# Korea Advanced Institute of Science and Technology
# School of Business and Technology Management
# Course Syllabus, Spring 2020

***REVISED March 30, 2020***

**Course Information**

- Course Title: **ORGANIZATIONAL BEHAVIOR**
- Course Number: **MSB238**
- Prerequisites: None
- Meeting Time: Monday and Wednesday, 10:30 – 11:50
- Classroom: Building E11, Room 403 (offline); ZOOM (online)
- Course Web Pages: http://klms.kaist.ac.kr/

**Instructor Information**


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***MSB238 OB is a student-centered, student-led Education 4.0 course.***
***"The best way to learn is to teach others."***

## Course Description and Learning Objectives

- The goal of this course is to help you understand and predict human behaviors under different organizational, social, and cultural contexts, and apply your scientific knowledge to enhance organizational practice. This course provides fundamental tools from behavioral and social sciences that will improve your ability to analyze organizational behavior and take robust action.

- Abstract strategy is of little use without the skills to enact it. The class time is devoted to in-class simulations and discussions in which you work with classmates in multiple simulated organizational situations. You will be able to see the effectiveness of different strategies through comparing your outcomes with those of classmates. From one simulation to the next, you will see how the effectiveness of particular social or human skills depends on certain situations: There is no one best way. You will come to appreciate and practice contingent approach in managing human behavior.

- To analyze multiple organizational situations, you should know why certain human behaviors occur. Theories and research data will tell you why people behave in particular ways, what their motivations are, why a specific approach of human interaction and management does not work in a certain situation, etc. Based on the "why"s, we will discuss how to (or how not to) do. "How" works if you understand the principle governing "why". You will get exposure to cutting-edge research and have ample opportunities to learn how behavioral and social science research generates useful knowledge that helps us understand human and organizational behavior. By the end of the course, you should be better able to interpret and predict the behavior of individuals and groups you interact and manage in multiple organizational situations.

- The most important learning goal of this course is to educate you as a creative and critical thinker and actor with proactive and entrepreneurial spirit of learning. You should be able to find meaningful and interesting questions by yourself, make every effort to solve the questions by yourself and with your teams and communicate your new knowledge with others. This course will run untraditionally (e.g., Education 4.0): Do not expect the professor to teach you all materials. Instead, everyone in this class (professor, TAs, and classmates) will teach together. **The best way to learn is to teach others**. This untraditional class structure will be challenging for most students; however, if you persevere, it will be most rewarding and exciting. Moreover, one of the most critical factors for success in organizations and in general human interactions is the communication skill. Throughout the semester, you will have many opportunities to communicate your analysis of cutting-edge research findings to classmates, and acquire proactive and entrepreneurial attitudes and behaviors of learning and knowledge generation (see Student Team Teaching, Individual Question, and Team Question below).

- Crucial components of this course are two kinds of teams: **Teaching Team** and **Discussion Team**, to which you will be assigned by the professor. All members in your teams will walk through the processes of the course to allow each teammate to achieve his or her learning goals. You will evaluate your teammates regarding each teammate's contribution to team teaching and discussion (see Teammate Evaluation below). In addition, you will write a short thank-you memo to each member of your teams (see Extra Credits below). You will nurture your leadership and collaborative skills, as well as empathy, perspective taking, and emotional intelligence.

- To summarize, the major learning objectives of this course are to (1) synthesize and apply the information within and across disciplines (Organizational Behavior, Management, Psychology, and Behavioral Science), (2) produce valid reports written in English, (3) efficiently present and deliver ideas effectively, (4) demonstrate characteristics that contribute to effective teams and organizations, and (5) employ leadership and collaborative skills.

## Expected Learning Outcomes

- Students are expected to identify research/project issues, understand and apply interdisciplinary theory and knowledge, and verify suggested findings.
- Students are expected to write valid reports in English with appropriate logic, organization, spelling, grammar, and format.

- Students are expected to present and deliver ideas with proper organization, quality of slides and voice pace, professionalism, use of media/rapport with audience, and an ability to answer questions.
- Students are expected to demonstrate commitment, balance between task and interpersonal relations, contributions to teamwork.
- Students are expected to share vision, facilitate communication, and stay on track in teamwork.

## Course Materials

Primary readings of this course are practitioner-oriented articles (e.g., Harvard Business Review, Sloan Management Review) and scholarly journal articles (e.g., Academy of Management Review, Academy of Management Journal). All readings and materials are on KLMS. There is no textbook. **Download all PPTs, readings, and handouts from http://KLMS.kaist.ac.kr.**

## Academic Honor Code of BTM

Academic integrity and honesty are critical values of KAIST community. It is essential to the academic integrity of this community that students do their own work and properly acknowledge the ideas, sources, and assistance upon which that work is based. As a member of KAIST BTM community, all students including those who take BTM courses are expected to adhere to the principles of truth, integrity, and respect. **Failure to comply with the Honor Code may result in disciplinary action including failure of the course**.

Academic dishonesty includes but is not limited to the following:

- **Cheating**: Copying from another's examination paper, solutions, assignments, or allowing another to copy from one's own.
- **Plagiarism**: Using another person's original work without giving appropriate credit to or acknowledging the authors or sources
- **Self-plagiarism**: Submitting one piece of work in more than one course without the explicit permission of the instructors involved.
- **Misrepresentation of authorship**: Submitting work as one's own which has been prepared by or purchased from another.
- **Unpermitted collaboration or aid**: Giving or receiving unpermitted aid on exams or assignments.

Any member of the BTM community who believes that violation of academic dishonesty has occurred should bring the matter to the attention of the Department Chair. The Department Chair will assign members of Academic Review Committee (학사심의회) to conduct a thorough investigation and, if necessary, request a due process to university.

## Grading Policy

1. Attendance = 5%
2. Professionalism & Other Activities = 5%
3. Student Team Teaching = 30%
4. Individual Question = 10%
5. Team Question = 20%
6. Teammate Evaluation = 10%
7. Final Project = 20%

8. Extra Credits

Detailed explanations of the grading follows:

## 1. Attendance (5%)

This course is designed as an Education 4.0 student-centered and student-led course with pre-grouped team discussion in every class session. Your absence will seriously hamper other classmates' learning. Thus, the attendance policy of this course is strictly enforced. Your attendance will be recorded starting on **Wednesday, March 25**. **One class miss will result in 1 point penalty.** Please see Prof in person if you need to talk about your medical situation. Other than this special occasion, address all attendance-related inquiries (e.g., graduation photo, job interview) directly to TAs.

Regardless of online (ZOOM) or offline (classroom) class sessions, we will start team discussions at 10:30AM sharp; thus, tardiness has a negative effect on other classmates' learning. Two tardies are equivalent to one absence (**2 tardies = 1 absence = 1 point penalty**). Please schedule your time to get your ZOOM ready or to arrive at our classroom 5-10 minutes before class begins.

**According to the University policy, missing more than one third of class sessions will automatically result in F.**

Because this course heavily relies on pre-grouped team discussions throughout the semester, **no auditing is allowed**.

## 2. Professionalism and Other Activities (5%)

Students are expected to conduct themselves professionally and maturely in and outside classroom. Important aspects of professionalism are listed below.

1) Adhere to the Academic Honor Code (p. 3). **Prof/TAs check out plagiarism in every assignment submitted by individuals and teams**.
2) Using computers and smart phones is prohibited during offline class time. Download PPT before or after class. Turn off your laptop and smart phone during offline class. You can check your email, phone, or text before and after class, but not during class.
3) Being on time.
4) Except break time, please do not leave classroom. This disrupts other students. Please go to restroom during break time.
5) Be prepared for class.
6) Submit every assignment on time or before deadline.
7) Respect everyone in class.
8) Any behavior people will consider unprofessional (e.g., sleeping, yelling, etc.) is prohibited during class.

There are multiple Other Activities.

**<u>OB Survey (due 3/23)</u>.** You will submit the OB online survey. The information you provide is confidential. You will receive an individual report for your personality profile.

**Thank-You Memo**. All of us feel good and appreciated when others say "thank you" for our small or big help. Recent research has documented the power of gratitude on mental health and organizational behavior (we will discuss this topic; see Grateful Teams in the class schedule). We will practice gratitude as a class routine throughout the semester. When you finish any team activity, you will have an opportunity to write a short Thank-You Memo to classmates, teammates, or guest speakers. **There will be the Best Appreciator Award.**

## 3. Student Team Teaching (30%)

People learn best when they teach others. You will be assigned to teach and lead a class discussion for one emerging, new topic in the field of organizational behavior. Prof/TAs will assign you to a Teaching Team of 4-6 students (subject to change depending on the final course enrollment). Your Teaching Team is "the professor of the day", teaching the entire class to discuss how cutting-edge theoretical propositions and empirical findings enhance our understanding and managing of organizational behavior in Industry 4.0 era. Teaching Team sessions will be run online (ZOOM live presentation) or offline. Your Teaching Team should prepare for the following two components:

**Lecture (up to 15 or 30 minutes, depending on the final course enrollment).** Your Teaching Team can try whatever they want to teach classmates about their assigned topic (see the course schedule for specific topics). One reference article is provided; however, your Teaching Team should not be bounded by the reference article. The role of the Teaching Team is **not** to summarize the reference article. Use the article only as a reference for your topic. Your team should try anything related to your topic to teach classmates as creatively, interestingly, and effectively as possible. Try something creative to teach classmate important problems and solutions related to the topic. For example, your Teaching Team can make a video clip, do a small experiment to try out the idea in the article or your own idea, or prepare an in-class activity related to the topic. For all possible format of your teaching, **the aim is to make a useful and fun class that benefits all classmates for their development of social, organizational, or leadership behavior**.

**Q/A (more than 20 or 40 minutes, depending on the final course enrollment)**. Your Teaching Team should be prepared to respond to questions that non-teaching classmates post before your teaching (see Team Question below).

Non-teaching classmates and Prof/TAs will evaluate your teaching based on the following criteria:

- Was the class fun?
- Was the class run in a creative way? (e.g., uncommon teaching style)
- Did the team help you learn something useful for your social, organizational, or leadership behavior?
- Did the team respond to other students' questions well?
- Did the team spend more than 20 (or 40) minutes on Q/A? If your PPT presentation combines with Q/A, still Q/A must be more than 20 (or 40) minutes.

As for teaching evaluation, all members in your Teaching Team will receive the same team score. Additionally, there will be individual score for each member. Thus, students in the same team will receive slightly different scores based on their individual performance (Team Score + Individual Score = Your Teaching Score). **There will be the Best Teacher Award.**

## 4. Individual Question (10%)

## 5. Team Question (20%)

For every Team Discussion, you will be assigned to a group of 2-4 people to discuss the assigned topic during online (ZOOM live discussion) or offline regular class time. This TD activity will be completed in class and does not require outside team work. Every week you will work with a different team of classmates. Non-teaching students should study the topic assigned and post their Individual Question on KLMS by 9PM each Tuesday (late posting will be penalized). Teaching Teams do not need to submit Individual & Team Question for the topic. The effectiveness of peer learning depends on non-teaching students' thorough preparation and enthusiastic participation in classmates' teaching. Prof/TAs will evaluate your Individual Question and Team Question based on **the thoroughness and the depth of the question**.

**Individual Question (1 page)**. Each member of your Discussion Team will talk about an important problem in the student's daily life or real team/organizations that is related to the topic. Before coming to team discussion on Wednesdays, you should think deeply about your problem and post it on KLMS by Tuesday 9PM. Provide some background of your problem. You can write your question in English or Korean.

**Team Question (1 page)**. Your assigned Discussion Team will find the best solution for each member's problem. The solution should be specific and actionable. By 11:59AM on KLMS, post one (the most puzzling) problem that the Discussion Team could not answer sufficiently. The Teaching Team assigned for the topic will prepare their best answer for your Discussion Team's problem. If the teaching students are not Korean, this part must be written in English (so that they can read and respond to your problem). Additionally, at least one person in a team should take an active leadership role in initiating a ZOOM live discussion, facilitating team discussion, and posting Team Question on KLMS by the deadline. Thus, students who show strong extra-role behavior will be rewarded. **There will be the Best Servant-Leader Award.**

**Prof/TA Feedback & Consultation**. Although we will keep the peer evaluation confidential, we will offer you feedback regarding your teamwork performance during Prof/TA feedback & consultation sessions.

## 6. Teammate Evaluation (10%)

Enthusiastic contribution of all members is critical for useful team discussion and team teaching. To this aim, for every team discussion and team teaching, students will grade other students' level of contribution. Prof/TAs will aggregate each team member's score (except the lowest score). You will never know exactly how specific teammates evaluated you. The individual-level data is confidential. **There will be the Best Teammate Award.**

## 7. Final Project (Presentation or Paper: 20%)

The final project does not involve teamwork. Individually, you can present or write a paper that develops the core learnings throughout the semester. Identify your personal strengths and capability to add **unique** value to your (current/future) teams or organizations. And create personal and/or leadership development plans. In particular, understand what kinds of situations bring out the best in you and in others. Present or write a paper that highlights how you plan to implement the insight you gained from the multiple data about yourself collected throughout the semester. What conditions seem to block or enable actualization of your personal and/or

leadership development? What kinds of unique and important contributions can you make to your teams or organizations given who you are?

Prof/TAs will grade your Final Project Presentation or Paper based on the following criteria:

- Are the insights gained by this student thorough? Does this student's presentation or paper show the in-depth core learnings throughout the semester?
- Is this student's action plan useful?
- Is this student's presentation or paper well organized (i.e., presentation or writing flow is easy to follow)?

## 8. Extra Credits

You can earn as many extra credits as possible throughout the semester. The purpose of extra credits is to help you try whatever you want to try to enhance your own learning of the course materials. All extra points will be summed and added to your final course grade. Extra credits are great opportunities to boost your final letter grade for this course. **There will be the Best Learner Award.**

**Participation**. All teaching sessions (by Prof, TAs, Guest Speakers, Student Teaching Teams) involve active discussion. You should be prepared to share your ideas and to listen and interpret the issues taught by others. **Our TAs will mark your participation point every time you make a meaningful comment or insightful question during teaching sessions (up to 3 points per session).** We will not grade your participation based on your English proficiency but on your effort to participate in discussion.

**Optional Participation Memo (OPM)**. Some students learn the best by thinking in silence, rather than actively expressing their thoughts verbally. If you feel uncomfortable expressing your thoughts in class, please use OPM to express your thoughts, ideas, and personal reflections regarding class materials in writing. On KLMS, you can post OPM describing your thoughts and ideas you wanted to share with your classmates but you did not have a chance to express it during class. Moreover, you can try anything related to the class topic to preview and/or review. You are free to attempt anything to enhance your own learning of the topic. For example, you can watch relevant TED talks and post the link on KLMS. Find additional articles for the topic and write a short memo regarding any book, article, or video you read or watched. You can go out to photograph relevant things, interview people, participate in volunteering activities, donate your money, time or any valuable resources for others, etc. to see real-life examples and impacts of class topics on your personal or leadership development. Use your creativity to make your learning most exciting and fun. Make sure you post any preview or review materials you did on KLMS under the OPM folder to earn extra credits. You can write OPM in English or Korean.

## CLASS SESSIONS AND ASSIGNMENTS

### 3/16 M — Course Introduction

KLMS: Download & read syllabus from KLMS
Fill in OB Survey on KLMS (due 3/23)

Reference: Making Behavioral Science More Useful

Extra Credit: Post your questions, insights, or life application ideas for the "Making Behavioral Science More Useful" article on KLMS (OPM Folder)

### 3/18 W — Happiness

KLMS: Watch "What Makes A Good Life? Lessons from the Longest Study on Happiness" (Robert Waldinger)
https://www.youtube.com/watch?v=8KkKuTCFvzI

Submit: Post OPM* on Happiness by 6PM (OPM Folder)
**This is a mandatory OPM for Attendance Check.*

### 3/23 M — Leadership

*Due:* *OB Survey*

KLMS: Watch "Level 5 Leadership"
https://www.youtube.com/watch?v=-qfWujezRU8

Reference: Level 5 Leadership

Submit: Post OPM* on Leadership by 6PM (OPM Folder)

**This is a mandatory OPM for Attendance Check.*

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## 3/25 W — Power

KLMS: Watch "How to Speak up for Yourself" (Adam Galinsky)
https://www.youtube.com/watch?v=MEDgtjpycYg

Submit: Post OPM* on Power by 6PM (OPM Folder)
**This is a mandatory OPM for Attendance Check.*

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## 3/30 M — Creativity

KLMS: Watch "The Surprising Habits of Original Thinkers" (Adam Grant)
https://www.youtube.com/watch?v=fxbCHn6gE3U&t=340s

Submit: Post OPM* on Creativity by 6PM (OPM Folder)
**This is a mandatory OPM for Attendance Check.*

Handout: Your "Teaching Team" will be announced on KLMS

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## 4/1 W — Personality and Individual Difference (part 1)

*Due:* *Complete MBTI on line and bring your results to class (http://www.humanmetrics.com/cgi-win/JTypes2.asp)*

**ZOOM**: Discuss OB Survey & MBTI results
**Login ZOOM by 10:20AM.*

Handout: OB Survey Individual Report

Reference: Putting Your Company's Whole Brain to Work

Extra Credit: Post Thank-You Memo
Post OPM

## 4/6 M — Personality and Individual Difference (part 2)

**ZOOM:** Teaching Team Meeting
Discuss MBTI Results & OB Survey Reports
**Login ZOOM by 10:20AM.*

Submit: Post OPM* on the Teaching Team Meeting by 6PM
**All students submit OPM individually.*

## 4/8 W — Grateful Teams (part 1)

*Due:* *Post Individual Question on Grateful Teams by 4/7, 9PM on KLMS*
*Teaching Teams do not submit Individual Questions.*

Reference: Thanks for Your Ideas: Gratitude and Team Creativity

**ZOOM:** Discussion Team Meeting
Post Team Question by 11:59AM on KLMS
**Login ZOOM by 10:20AM.*

Handout: Teammate Evaluation Form

Extra Credit: Post OPM
Post Thank-You Memo

## 4/13 M — Grateful Teams (part 2)

*Due:* *Teaching Teams 1 and 2 post PPT on KLMS by Monday 4/13, 10:15AM*

**ZOOM:** Teaching Team 1 Presentation & Discussion
**Login ZOOM by 10:20AM.*

Handout: Teaching Evaluation Form (non-teaching students)
Teammate Evaluation Form (the teaching team)

Extra Credit: Post OPM
Post Thank-You Memo

## 4/20 M Grateful Teams (part 3)

**ZOOM:** Teaching Team 2 Presentation & Discussion
**Login ZOOM by 10:20AM.*

Handout: Teaching Evaluation Form (non-teaching students)
Teammate Evaluation Form (the teaching team)

Extra Credit: Post OPM
Post Thank-You Memo

## 4/22 W Emotion & Trust (part 1)

*Due:* *Post Individual Question on Emotion & Trust by 4/21, 9PM on KLMS*

Reference: Feeling and Believing: The Influence of Emotion on Trust

**ZOOM:** Discussion Team Meeting
Post Team Question by 11:59AM on KLMS
**Login ZOOM by 10:20AM.*

Handout: Teammate Evaluation Form

Extra Credit: Post OPM
Post Thank-You Memo

## 4/27 M Emotion & Trust (part 2)

*Due:* *Teaching Teams 3 & 4 post PPT on KLMS by Monday 4/27, 10:15AM*

**ZOOM:** Teaching Team 3 Presentation & Discussion
**Login ZOOM by 10:20AM.*

Handout: Teaching Evaluation Form (non-teaching students)
Teammate Evaluation Form (the teaching team)

Extra Credit: Post OPM
Post Thank-You Memo

## 4/29 W Emotion & Trust (part 3)

**ZOOM:** Teaching Team 4 Presentation & Discussion
**Login ZOOM by 10:20AM.*

Handout: Teaching Evaluation Form (non-teaching students)
Teammate Evaluation Form (the teaching team)

Extra Credit: Post OPM
Post Thank-You Memo

## 5/11 M Feedback & Consultation Session

**ZOOM:** Prof email consultations with individual students

## 5/13 W Job Crafting (part 1)

*Due:* *Post Individual Question on Job Crafting by 5/12, 9PM on KLMS*

Reference: A Role-Resource Approach-Avoidance Model of Job Crafting: A Multimethod Integration and Extension of Job Crafting Theory

**ZOOM:** Discussion Team Meeting
Post Team Question by 11:59AM on KLMS
**Login ZOOM by 10:20AM.*

Handout: Teammate Evaluation Form

Extra Credit: Post OPM
Post Thank-You Memo

## 5/18 M Job Crafting (part 2)

*Due:* *Teaching Teams 5 & 6 post PPT on KLMS by Monday 5/18, 10:15AM*

**ZOOM:** Teaching Team 5 Presentation & Discussion
**Login ZOOM by 10:20AM.*

Handout: Teaching Evaluation Form
Teammate Evaluation Form

Extra Credit: Post OPM
Post Thank-You Memo

## 5/20 W Job Crafting (part 3)

**ZOOM:** Teaching Team 6 Presentation & Discussion
**Login ZOOM by 10:20AM.*

Handout: Teaching Evaluation Form
Teammate Evaluation Form

Extra Credit: Post OPM
Post Thank-You Memo

## 5/25 M Special Topic in Organizational Behavior I

Topic: TBA

**ZOOM:** Guest Speaker Presentation
**Login ZOOM by 10:20AM.*

Extra Credit: Post OPM
Post Thank-You Memo

## 5/27 W Workplace Ostracism (part 1)

*Due:* *Post Individual Question on Ostracism by 5/26, 9PM on KLMS*

Reference: Ostracism and Prosocial Behavior: A Social Dilemma Perspective

**ZOOM:** Discussion Team Meeting
Post Team Question by 11:59AM on KLMS
**Login ZOOM by 10:20AM.*

Handout: Teammate Evaluation Form

Extra Credit: Post OPM
Post Thank-You Memo

## 6/1 M Workplace Ostracism (part 2)

*Due:* *Teaching Teams 7 & 8 post PPT on KLMS by Monday 6/1, 10:15AM*

**ZOOM:** Teaching Team 7 Presentation & Discussion
**Login ZOOM by 10:20AM.*

Handout: Teaching Evaluation Form (non-teaching students)
Teammate Evaluation Form (the teaching team)

Extra Credit: Post OPM
Post Thank-You Memo

## 6/3 W Workplace Ostracism (part 3)

**ZOOM:** Teaching Team 8 Presentation & Discussion
**Login ZOOM by 10:20AM.*

Handout: Teaching Evaluation Form (non-teaching students)
Teammate Evaluation Form (the teaching team)

Extra Credit: Post OPM
Post Thank-You Memo

## 6/8 M — Special Topic in Organizational Behavior II

Topic: TBA

**ZOOM:** Guest Speaker Presentation
**Login ZOOM by 10:20AM.*

Extra Credit: Post OPM
Post Thank-You Memo

## 6/10 W — Ethical Decision-Making (part 1)

*Due:* *Post Individual Question on Ethical Decision-Making by 6/9, 9PM on KLMS*

Reference: Goal Setting As a Motivator of Unethical Behavior

**ZOOM:** Discussion Team Meeting
Post Team Question by 11:59AM on KLMS
**Login ZOOM by 10:20AM.*

Handout: Teammate Evaluation Form

Extra Credit: Post OPM
Post Thank-You Memo

## 6/15 M — Ethical Decision-Making (part 2)

*Due:* *Teaching Teams 9 & 10 post PPT on KLMS by Monday 6/15, 10:15AM*

**ZOOM:** Teaching Team 9 Presentation & Discussion
**Login ZOOM by 10:20AM.*

Handout: Teaching Evaluation Form (non-teaching students)
Teammate Evaluation Form (the teaching team)

Extra Credit: Post OPM
Post Thank-You Memo

## 6/17 W Ethical Decision-Making (part 3)

**ZOOM:** Teaching Team 10 Presentation & Discussion
**Login ZOOM by 10:20AM.*

Handout: Teaching Evaluation Form (non-teaching students)
Teammate Evaluation Form (the teaching team)

Extra Credit: Post OPM
Post Thank-You Memo

## 6/22 M Final Project Presentation I

**ZOOM:** Student Presentations
**Login ZOOM by 10:20AM.*

Extra Credit: Post OPM
Post Thank-You Memo

## 6/24 W Final Project Presentation II

*Due: Final Project Paper (if you choose the paper option)*

**ZOOM:** Student Presentations
Award Ceremony (The Best Teacher Award; The Best Servant-Leader Award; The Best Teammate Award; The Best Learner Award; The Best Appreciator Award)
**Login ZOOM by 10:20AM.*

Extra Credit: Post OPM
Post Thank-You Memo