

# 2017-2018 Ministry with Mexico Assessment

## *Spiritual Development Student Learning Outcomes:*

### **Students will:**

- a. demonstrate a commitment to Christian community.**
- b. practice Christian discipleship.**
- c. exhibit growth as Christian leaders.**
- d. demonstrate the ability to be effective team members.**

### **International Ministries:**

#### LoveWorks students will:

- demonstrate an ability to function as effective team members (a,d).
- create a testimony that articulates how they have witnessed God at work in the world (a, b).
- demonstrate cultural sensitivity in their behavior (a, b, c).
- demonstrate respect for the wisdom and leadership ability of their hosts (a, b, d).

#### Ministry with Mexico leaders will:

- demonstrate cultural sensitivity in their behavior on the trip (a, b, c).
- demonstrate the ability to be effective leaders (a, c).
- demonstrate respect for the expertise and leadership ability of their hosts (a, b, d).
- demonstrate an understanding of cross-border issues (a, b).

# 2017-2018 Ministry with Mexico Assessment

## MINISTRY WITH MÉXICO:

1. Outcome: Ministry with Mexico leaders will demonstrate cultural sensitivity in their behavior on the trip.

Question: Describe a significant difference between U.S. and Mexican culture and how you came to recognize and then respond to this distinction.

Rubric:

4 – Advanced	3 – Proficient	2 – Basic	1 – Below Basic
Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)

2. Outcome: Ministry with Mexico leaders will demonstrate respect for the expertise and leadership ability of their hosts.

Question: Give a specific instance or way in which your host(s) displayed:

- a) leadership and
- b) expertise in their field.

4 – Advanced	3 – Proficient	2 – Basic	1 – Below Basic
Initiates and develops interactions with host(s). Suspends judgment in valuing her/his interactions with host(s). Mature ability to recognize the leadership and expertise of the host(s) through a sophisticated understanding of the	Begins to initiate and develop interactions with host(s). Begins to suspend judgment in valuing her/his interactions with host(s). Good ability to recognize the leadership and expertise of the host(s) through adequate understanding of the	Expresses openness to most, if not all, interactions with host(s). Has difficulty suspending any judgment in her/his interactions with host(s), and is aware of own judgment and expresses a willingness to	Receptive to interacting with host(s). Has difficulty suspending any judgment in her/his interactions with host(s), but is unaware of own judgment. Limited ability to recognize the leadership and expertise of the

## 2017-2018 Ministry with Mexico Assessment

<p>complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>change. Satisfactory ability to recognize the leadership and expertise of the host(s) through partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>host(s) through surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>
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## 2018-2019 Ministry with Mexico Assessment Rubrics

### LEADERSHIP:

<b>QUESTION 1: Describe, outline, or list the important components in the effective planning for a trip (leader) or event/meeting (coordinator).</b> <i>Responses will be rated according to the category that holds the majority of matching criteria.</i>			
Below Basic	Basic	Proficient	Advanced
<ul style="list-style-type: none"> <li>• Vague detail is given</li> <li>• 0-1 of following items referenced:                             <ul style="list-style-type: none"> <li>○ <i>Host communication</i></li> <li>○ <i>Participant communication</i></li> <li>○ <i>Forethought and attention to details</i></li> <li>○ <i>Prayer and spiritual preparation</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Few details are given</li> <li>• 2-3 of the following items referenced:                             <ul style="list-style-type: none"> <li>○ <i>Host communication</i></li> <li>○ <i>Participant communication</i></li> <li>○ <i>Forethought and attention to details</i></li> <li>○ <i>Prayer and spiritual preparation</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Several details are given</li> <li>• 3-4 of the following items referenced:                             <ul style="list-style-type: none"> <li>○ <i>Host communication</i></li> <li>○ <i>Participant communication</i></li> <li>○ <i>Forethought and attention to details</i></li> <li>○ <i>Prayer and spiritual preparation</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Many details are given</li> <li>• 4+ of following items referenced:                             <ul style="list-style-type: none"> <li>○ <i>Host communication</i></li> <li>○ <i>Participant communication</i></li> <li>○ <i>Forethought and attention to details</i></li> <li>○ <i>Prayer and spiritual preparation</i></li> </ul> </li> </ul>

<b>QUESTION 2: Briefly describe one event from the year that shaped your approach to leadership. What did you learn?</b> <i>Responses will be rated according to the category that holds the majority of matching criteria.</i>			
Below Basic	Basic	Proficient	Advanced
<ul style="list-style-type: none"> <li>• Event is described with vague detail</li> <li>• Event is not representative of MwM</li> <li>• Leadership lesson insufficiently articulated</li> <li>• Lasting effects of leadership development not probable</li> </ul>	<ul style="list-style-type: none"> <li>• Event is described with few details</li> <li>• Event is slightly representative of MwM</li> <li>• Leadership lesson slightly articulated</li> <li>• Lasting effects of leadership development slightly probable</li> </ul>	<ul style="list-style-type: none"> <li>• Event is described with several details</li> <li>• Event is generally representative of MwM</li> <li>• Leadership lesson generally articulated</li> <li>• Lasting effects of leadership development mostly probable</li> </ul>	<ul style="list-style-type: none"> <li>• Event is described with many details</li> <li>• Event is highly representative of MwM</li> <li>• Leadership lesson thoroughly articulated</li> <li>• Lasting effects of leadership development highly probable</li> </ul>

## 2018-2019 Ministry with Mexico Assessment Rubrics

### CULTURAL SENSITIVITY:

<b>QUESTION 3: Describe a significant difference between U.S. and Mexican culture and how you came to recognize and then respond to this distinction.</b> <i>Responses will be rated according to the category that holds the majority of matching criteria.</i>			
<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)

### RESPECT FOR HOSTS:

<b>QUESTION 4: Give a specific instance or way for both areas below in which your host(s) displayed:</b> <b>a) Leadership and b) Expertise in their field.</b> <i>Responses will be rated according to the category that holds the majority of matching criteria.</i>			
<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• Receptive to interacting with the host(s).</li> <li>• Has difficulty suspending any judgment in her/his interactions with the host(s), but is unaware of own judgment.</li> <li>• Limited ability to recognize the leadership and expertise of the host(s) through a surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses openness to most, if not all, interactions with the host(s).</li> <li>• Has difficulty suspending any judgment in her/his interactions with the host(s), and is aware of own judgment and expresses a willingness to change.</li> <li>• Satisfactory ability to recognize the leadership and expertise of the host(s) through a partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to initiate and develop interactions with the host(s).</li> <li>• Begins to suspend judgment in valuing her/his interactions with the host(s).</li> <li>• Good ability to recognize the leadership and expertise of the host(s) through an adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates and develops interactions with the host(s).</li> <li>• Suspends judgment in valuing her/his interactions with the host(s).</li> <li>• Mature ability to recognize the leadership and expertise of the host(s) through a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</li> </ul>

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<b>Responses:</b> <ul style="list-style-type: none"> <li>• Total Ministry with Mexico Leaders: 12</li> <li>• Total Leaders that Responded: 9</li> <li>• Response Rate: 75%</li> </ul>	<b>Rating Overview:</b> <ul style="list-style-type: none"> <li>• Below Basic: 3 (8.3%)</li> <li>• Basic: 9 (25%)</li> <li>• Proficient: 10 (27.7%)</li> <li>• Advanced: 14 (38.8%)</li> </ul>
ASSESSMENT QUESTIONS	SCORING
<p>1. Describe, outline, or list the important components in the effective planning for a trip (leader) or event/meeting (coordinator).</p>	<ul style="list-style-type: none"> <li>• Below Basic: 11.1%</li> <li>• Basic: 22.2%</li> <li>• Proficient: 22.2%</li> <li>• Advanced: 44.4%</li> </ul>
<p>2. Briefly describe one event from the year that shaped your approach to leadership. What did you learn?</p>	<ul style="list-style-type: none"> <li>• Below Basic: 11.1%</li> <li>• Basic: 22.2%</li> <li>• Proficient: 22.2%</li> <li>• Advanced: 44.4%</li> </ul>
<p>3. Describe a significant difference between U.S. and Mexican culture and how you came to recognize and then respond to this distinction.</p>	<ul style="list-style-type: none"> <li>• Below Basic: 11.1%</li> <li>• Basic: 22.2%</li> <li>• Proficient: 33.3%</li> <li>• Advanced: 33.3%</li> </ul>
<p>4. Give a specific instance or way for both areas below in which your host(s) displayed: Leadership and b) Expertise in their field.</p>	<ul style="list-style-type: none"> <li>• Below Basic: 0%</li> <li>• Basic: 33.3%</li> <li>• Proficient: 33.3%</li> <li>• Advanced: 33.3%</li> </ul>

## 2018-2019 Ministry with Mexico Assessment Rubrics

### LEADERSHIP:

<b>QUESTION 1: Describe, outline, or list the important components in the effective planning for a trip (leader) or event/meeting (coordinator).</b>			
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<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
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<i>Responses will be rated according to the category that holds the majority of matching criteria.</i>			
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**RESPECT FOR HOSTS:**

**QUESTION 1: Give a specific instance or way for both areas below in which your host(s) displayed:  
a) Leadership and b) Expertise in their field.**

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<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
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<p>expertise of the host(s) through surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<ul style="list-style-type: none"> <li>• Satisfactory ability to recognize the leadership and expertise of the host(s) through partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</li> </ul>	<p>expertise of the host(s) through adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>	<p>understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</p>
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	<b>1. Describe, outline, or list the important components in the effective planning for a trip (leader) or event/meeting (coordinator).</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>1</b>	Constant and open communication with all co-leaders and with Lili about what we will be doing, when we will be meeting on the day of, etc. Welcome, reminder, and wait-list emails to participants			<b>X</b>	

	Remembering to ask for any cash advances or to make purchases in preparation				
2	As a coordinator, we deal with a lot of logistics and details. As a leader last year, I was not really aware of what coordinators did. Our responsibilities include checking in on co-leader pairs, making sure details of the trips are ironed out, planning events of MwM (including the Christmas party, the turnover meal, and the end of the year celebration). We also fill in when leaders are unable to make their trips, or are available to give rides when leaders return their rental vans.			X	
3	First, contact the host 2 weeks out to make sure everyone is on the same page. Second, contact the host 1 week out and ask about potential supplies you might need to bring. Third, advertise for the trip during the lead up to the trip. Fourth, be in contact communication with your co-leader to plan activities for the day. Fifth, request additional money in case you need it based on the activities planned. Sixth, pick up the rental vans. Seventh, pick up the Ministry with Mexico credit card and get supplies. Eighth, load the vans with all supplies the night before.				X
4	As a leader, there are many important aspects during the planning of a trip. First, there always needs to be constant contact with the host so that everyone is on the same page about what needs to be done as well as the supplies needed. It is also great to be able to inform the participants ahead of time what activities we will be participating in. Knowing the activity and supplies needed, we must check the availability of said supplies and if need be, go purchase more or newer equipment. Not only must we check the supplies needed for the trip but also our first aid bags, snacks, water and emergency money. With all of that being checked ahead of time, contact with the participants is also key to make sure they all pay the necessary fees and have a valid passport. Lastly, we must remain in contact with our facilities office to confirm that we have vehicles accessible and ready for the trip.				X
5	As a leader, I was responsible for planning the day in Mexico with my co-leader. This required us to outline times and places we would go on our trip. My co-leader and I were also in charge of communicating with the participants and hosts before the trip. I was solely responsible for emailing the participants and informing them on the day's events. I responded back in a timely manner with any questions or concerns they may have had about their upcoming trip with Ministry with Mexico. The week of the trip, my co-leader and I would grab necessary supplies needed for the trip. The whole planning process for the trips required a lot of communication and teamwork between my co-leader and I.				X
6	making sure you have participants, and also having great contact and clarity between host. so no one is ever confused.		X		
7	Camaraderie is a super important dynamic for our group, so I think providing a time to talk and catch up in the beginning of a group meeting is always helpful. Divvying up responsibilities between coordinators and leaders and not trying to micro-manage is also super important when planning for an event.	X			
8	Important components in effective planning for a trip: 1. Communication is KEY. Communicating with participants and fellow leaders are crucial in getting things done and having things run as smoothly as possible. 2. Creating a schedule or a to-do list ensure that certain tasks, such as sending emails to participants and contacting the host, will get done on the days they need to get done. 3. Use the resources you have. Sometimes, things pile up, and a week can get very busy. It is always good to know that you have others who can help you and to never be afraid to reach out. 4. PRAY! Pray for the other leaders, the participants, the church we partner with, the work we do together, and the drive to and from.				X

9	Being in contact with the students and the hosts weeks prior to the trip. Working with the coordinators for ideas and analyzing what worked and what didn't.		X		
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	2. Briefly describe one event from the year that shaped your approach to leadership. What did you learn?	Below Basic	Basic	Proficient	Advanced
1	Throughout this year, I have been through several lengthy border waits. One that I remember in particular occurred when I helped the Belén team and the volleyball team came on the trip. I had had several long border waits before, but none of them had exceeded 5 hours. This time, when the wait time hit 5 hours, we were still nowhere close to the border. The overall time was 6 hours and 29 minutes. I was very grateful to the women and assistant coach in my car for being so patient and understanding. I would say that from that, I came to further understand that at times, things occur in leadership that are completely out of your control. When that happens, your job is to be patient and (to a certain extent) be honest with those you are leading. Sometimes all you can do is wait, and that is okay.				X
2	Spring Break Build is always a formative time in my life. This year on the build, I learned to approach leadership through love. Every person represents a different facet of God's love, and it is important to recognize this and lead out of this perspective. Additionally, every task is important to the creation of the building, even if it seems to be scut work. This was a really important reminder as a leader, and to encourage those and myself who were participating in seemingly "minimal" tasks. It reminds me of the passage of 1 Corinthians 12:12-31, which is about how the eye cannot say to the hand I don't need you or the head cannot say to the neck I don't need you. "If one part is honored, every part rejoices with it". This Scripture is evident through the work on Spring Break Build. Every single member is unique yet integral to the team, just as how are MwM family is.				X
3	During the February 16th trip, I learned we needed to get more paint supplies. I learned the importance of dropping everything and adapting to a fluid schedule. I made sure my participants got to spend time with the children and my co-leader was comfortable staying with them all. I was not happy about the lack of communication preceding my 1 hour trip to get supplies. However, I knew it was necessary and did not complain. I messaged my boss to let her know the changes, so there would be no surprises the next week.			X	
4	Definitely leading my first trip on my own. One of my favorite parts of La Iglesia is how I can show up, forget everything and have the pastor give me tasks to complete. Leading my first trip, Pastor continued this trend and it was very difficult for me because he would hand me tools and ask for help and I would have to instead stop and delegate to others and explain what was going on; making sure everyone had some sort of enjoyable task they could work on. It taught me to look at trips and the people differently; forcing me to analyze their ability and desires and incorporate them into the work.				X
5	There were so many moments on the trips that shaped my ability to adapt in a leadership position. One trip that stands out was the one where the border took us 6.5 hours to get through. We didn't get back to campus until 1am or later. We definitely weren't expecting that but the long wait gave us the time to really bond and get to know each other. Instead of being bummed about the wait I				X

	tried to make the most out of it for my van. When crossing into a foreign country you have to expect the unexpected and roll with it.				
<b>6</b>	i dont really have on from this year.	<b>X</b>			
<b>7</b>	Navigating situations in which leaders disagreed on an issue and mediating the conversation. The miscommunication boiled down to the leaders having different definitions of a word. By helping to recognize these issues, I was able to help facilitate the conversation in a way that led them to a mutual understanding.		<b>X</b>		
<b>8</b>	I am someone who loves to jump in and do whatever needs to get done. I love being the first person to raise my hand and volunteer. However, I learned on one of my trips that it was more important for me to take a small step back and make sure the participants had work to do as well. There were not that many jobs during parts of the day, and I saw that I was sometimes doing something when others were not (not because they did not want to but because there were not enough jobs). I wanted them to get involved, so I had us switch off doing tasks. And when I was standing to the side, I tried to just encourage them. I realized that sometimes, the best way to be a leader is to let others lead and work themselves. Facilitation is a big part of being a leader.			<b>X</b>	
<b>9</b>	Just the Monday night gatherings. Liliana set a good example of friendly leadership. I love interacting with Liliana and being her friend. Being able to talk to her without the feeling of 'professionalism' is wonderful and I hope to be that for others.		<b>X</b>		

	<b>3. Describe a significant difference between U.S. and Mexican culture and how you came to recognize and then respond to this distinction.</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>1</b>	<p>A significant difference between US and Mexican culture is that of the notion of time. The US tends to run more on a straight understanding of time. For example, when we say that we will be meeting for Eunime at 8:30 for orientation, Evan and I expect that our participants show up by 8:30. We are not absolutely strict about it, but that is our expectation. If someone is not there by 8:35-40, we are wondering where they are. By 9-9:10am, we have left for Tijuana. However, when we are in México and are with our hosts, we are much more flexible with our schedules. We understand that it can be completely normal to do something half an hour later than planned and that we may have to wait for our host(s) or other participants to show up, even if we have come at the agreed time--what we would consider to be on time.</p> <p>I knew that this was a cultural difference before going on my first trip, but I also experienced it more on a number of trips where, for example, we did not get to spend as much time with the kids at Eunime as we would have liked or we got started much later than we had planned to. Our response to this distinction was just to have patience and flexibility. Flexibility has been one of the biggest takeaways from this year and one of my biggest emphases to our participants. Like I said previously, things don't always go as planned and some things are impossible to plan for, so you plan for things you know may possibly occur but may not and sometimes you just have to plan as you go.</p>				<b>X</b>
<b>2</b>	While there are differences between the US and Mexican culture, the most significant thing I have			<b>X</b>	

	realized is how similar the cultures are. We so often think of the US and Mexican cultures as contrasting and opposites, but rather I have found so many similarities. My opinion may be biased in that I have solely worked with faith-based programs in Mexico, but in my experience in both TJ and Point Loma, I have seen the love of God being exemplified. In both cultures, we want our family's to succeed, to feel loved and cared for, and to eat really good food. Despite their being language barriers, I have never felt disconnected when interacting with our brothers and sisters in Mexico. Rather, I feel at home.				
<b>3</b>	Time. In the Unites States, people adhere to schedules in a religious manner. It's considered poorly planned or out of control if an event's schedule times are not followed for the most part. In Mexico, it's normal and even expected for an event to not start or end on the specified time. Learning about the difference in temporal expectations is something we are taught about during LEAD week before school starts. In fact, it's so important to understand, we teach all participants about it before they go on their first trip. However, I did not run into this time issue much during my first year with Ministry with Mexico. At La Casa Hogar Belén, an orphanage, everything was self-contained and the only events we needed to work around was lunch and our departure. During my second year, I lead trips to Eunime DBA Es Por Los Niños. Often times, we did not go to the physical orphanage, rather the children met us at other places around Tijuana. The children rarely showed up on time and left the participants with little to do. I responded by emailing my expectations to the host. It's one thing to adhere to strict timelines, but it's another to expect your partners to sit around doing nothing. I voiced my concerns and solutions were mutually agreed upon.				<b>X</b>
<b>4</b>	One immediate cultural reflection was related to food. I was told early on when I first went to Mexico that food is a type of worship. Unlike the US that eats more or less for fun and wastes the rest, in Mexico, food is a sense of love and worship that if unnecessarily wasted becomes disrespectful. I witnessed this a lot on spring break builds, where the Pastor's wife and team put so much love and effort into our meals that you actually felt bad if you had to waste even the smallest of scraps.			<b>X</b>	
<b>5</b>	I truly admire Mexicans for their work ethic. Every time we're waiting in the border line in the vans I am amazed by how many vendors are standing in the hot sun working so vigorously to provide a living for their families. While in America, where opportunities are endless, there are some people who just want a handout.			<b>X</b>	
<b>6</b>	the hospitality in mexico is more like home but i didnt have to respond to the distinction other than talking to students about comfort levels and getting out of their comfort zones.	<b>X</b>			
<b>7</b>	A significant difference between the US and Mexico is their openness to others. Mexican culture is very hospitable and welcoming. (However, I am not saying that the general US culture is not). The entirety of the current migrant caravan situation has really opened my eyes to the ways Mexico is really being a good neighbor and the US is not. But honestly, by being a MWM leader, I have seen more ways that the US and Mexico are similar.		<b>X</b>		
<b>8</b>	When we went to the border on Border Pilgrimage, the stark difference between both cultures was astonishing. On the U.S. side, there was very little life, and everything was very slick and mechanical. The gates stood tall, and there were no people, homes, or parks in close proximity to the border. However, on the Mexican side, life was popping. There was a garden, with plants sprouting and flourishing blooming. There were meaningful and beautiful murals on the wall and some statues nearby. It was so colorful, and a beach full of people and restaurants were right by the border. With all of this and through other experiences, I have seen such a love within the Mexican culture, such a closeness and openness, while I have seen a closed-off side of the U.S. with fear				<b>X</b>

	and misunderstanding. It is hard to grasp the vast differences between the two cultures, but I have learned that I must respond with a desire to learn more and to lament in what is reality. I have learned that I need to ask questions when I do not understand things and to combat any preconceived notions/misunderstanding others or I have about either culture.				
9	I saw how the US culture can sometimes be a bit too individualized. People's goals are individualized, plans are individualized, and therefore separated. Sometimes I see more unity when I'm on the other side of the border, I feel a sense of unity in purpose and plan for whatever the reason.		X		

	<b>4. Give a specific instance or way for both areas below in which your host(s) displayed: a) Leadership &amp; b) Expertise in their field.</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
1	<p>a) Adolfo, the director of the United Binacional Committee for Children, has worked alongside us for many years, helping us plan our activities and organize different partnerships. He has shown leadership in, for example, working with different organizations or individuals and finding different groups for Eunime to partner with. It has been great to see his passion for children and their wellbeing. The last time we were in Tijuana, we had the opportunity to spend the morning with several children who were blind, learning about their experiences and walking alongside them as they explored CECUT, the Cultural Center of Tijuana, before we headed to Eunime.</p> <p>b) I think the leaders at Eunime know each of the kids at the orphanage well and it seems to me that they are well-respected by the kids--in large part because of their relationship. Because they work with children who have been orphaned, I think this is one of the most important, if not the most important, aspect of their jobs.</p>			X	
2	<p>In regard to leadership, Pastor Jose of Belen leads the children at the orphanage to do what is right. The children are in charge of various chores and other things that contribute to the Casa. In addition, Pastor Jose sets an example of love and relationship with those who are different. For example, Pastor Jose fosters relationships between the kids and people from the United States. He also has the kids participate in giving out donations of food and clothes to those who live in the river banks by their Casa. Through his leadership, Pastor Jose sets an example of living a life with Christ at the center.</p> <p>In regard to expertise, Pastor Jose of Casa Hogar Belen displays excellent knowledge when it comes to the orphanage. His mom founded the orphanage when he was in diapers and now as adults, him and his brother direct the orphanage. He has expertise in how to run an orphanage and how to raise the kids to grow up and be productive members of society and go to college and become good humans.</p>				X
3	Adolfo, the host for Eunime, showed leadership countless times by organizing various groups of				X

	people and their self-interests. He was always warm and considerate. He never raised his voice, except to be heard over the noise of fifty children. He listened and provided solutions to everyone. He made me feel welcomed and equal in our partnership. He managed for everyone to find a role in the event we were having. Adolfo's expertise manifests itself in local awareness. He partners with multiple universities in the United States and in Mexico. He has contacts with city officials and often gets media coverage for events.				
4	I'm not sure if there are enough good words to describe Pastor Alejandro's leadership and expertise. Pastor has learned English almost fluently and is more than capable to explain in detail what needs to be accomplished and how to do so. He leads us not only by explaining these things but by working side by side, doing all the dirty, difficult work with us. That shows his expertise in the field as well. He can build a house from scratch in his sleep if he wanted to. He always knows measurements and what exactly what needs to be done next even when things go wrong. That isn't even his full-time trade. He Pastor's his own church in which he humbly and graciously opens his doors to us preaching to us and living out the word he speaks.				X
5	On the last trip, our host spend time with us just sharing his family's story and his mother's inspiration for creating the orphanage. It was powerful to hear about how the children's home has expanded and the lives that have been changed because of it. He shared with us some of the core values he wants to instill in the kids. He teaches them the importance of loving God, giving to others, and educating yourself for a better future.		X		
6	They are awesome. Alejandro is the best and there was always get conversation and clarity in every trip		X		
7	Pastor Alejandro (the host I worked with the most) has a) great leadership skills and is very good at not only leading but also working along side us. Also, he is a great communicator. b) His expertise in construction is consistently demonstrated at build sites. If he does not know, he will defer authority to someone who knows more.			X	
8	The hosts we work with is one of the kindest, God-loving families I have ever met. They always greet us with smiles and open arms. Through them, I have learned that leadership comes in a variety of forms. Sometimes, a leader actively directs people on what needs to get done and how to do it. Sometimes, a leader acts quietly in the background, making sure necessary things get done. Sometimes, a leader works alongside those she or he is leading. And sometimes, a leader contributes to the overall project by looking for and meeting the needs of the participants themselves--by enabling them. The pastor of our host family, the one who leads us in our construction work, clearly knows what he is doing. He has worked on various construction projects, and he works with other organizations to work on projects. I am always confident in his abilities and knowledge of the tasks at hand, and he always leads in a kind and patient way.			X	
9	Pastor Jose was great in inviting people in and allowing us to do what we had planned to. He is also very good at present with the children as well as giving us information about the church and what they do as an orphanage.		X		

Ministry with Mexico updates and changes made due to assessment learning:

**Ministry with Mexico leaders will demonstrate cultural sensitivity in their behavior on the trip.**

- *Ministry with Mexico Student Leaders* will continue to receive training on cultural sensitivity in various forms throughout the school year in our Monday Night leadership training sessions highlighting cross-cultural biblical concepts, leadership development, etc. these sessions will be led by the Associate Director of International Ministries, Director of International Ministries, Professors and other experts in related fields. This year we will specifically go into the depth of cultural intelligence and cultural sensitivity, specifically dealing with cross-cultural ministry trauma and coping mechanisms as are related to both the student leaders and its participants.
- *Ministry with Mexico Student Leaders* will read through collective excerpts from various books including David Livermore's Cultural IQ book, Cross-Cultural Servanthood by Duane Elmer, Welcoming the Stranger by Jenny Yang and Matthew Sorens, Crossing Cultures: Making Friends in a Multicultural World by Patty Lane, Room: Recovering Hospitality as Christian Tradition by Christine D. Pohl, etc. Along with webinars-articles offered by Intervarsity and CCDA that address cross-cultural communication and sensitivity our goal is to equip the *Ministry with Mexico student leaders* to not only be competent in cultural sensitivity but understand how this ties into faith practices, spiritual growth, and service.

**Ministry with Mexico leaders will demonstrate the ability to be effective leaders.**

- We acknowledge that leading peers is not an easy task and it is even more difficult to lead peers in a cross-cultural experience across the San Diego/Tijuana border. The majority of our leadership team were first-time leaders serving in *Ministry with Mexico*. We will continue to require one *Ministry with Mexico* Student Interns to attend each trip for added experienced leader presence as well as encourage more staff, faculty and alumni presence as trip sponsors throughout the year.
- Due to minimal mention of prayer and/or spiritual focus on the training throughout the year, during LEAD retreat and week there will be an effort to involve more spiritual reflection and prayer time. We will continue to implement devotional reflection brought to the group by one of the student interns on rotation during the Monday night leadership training sessions.

**Ministry with Mexico leaders will demonstrate respect for the expertise and leadership ability of their hosts.**

- We will continue to find ways to strengthen the relationship between the *Ministry with Mexico* student leaders and their hosts by providing space and opportunities for connection outside of the day trip experience, most specifically during the leadership-training retreat or LEAD the

beginning for the school year. We will intentionally visit each site and offer an informal opportunity to engage with various onsite hosts.

- We will continue to focus on providing 3-4 day trips during each semester to continue developing and sustaining the present partnerships. We will continue to seek 4<sup>th</sup> host partnership to create a day trip opportunity focused on either a medical or sports ministry. This, of course, will happen with the consultation of our current hosts as they will have a better understanding of possible organizations in which we can create a new partnership.

**Ministry with Mexico leaders will demonstrate an understanding of cross-border issues.**

- All *Ministry with Mexico* leaders will continue to participate in the fall semester *Border Pilgrimage*, a trip that focuses on the issues of immigration and human trafficking. This trip includes expert presentations by professors, PLNU staff, border activists, and border patrol agents, visiting both sides of border wall, talks with deportees, an overnight stay at Casa del Migrante, a temporary lodging facility and resource center for recent deportees, and a time of worship and discussion on immigration through a biblical lens with the Tijuana-La Mesa Nazarene Church. This shift has proven to be successful in helping student leaders to have a better understanding of cross-border issues and has been helpful in our conversations around cross-border issues in our training time. This has been helpful in providing *Ministry with Mexico* student leaders practice in leading conversations around cross-border issues with their peers on their day trips.