MCE41
Integrating Faith and Work: Principles of Vocational Stewardship

Semester 1, 2017

Malyon College
is an approved institution of the Australian College of Theology

MCE41 is offered by Malyon College as part of the Bachelor of Ministry, Bachelor of Theology and Related Programs authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
Malyon College

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we’ve learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:
(1) the Anglican Primate of Australian and the Dean of the ACT,
(2) the principals of 10 Anglican Theological Colleges,
(3) 21 persons elected by the House of Bishops of the General Synod,
(4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
(5) 5 graduates holding an ACT research degree,
(6) 5 graduates holding any other degree of the ACT.

MCE41: Integrating Faith and Work
UNIT DETAILS

Unit Description

The mission of Malyon College is “developing Christians of influence.” One of the greatest contemporary avenues for gospel influence is through our work, where we participate with God in transforming the world. Thus, we need wisdom to integrate our faith and our work.

Subtitled “Principles of Vocational Stewardship,” we focus upon our “frontlines” where we invest the majority of our waking hours. Vocation includes all of life—domestic, economic, political and cultural relational spheres and responsibilities—as divinely given avenues through which persons respond obediently to the call of God. This unit will explore the theological, cultural and pragmatic principles undergirding the stewarding of one’s vocation toward restraining sin and promoting shalom. That is, we will seek flourishing through right relatedness with God, each other, and this world God loves.

This unit will help students to theologically frame, discern and steward their vocation as a spiritual act of worship (Matthew 6:33; Colossians 3:17; Proverbs 11:10). It will also assist church workers to empower and equip Christians to seek God’s Kingdom in all of life.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None.

Exclusions

None.
The unit is made up of the following sections and sub-sections:

Section A. FRAMING VOCATION: Forming a Theology for Missional Work

1. *Introduction to Vocational Stewardship:* defining vocation and calling; exploring the dimensions of work; framing our kingdom mission as restraining sin and promoting shalom.

2. *A Biblical Theology of Vocation:* considering key passages to construct a narrative theology of vocation, discerning the purposes and nature of God’s calling across the Biblical acts of creation, fall, Israel, Jesus, Church, and the New Creation.

3. *An Historical Theology of Vocation:* Church history perspectives on working for the kingdom, including both Catholic and Protestant distortions of vocation; particular emphasis on impact of monasticism, Luther and Calvin, Puritan thought, and the Protestant work ethic; rise of Faith at Work and Business as Mission movements; deconstructing Sacred–Secular dualism; language of Church gathered and Church scattered.

4. *Macroeconomic Context for Contemporary Vocation:* analysing contemporary forces shaping our vocation, including capitalism and consumerism, globalization and the global financial crisis, impact of technology, environmental degradation, and changing work patterns.

Section B. DISCERNING VOCATION: Discovering and Sustaining Your Call

5. *Discovering and Orienting Your Call:* inventories to discern the nexus between God’s priorities, one’s passions and gifts, and the world’s needs; exploration of the dimensions of vocational power, including knowledge/expertise, platform, networks, influence, position, skills, and reputation/fame; principles for orienting vocation as guided by love, shaped by shalom, and tested by discernment.

6. *Forming Spirituality for Shalom:* discerning one’s shadow missions that compromise vocation; cultivating vocational virtues including servanthood, responsibility, courage and humility; daily spiritual practices to sustain rhythms of work and rest.

7. *Deploying Vocational Power:* exploring four pathways for vocational stewardship, being (a) *Bloom,* promoting the kingdom and through your daily work; (b) *Donate,* volunteering vocational talent outside your day job; (3) *Invent,* launching a social enterprise; and (4) *Invest,* participating in the church’s targeted initiatives. The section includes a case study regarding participating in God’s redemptive work, and how we can turn our churches outward to serve the common good.

Section C. STEWARDING VOCATION: Seeking Shalom on Your Frontline

8. *Elements of Vocation I, the Nature of Your Vocation:* offering a foretaste of God’s kingdom through the day-to-day tasks you do; exploring issues of empowerment, equity, enjoyment and efficiency; applying the strategy of modelling Godly character and service; case study regarding participating in God’s compassionate work.
9. *Elements of Vocation II, the Context of Your Vocation*: offering a foretaste of God’s kingdom through the work environment and relationships between people; exploring social capital and issues of leadership and followership; applying the strategy of ministering grace and love; case study regarding participating in God’s justice work.

10. *Elements of Vocation III, the Income from Your Vocation*: offering a foretaste of God’s kingdom through the flow of work finances; exploring economic profitability and issues of ethics, integrity and investment; applying the strategy of multiplying resources for kingdom impact; case study regarding participating in God’s providential work.

11. *Elements of Vocation IV, the Product of Your Vocation*: offering a foretaste of God’s kingdom through the central goods and services of work; exploring environmental sustainability and issues of culture keeping and culture making; applying the strategy of making good work and culture; case study regarding participating in God’s creative work.

12. *Celebrating Shalom*: case study regarding participating in God’s revelatory work; exploring spiritual capital and issues of witness and fellowship through your vocation; applying the strategy of being a messenger of truth/justice and the gospel; reframing all of life as dedicated to God’s glory; entering the Lord’s rest after your work week.

Note: Sections A, B and C are weighted approximately 40%, 20% and 40% respectively.

**Unit Outcomes**

On successful completion of this unit, student should be able to:

**Knowledge** (know and understand):
- Define vocation and calling, situating their own “work” in a missional frame
- Describe vocational themes from biblical, theological, and historical perspectives
- Identify the key elements of, and a spirituality to support, their calling
- Outline the various dimensions of vocation and strategies for restraining sin and promoting shalom through their work

**Skills** (be able to):
- Analyse their vocation from a biblical, theological and historical perspective
- Discern their callings and align them with God’s work in the world
- Reflect on and modify how to live their vocation for greater witness

**Application** (and be in a position to):
- Exercise spiritual practices to sustain their vocation
- Reconnect their work and church life as a seamless whole, toward holistic evangelisation
**Workload Requirement**

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
   a. Lectures – 3 hours per week;
   b. Preparation – 3 hours per week;
   c. Assessments – 4 hours per week.
2. Distance students:
   a. Home study; including forums and revisions – 6 hours per week;
   b. Assessments – 4 hours per week.

**Learning Guides**

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

**Assessment Requirements**

The student shall complete the following assessment requirements:

1. Theology of Work Essay and Reflection (30%, assessing section A of the Unit)
2. Forum Posts (25%, assessing sections A, B and C of the Unit)
3. Vocational Stewardship Essay and Reflection (45%, assessing sections B and C of the Unit)

*Contact students will be expected to attend all lectures; while the forum posts are the distance student’s equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.*

*Students who fail to attend lectures or complete forum posts satisfactorily may be failed.*

**Required Resources**

In order to complete the unit, the student will be required to have access to the following resource:

While not a set text, it would be helpful to also have access to this resource:


Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.
## Lecture Schedule

**Wednesdays 6:15 - 9:00pm, Rm. 3**  
**KC = Kingdom Calling by Sherman**  
**FGW = Faith Goes to Work by Banks**

<table>
<thead>
<tr>
<th>Mod</th>
<th>Date</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Pre-Reading for this week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 Feb</td>
<td>Introduction to Vocational Stewardship</td>
<td>Unit + Student Introduction</td>
<td>“What on Earth are we here for?”  - Lk 4 and</td>
<td>KC: Foreword + Introduction (11-23); William Messenger, “Vocation Overview,” Theology of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Contribute shalom scenarios (see, judge, act)</td>
<td>the quadruple bottom line</td>
<td>Work Project, October 30, 2010, <a href="https://example.com">here</a> (20pp); Explore Malyon Workplace, Theology of Work, also <a href="https://example.com">here</a> for a KC site with articles, references &amp; more (“vocational stewardship”)</td>
</tr>
<tr>
<td>2</td>
<td>22 Feb</td>
<td>Construct Biblical Theology of Vocation: Creation, Fall &amp; Israel</td>
<td>Kingdom Taste + Readings + Shalom Scenarios (see, judge, act)</td>
<td>Share Biblical Theology of Vocation: Creation, Fall &amp; Israel</td>
<td>KC: Ch 1 (27-44) + Appendix A (235-241)</td>
</tr>
<tr>
<td>3</td>
<td>1 Mar</td>
<td>Construct Biblical Theology of Vocation: Jesus, Church &amp; New Creation</td>
<td>Kingdom Taste + Readings + Shalom Scenarios (see, judge, act)</td>
<td>Share Biblical Theology of Vocation: Jesus, Church &amp; New Creation</td>
<td>KC: Ch 2 (45-63) + Ch 4 (77-87)</td>
</tr>
<tr>
<td>6</td>
<td>22 Mar</td>
<td>Discovering Your Call: Inventory of gifts, heart, abilities, personality and experience</td>
<td>Kingdom Taste + Readings + Shalom Scenarios (see, judge, act)</td>
<td>Dimensions of Vocational Power, and Orienting Your Call</td>
<td>KC: Ch 6 (101-115) + Ch 7 (116-128); Engage Australia stimulus (11pp)</td>
</tr>
<tr>
<td>8</td>
<td>19 Apr</td>
<td>Case Study: Joining in God’s redemptive work ... church for the common good</td>
<td>Kingdom Taste + Readings + Shalom Scenarios (see, judge, act)</td>
<td>Deploying Vocational Power: Bloom, Donate, Invest &amp; Invest</td>
<td>KC: Ch 9 (143-150) + Ch 13 (199-222) + Appendix B (242-244)</td>
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</tbody>
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Page 8
9 26 Apr
Case Study: Joining in God’s compassionate work ... modelling Godly character & service

Kingdom Taste + Readings + Shalom Scenarios (see, judge, act)

Elements I: Nature of Vocation (tasks)
Issues I: empowerment, equity, enjoyment & efficiency


10 3 May
Case Study: Joining in God’s justice work ... ministering grace and love

Kingdom Taste + Readings + Shalom Scenarios (see, judge, act)

Elements II: Context of Vocation (environment & relationships)
Issues II: Social Capital, leadership & followership


11 10 May
Case Study: Joining in God’s providential work ... multiplying resources for kingdom impact

Kingdom Taste + Readings + Shalom Scenarios (see, judge, act)

Elements III: Income of Vocation (finances)
Issues III: Economic Profitability, ethics, integrity & investment


12 17 May
Case Study: Joining in God’s creative work ... making good work and culture

Kingdom Taste + Readings + Shalom Scenarios (see, judge, act)

Elements IV: Product of Vocation (good/services)
Issues IV: Environmental Sustainability, culture keeping & culture making


13 24 May
Case Study: Joining in God’s revelatory work ... messaging the gospel of truth, justice and grace

Kingdom Taste + Readings + Shalom Scenarios (see, judge, act)

Issues V: Spiritual Capital, witness & fellowship
Work & Rest for God’s Glory


Study Week + Semester examinations
Dave Benson (BAppSci.HMS-Ed; MA; PhD) is the course preparer, lecturer and marker for this subject. As a former high school teacher, youth worker and Pastor of Evangelism and Community Outreach, he is passionate about commending Christ and His Kingdom in Australia’s post-Christendom culture. Dave lectures at Malyon College in the areas of evangelism, apologetics, worldviews, faith–work integration, and practical theology. This parallels Dave’s work as Director of Traverse (the Malyon centre for bridging church and culture), the founder of “Christ’s Pieces” with his wife Nikki as an intentional Christian community, blog writing with “Wondering Fair”, consultancy and generating resources with Scripture Union and the Bible Society for cultural and Scripture Engagement, and his ongoing service with the Lausanne World Evangelization Movement, most recently as Chair of the Programme Committee for the 2016 Younger Leaders Gathering (YLG) in Jakarta. In recent years, he has been studying the place of Sacred Texts in Secular Education, considering the place of religions in Australia’s pluralistic public sphere.

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UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The College requirements for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current Assignment Style and Writing Guides are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. With respect to length, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

4. With respect to the List of References, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

5. The failure to adhere to the stipulated assessment format requirements will be penalized as follows:
   a. Body of assignment:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. List of References and referencing:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
Grade Criteria

Bachelor’s students at the advanced undergraduate degree 400-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed at depth; and the critical and evaluative faculties of the students are developed in dialogue of scholarly literature.

Pass
✓ Demonstrates an engagement with primary sources.
✓ Has begun to grasp the foundational features of the discipline.
✓ Is beginning to engage with a range of scholarly viewpoints.

Credit
✓ Demonstrates ability in engaging primary sources.
✓ Evidences a grasp of the foundational features of the discipline.
✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Distinction
✓ Demonstrates a pronounced ability to engage primary sources and understands their setting and historical context.
✓ Evidences a sound grasp of the foundational features of the discipline.
✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

High Distinction
✓ Demonstrates a pronounced ability in the analysis of primary sources and understands their setting and historical context.
✓ Evidences a confident grasp of the foundational features of the discipline.
✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.
**Requirement 1: Theology of Work Essay and Reflection (Section A Content)**

(a) With clear reference to Scripture, other Christian theologians and your own thought, develop a narrative theology of work specifically for your primary vocation. This may be structured simply around *creation, fall and restoration* (1000 words).

(b) How is the way you “work” at your frontline consistent with this theology? How is it inconsistent, and why? What one change could you make to be more faithful? (500 words)

The key assessment criteria for this requirement are as follows:

1. Sound grasp of underlying course content.
2. Coherent communication of a theology of vocation, framed by the Biblical story of creation, fall, and restoration.
3. Relevant and critical analysis and application of this theology to personal experience
4. The number and diversity of sources is indicative of appropriate research, dialoguing with a range of perspectives.
5. Requirements for the writing of assignments have been adhered to.

Length: 1500 words
References: At least 6 meaningful references
Due: Wednesday 19th April (Week 8 of lectures)
   by electronic submission on Moodle OR
to the College office by no later than 4.30pm
Mark allocation: 30%
Unit Content: Section A
Learning Outcomes: b, e, g
Students will submit a 200 word forum post responding to each of modules/topics 4 through 12 (inclusive), comprising:

(a) A personal response to the assigned vocational question emerging from the module notes. This response must engage with the set text, and centre on a story from your frontline.

(b) Forum interaction with at least one other student, perhaps with a comment or question.

The key assessment criteria for this requirement are as follows:
1. You have reflected perceptively on the set question, centred on your frontline experience
2. You demonstrate familiarity with the related course materials
3. You have directly engaged the set text pre-reading in your response
4. You have meaningfully conversed with another student on the key question

Students will upload their journal entries to Moodle, interacting online, even as they must submit these forum posts in one word document after week 12.

Length: 1800 words (200 per entry)

References: One meaningful reference to and interaction with the set-text each post

Due: Wed. 5th April, 2017 (study wk. 1, after wk. 7 of lectures) for Journals 1-4 (800 wds)

Wed. 24th May, 2017 (wk. 13 of lectures) for Journals 5-9 (1000 wds)

by electronic submission on Moodle OR
to the College office by no later than 4.30pm

Course Content: Sections A, B, C

Mark allocation: 25%

Learning Outcomes: a, b, c, d, e, f, g, h, i
Further details for Requirement 2:

Following are the specific questions for each of the nine journal entries, to which you will respond.

Journal #1 (re: module 4): What “distortion” in your theology most affects how you steward your vocation? Where does it trace back to, and how might you fix it up?

Journal #2 (re: module 5): What have been the biggest changes in your vocation in recent decades? How does this relate to macroeconomic forces (e.g., capitalism and consumerism, globalization, financial crisis, technology, environmental degradation, changing work patterns?).

Journal #3 (re: module 6): What do you discern to be your primary “calling”, and why? In this context, describe what “vocational power” you have that can effect kingdom influence (i.e., knowledge/expertise, platform, networks, influence, position, skills, and reputation/fame).

Journal #4 (re: module 7): In what one major way does your vocation form and deform you? What one spiritual practice can you employ that keeps you aiming at shalom? OR Compose a prayer specific to your vocation to dedicate your work and self to God each day.

Journal #5 (re: module 8): In what ways does your church support you in your vocation? How could they do better so you can more intentionally participate in God’s redemptive work, and also share about Christ with co-workers, participating in God’s revelatory work?

Journal #6 (re: module 9): How do you model Godly character and service in your vocation? Modify the way you do one core task to better participate in God’s compassionate work.

Journal #7 (re: module 10): How do you minister grace and love through your vocation? Modify one thing in your work environment or relationships to better participate in God’s justice work.

Journal #8 (re: module 11): How do you multiply resources for kingdom impact through your vocation? Modify one thing in your financial/economic management to better participate in God’s providential work.

Journal #9 (re: module 12): How do you make good work and culture through your vocation? Modify one thing in the goods and services you produce to better participate in God’s creative work.
Using Robert Banks’ categories in *Faith Goes to Work*, students are to explore how they participate with God’s *redemptive, creative, providential, justice, compassionate or revelatory work* in restraining sin and promoting *shalom* through their vocation. This must draw on research specifically related to their vocation, and an *interview* with a more senior Christian serving in the same field.

As a guide, the essay may be structured as follows:
(a) What is the nature of your frontline and why do you feel called to serve in this field? (300 words)
(b) In what sense is your day-to-day labour an imaging of God’s own work? (300 words)
(c) Considering the various dimensions of your vocation, how do you participate with God to restrain sin? What one change, within your power, would best evidence God’s justice? (700 words)
(d) Considering the various dimensions of your vocation, how do you participate with God to promote *shalom* (that is, work for the common good)? What one change, within your power, would most increase fruitfulness? (700 words)
(e) What spiritual practices and institutional church support are most helpful in supporting your vocation? (500 words)

The *key assessment criteria* for this requirement are as follows:
1. The student’s calling is analysed in line with course frameworks and pre-reading
2. The student’s vocation is meaningfully linked to the work of God in the world
3. At least two dimensions of vocation (nature, context, income, product) are considered, with meaningful insight as to restraining sin through one’s work
4. At least two dimensions of vocation (nature, context, income, product) are considered, with meaningful insight as to promoting *shalom* through one’s work
5. The suggestions for spiritual practices and institutional support emerge from the analysis above, and justifiably will sustain the student’s vocation
6. The number and diversity of sources is indicative of appropriate research, dialoguing with a range of perspectives, including the interviewee.
7. Requirements for the writing of assignments have been adhered to.

**Length:** 2500 words  
**References:** At least 8 meaningful references  
**Due:** Wednesday 7th June (Exam Week)  
by electronic submission on Moodle OR  
to the College office by no later than 4.30pm  
**Mark allocation:** 45%  
**Unit Content:** Sections B, C  
**Learning Outcomes:** a, b, c, d, e, f, g, h, i
**UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES**

*Developing Christians of Influence*

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”

(Jeremiah 3:15)

| Graduate Attribute 1: Personal Formation –  
<table>
<thead>
<tr>
<th>‘Shepherds with God’s heart’</th>
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</thead>
<tbody>
<tr>
<td>a. Is secure in God, living in the truth and freedom of the gospel</td>
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<tr>
<td>b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines</td>
</tr>
<tr>
<td>c. Intentionally plans for growth, being aware of personal strengths and weaknesses</td>
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<tr>
<td>d. Grows spiritual, personal and relational health, especially through accountability</td>
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<tr>
<td>e. Is committed to influencing and serving others in the church and the world</td>
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</table>

| Graduate Attribute 2: Theological Formation –  
<table>
<thead>
<tr>
<th>‘Knowledge and understanding of God’s heart’</th>
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</thead>
<tbody>
<tr>
<td>a. Understands the ‘big story’ of the Bible and the gospel</td>
</tr>
<tr>
<td>b. Is personally able to interpret and apply the Bible</td>
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<tr>
<td>c. Is formulating a biblical, historical and contemporary theology</td>
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<tr>
<td>d. Reflects biblically and theologically on life and practice</td>
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<tr>
<td>e. Is committed to communicating and demonstrating the gospel</td>
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| Graduate Attribute 3: Ministry Formation –  
<table>
<thead>
<tr>
<th>‘Knowledgeable and wise shepherds’</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Has a godly influence on others</td>
</tr>
<tr>
<td>b. Possesses the knowledge and skills needed for chosen ministry path</td>
</tr>
<tr>
<td>c. Ministers and communicates the gospel with clarity in a range of contexts</td>
</tr>
<tr>
<td>d. Works well in a team and intentionally does so</td>
</tr>
<tr>
<td>e. Is committed to servant leadership and the mentoring of others</td>
</tr>
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</table>

1. A major thrust of this unit  
2. A contribution that this unit should make  
3. A possible function of this unit, but not targeted  
4. An unlikely product of this unit

**Note:** Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
RECOMMENDED READINGS

The list below provides the learner with references that relate to the unit material and topics under consideration.

Set Texts


Recommended Reading


Additional Reading


Online Resources

- Vocational Stewardship [here](#)
- Malyon College’s Workplace Centre [here](#)
- Ridley College’s “Marketplace Institute” [here](#)
- Regent College’s “Marketplace Institute” [here](#)
- Andy Crouch’s “Culture Making” site [here](#)
- “For the Life of the World” DVD series [here](#)
- “Institute for Faith, Work and Economics” [here](#)
- “The Washington Institute for Faith, Vocation and Culture” [here](#)
- The Acton Institute for the Study of Religion and Liberty [here](#)
- Doug Spada’s “Work–Life Inc.” [here](#)
- “Theology of Work” project [here](#)
- Lindsay McMillan’s “A Future That Works”, plus “Reventure” [here](#)
- BAM (Business As Mission) [here](#) and [here](#)
- Mats Tunehag’s Global Think Tank on Business as Mission [here](#)
- Redeemer Presbyterian’s Centre for Faith and Work (Tim Keller) [here](#)
- “Seed” incubator for social & cultural change [here](#)
- “City to City Australia” [here](#), with Centre for Faith and Work [here](#)
- London Institute for Contemporary Christianity [here](#)
- Guru R. Paul Stevens on marketplace [here](#)
- Q Ideas talks addressing the social sector and business, [here](#) and [here](#)
- Marketplace Leaders (Os Hillman) [here](#)
- Princeton “Faith and Work” Centre [here](#)
- Prominence Business Consultants [here](#)
- Compass Foundation Australia: know the gospel, “know the gospel, translate,” [here](#)
**ACT POLICIES AND PROCEDURES**

**Key Policies**

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

**Accessing Documents**

These and other policy documents are publicly available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

*These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.*