

Fury and Honor in the Palace: Faith Integration in Organizational Behavior Using the Book of Esther

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ABSTRACT: This paper provides an example of discipline-specific biblical faith integration in an Organizational Behavior course through a series of eight faith-integration exercises and a final integrative assignment based on a single book of the Bible, Esther. This approach encourages students to have meaningful dialogue about important biblical concepts as applied to business and management, thus raising their moral and biblical consciences and contributing to their whole-person development. The benefits of this approach are discussed, and the faith-integration assignments and sample responses are included.

INTRODUCTION

Many Christian colleges and universities expect faith integration in the classroom, and thus biblical faith integration is often required for Christian business faculty members (Dupree, 2015; Mays & Mason, 2011; Roller, 2013; Smith, 2005). Faculty, however, often have little to no training in faith integration, which can make biblical faith integration challenging. The challenge increases when attempting to develop an integrated series of faith-integration exercises to use in a single course. A series of exercises based on a single book of the Bible can facilitate “saturating the heart with Scripture” and connecting “Scripture with business practice” (Cafferky, 2016, p. 8), which helps students think biblically, have consciences that are alive, and have stronger individual and communal moral imaginations (Cafferky, 2016).

This paper provides an example of discipline-specific integration (Chewning, 2001; Underwood & Havens, 2015) through a series of eight faith-integration exercises,

plus a final assignment, from a single book of the Bible, Esther. These faith-integration exercises are also a form of strategic integration (Roller, 2013) since they are a devotional series with a central theme linked to course material. This approach provides students with the opportunity to have meaningful dialogue with each other about important biblical concepts as applied to business and management, thus raising their moral and biblical consciences and contributing to their whole-person development.

The next section discusses why organizational behavior is an excellent subject for biblical faith integration. The paper then describes the design constraints under which the faith-integration activities were developed and discusses the advantages of using a single book of the Bible in the course. The structure and content of the faith-integration assignments are delineated, with sample responses, all included in appendices. The paper concludes with a discussion of the benefits of this approach to biblical faith integration.

THE ORGANIZATIONAL BEHAVIOR COURSE

Courses in organizational behavior have several characteristics that make them good candidates for strategic faith integration. Organizational behavior focuses on the individual and group levels of behavior but does so within organizational cultures and systems. When applying organizational behavior concepts, students must consider these different levels and their interactions. Students often find their personal belief systems challenged when considered in these complicated organizational contexts. When students are required to apply biblical principles and concepts to complex organizational contexts in a strategic manner, significant spiritual insights often emerge, resulting in spiritual growth. Further, the application of biblical principles to course-related material deepens students' understanding of the course concepts through the critical thinking required in the task.

Course Design Constraints

For the development of intentional biblical faith integration in this new Organizational Behavior course, several constraints impacted the design.

- The course is designed for adult professional undergraduate students, and thus the faith-integration component needed to be relevant to these students, most of whom are working adults.
 - The course can be delivered either in an online format or a face-to-face format with hybrid elements for faith integration, using a learning management system.
 - The standard term for adult undergraduate courses at this institution is eight weeks, delivered either in eight one-week-long online modules or in a one-night-per-week for eight weeks format.
 - The course was intended to be developed so that any qualified faculty member could execute the teaching of the course, including the faith-integration component. Therefore, personalization of the integration by faculty members teaching the course needed to be kept to a minimum. This also opened the opportunity for the eight structured segments to be flexibly scaffolded, culminating in a final, end-of-term reflection on the integrative learning. The structured faith-integration format of the final project allows it to function as an assessment point for faith-integration outcomes.
 - The approach to faith integration had to be consistent with the faith-integration rubric adopted by the institution's business programs.
 - So that students could develop a comprehensive understanding of a biblical text and its application to the course material, it was desirable to use an entire book of the Bible.
- To make the biblical faith integration relevant for the students, literal examples of organizational behavior were needed in the biblical narrative. Often faith-integration exercises consist of examples of biblical commands and promises, Christ-like character, or holy living. While these are valuable, we believe that giving students a book of the Bible that has both positive and negative examples of organizational citizenship, motivation, interpersonal and organizational conflict, personality, diversity, and other organizational behavior concepts increases the relevance for the students and contributes to their whole-person development.
 - We wanted the student discussion to be content rich, which meant providing the students with a platform and tools to digest and thoughtfully respond to peer postings. In that way, the student responses would not only increase their understanding of the course content but also their awareness of biblical literature and their confidence in their ability to live out their faith in complex organizational settings in a rapidly changing business world.

THE BOOK OF ESTHER AND FAITH INTEGRATION

Given these constraints, we searched for an appropriate book of the Bible. The book needed to be rich in current issues of business, including diversity, organizational citizenship, conflict, and interpersonal communication strategies, and thus a more narrative book was needed. It also needed to be an appropriate length for an eight-week-long course. The book of Esther satisfied all constraints and offered a female lead character relatable to female leaders who are increasingly represented in the classroom.

In the book of Esther, the Jews are a conquered people living in exile in a foreign land where their culture and religion is challenged by the dominant culture and beliefs. Mordecai had to make decisions concerning accommodating or resisting the culture (Esther 2:18-23; 3:3-5). Esther had to risk death to prevent the destruction of the Jewish people (Esther 4:10 – 7:10). We saw the book of Esther as providing an excellent platform for students to discuss the challenges of living for God in an increasingly hostile culture by considering the topic of attitudes (Week 2), values (Week 3), and conflict (Week 7).

Because the course is delivered in eight one-week modules—in either the online or face-to-face modalities—each week must have its own focus directly tied to concepts from the textbook for that week. Each assignment follows the same format, with the specific prompts changing each

week. The standard format is shown in Appendix A. Each weekly online faith-integration forum is designed with four specific steps:

1. Students read the faith-integration assignment, which, as mentioned above, is directly tied to course material for the week and readings from the book of Esther.
2. Students write responses to the prompt and post them to the faith-integration forum.
3. Students read each other's postings, and each student responds to a peer's post.
4. The faculty member reads the students' posts, and provides feedback and grading using the faith-integration rubric.

The faith-integration rubric (see Appendix B) is also set up for weekly assessment of the online faith-integration forum. The rubric is used not only for grading purposes, but also to provide opportunity for dialogue around the biblical text and questions that arise as a result of the reading and integrative assignments. In an online environment where student engagement with faith concepts can often be passive, the current design was intentionally developed to bring the biblical story of Esther to life—in a way that directly relates to the course concepts students were learning that week in class and that they could identify in their own places of employment and/or life situations.

The online discussion forum structure requires students to submit a structured answer to a detailed prompt regarding aspects of the book of Esther in conjunction with specific concepts and theories explored that week in the textbook. Additionally, students are required to provide personal application of the concepts to their lives, jobs, careers, and the discipline of organizational behavior. Students then read and reflect on their peers' submissions and choose one of those peer submissions to respond to, adding insights from the course content and the biblical passage; responses are visible to everyone enrolled in the course. As they learn from other students' integrative submissions and responses, the overall consciousness of the students increases.

Students submit responses to the detailed prompt and another peer's posting. The faculty member then reviews the postings, along with the comprehensive traction they garnered within the student forum discussion. The rubric evaluates student understanding and reflection of the material, along with writing and formatting. The rubric also allows the faculty member to communicate additional comments to students to further their understanding of the biblical passage, the integration with course content, and their spiritual development and application of concepts. Appendix C provides two examples of how the rubric is used to evaluate submissions and provide feedback to students.

The final paper for the course includes a reflective component based on the faith-integration assignments and serves as an integrative mechanism for the course. To complete this assignment, each student reflects on all of their submissions, responses, and faculty feedback and writes holistically about one specific concept in the faith-integration section of the final paper. This approach follows two well-established design principles from software engineering, where the goal in modular (weekly) design is to: 1) maximize cohesion and 2) minimize coupling.

Cohesion refers to the level of intra-dependency amongst the elements *within* a module (Kanjilal, 2015). Maximizing cohesion creates more self-contained modules where every element within a week is grouped together to form a logical unit. The faith-integration forum prompts, therefore, enhance the week's topic. Also, everything a student needs to complete the faith-integration assignment is embedded within that week. Coupling is defined as the degree of interdependence that exists *across* weekly modules and how closely they are connected to each other (Kanjilal, 2015). Minimizing coupling is advantageous to instructors since they can customize the sequence of weekly topics to their preference; no set order is required.

The unique faith-focused segments demonstrate course content and biblically based integration across eight weekly topics. We believe it is constructive for students to have an integrative assignment at the end of the course, as doing so improves retention of course material and helps to develop students' metacognition skills (i.e., the reflection on their own thinking and learning processes).

Students submit their overall reflections on the book of Esther and organizational behavior within a section of their final paper. By including a final paper, students are required to reflect on their eight faith-integration submissions and the feedback provided within the rubric. Though some students take a week's submission in which they received a poor score and attempt to use the rubric feedback to alter their original submission, others approach this differently. Some students use the final paper section as an opportunity to provide a comprehensive response to the Esther faith-integration assignment, reflecting not only on their own learning but also the insights provided by their peers in the discussion component and within the feedback provided by the professor.

DISCUSSION AND CONCLUSIONS

From a strategic faith-integration perspective, there are advantages to using a single book of the Bible as the focus for

a course-based series of faith-integration assignments. These advantages parallel benefits that congregants receive from expository preaching, such as encouraging sound methods of Bible study, allowing the readers to draw meaning within the context of an entire book, being exposed to a range of Scripture's interests and concerns, and providing variety to sustain interest from week to week (Thomas, 2016). In an organizational behavior course, a book like Esther, comprised of gripping drama, a beautiful heroine and a dastardly villain, personality conflicts, power plays, fury and honor in the palace, and intense life-or-death situations, sustains student interest and provides a rich tapestry for course-based faith integration appropriate for major organizational behavior topics. Using a single book maximizes cohesion and minimizes coupling, both of which are important from a design perspective. It also helps students to "connect the dots" with real life in a complex world, thus enhancing their holistic development.

The structure of faith integration in the course increases the likelihood of spiritual growth for the students in three major ways. First, the faith-integration forums are interactive. Whether the course is delivered online or face-to-face, students not only interact with the textbook and a book of the Bible, but they also interact with each other, learning from each other's insights and experiences as shared in the forum. Second, students interact with the professor, both in the forum and through feedback from the rubric and instructor comments. Third, the faith-integration component of the final paper allows each student to focus on an aspect of faith integration in the course that is most meaningful to him or her. The structure of faith integration in the course meaningfully impacts many students' spiritual and holistic development.

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APPENDIX A: COURSE DESIGN

Week x: Faith Integration: (Discussion Topic)

1. Post a substantive response to the Forum prompt by 11:59 PM Tuesday night. Include information from the weekly readings to support your response.
2. Post a substantive response to a minimum of one peer by 11:59 PM Thursday night.

See Online Discussion Forums section of Syllabus for complete instructions.

In this course, you will be reading the Book of Esther. In the Faith-Integration Forums (FIF), you will analyze the Book of Esther from an organizational perspective, identifying concepts and themes and analyzing the material for the purposes of personal application.

To access The Book of Esther, you can use a Bible, or use this Bible Gateway link provided: <https://www.biblegateway.com/passage/?search=Esther+1&version=NIV>

(Insert question prompt here)

Your response will be graded using the Faith-Integration Rubric.

The specific prompts for each week, as shown below, are included at the appropriate point in the assignment.

Week 1: Organizational Behavior and Diversity in Organizations

For Week 1 FIF, read the entire book of Esther and chapters 1 and 2 of the textbook. What types of diversity are evident? Identify a minimum of four types of diversity. How did these types of diversity impact the outcome of the story? In this discussion forum, share the minimum of four types of diversity you identified and make connections to the textbook concepts (Chapter 2).

Identify one application to your job, life, career, and the discipline of organizational behavior.

Week 2: Attitudes, Job Satisfaction, Emotions, and Moods

For Week 2 FIF, read chapters 1 and 2 from the book of Esther, and chapters 3 and 4 from the textbook. Identify one character in the story that is described with named attitudes and emotions. What is the organizational impact of the character's attitudes and emotions? Identify one character, using a minimum of one attitude and one emotion to describe the circumstance and the organizational impact. Use the textbook (chapters 3 and 4) to substantiate your identification. Assess how attitude and emotion impacted the story and the organization.

Identify one application to your job, life, career, or the discipline of organizational behavior.

Week 3: Personality, Values, Perception, and Individual

For Week 3 FIF, read chapters 1 through 9 of the book of Esther, and chapters 5 and 6 from the textbook. Identify one character in the story who made choices based on his or her values. What individual decision-making was made as a result of these values? Identify one character, using a minimum of one value and one individual decision to describe the circumstance and the organizational impact resulting from this. Use the textbook (chapters 5 and 6) to substantiate your identification. Assess how the value and decision-making impacted the story and the organization.

Identify one application to your job, life, career, or the discipline of organizational behavior.

Week 4: Faith Integration: Motivational Concepts and Applications

For Week 4 FIF, read chapters 3 through 8 of the book of Esther, and chapters 7 and 8 from the textbook. Identify one type of justice carried out by King Xerxes within Chapters 3-8. What was the primary motivation of King Xerxes? What is the organizational impact of King Xerxes' reign of justice? Use a minimum of one type of justice and one motivation to describe the circumstance and the organizational impact. Use the textbook (chapters 7 and 8) to substantiate your identification. Assess how the justice and motivation impacted the story and the organization.

Identify one application to your job, life, career, or the discipline of organizational behavior.

Week 5: Faith Integration: Group Behavior and Work Teams

For Week 5 FIF, read chapters 8 through 10 of the book of Esther, and chapters 9 and 10 from the textbook. Consider the Jews as a group. Using the textbook (chapters 9 and 10) to substantiate your response, consider the group itself and the

external factors impacting the group. Using Group Properties 1-6 in the textbook, describe the Jews as a group and the organization within which they exist. (For example: what is the social threat or role conflict of the group?) Identify one aspect from each Group Property (one each from Group Property 1, 2, 3, 4, 5, and 6) that pertains to the Jewish people as described in Esther chapters 8-10. Use the textbook to substantiate your identification. Assess how these group properties impacted the story and the organization.

Identify one application to your job, life, career, or the discipline of organizational behavior.

Week 6: Faith Integration: Communication and Leadership

For Week 6 FIF, read chapters 1 through 10 of the book of Esther, and chapters 11 and 12 from the textbook. Identify two different channels of communication within the book of Esther. (Refer to section 11-4, "Choice of Communication" in the textbook). What were the: a) personal and b) organizational factors that influenced the channel choice? What was the impact of the communication which ensued? Then, identify King Xerxes' primary leadership style, using sections 12-1 and 12-2 from the textbook and specific Bible passages to substantiate your choice.

Identify one application to your job, life, career, or the discipline of organizational behavior.

Week 7: Faith Integration: Power, Politics, Conflict and Negotiation

For Week 7 FIF, read chapters 1 through 10 of the book of Esther, and chapters 13 and 14 from the textbook. Identify conflict in the Esther story. Use the identified conflict within the Esther story and describe each stage in the conflict process, using chapters 13 and 14 in the textbook to support your response. Then describe one aspect of negotiation, which was related to or resulted from your identified conflict within the Book of Esther.

Identify one application to your job, life, career, or the discipline of organizational behavior.

Week 8: Faith Integration: Organizational Structure and Culture

For Week 8 FIF, read chapter 1 of the book of Esther, and chapters 15 and 16 from the textbook. Identify the organizational structure describing King Xerxes's palace. Name the structure (using section 16-1 of the textbook) and King Xerxes's role within that organizational structure. Then, identify and name one of the biblical characters within the story and explain how he or she learned about the culture of the palace (using section 16-4 of the textbook).

Identify one application to your job, life, career or the discipline of organizational behavior.

Final Paper Assignment: Faith Integration Component

The final assignment for the course includes a faith integration component which helps students close the loop on their faith integrative learning in the course. This faith integration assignment is a component of their comprehensive final paper, as shown below.

Final Summary Paper

The final summary paper is an opportunity for you to reflect on your learning of the course material and personal insights from the Personal Inventory Assessments, the Faith Integration component and the Discussions. The paper will be 3,000-5,000 words.

For each week, choose two key areas or findings that you would like to explore.

To provide a comprehensive review of each key area chosen, use all of the following three resources to elaborate on each of your chosen areas: textbook, Personal Inventory Assessment results, work experience, and one peer-reviewed research article.

For the faith component of the Final Summary Paper:

1. The eight unique faith-focused segments demonstrated your learning of faith integrative material using critical thinking, analysis, and communication. Consider the collective of your eight faith integration forum submissions, class discussions that ensued, and feedback from the professor on the rubric.
2. Select one key finding. Use this final paper section as an opportunity to provide a comprehensive response to the Esther faith integration assignment, reflecting on your own learning, the insights provided by peers in the discussion component, and the feedback provided by the professor. This section of the Final Summary Paper will be approximately 250 words long.

APPENDIX B: FAITH INTEGRATION FORUM RUBRIC

	DEFICIENT (0-2 points)	MARGINAL (3 points)	PROFICIENT (4 points)	OUTSTANDING (5 points)	Points Earned
Understanding	The posting provides no evidence of understanding of the relevant concepts	The posting provides some evidence of understanding of the relevant concepts	The posting provides significant evidence of understanding of the relevant concepts	The posting provides substantive evidence of a deep understanding of the relevant concepts	
Analysis	The posting provides no evidence of analysis	The posting provides evidence of superficial analysis, with minor gaps or mistakes	The posting provides evidence of coherent analysis	The posting demonstrates excellent analysis	
Writing Mechanics	The writing is unclear and is flawed by several grammatical or spelling errors	The writing is somewhat clear and somewhat flawed	The writing is clear and contains few flaws	The writing is clear and flawless	
Communication	The posting fails to communicate	The posting marginally communicates	The communication is effective	The communication is highly effective	
Application	The posting contains no real-world application	The posting provides superficial application to work or personal life	The posting provides relevant application to work or personal life	The posting provides excellent, relevant applications to work or personal life	
Sources and Documentation of Sources	Posting does not list any citations or sources	Posting lists some variation of a source and citation, but with errors—not using appropriate APA format	Posting incorporates textbook and/or biblical texts (required) along with additional sources (optional) in the body of the discussion. All sources are cited with in-text citations. In addition, references are listed at the bottom of the discussion. However, either the listing(s) or the citation(s) use incomplete or incorrect APA format.	Posting incorporates textbook and/or biblical texts (required) along with additional sources (optional) in the body of the discussion. All sources are cited with in-text citations. In addition, references are listed at the bottom of the discussion. All citations and references are in correct APA format.	
Responses to Other Postings	No response to other postings found, or response is of unacceptable quality	Responds to at least one posting, but responses have little depth	Responds to at least one posting in a substantive manner	Responds to one or more postings in a substantive manner than demonstrates significant insight	
				TOTAL (Max = 35)	

APPENDIX C: STUDENT SUBMISSION EXAMPLES WITH GRADING ASSESSMENT AND CRITIQUE/RATIONALE**Example 1: Student response for Week 1**

Prompt: For Week 1 FIF, read the entire book of Esther and chapters 1 and 2 of the textbook. What types of diversity are evident? Identify a minimum of four types of diversity. How did these types of diversity impact the outcome of the story? In this discussion forum, share the minimum of four types of diversity you identified, and make connections to the textbook concepts (Chapter 2) and how you can apply these concepts to your job, life, career, and the discipline of organizational behavior.

Student Response:

- 1: There were class differences in the groups of people: princes, military leaders, women (1:3 and 1:9). The class differences impacted the outcome because King Xerxes relies on experts to inform him of the law, and if women were not a focal point of the story, then the story of God's grace over the Jewish people (because they were not slaughtered) wouldn't be known.
- 2: The king included all SES groups in the banquet (1:5). It is important that the king included all types of people because it shows how kind he was and how he valued everyone in his kingdom.
- 3: People were broken by tribes (2:5); Mordecai was from the tribe of Benjamin. And, it is important that the tribes are mentioned because it brings consistency to the whole bible story and fulfillment of the scriptures through Jesus.
- 4: Sexual diversity because there were seven eunuchs (1:10). Though men and women, nobles and leaders, experts and princes are mentioned, we also have eunuchs in the story. Because there are eunuchs in the story, it demonstrates how all people regardless of their sexuality can be a part of the fulfillment of the scriptures.

All these types of diversity are important. At work, I usually notice people's gender, their physical limitations and their areas of specialization. In Esther 1 & 2, I found that there are all kinds of diversity. This has shown me that diversity is all around me, but in my current culture, I tend to only see the types of diversity that are popular. Popular diversity to me is gender, physical abilities and limitations, race/ethnicity and religion.

	DEFICIENT (0-2 points)	MARGINAL (3 points)	PROFICIENT (4 points)	OUTSTANDING (5 points)	Points Earned
Understanding	The posting provides no evidence of understanding of the relevant concepts	The posting provides some evidence of understanding of the relevant concepts	The posting provides significant evidence of understanding the relevant concepts	The posting provides substantive evidence of a deep understanding of the relevant concepts	5
Analysis	The posting provides no evidence of analysis	The posting provides evidence of superficial analysis, with minor gaps or mistakes	The posting provides evidence of coherent analysis	The posting demonstrates excellent analysis	4
Writing Mechanics	The writing is unclear and is flawed by several grammatical or spelling errors	The writing is somewhat clear and somewhat flawed	The writing is clear and contains few flaws	The writing is clear and flawless	4
Communication	The posting fails to communicate	The posting marginally communicates	The communication is effective	The communication is highly effective	5
Application	The posting contains no real-world application	The posting provides superficial application to work or personal life	The posting provides relevant application to work or personal life	The posting provides excellent, relevant applications to work or personal life	4
Sources and Documentation of Sources	Posting does not list any citations or sources	Posting lists some variation of a source and citation, but with errors—not using appropriate APA format	Posting incorporates textbook and/or biblical texts (required) along with additional sources (optional) in the body of the discussion. All sources are cited with in-text citations. In addition, references are listed at the bottom of the discussion. However, either the listing(s) or the citation(s) use incomplete or incorrect APA format.	Posting incorporates textbook and/or biblical texts (required) along with additional sources (optional) in the body of the discussion. All sources are cited with in-text citations. In addition, references are listed at the bottom of the discussion. All citations and references are in correct APA format.	4
Responses to Other Postings	No response to other postings found, or response is of unacceptable quality	Responds to at least one posting, but responses have little depth	Responds to at least one posting in a substantive manner	Responds to one or more postings in a substantive manner than demonstrates significant insight	4
Professor Comments: This is a great forum entry. The aspects of diversity that you have identified and discussed demonstrates your understanding of the material from our textbook chapters as well as the Esther passage. I would have liked to have seen the specific textbook concepts more deliberately discussed. Also, for your peer response, it will help the class-based discussions to elaborate more on the issues of SES which you have identified.				TOTAL (Max = 35)	30

Example 2: Student response for Week 3

Prompt: For Week 3 FIF, read chapters 1 through 9 of the book of Esther, and chapters 5 and 6 from the textbook. Identify one character in the story that made choices based on his or her values. What individual decision-making was made as a result of these values? Identify one character, using a minimum of one value and one individual decision to describe the circumstance and the organizational impact resulting from this. Use the textbook (chapters 5 and 6) to substantiate your identification. Assess how the value and decision-making impacted the story and the organization. Identify one application to your job, life, career, or the discipline of organizational behavior.

Student Response:

In Chapter 7:3-10 Esther tells the king that she's Jewish and asks the king to spare not only her life but all the Jewish people. She did this because Haman had decreed that all Jews in the kingdom needed to be killed. So, Esther's personal value is her community, and she risks her life to save her community. The organizational impact of her decision is that the king was upset that he was deceived by Haman. And, the king ordered Haman to be hung on the gallows that were built for Mordecai. It was because of Esther's strategy, and the king's desire for justice that the Jewish people didn't get killed.

	DEFICIENT (0-2 points)	MARGINAL (3 points)	PROFICIENT (4 points)	OUTSTANDING (5 points)	Points Earned
Understanding	The posting provides no evidence of understanding of the relevant concepts	The posting provides some evidence of understanding of the relevant concepts	The posting provides significant evidence of understanding the relevant concepts	The posting provides substantive evidence of a deep understanding of the relevant concepts	4
Analysis	The posting provides no evidence of analysis	The posting provides evidence of superficial analysis, with minor gaps or mistakes	The posting provides evidence of coherent analysis	The posting demonstrates excellent analysis	4
Writing Mechanics	The writing is unclear and is flawed by several grammatical or spelling errors	The writing is somewhat clear and somewhat flawed	The writing is clear and contains few flaws	The writing is clear and flawless	5
Communication	The posting fails to communicate	The posting marginally communicates	The communication is effective	The communication is highly effective	4
Application	The posting contains no real-world application	The posting provides superficial application to work or personal life	The posting provides relevant application to work or personal life	The posting provides excellent, relevant applications to work or personal life	1
Sources and Documentation of Sources	Posting does not list any citations or sources	Posting lists some variation of a source and citation, but with errors—not using appropriate APA format	Posting incorporates textbook and/or biblical texts (required) along with additional sources (optional) in the body of the discussion. All sources are cited with in-text citations. In addition, references are listed at the bottom of the discussion. However, either the listing(s) or the citation(s) use incomplete or incorrect APA format.	Posting incorporates textbook and/or biblical texts (required) along with additional sources (optional) in the body of the discussion. All sources are cited with in-text citations. In addition, references are listed at the bottom of the discussion. All citations and references are in correct APA format.	3
Responses to Other Postings	No response to other postings found, or response is of unacceptable quality	Responds to at least one posting, but responses have little depth	Responds to at least one posting in a substantive manner	Responds to one or more postings in a substantive manner than demonstrates significant insight	4
Professor Comments: Esther's value of community is insightful. Where does this value of community originate? What do you know about Esther's family, community and faith that would lead to such a strong value? And, what value do YOU have that is evidenced clearly in your workplace?				TOTAL (Max = 35)	25

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