during the change?
- How can employees provide feedback? Ask questions?
- Reinforce the expectation that change will happen and not a choice.

How will we support you?

- Provide the overall schedule for the project.
- Share new information when it is available.
- Regularly share information about the project.
- Share the major milestones and deliverables.
- Report on the key decision points throughout the change.
- Share and celebrate early success stories.

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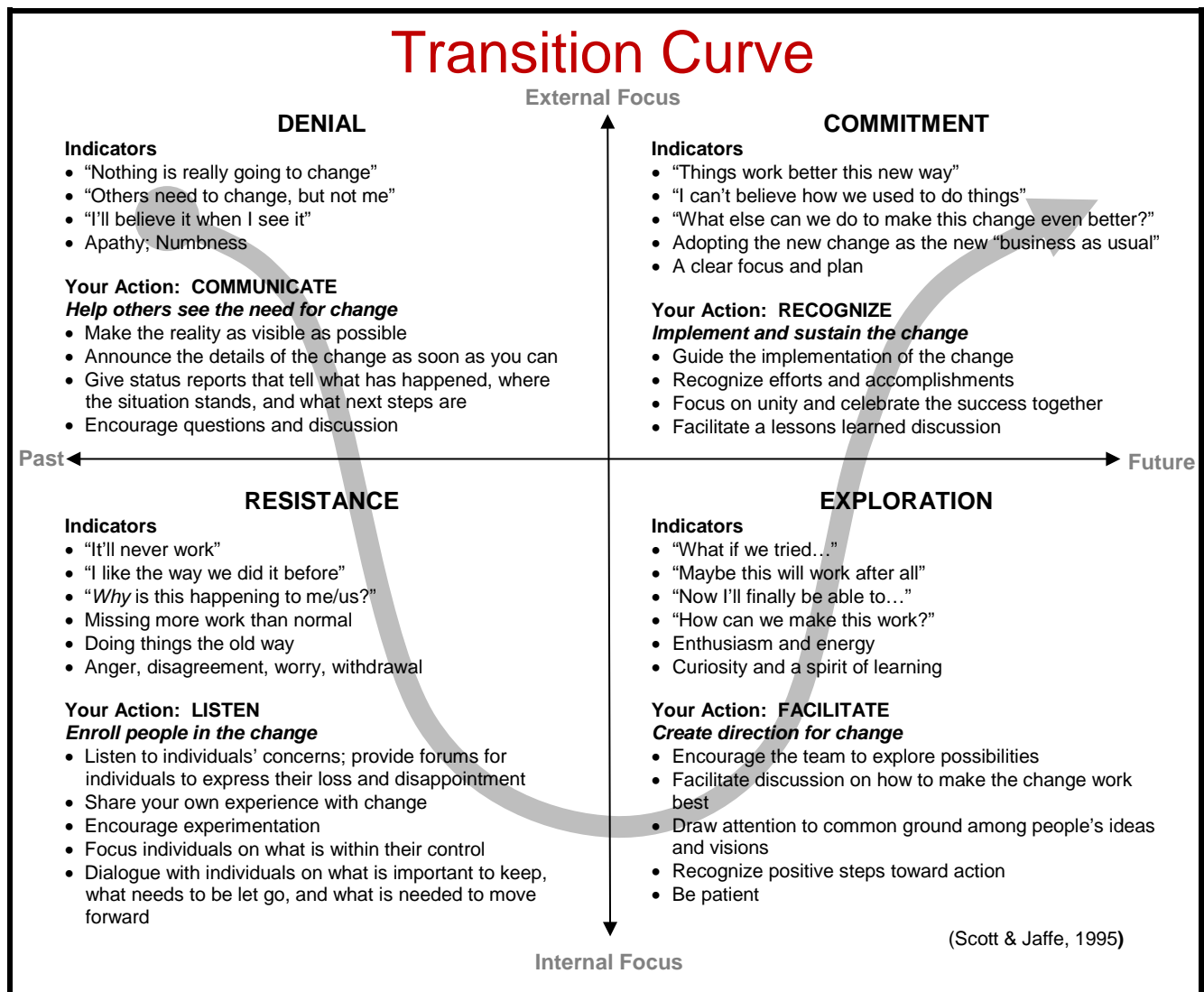- Report on the key decision points throughout the change.
- Share and celebrate early success stories.

Tool #6: Change Stakeholder Mapping

Have you worked with the right people on your project? Kept the right people informed? Are there people who aren't quite bought in to the changes you are trying to implement? You don't want to be surprised late in the process. You need to assess the different audiences involved in your project - your project team, your boss, other leaders, your customers, your peers, etc. The Transition Curve (below) is a good tool to help you do that and can be used throughout your project.

The Transition Curve begins with business as usual at the top left. When the change starts, there is a turn downward into a trough that consists of stress, uncertainty, upheaval, and diminished productivity. As acceptance of the change takes place there is a climb up the other side of the curve as individuals regain their sense of direction, learn new skills and roles and begin to work in new ways. Everyone goes through all four phases, just at different speeds and at different times.

STEP 1 – ASSESSMENT: Identify a key change resulting from your project. Plot the initials of your key stakeholders in one of the quadrants below to indicate where you think each is on the transition curve.

Transition Curve

External Focus

DENIAL

Indicators
- "Nothing is really going to change"
- "Others need to change, but not me"
- "I'll believe it when I see it"
- Apathy; Numbness

Your Action: COMMUNICATE
Help others see the need for change
- Make the reality as visible as possible
- Announce the details of the change as soon as you can
- Give status reports that tell what has happened, where the situation stands, and what next steps are
- Encourage questions and discussion

COMMITMENT

Indicators
- "Things work better this new way"
- "I can't believe how we used to do things"
- "What else can we do to make this change even better?"
- Adopting the new change as the new "business as usual"
- A clear focus and plan

Your Action: RECOGNIZE
Implement and sustain the change
- Guide the implementation of the change
- Recognize efforts and accomplishments
- Focus on unity and celebrate the success together
- Facilitate a lessons learned discussion

Past ←——————————————————————→ Future

RESISTANCE

Indicators
- "It'll never work"
- "I like the way we did it before"
- "*Why* is this happening to me/us?"
- Missing more work than normal
- Doing things the old way
- Anger, disagreement, worry, withdrawal

Your Action: LISTEN
Enroll people in the change
- Listen to individuals' concerns; provide forums for individuals to express their loss and disappointment
- Share your own experience with change
- Encourage experimentation
- Focus individuals on what is within their control
- Dialogue with individuals on what is important to keep, what needs to be let go, and what is needed to move forward

EXPLORATION

Indicators
- "What if we tried…"
- "Maybe this will work after all"
- "Now I'll finally be able to…"
- "How can we make this work?"
- Enthusiasm and energy
- Curiosity and a spirit of learning

Your Action: FACILITATE
Create direction for change
- Encourage the team to explore possibilities
- Facilitate discussion on how to make the change work best
- Draw attention to common ground among people's ideas and visions
- Recognize positive steps toward action
- Be patient

(Scott & Jaffe, 1995**)**

Internal Focus

STEP 2 – TAKE ACTION: Take action to accelerate progress through the transition curve. Reference each individual's current location on the Transition Curve as identified in the previous exercise think through them actions you could take on your own or with help from others.

Individual Initials	Current Location on Change Curve	Specific Actions I Can Take

a. Who are the others leaders that can help some of my stakeholders move along the curve?

_____

_____

_____

_____

_____

b. Who are the people who might need additional help? How do you plan to support them?

_____

_____

_____

_____

_____

REFERENCE GUIDE: Use this guide to better understand what individuals are experiencing as a result of the transition, and to reference targeted coaching questions that will help people continue to progress through the change.

Quick Reference: The Transition Curve of Change		
Phase of Change	*Coach to Inspire…*	*Sample Coaching Questions:*
Denial	**Awareness & Understanding** Individuals see the issues and the urgency for change. Individuals understand what is changing, why it's important, and how it impacts them.	• What have you heard so far about the change? What is changing? What is staying the same? • Why are we making this change? • How will this change impact you, your store, and your store's customers? • What are your initial thoughts/reactions to the change? What questions do you have? • How can I help you? What is confusing? What information can I provide?
Resistance	**Acceptance** Individuals believe it is the right thing to do in order to achieve the vision of the change. They begin to try the new behaviors.	• What aspect of this change will have a positive impact on customers? On the way you work? • What about this change is harder to accept? • What can you do to regain a sense of control or certainty? • What do you need in order to fully perform the new standards?
Exploration	**Adoption** Individuals adopt the new behaviors with varying degrees of consistency and quality. The team is moving beyond this phase when the new behaviors are achieving the desired results.	• Now that you're experimenting with the new standards, what is working? What is more challenging? • What suggestions do you have on how we can improve our results? • How can we accelerate our progress?
Commitment	**Internalization** The new behaviors are natural now as if we own them, not because we have to do it. We're really seeing the benefits of this change. *"We own this!"*	• To what degree have the changes become a natural part of the way we do business? • How have customers responded to these changes? Has there been a business lift? • What have you done to ensure these new behaviors continue as new individuals join the team?

Adapted from Scott & Jaffe, 1995; Conner, 1993

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Tool #8: Team Performance Assessment¡

The first step in building a high-performing team is diagnosing which phase best describes your team. The model and corresponding tools are deliberately intended not to be linear and where you begin will depend on the team. Use this assessment to determine which phase to focus the team on first.

Read the statements below and place an "X" in the appropriate box (or use a 1-5 scale from Strongly Agree to Strongly Disagree). You can also do this assessment with a five-point scale, with individuals completing the assessment and you summarizing the overall results.

Statements	Yes	No
1. Team members have been working together for some time.		
2. Team members understand the team's purpose.		
3. Team members feel included and understand why their role on the team is important.		
4. Team members desire to be a part of the team.		
5. Team members openly express opinions/thoughts and tough issues with the rest of the team.		
6. Team members rely on each other to get work done.		
7. There is mutual understanding and respect for the quality of work of team members.		
8. Team members are generally working from the same set of assumptions.		
9. Team members use their team vision and/or mission as a reference point.		
10. Team goals are clear, prioritized, specific and realistic.		
11. The team has identified success criteria and measures.		
12. Team members understand their roles and responsibilities on the team.		
13. The roles and resources on the team are sufficient to cover the work.		
14. The team has a clear and effective decision making process.		
15. Team members know how they will interact with one another to get the work done.		

Statements Continued…	Yes	No
16. The team follows established procedures; work processes are clearly defined.		
17. Team members coordinate their activities and sequence their work.		
18. The team is meeting deliverables.		
19. The team is disciplined in its work operations.		
20. Interactions among team members are uninhibited and free.		
21. Team synergy is focused on the results the team needs to produce.		
22. The team results are remarkable.		
23. Recognition comes to the team often and in a way that is meaningful to its members.		
24. The team views change as a proactive or strategic opportunity.		
25. Energy remains consistent on the team; team members are not 'burned-out'.		
26. Even after some time, team members connect with the team's vision.		

Step 3: *Interpret your results*
Each section above correlates to a specific phase of the Team Performance Model. If you checked the "No" column two or more times in any given section, your team should complete activities for the respective phase before moving on.

Orientation	Trust Building	Goal Clarification	Commitment
Questions 1 – 4	Questions 5 – 7	Questions 8 – 11	Questions 12 – 15
Implementation	High Performance		Renewal
Questions 16 - 19	Questions 20 - 22		Questions 23 - 26

Reference the portion of the toolkit related to the phase you've identified to begin designing the appropriate activities for your team.

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[1] Forrester & Drexler. (2005). *Forrester/Drexler Team Performance Indicator Guide to Interpreting Results.* The Grove Consultants International.

Tool #9: Evaluation - Review Team Progress

Reviewing the team's progress on regular intervals promotes high performance by helping to keep the team's energy and activity focused on the most critical priorities. The "Review Team Progress" exercise provides a forum to identify and resolve any risks or issues; reinforce delegated accountabilities; and identify any needed support.

Step 1: Schedule regular progress report meetings with the group at a frequency appropriate to the project. Both online and in-person meetings are effective.

Step 2: On a flip chart or large piece of paper, recap the key objectives of the meeting and the progress against major deliverables to be discussed. If using an online meeting tool, use a format to capture notes which allows all members to participate instead of using a flip chart or paper.

Step 3: Ask members to report on progress in areas such as:

- Actual performance to date.
- Variance from objectives.
- Causes for variance.
- Actions taken to correct or capitalize on these.
- Recommendations or outstanding items requiring decisions.

Step 4: If problems are identified or key decisions need to be made, engage the group in dialogue to address these as appropriate. Summarize any decisions made, agreed-to actions, and items left outstanding for follow up. Distribute to the group for reference after the meeting and at the next progress review.

Tips and Best Practices:

- Consider holding review meetings on a regular scheduled basis (e.g. quarterly, monthly.)
- Align on a common format and template for the meetings.
- A team progress review is distinct from a quarterly business or accomplishments review) as a team progress reviews is insular to the team while the business or accomplishments review focuses on the broader business environment.
- If the team utilizes a scorecard to track progress, incorporate the scorecard into the discussion. Update it prior to meetings.

Tool #10: Evaluation - After Action Review

After Action Reviews, as the name implies, is a way to extract learnings from projects, new product launches, important organizational initiatives, etc. in order to increase future effectiveness and success. Originally developed by the US Marines and US Army to accelerate learning from battles or training exercises, it is now widely used in corporate environments.

After Action Reviews are not only useful at the conclusion of a project, but can greatly enhance the chances of a project's effectiveness/success if they are used frequently throughout the life of the project. In many leadership development programs, we advise learning teams to use a brief After Action Review at the conclusion of each team meeting. Using After Action Reviews frequently accelerates learning, precludes costly mistakes and helps to surface faulty assumptions and faculty decisions quickly and efficiently. An After Action Review is more rigorous than the usual cursory review at the end of a meeting or project.

Essential Ingredients of an After Action Review:
- Start by reviewing the goals of the project, meeting; i.e., what the team was supposed to accomplish
- Everyone on the team needs to participate
- No thin skins (i.e., avoid acting defensively)
- Leave your rank or status at the door (i.e., everyone is equal during an AAR)
- Absolute candor
- Take notes
- Focus on our issues, not issues above us
- Stay focused on performance, not on placing blame
- Be willing to acknowledge your mistakes
- Make specific actionable suggestions for improvement

Questions To Guide an After Action Review:
1. What was our goal?
2. How successful were we in achieving our goal?
3. What worked effectively and why?
4. What assumptions did we make and why?
5. What assumptions were validated and what assumptions were proven wrong?
6. What do we need to do differently to be more effective/successful in the future and why?

Keep in mind that After Action Reviews are only complete and effective once you have implemented the learnings from the previous meeting, project, or battle.

Example of an Ineffective After Action Review:

A team in a leadership development program is working on an action learning project.

Tom: Well, how did our meeting go today? (*Vague goals*)
Alex: Seemed fine to me. We accomplished a lot very quickly. (*Superficial assessment*)
Roger: Yea, we have lots of time to complete the project, anyway, so we are doing fine.
Suzanne: I think we rushed through some of our discussions. (*Rationalization*)
Tom: Well, we don't want to spend too much time on one thing and analyze it to death. (*Avoidance*)
Stephen: The Wharton faculty did not give us enough direction; considering that, I think we did very well. (*Blaming higher-ups*)
Michael: The point is to get the work done and to do it quickly. (*Avoidance of learning agenda*)
Roger: If only Michael did not talk so much we would have gotten more done. (*Placing blame*)

Example of an Effective After Action Review:

A team in a leadership development program working on an action learning project.

Tom: Our two main goals for our team meeting today were: 1) to decide which ideas we want to highlight in our presentation and 2) to make sure that we heard the opinion of each person on the team. (*Specific goals*)

Alex: We decided which points to highlight in our presentation and did a good job of listening to each other's opinions. (*Specifics about what worked*)

Roger: When we started to run out of time, we raced through two important issues about the relationship of our new product to the current strategy and how to test executive opinion about our idea. We seem to assume that because this is such an appealing product, everyone will just get behind it. (*Specific example of what did not work*: did *not test assumptions*)

Suzanne: We did not do a good job of prioritizing the issues we needed to cover today – we didn't start with the most crucial ones. (*Specific example of what did not work*)

Tom: When we became rushed, we stopped listening to each other and did not make sure that we heard from everyone. (*Acknowledgement of what they did not do*: i*nadequate attention to one of their goals*)

Stephen: We completely ignored several comments that Michael made. (*Honest self-examination*)

Michael: Yes, I felt the team did not listen to my ideas because they were different from those of everyone else. (*By not listening to Michael the team avoided conflict or disagreement*)

Alex: I suggest that during the first five minutes of our meeting tomorrow, we prioritize what we want to cover. I also suggest that we ask someone on the team, perhaps the person who talks the most, to make sure that even when we feel pressured we are not ignoring or bypassing team members. (*Specific suggestion for improvement*)

Roger: In addition, I think that when we felt pressured we forgot that we are here to learn, not just to complete a project and do a presentation. Tomorrow we should make more explicit learning goals for our team meeting. For example, what about the goal of really delving into an area where we disagree and see what comes out of the conversation, instead of glossing over our differences? (*Highlight the learning agenda*)

An After Action Review is a powerful tool for increasing team effectiveness. When reviews are used regularly, teams can enter a state where they feel comfortable enough to regularly question assumptions, surface disagreements and develop more robust and effective ways of working together. Fewer issues go underground, there is more of a connection between the team and external stakeholders, and teams are much less likely to create a bubble in which they think they are doing well as a cover to avoid disagreement, conflict or anxiety. Regular use of After Action Reviews can greatly improve team decision-making and performance.

Reference
Darling, Marilyn, Parry, Charles, & Moore, Joseph. (2005, July-August). Learning in the Thick of It. Harvard Business Review.

Tool #11: Change RACI Chart

Clarify Roles & Responsibilities. Activity	**R**esponsible *Who is responsible to do the actual Work?*	**A**ccountable *Who is the one person (only ONE) that has final authority or accountability for completing the task?*	**C**onsulted *Who should be consulted as an advisor/subject matter expert?*	**I**nformed *Who should be kept up to date on task progress and/or completion?*

LEADERSHIP IN ACTION!

Tool #11, cont'd: Communication Plan

Date	Target Audience	Communicator	Method	Purpose	Key Messages / Call to Action	Status
When should the message be shared? See Below	*Who should receive this message?*	*Who is responsible for sending this message?*	*What method(s) should be used to send this message? See Below*	*Why is this message being Shared? See Below*	*What, if anything, do you want the audience to do? Is it confidential?*	*Started, drafted, or complete?*

- *Specific Date*
- *Project Milestone*
- *??*

- *Group/Team Meeting*
- *Town Hall*
- *Team Rounding*
- *Huddles*
- *Intranet*
- *1:1 meeting*
- *Wall posters*
- *Flyers*
- *Email*
- *FAQ / Job Aide*
- *Meeting / Conference Call*

- *FYI / Inform*
- *Important Update / Urgent*
- *Leadership Preview*
- *Response/Feedback Requested*
- *Action Required by XX date*