

MEANING OF COAT OF ARMS AND BADGES



The mantle of the coat of arms is made of four colors: Green, Red, Yellow, and Gold. The colors respectively signify the REAL Culture as epitomized by the Lacson Family: Resilience, Excellence, Agility and Loyalty.

The shield is adapted from the Coat of Arms of the Philippines. This signifies loyalty to Country.

The blazon of arms: the blue field on the right side is the American Bald Eagle of the United States, and on the red field on the left side is the lion rampant of the Coat of Arms of Castile and León, both representing the country's colonial past. The sun with the eight rays represents the eight provinces that started the 1896 Philippine Revolution. The three stars represent the three major island groups of the Philippine Archipelago: Luzon, Visayas, and Mindanao.



An adaptation of the Lacson Coat of Arms, the JBLF System Coat of Arms signifies that a Lacsonian is an epitome of the values and culture espoused by Capt. Juan B. Lacson.

The JBLF System logo at the crest represents the Philosophy that every member of the JBLFMU community believes in: the torch for education and the helmet for discipline.

The four jewels on the helmet represent the four Units of the JBLF System – JBLFMU-Arevalo, JBLFMU-Molo, JBLCF-Bacolod, and JBLF.

The shield elements include a lighthouse and waves. They both signify the maritime profession for which the University is popularly known for here and abroad.

The lighthouse stands tall in darkness and its beacon symbolizes the high level of educational attainment that conquers the darkness of ignorance. The lighthouse is a symbol of the Alma Mater, whom every Lacsonian proudly looks up to for strength and guidance.

The six badges represent the Core Values that a Lacsonian is imbued with. Each core value is characterized by a Celtic knot in the middle.



PERSEVERANCE is holding on to a purpose of doing something without giving up in spite of obstacles.



LOYALTY is faithfulness to commitments or obligations. It means unwavering allegiance in what one does. It is in the Lacsonian's mind and heart.



EXCELLENCE is the state or quality of being exceptionally good, surpassing one's already fine performance.



DISCIPLINE is conscious action to structured behavior according to rules and regulations. Discipline is using reason to determine the best course of action that opposes one's desires.



GODLINESS denotes a way of life which shows reverence for one's God. A godly man sets God always before him and the thought of God controls his whole life.



EQUALITY is treating individuals or groups of individuals fairly and not less favorably.



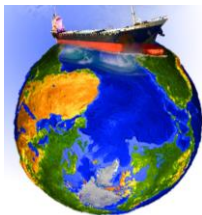


TABLE OF CONTENT

	Page No.
MESSAGE – Chairman and President Emeritus	5
FOREWORD	8

PART I. PHILOSOPHY, CORE VALUES, ADVOCACY, CULTURE, MISSION, VISION, QHSE POLICY AND OBJECTIVES

➤ A True Lacsonian	9
➤ The JBLFMU Philosophy	10
➤ Values	12
➤ The JBLFMU Core Values	14
■ Perseverance	15
■ Loyalty	20
■ Excellence	23
■ Discipline	24
■ Godliness	26
■ Equality	28
➤ The JBLFMU Advocacy	30
■ Education	30
■ Life	30
■ Progress	31
■ Discipline	31
■ Values	31
➤ The JBLFMU Culture	32
■ Resiliency	34
■ Excellence	37
■ Agility	40
■ Leadership	42
➤ The JBLFMU Mission, Vision, QHSE Policy, and General and Specific Objectives	44
■ Mission	44
■ Vision	47
■ QHSE Policy	48
■ General and Specific Objectives	50



PART II. VALUES FORMATION FOR CADET OFFICERS

➤ Values Education	53
➤ Physical Health	55
➤ Discipline	62
➤ Godliness or Spirituality	64
➤ Character Formation	67
■ Self-Discipline	68
■ Loyalty	74
■ The Value of Gratitude	78
■ Responsibility, Commitment & Duty	85
■ Self-Confidence	88
■ Integrity/Honesty	91
■ Honor and Dignity	95
■ Moral Humaneness	99
■ Community & Social Responsibility	101
■ Tolerance	105
■ Flexibility / Adaptability	106
■ Leadership	109
• Qualities of an Effective Leader	109
• Leadership Training	111
• Eight Habits of Highly Effective People	112
• Characteristics of Principle-Centered Leaders	121

PART III. INSTRUCTION AND TRAINING

➤ About the Author	128
➤ Intellectual Discipline	129
➤ Seven Principles for Good Practice In Undergraduate Education	130
➤ Ten Principles of Learning	132
➤ General Classroom Management	133
➤ Enhancing the Teacher's Teaching Effectiveness	137



PART IV. ON TEACHING AND LEARNING

- On Teaching and Learning **142**
- Approach, Method and Technique **143**
- Differentiated
- Classification of Teaching Methods Based on the Nature of the Teaching-Learning Activity **145**
- Guidelines in Using Teaching Materials **149**
- General Classroom Management **152**
- Motivation **155**
- Principles of Learning **158**
- Multiple Intelligences **163**
- Learning Styles **168**

JBLFMU HYMN 170

ACKNOWLEDGMENT 171

ABOUT THE AUTHOR



MESSAGE

MARY LOU L. ARCELO

Chairman and President Emeritus

As I prepared this message, I scanned through the yearbooks of your seniors to gather inspiration. True enough the youth continue to give me inspiration. I am touched by your dreams and hopes. Through the years, your dreams have been my dreams, and your hopes, my hopes.

That is why we are where we are now, where our dreams will be your notch in the professional world.

The JBLFMU culture, its core values and advocacy evolved along with the mission-vision of the institution that began as an academy called the Iloilo Maritime Academy (IMA), then developed into a college, the John B. Lacson Colleges Foundation (JBLCF), and now the John B. Lacson Foundation Maritime University (JBLFMU). With the guidance of God and inspired by the Founder's dream and the dedication and commitment of its President to perpetuate her father's legacy, coupled with her faith in her faculty and staff and her sincere desire to make the aspirations of every student come true, the JBLFMU developed and sealed a culture – august, singular, and befitting a premier maritime institution.



The traits and aspirations of individuals that make up JBLFMU, diverse though they may be, are blended and synergized into a culture, together with its core values, advocacy, mission-vision, which are packaged in the curriculum to give the JBLFMU cadet a distinctive mark as such.

For purposes of this manual, the values included are those that have been found to be helpful in the making of a merchant marine officer – maintaining a stance that is flexible, non-judgmental, tolerant, receptive and other socially accepted characteristics for him to be able to co-exist happily with individuals of any race, color or creed, and yet hold on to his truth and principles. Values such as honesty, dependability, industry, team work, helpfulness, loyalty, trustworthiness are universally acceptable traits. The values that the university espouses shall be the standard against which he shall evaluate himself and in comparison with other men and his environment; expectedly, other values emerge and develop in time – since values are dynamic – during his stay in the university, in his work place later and throughout his lifetime.

The Merchant Marine Officer's course has one of the most stringent qualifications among the professions. Hence, besides hard work and study, good values that make an officer must be imbibed and practiced.

When students enroll in college, they are expected to know the nature of the profession their course will lead



them to. It is important that the course they have chosen is their own choice and that they have the aptitude for it.

Your experience at JBLFMU is your preparation for the world of work, a whole new world where life is never easy but always an exciting opportunity for success, and the chance for you to make a better world for your family.

Much is expected of you as Filipino seafarers. You are ambassadors. You are the pride of our nation. I am confident you will succeed. I am awed by your talents, the wisdom of your youth, and your esprit de corps. Thank you for trusting us with your education.

Continue to do good; continue to believe in yourselves. Find humility in success. Above all, find time everyday to thank the Lord, and never fail to put your trust in Him, even as we continue to pray for your success in all your endeavors.

Godspeed and safe journey. We shall always be here as your harbor light.



FOREWORD

EDA C. TICA O

JBLFMU Research Director

The first edition of this manual that came out in 2010 was received with favour and high regard. For one thing, the University now has a concrete guidebook to help the faculty and students in values education. School year 2010-2011 saw the university using the maiden edition.

Acknowledging the precariousness and sensitiveness of the subject (values) which can make one vulnerable to criticism, i.e., being questioned on one's authority to write on it, the chairman/author sought the opinion of the faculty in a seminar-workshop for the purpose; in addition, critics who are experts on the subject, were asked to examine the book critically and give their no-holds-barred reaction. The feedback had been encouraging, but with some notes for improvement.

The present edition includes modifications mainly in the form of insights as a guide for teachers and students in better understanding the issues at hand.



PART I

JBLFMU's PHILOSOPHY, CORE VALUES, ADVOCACY, CULTURE, MISSION, VISION AND OBJECTIVES

A TRUE LACSONIAN



Since you have chosen JBLFMU to provide you with the education for a lifetime career, it is assumed that you are a serious and dedicated individual who is determined to succeed in life. A very big percentage of our

JBLFMUians of good standing succeed in life and in their profession.

We attribute their success to their having formed desirable habits and attitudes, and accepted discipline as a way of life. As disciplined professionals, they lead purpose-driven lives, constantly improving upon their lives, guided by the values they have acquired, thus becoming leaders and role models in their

community. You, too, can be like these exemplary Lacsonians.



THE JBLFMU PHILOSOPHY

One of the dramatic and significant development efforts at IMA in 1972, excluding the establishment of campuses, improvement of laboratories and other plant and facilities, was the establishment of policies.

The IMA community collectively framed its fundamental beliefs and defined the course of action needed to develop and uphold the desirable traits that distinguish the cadets of IMA.

First to be formulated was the IMA philosophy, viz:

“God gave man the totality of his being that through his acquired discipline he may achieve self-fulfillment.”

“Education is life” and life as an ever-changing process must be progressive but progress is best achieved when one has achieved discipline as a way of life.”

Guided by its philosophy, the IMA adopted the banner cliché “the IMA Way” which became a byword in the academe.

The philosophy recognizes God as the Supreme Being who gave us our life and who endowed us with free will, talent and the intelligence to make choices in life.



The philosophy underscores the belief that a well-disciplined individual has better chances of succeeding in life, is better able to satisfy his psychological needs and develop security for his physical health and his family, as well as security of employment, than one who is not disciplined. With discipline he is able to develop his moral integrity as well as his sense of belongingness, self-esteem, confidence, respectability and respect for others, and ultimately achieve self-actualization.

JBLFMU underscores the importance of self-discipline as the core of values formation, i.e., the kernel among the values formed, as defined by the JBLFMU's philosophy, advocacy, core values and culture.

Notwithstanding the continued evolution of the core values and advocacy of the institution necessitated by the dynamic changes that confront it, the philosophy of JBLFMU that was formulated in 1972 prevails to this day since it remains relevant and valuable.

The IMA mission, vision, general and specific objectives were formulated subsequently. In time, the mission-vision further evolved as the school sought accreditation/validation credentials.



VALUES

Values are a staple in schools. Children first learn them at home. They are formalized, verbalized and reinforced in school, with the church solidifying them in the individual's conscience.

What are values? We don't often hear values defined. Usually, we hear or read specific qualities or behaviours such as honesty, respect, punctuality, diligence, and others which are referred to as values.

Values are "objective goods that do not depend on personal subjective valuations. They are good in themselves. It is not your personal evaluation of them that make them more or less good" (Kliatchko).

Values are "standards of good... they are the quintessential standards of good human behaviour. They are ideals" (Kliatchko). As standards and ideals, they are the objective yardstick against which our own personal behaviour is measured. Values being objective, we ought to strive to make our behaviour conform to them, not to "question the applicability of values into our own conduct".

Values are the bases of virtues. Virtues are good habits and can be observed through actions.



Values and virtues are universal and timeless in that these have been present among people across cultures and time.

Values are always good. There are no bad or negative values. A person's bad behaviour is not referred to as bad values but as "non-adherence" to values.

The training of the heart and mind toward the good is the goal of moral education through the inculcation of values. Moral education entails "rules and precepts – the dos and don'ts of life with others – as well as explicit instruction, exhortation and training... training in good habits" (W. Bennett).

Training in good habits should start early with continued reinforcement. No less than Aristotle himself said that good habits formed at youth spells the difference. There is also the power of quiet example made by adults around who "take morality seriously." Nothing can be more inspiring and consequential than leading and teaching by quiet example.



JBLFMU'S CORE VALUES

PLEDGE

The acronym of the core values of JBLFMU is PLEDGE:

P-erseverance
L-oyalty
E-xcellence
D-iscipline
G-odliness
E-quality.

PLEDGE is a solemn declaration or promise to abide by and attain values, among which are the following: perseverance, loyalty, excellence, discipline, godliness and equality.





P ERSEVERANCE

According to Samuel Johnson, “Great works are performed not by strength but by perseverance.”

PERSEVERANCE is holding on to a purpose of doing something without giving up in spite of obstacles.

A person is said to be persevering if he is steadfast in his beliefs or convictions. He can also be described as tenacious. He defends his beliefs and believes in his capability to succeed.

You should never be discouraged. Discouragement is the enemy of perseverance. There is a need to fight discouragement; otherwise you will never reach your goal.

Be an optimist. If you cannot “climb,” persevere and learn the skill until you are able to do it.

There are countless inspirational stories of our alumni, their struggle from poverty to riches and how perseverance played a role in the process. The inspirational stories never fail to move others to follow suit.

A cadet is molded to persevere and persist through numerous obstacles as he works his way to becoming a Merchant Marine Officer not only for financial



gains but for his self esteem as a distinguished professional - second to none, an asset to his community and an honorable member of society.

The Value of Perseverance

I love to tell the story of my adopted sons whom we took in from Bahay Kalinga, a foster home for streetchildren and children who are estranged from their families, with no place to call “home” and nowhere to go.

Rufino lost his father at an early age and did not know where his mother was since she left him and a younger brother with an uncle in Antique.

Rufino came to us with the desire to be a seaman. Life must have been difficult for him living among other young boys and girls at Bahay Kalinga and later in our house, adjusting with strangers and accepting charity. But Rufino had a dream and a purpose in life. He wanted nice things and a good life; he wanted to find his mother; he wanted to be somebody someday. He challenged himself to be as good as the model cadets of JBLFMU. During the screening of applicants for the NSA scholarships, he boldly took the exam and underwent the interview. Although he did not make it to the list of scholars, he asked to be considered as a substitute. He persevered through the rigorous screening process. While he passed the written and oral tests, he was not among those listed in the line-up of NSA scholars; but due to his determination he was



listed as one of the scholars without financial benefits, and so he continued to live with us for three years more.

After three years of hard work and giving his best efforts in his studies and adjustment in behavior, he graduated with good grades and was taken in as part of the NSA batch of graduates. Apprenticeship work on board was not difficult for him but the loneliness of sea life often burdened him; nonetheless his tenacity and determination to be a licensed officer outweighed all difficulties. Rufino is now a first engineer and working his way to becoming a chief engineer. He found his mother after a long search. She had remarried, with two daughters. Rufino helped his sisters through college at JBLFMU – one finished BS Tourism and another, BS Cruise Ship Management. He now has a lovely family, with two children, a daughter and a son. He has bought himself property and is now building his home.

Today, Rufino continues to enjoy his blessings. His perseverance and hard work have served him well. Perseverance, loyalty, hardwork and godliness according to Rufino are the backbone of all his successes.

Similar is the story of Mark Ivan..



Mark Ivan with wife and son



When Mark graduated from high school at 16, he had no inkling of how he could get out from poverty.

While he was only a child, his father a carpenter helper and his mother a housewife, had no means to send him to school. But he desires to be a seaman like his cousins. So he traveled from Sagay, Negros Occidental to Iloilo to find his destiny.

He found a sponsor for his studies to become a Marine Engineer at JBLFMU.

After struggling with his grades, he graduated. His struggles continue as he was looking for a company, so many graduates looking for a ship to on board.

After so many applications submitted to several companies, he finally passed the 4th Engineer Exam and was taken as utility in Philippine Hammonia Ship Agency. After 6 months as utility, he was sent to Cyprus for 3 months training. After 2 months, he went on-board as Engine Cadet on LPG Vessel. After two contracts, he was promoted as oiler.

His perseverance was sorely tested when after taking his assessment for his BSMarE at JBLFMU and applied at the PRC for his 4th Engineer License Exam, he was denied because of a discrepancy on his middle name in his birth certificate. It took him a year to be cleared so he went on board for another contract.



When he finally took his Board Exam and passed as a 4th Engineer, he was promoted on board from oiler to 4th Engineer.

Hard work and more hard work and diligence rewarded him with another promotion on board as 3rd Engineer. In 2011 he took the PRC Exam for 3rd Engineer but failed because of lack of preparation on his part. He learned that he needed focus on his review so he tried again in 2012 and passed the 2nd Engineer License.

Mark is now happily married. At 31, he has a son named after him and a very nice house. I met Mark in Manila, I could hardly recognize him. The gangly teenager I remembered at JBLFMU was a far cry from the handsome, confident and well-dressed gentleman getting out of his car. The values he lived by were his road map to success.





LOYALTY

All activities in the curriculum, i.e. academics, sports, cultural, include training for team work. Being a part of a team develops a feeling of devoted attachment and affection for other members of the team.

This feeling of attachment and affection is the beginning of loyalty to each other.

LOYALTY is best demonstrated in a student's steadfastness and constancy in supporting his teammates at school, his allegiance and adherence to the ideals of his school, and the like. Like other values he has learned, he will carry the value of loyalty with him in his other concerns such as his family, his community, his work, and his company.

Loyalty begets loyalty. At work, the most loyal employee is one whose company treats him well, that appreciates his good work, and that rewards him with tenure and security.

Loyalty is learned at an early stage at JBLFMU, as in this story told by Mr. Miguel Angel V. Rocha, President and CEO of C. F. Sharp Crew Management, Inc.



In his Commencement Speech to the graduating class of JBLFMU, Mr. Rocha likened the graduates to the “sea turtles story.” He said that the graduates are like the baby sea turtles, which, as eggs, are left on the shore by their mothers to hatch by themselves. When the baby turtles are hatched they scamper to the sea; however, very few survive because they are devoured by other creatures on the shore.

The battle for survival starts when they are just eggs - with people looking out to hatch them, with the birds in the air and other creatures that prey on them and eat them before they reach the sea, and even when they do reach the sea where there are more sea creatures that prey on them.

Mr. Rocha was impressed by the fact that there are a big number of JBLFMU scholars and graduates who, while still in school, already have companies to give them employment after graduation.

He pressed home the point that they are fortunate to already have the shipping sponsors to look after them until they are able to stand on their own feet.

He likened the shipping sponsors to the environmentalist who nurtured the turtles while these were being hatched and cared for them until they arrived



safely at sea, monitored them till they reached maturity, till they could survive on their own.

Moreover, he noted that those who do not yet have companies are also prepared to find placement on their own in the competitive environment. In Manila, they are able to succeed despite hardships, and certainly the values they have acquired help sustain them. The reputation of JBLFMU also helps.

The sea turtle anecdote demonstrates a true Lacsonian's development. Moreover, the fortunate circumstance that cadets are in today speaks of years of hard work and good performance of their seniors who demonstrated the proper values of a true Lacsonian. Gratitude to their company, good attitude towards work, good teamwork, and affection for their company speak of a true Lacsonian.





E**X**CELLENCE

EXCELLENCE is the state of being superior; excellence is surpassing one's already fine performance; it is demonstrating exceptionally good qualities.

JBLFMU has struggled through the years to give excellent education to its students. JBLFMU's achievements are a testimony to this effort.

JBLFMU is a recipient of the Philippine Quality Award (PQA), an award for performance excellence. The PQA is the highest level of national recognition for exemplary performance and is given to organizations in the private and public sectors that excel in quality and productivity.

The PQA criteria are adopted from the Malcolm Baldrige National Quality Award (MBNQA) criteria of the United States. The National Quality Awards Program of other countries such as the Australian Quality Awards, Japan National Quality Award, Prime Minister's Award in Malaysia, and even the European Quality Awards, have all adopted the Baldrige criteria for international comparability.



JBLFMU, as a PQA recipient, is continuously improving its quality management system by providing ways of responding to and satisfying its students' needs and requirements.

The accreditation processes from a pilot testing school for maritime education to the highest level in accreditation (level IV) and other accreditation awards - national and international - are marks of efforts at attaining excellence. The awards may not be as significant as the process of achieving them - for the process itself is the validation of excellence, as constantly pursued at JBLFMU – but they certainly are a testimony to the University's passion for excellence.

JBLFMU cadets undergo the same process. They struggle through their education achieving not only the standard required of them but exceeding their own standards, attaining excellence in the process.

This is the making of a true JBLFMU cadet, one who can stand as a class of his own in a highly competitive maritime world.





DISCIPLINE

DISCIPLINE is conscious action to structured behavior according to rules and regulations. Failure to follow rules is dealt with accordingly.

Definition of discipline

The word “discipline” has many meanings. In its broadest sense, as used in this University, it encompasses all the training and formation a JBLFMU cadet receives.

Discipline is a systematic training by instructions either by posting of rules on the board inside the classroom or specifying these in the curriculum. The rules are expected to develop an upright character with strengthened moral (spiritual), mental and physical powers through activities specified in the curriculum such as the various curricular and co-curricular activities and other well thought-out exercises. A systematic training should cultivate the habit of obedience. The training process consists of correcting and molding behavior in order to perfect the mental faculties and moral character. It aims to control and enforce obedience teamwork through a prescribed conduct or pattern of behavior in the development of self control that trains and develops his faculties.

JBLFMU disciplines its students so that they will live righteous lives.





GODLINESS

Every JBLFMU cadet, whatever his religious affiliation, is encouraged to exercise fervently his spirituality. He is encouraged to have faith in God, the Supreme Being who is the creator of the universe, who is Omnipotent and all knowing and so personally attached with loving knowledge to each and every man and the rest of His creation.

A JBLFMU cadet is reminded that through his faith in God, he is never alone. He has God who watches and protects him and who is beside him in all his endeavors. A JBLFMU cadet is likewise urged to never lose faith or hope.

It is important to realize that God is always there especially in times when we need Him the most and will help us in our most difficult times. Our God will give us light in our darkest moments. Our God will never abandon us. Prayer is our intimate connection to Him. And every simple thing we do upon rising in the morning and as we thank him before retiring at night will place Him at the center of our lives. This simple consecration may be sufficient for the busiest seafarer.



It is God who speaks to you, JBLFMU cadets: “Amen I say to you, ask and it shall be given to you, seek and you shall find, knock and it shall be opened to you.” Pray! Persevere thru prayer, cadets. Prayer is always fruitful.

To pray is to talk with God. Talk to Him about yourself: your joys, sorrows, daily worries, successes, ambitions, thanksgiving and petitions.

“All things are possible for him who believes.”

It’s necessary to be convinced that God is by our side - always.





EQUALITY

JBLFMU believes that all men should have equal opportunities to enjoy economic, social and political rights.

The right to EQUALITY, however, depends on the individual himself. Perseverance, courage, personal attitudes and aptitude are some of the determining factors in his access to equality.

The JBLFMU Balangaw Project has been blessed with the capability to help a number of young men and women without the financial means to support their studies at JBLFMU.

Over the last 16 years, the Balangaw Project has given support to 39 students. These students were given equal opportunities; unfortunately not all were successful. Two young girls aborted their studies because they chose to get married. Two boys dropped out because of poor grades. The 37 others are now successful in their profession.

Among them were four street children. Out of these four children taken in as Balangaw scholars, three finished their schooling and are now living meaningful



lives. Of these three, one has reached the apex of his profession as a chief engineer.

Today the Balangaw Project continues with this noble undertaking to help young people fulfill their dreams.



THE JBLFMU ADVOCACY

Advocacy is an active support/promotion and defense of a particular cause by persons or by an organization for something they hold dear and of great value and which they truly believe.

The JBLFMU advocacy is engraved in its philosophy. It is incorporated in the institution's pins and logos viz. Education, Life, Progress, Discipline and Values.



EDUCATION

JBLFMU's reason for being is the education and training of the youth.

LIFE

JBLFMU believes that life is most meaningful when education is made the cornerstone of an individual's life. It also believes that education is a continuous life-long process.



PROGRESS

In order to progress in life, one has to pursue proper education and discipline.

DISCIPLINE

A disciplined individual is one who has control over his mental, emotional, moral and physical endowments. He is able to direct himself to attain success and has the will to circumvent obstacles that would otherwise lead him to be degenerative in terms of his aspirations and purpose. With discipline he is able to control his destiny to his advantage.

VALUES

Values are ideals or a code of ethics that guide an individual to lead a righteous life.

It is desirable to preserve the values one has acquired and pass these on to the next generation.



THE JBLFMU CULTURE

The term “culture” may be used to describe an individual’s ways or manners or a group’s ways or manners. An individual with high intellectual ability or level of education or with a deep appreciation of the arts and humanities may be described as “cultured.” On the other hand, when used with a group, “culture”, as defined by David Dressler, “is a sociable heritage, transmitted from one generation to another and shared. It consists of the sum-total of skills, beliefs, knowledge, and products that are commonly shared by a number of people and transmitted to their children.”

Cultural behaviors have a pattern. A cultural behavior is repeated when the situation calls for it. For instance, those who have acquired the culture of resilience can usually bounce back fast every time adversity strikes.

Culture may be prescribed or freely acquired. For instance, a school may prescribe a set of culture for students to adopt and live by. Prescribed culture is infused into the system through meaningful academic and non-academic activities and reinforced by constant reminders. For instance, if excellence is a prescribed culture in a school, students are challenged to give only quality participation and output in every endeavor.



When a set of culture is so ingrained in a group, every member of that group cannot help but be influenced by its practices. Hence, when excellence is a culture of a group, every member strives to do well in his undertakings.

Like values, culture is intergenerational; that is, it is persistently transmitted from generation to generation. This explains why we continue to practice, even to this day, some of the myths and superstitions of our ancestors. If we wish to transmit what is good and valuable to the next generation, it is important that we learn and practice the positive values NOW.

The JBLFMU culture is expressed in the acronym REAL which stands for:

Resiliency
Excellence
Agility
Leadership



RESILIENCY

RESILIENCY is a term used in exact science to mean elasticity. Resiliency was adopted by psychologists to refer to persons recovering from traumas or crises.

Resiliency is the ability of an individual to adapt quickly to changes brought about by misfortune, illness or a change of job or social status.

A person is said to be resilient when he does not subject himself to long periods of depression or wallow in self-pity in the face of adversity. A person is resilient when he can get back on his feet and continue to face life as a wiser and stronger person.

A classic example of resiliency was demonstrated by Richard, a Lacsonian.

Richard was a promising young cadet. He was a working student - ambitious and bright. Upon completion of his three academic years in school, he was immediately hired and placed on board as an apprentice cadet. While on board, however, he was humiliated by his senior officer and misguided by some senior crew members, an experience that traumatized him no end.

He reported the incident to the master on board but got no result. He wrote to his manning company but again got no response. So he wrote directly to the shipowner. His case was investigated and his complaints



were proven valid. Because of this, the company's crewing manager's attention was called.

When Richard disembarked he was reprimanded and threatened by his crewing manager who told him that he would see to it that Richard would never get to board another ship again for as long as he lived. Being young and impressionable, Richard went home depressed but his desire to continue his career prevailed and so he sought counseling from his mentors at JBLFMU. Richard was given a recommendation to another company. Today, Richard is wiser and more mature and remembers his experience only as a test to his faith, courage and humility.

Richard has now reached the peak of his career. He is one of the most appreciated and valuable officers of his company. He has not only succeeded in his profession but has established several businesses and is the head of a review center helping fellow officers to reach their dreams.

Fortunately, Richard was resilient; otherwise, today he would still be plowing the fields of his father. His resiliency and courage - as shown by his refusal to succumb to self-pity and depression - have proven the truism that "what does not kill you makes you stronger."

In life we cross paths with challenges, accidents, obstacles and problems that toy with our human weaknesses, but . . . we have a built-in mechanism to



overcome these and move on. The resiliency factor in our life is built from early childhood. At JBLFMU, we learn to hone this factor through self-discipline, courage and faith. The different activities in the curriculum offer exercises to build up resiliency in each individual.

EXERCISE:

If you find yourself in a situation where your parents can no longer financially support your studies, how will you handle the situation?

EXCELLENCE

EXCELLENCE may be defined as something that is special, of superior quality, above the ordinary, and worthy of merit and distinction.

Excellence is a mission of the university and is contained in the QUEST, the acronym for the mission statement of the university that states:

“Quality education and training through
instruction, research and extension in its
Unrelenting quest for
Excellence as a major global
Supplier of world class
Technical and professional manpower.”

It is very encouraging to note how JBLFMU students view education, as gleaned from the cover of the Harborlight with the following caption:

“Education, the very reason for the changes that have come to our lives, begins at home, continues through school and throughout life, whether we have realized it or not. Both informal education at home and formal instruction and training in an institution of learning instill



in us a strong foundation for a good life, thus giving us an edge to understand life's social order.

Education then is the root of all progress and as life goes on, it unceasingly creates a process of fulfilling our needs and a better way to achieve our goal."

The following is an account of a very challenging situation that some JBLFMU cadets faced and that put to the test their learnings in the university.

SURVIVING A DISASTER

In the early morning hours of Friday, February 27, 2004, forty-three marine engineering students and two instructors of JBLCF-Molo, Inc. had their encounter with a seafarer's worst nightmare at sea.

A sea mishap that claimed the lives of 98 Filipinos and left 74 missing shook the country. JBLCF-Molo students and faculty were among those on board Superferry 14 on that fateful day.

"The passengers panicked and started running around. We told the passengers around us not to panic and taught them how to wear the lifejacket properly because most of them did not know how to wear it. Then we started wearing our own lifejackets as soon as the captain of the ship announced "abandon ship", said Midpn. Magdaleno de Pedro and his thirty-two classmates. "While we were in the water, one of our classmates



jumped off from his life raft to save a drowning child." The midshipmen said, "Good education saved our lives."

From this incident, "we believe that excellent education plays a great role in our lives. Education helps us survive the challenges of our beautiful, challenging, short lives. With the appropriate knowledge, we become keen of our surroundings and of the threats to ourselves and others."



FOOTNOTE: Surviving Disaster, Excerpt from the article of Michael Vincent A. Evidente and Mdpn. Francis Arnold C. Miranda, the Harborlight, July 2005, Vol. 4, No. 1



AGILITY

AGILITY is the ability to move quickly and easily resulting from being physically and mentally aware. One who is active mentally, alert, flexible, and lively is said to be agile.

Agility is the power to intellectually draw solutions to certain conditions and to think quickly under stress or on a given condition with ease and grace.

Success in today's globally competitive environment demands agility, a capacity for rapid change and flexibility.

A JBLFMU cadet shows agility when he performs his task without haste; when confronted with a problem, he can easily find a solution to accomplish his task.

Agile people are not lazy but alert and responsive. The “mañana habit” that negatively characterizes the Filipino is discredited at JBLFMU.

Agility can make you a hero like Boyet Bicular who showed heroism at the waterfront.

Boyet was determined to pursue BSMT even though his family was financially unstable. He wanted to be a seafarer and aspired to sail to different countries. He pursued his goal as a work student in order to lessen the burden of his parents. He worked as a student aide in



different departments for three years but still found time for activities of the Student Council and the Capiz Sailors Association. In 2000, he completed the course Associate in Marine Transportation.

Right after graduation, he started his first contract as a deck trainee in Nord Companies. In the first week of his voyage, he observed the difference between life at sea and on land. He experienced hardships brought about by the new tasks and responsibilities assigned to him. But through hardwork and dedication, he knew he could surpass all these and conquer obstacles.

One day, when he had a shore-leave at the port of Bermuda a motorcycle ran past him at full speed. He saw two persons thrown off a motorcycle; one fell on the road and the other, into the water. Without second thought, he jumped into the water to save the person from drowning. For this heroic deed, he was chosen by his company as “Employee of the Month” and later as “Employee of the Year.”

FOOTNOTE: Surviving Disaster, Excerpt from the article of Mdpn. Franklin B. Malana, the Harborlight, July 2005, Vol. 4, No. 1



LEADERSHIP

LEADERSHIP is not only about position or title, an appointment or an anointment to power. One's position or title gives him the *authority* to lead.

Leadership is the ability and/or quality to initiate action, to set objectives and targets, provide direction, to offer guidance and/or to manage, steer and conduct other people. A good leader does not grab credit or do everything himself but is able to develop teamwork, and share the credit with everyone.

At JBLFMU all cadets are conditioned to become leaders through the different activities incorporated in the curriculum and other co-curricular activities that develop teamwork and sportsmanship.

A JBLFMU cadet is called to be a leader. Will-power is a very important quality. A JBLFMU cadet becomes first a master of himself, and then a guide and a leader to draw others with his examples.

A JBLFMU cadet does not see others only as a stepping stone to get ahead. He is eager to make others happy.

JBLFMU cadets also serve as role models through ethical behavior. As role models, they can reinforce ethics, values and carry out commitments.

Leadership is about exercising influence over another. One may have the position or title but if he does



not have the qualities necessary for a leader he is not a true leader.

A leader must be close enough to his followers to relate and motivate them but distant enough to command respect without fraternizing.

A true leader must be confident of his capability to lead but with a strong sense of personal security to admit his mistakes, secure enough to profit from those mistakes, and courageous enough to correct his mistakes.

A good leader empowers people to be resourceful. True leadership invests in people, teaching them and developing them into mission-driven individuals.

A true leader is knowledgeable. He is a teacher, a mentor, able to transfer his knowledge, able to recognize good work and give credit and praise for work well done.

EXERCISES:

Read a short biography of the life of a past leader, including that of Capt. Lacson.

How did he reflect his view in his decisions and actions?

What was his definition of leadership?

What were the practices implemented by these leaders?



THE JBLFMU MISSION, VISION, GENERAL OBJECTIVES AND SPECIFIC OBJECTIVES

THE JBLFMU MISSION

A mission is a vocation - one's life's work; a goal or purpose. It is one's self-imposed duty and continuing task. It is a responsibility that one is destined to do and qualified to do.

JBLMFU has positioned itself for more than half a century to provide:

Quality education and training through instruction,
research and extension in our

Unrelenting quest for

Excellence as a major global

Supplier of world-class

Technical and professional manpower.

As shown by its mission, JBLFMU has unrelentingly sought and pursued excellence in education through the different accreditation activities:

In March 1986 JBLFMU became the first maritime educational institution to be accredited by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).



In 1990 JBLFMU became the first and the only maritime educational institution in the Philippines to have a Maritime High School.

In June 1995 JBLFMU became the first maritime school in the Philippines to have formulated and adopted the Enriched CHED Curriculum incorporating the IMO Model Courses.

In 1995 JBLFMU became the first maritime educational institution to be granted Level III accredited and re-accredited status, and up to this day, the only institution with such distinction.

In November 1997 JBLFMU became the first maritime educational institution in the Philippines to have attained an international accreditation, the DNV Certification for its Quality Assurance System--- the first in the Philippines, second in Asia and third in the world with such distinctions.

In 1998, JBLFMU was placed in the first cluster of 11 maritime educational institutions that have complied with the International Maritime Organization (IMO) requirements, for the inclusion of the Philippines in the “White List”. Of the 11 schools, JBLCF was credited three times for its three campuses.

In October 2001 JBLFMU became the first maritime educational institution to be granted an Autonomous Status.



In 2004 JBLFMU became the first maritime institution whose graduate program was subjected to the PACUCOA preliminary visit for Level 1 accreditation.

In 2006 JBLFMU became the first maritime institution to receive the Philippine Quality Award (PQA).

In 2007 JBLFMU became the first maritime university in the Philippines. (2007)

In 2007 JBLFMU became the first maritime school with a second re-accredited status for level III by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

In November 2008 JBLFMU became the first maritime school to be granted level IV accreditation by PACUCOA.

- November 25, 2008 - Bachelor of Science in Marine Transportation.
- August 3, 2009 - Bachelor of Science in Marine Engineering.
- December 9, 2009, the JBLF as a system - that includes JBLFMU-Arevalo, JBLCF-Bacolod and JBLFMU-Molo – was awarded the PQA.

The quest does not end here . . .

It shall go on and on . . .



THE JBLFMU VISION

A vision is a dream, a mental image. A vision is a foresight; sometimes it may even come as a spiritual revelation.

Also, “vision” refers to the desired future state. A vision describes where a person is headed, what he intends to be.

A JBLFMU cadet has his individual “vision” of what it means to be successful.

A JBLFMU cadet needs to know his purpose. He believes in himself and does what is right.

JBLFMU is an institution built upon layers of dreams - dreams of students to get somewhere someday, and along with them, their families. Many students dream to liberate their families from the shackles of poverty, and JBLFMU is one with them in that dream, sacrificing self for the good of family.

JBLFMU is no stranger to this plight, and has therefore taken upon itself the responsibility to help fulfill each family’s dream through a good education, and for the more deserving, with some form of scholarship.



But dreams, to become reality, need a focus, a direction and a plan. Hence, JBLFMU anchored its plan on the accepted standard for excellence of the Total Quality Management (TQM). The TQM gives a road map to achieve the realization between the grey line of a dream and a vision to actualization.

The vision of JBLFMU is:

We shall be among the globally leading institutions in providing high quality education and training by 2020.

THE JBLFMU QUALITY, HEALTH, SAFETY AND ENVIRONMENT (QHSE) POLICY

The JBLF System QHSE policy is to maintain the highest standards of quality, health, safety and environmental protection in our consistent drive to satisfy and strive to exceed stakeholders' expectations.

The history of JBLFMU shows that starting as IMA it turned into the JOHN B. LACSON COLLEGES FOUNDATION and now the JOHN B. LACSON FOUNDATION MARITIME UNIVERSITY.

Divine Providence has been kind to JBLFMU and to its people since its founding in 1948. God has favored



JBLFMU bountifully with committed, talented and trustworthy leaders, workforce and students, whose keen enthusiasm to work for excellence has put JBLFMU in the world map as a maritime institution that consistently and progressively provides quality and dependable officers in the world shipping industry.

Even as JBLFMU stands proud by its accomplishments, it is humbled by the thought that everyone's concerted efforts, big and small, toward the achievement of its mission and vision, have gained for the University numerous recognitions from national and international accrediting bodies.

All of these have been attained because everyone - from top management to students - continues to do his/her part with a passion to serve the best interests of the University. This work culture, which is ingrained in the system of the JBLFMU community, has helped build JBLFMU cadets to be worthy seafarers of world-class caliber.



GENERAL AND SPECIFIC OBJECTIVES

The IMA mission, vision, general and specific objectives were formulated subsequently. The school's mission-vision continued to evolve as the institution faced then and continues to face today the challenges of accreditation/validation and image-building efforts.

GENERAL OBJECTIVES:

JBLF System shall continuously develop individuals into competent, well-rounded individuals who will perform positive roles in society.

Resolute in its dream to uplift the condition of both the individuals as professionals and the industry, the University constantly seeks to provide the environment towards the realization of this goal embedded in the various dimensions of the students' diverse experiences during their stay in the University and even later as professionals, i.e., in the academic, moral and socio-cultural aspects of their education.



SPECIFIC OBJECTIVES

JBLF System shall

- equip the students with the conceptual and technical knowledge, interpersonal skills and competence required for the practice of their profession by providing them with a discipline-oriented and competency-based curricula to develop flexibility and the right attitude as professionals committed to the service of God and country.
- embark on alternative learning programs such as ETEEAP, Distance/Open Learning and Skills Training, thus giving cognizance to the expertise of professionals who have proven their worth in the exercise of their respective profession; and
- all management plans, academic plans, training plans and quality activities should be aligned to the quality objectives.

The total and holistic development of the individual being the paramount concern of the University, its approach in the delivery of services to students is one that inculcates the values of discipline, forthrightness and excellence in knowledge, skills and attitude.



No stone is left unturned in the University's pursuance of its goal; hence, besides the regular four-year academic courses, the University has opened its doors to alternative learning programs to be able to reach out to many others whose only chance to achieve their desired education may be by way of these programs.

ACTIVITY:

“Vision” includes defining success.

Success is knowing your purpose in life and working to reach your purpose.

As a JBLFMU cadet, how does your success statement reflect the idea that success is a journey?

PART II

JBLFMU VALUES FORMATION FOR CADET OFFICERS

VALUES EDUCATION

VALUES EDUCATION is a person's conscious acceptance of educating himself in order to improve his character and personality against his own perception of himself, family, work and political environment. The values he acquires become an integral part of his character. Inevitably, his values define him as a person and as a professional.

It is an accepted assumption that a person's character and values are generally acquired. His present character and values system are a product of his past exposure especially in the family; but as a rational being, he has the power to change these, for the better or for the worse. Through values education, he can change for the better and become a productive, useful and worthy member of society.

Achieving performance excellence requires personal learning.

The JBLFMU cadets' success depends increasingly on opportunities for personal learning and developing new and relevant skills.



JBLFMU continues to address the cadets' personal learning through education, training and other opportunities for continuing growth.

ACTIVITY:

Ask yourself the following questions:

- Why is my education so important and how has my education affected my opportunities?
- Think about famous JBLFMU cadets you admire. How do you think has their education factored into their accomplishments?



PHYSICAL HEALTH

THE VALUE OF GOOD HEALTH AND PHYSICAL FITNESS

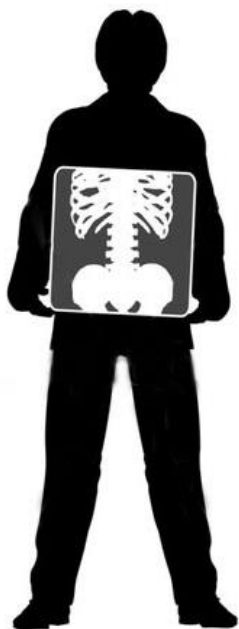


Your **PHYSICAL HEALTH** is a major part of your life. In fact, a good physical condition is a pre-requisite to any worthwhile endeavor that you may want to pursue. As a student, you need to be healthy and physically fit to be able to face the demands of getting an education. According to Tom Stevens, physical fitness is the “most powerful single predictor of health and longevity” and one that gives you “more energy for all types of activities including social and mental activities.”

PHYSICAL FITNESS is a pre-requisite for the BSMT/BSMarE cadet officer’s course. Applicants to the course undergo a series of physical tests before their acceptance to the course.



The following physical tests are made:



- ✓ X-ray
- ✓ Hepa B
- ✓ Ishihara
- ✓ Hearing
- ✓ Creatinine
- ✓ Uric
- ✓ Urine
- ✓ Stool
- ✓ CBC
- ✓ Psychological Test
- ✓ FBS
- ✓ Total cholesterol
- ✓ Blood typing
- ✓ VDRL
- ✓ Dental
- ✓ Blood Urea Nitrogen (BUN)
- ✓ Triglycerides
- ✓ Audiometry
- ✓ KUB



Students should satisfactorily pass these tests since these are the same requirements of shipping companies before apprenticeship or employment. A student who fails any of these tests may not be considered physically fit.

ALCOHOLIC DRINKS

Alcohol retards the reflexes and dulls the senses. Drinking is therefore prohibited. Cadets at JBLFMU are strongly discouraged from imbibing alcohol. Disciplinary actions are imposed on students who violate this rule. Possession or use of alcoholic drinks, drunkenness, and attending classes under the influence of liquor are punishable by suspension (6-10 days) and/or make-up work and in extreme cases non re-admission or dropping from the roster of midshipmen/students. This is a Class B offense as stated in the Student Manual.



SMOKING

Smoking likewise is strongly discouraged. It may cause lung cancer and other respiratory illnesses. Smoking inside the school campus is strictly prohibited. Students caught violating the smoking ban shall be dealt with accordingly.



DANGEROUS DRUGS

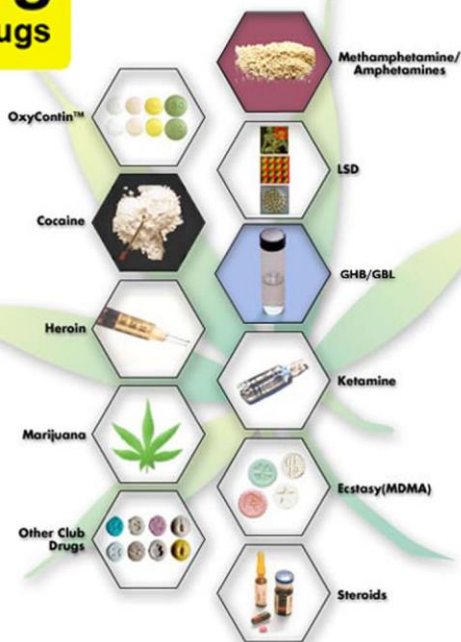
Dangerous drugs are absolutely prohibited. These include cocaine, crack, heroin, hydrocodone, inhalants, LSD, marijuana, MDMA (ecstasy), methamphetamine (crystal meth), oxycotin, anabolic steroids. These drugs contain highly addictive substances that have damaging effects on the brain, creating distortion of reality and hallucinations and damaging the central nervous system. These drugs likewise promote stroke and heart attack. Cadets caught in the possession of these drugs are automatically expelled. Decisions in this case are non-appealable. This is a Category A offense.



JBLFMU cadets should keep their body healthy through clean living. Smoking, alcohol and drug abuse will show in the different tests that must be taken before employment. Cadets therefore should see to it that their lungs, kidneys and other vital organs of the body are healthy.



Warning
Dangerous Drugs



GOOD HYGIENE

Good health results from good hygiene:

- Brush your teeth regularly - at least two times a day.
- Take a bath or shower daily.
- Use deodorant and mouthwash. Being poor is not an excuse to smell bad. Herbal products such as tawas for underarms, if you cannot afford to buy store products, are as effective. Rinse mouth with salt if you have no toothpaste. Before an interview or a meeting avoid strong smelling food that causes bad breath.
- Change clothes every day. Wash your clothes every day; that way, it will be easier to wash even badly soiled clothes. The cheapest soap is as effective to remove stain. Air clothes well to dry. Do not keep damp clothes; hang them to dry. Never put damp clothes together with dry clothes.



WEAR YOUR UNIFORM WITH PRIDE

Posted at all the conspicuous places around the campus are reminders to all students to wear their clothes properly.

A cadet in uniform looks dignified, respectable, responsible, handsome and appealing. The white uniform draws attention especially if it is worn properly and well fitted. An ill-fitting uniform makes a cadet look sloppy and untidy and creates a bad impression.

The way you wear your uniform shows your character. A JBLFMU Lacsonian wears his uniform with pride.



PROPER WEARING OF UNIFORM



DISCIPLINE

In its broadest sense, DISCIPLINE refers to “systematic instruction” exacted by one person to another, i.e., a teacher to a student, a parent to a child, etc. Hence, to discipline means to direct a person “to follow a particular code of conduct.” The reason for discipline is obvious enough, which is to put some order in the environment, in the person or persons, in the family, in society for the purpose of attaining a goal or goals with no or minimal disruptions.

Aristotle says that “we are the sum of our actions”, hence our habits make us what we are. Carefully and willfully choosing what we constantly do is a matter of disciplining ourselves.

Self-discipline is attained through self will and is the highest level of discipline. Steve Pavlina identifies five pillars of self-discipline which are: **Acceptance, Willpower, Hard Work, Industry, and Persistence**, or **A WHIP**, its acronym.

We cannot overemphasize the importance of discipline. It is the beginning and end of life’s educative processes. All values and virtues are learned and all successes are attained through a disciplined life. The discipline of the self or of the will gives that person the ability to take action “regardless of his emotional state.” Such a person has gained power over himself and that



power enables him to move on notwithstanding the circumstances he finds himself in.

JBLFMU cadets realize early enough the need to live a disciplined life, and for them to start doing so or fortifying it now, especially so because their profession is one that will most likely take them far away, and therefore temptations of all kinds will surely be lurking around them; but with self-discipline, they will not easily succumb to these temptations.

EXERCISE:

- How do you apply the five pillars of self-discipline in your studies? Give specifics for each pillar.



GODLINESS OR SPIRITUALITY



The most fundamental value of the Filipino is GODLINESS or SPIRITUALITY. It is the anchor of the Filipino character and an integral part of his cultural make-up.

The faith of the Filipino is manifested in his affiliation to a religious sect, i.e., Catholic, Baptist, Seventh Day Adventist, and others.

JBLFMU is a non-sectarian school, but the Catholic faith is demonstrated in many ways such as the holding of the Holy Mass and prayers on important, even not so important, occasions.

The JBLFMU cadet is encouraged to embrace the virtues of faith, hope and charity, and to resort to prayer especially in times of need. A strong faith in God, who is the source of hope and love, can deliver him from his darkest hour and bring him to safe harbor.

Personally, I am blessed to have been witness to God's work on many occasions, but the most touching is the story about the family of Ramy and Pison and how God worked in their lives.



Ramy was a young carpenter working at JBLCF when he was diagnosed with brain tumor. He died leaving behind a young wife and nine children, the eldest of whom was 17 and the youngest, a newborn baby.

Ramy's wife had to draw from the only source available to her, her faith in God. Resorting to buying and selling anything available, from peanuts to homemade juices, she used all her waking hours working and looking after her children. With prayer as the center of their lives, the children learned to be responsible for their studies convinced that education is their only escape from poverty. She never lost hope and her faith kept her going, believing that someday their lot would turn for the better and all of them would have a good life. She and her children prayed for this to happen. Her faith and prayers were rewarded by God's provision for her daily needs through the people who helped them get through each day's challenges.

JBLFMU was witness to the struggle and diligence of the Pison children. Two of the boys are now merchant marine officers; two older girls graduated with honors and now manage their own business; another son is studying to be a Baptist minister; two other girls are now a nurse and a teacher; while the youngest is graduating from the BSMT program in 2011.

The older children have provided their mother her own home, a grocery store and a car. Today, this brave



and prayerful woman wonders how she was able to survive those grueling years of extreme need, let alone put through school her nine children single-handedly; but readily she attributes it all to Divine Providence and the wonders of prayer.



ACTIVITY:

Answer this question:

What does spirituality mean to you?



CHARACTER FORMATION

Character formation or moral education is the “training of heart and mind toward the good.” It includes certain fundamental traits of character such as honesty, courage, compassion, perseverance, loyalty, faith, responsibility, self-discipline, and the like. Because children are not born with these virtues or knowledge of these virtues, they need to learn these virtues. Moral education must provide training in good habits. It also includes rules and regulations – the do’s and don’ts of life with others. (Bennett) Character is formed by constantly and consistently practicing the virtues, from early childhood up.

A person’s journey toward character formation begins in the home, where he gets his first exposures to people and the world. It is here where he must get his early training in good habits. This training is reinforced in school and is further bolstered by the teachings of his religion (church). Virtues are best learned and character is best formed through the “moral power of quiet example.” Hence, adults have the moral responsibility to take morality seriously by practicing what they preach.

JBLFMU cadets are educated to become not only seafarers and officers in the future but also ambassadors of the country. As such, they are regarded as the “choice class” and it is therefore important and necessary that



they possess good morals and upright character, qualities that mark them as Filipinos and distinguish them from others, and define them as true Lacsonians.

SELF-DISCIPLINE

THE VALUE OF SELF-DISCIPLINE

What is self-discipline?

SELF-DISCIPLINE is the conscious effort to control oneself in order to develop acceptable behavior in society.

Self-discipline is accepting guidance and education as the norm in society.

Self-discipline is managing oneself and developing good personal habits that have positive consequences upon oneself and others.

In self-discipline, one makes a “follower” of oneself. One becomes one’s own mentor, director, guide, taskmaster and critic.

Self-discipline is making one take charge of oneself.



Self-discipline is dictated by conscience rather than by fear of punishment. Plato divided the soul into three parts or operations, i.e., reason, passion and appetite.

He said that right behavior (through self-discipline) ensues from harmony of or mastery over these parts. St. Augustine, in his desire to understand the soul, ranked its various forms of love: ***love of God, neighbor, self and material goods***. Inevitably, right behavior is dictated by love followed in this order. But there is more to this than simply the correct ordering of the soul. It means that such should be applied in one's everyday behavior, whether it is controlling our desire to simply laze around, or our tempers, or our inclination to follow the line of least resistance in the choices we have to make. (W. Bennett)

Self-discipline at JBLFMU

At JBLFMU self-discipline is underscored, giving it a greater value above all others. The education process at JBLFMU significantly begins with the discipline of oneself.

When a cadet enrolls at JBLFMU, he invariably takes the position indicating that he accepts the rules and regulations of the University and pledges to abide by them. Upon admission, he begins his education with discipline, by doing seemingly simple rituals of a prescribed haircut and proper uniform. By so doing, he



symbolically accepts the culture and advocacy of the University and what it stands for. This is his initiation into a profession he envisions for himself.

A seaman's profession is a challenging profession the training requirement for which is akin to that of the military profession where strict adherence to rules and regulations is an absolute. Often, the seafaring profession is referred to as one where the seafarer serves under an uncompromising task master, the sea.

His education progresses with the molding of the attitude and aptitude befitting a cadet ultimately attaining self-discipline of the highest degree.

Values acquired at JBLFMU transform a cadet into a self-disciplined officer.

How to Develop Self-Discipline

As a student, your first "job" or "responsibility" is to study in order to learn and get good grades. This way you are preparing yourself in the right way to develop competence and the right attitude in your profession.

Putting premium in your studies means hard work. It requires good study habits, concentration and a great deal of self-control. This self-control entails self-discipline. It is wise to know your body clock and be guided by it



when you work on your study habits. Developing good study habits includes such simple tasks as assigning yourself a fixed study period every day, doing your homework promptly, studying for the next day's lessons, reviewing the lessons of the preceding day, applying lessons to every day experience, doing research work and the like. On top of these, it will serve you well if you develop an attitude towards your studies, one that does not seek only good grades, but to learn. When your aspiration is to learn, cheating will not be an option. Even getting good grades will be a concomitant offshoot, not the main thing.

When you accept your studies as your responsibility, you are developing a necessary armor for yourself called self-discipline without which you can hardly get anywhere near your goal. With self-discipline hinged on your conscience, you empower yourself to do what is right and good for you and others. Your future depends on what you do now. Do not squander the gift of the present with all its opportunities because you cannot come back to the present, ever. The present, once waived, becomes lost opportunities which are irreversible, and the implications for your future can be devastating.

Let the following truisms

- *Repentance comes last, never first*
- *You reap what you sow*
- *For every tear, a victory*



constantly remind us of the need to do the right thing and the right way starting now.

Making your studies your priority does not make you completely out of touch with the joys of life. It only means that you learn to manage your time so that there is time for things you want to do and have to do in proportion to their importance in both the short and long terms.

The cliché “all work and no play make a dull boy”, is still relevant hence JBLFMU provides you with a lot of fulfilling activities. The discovery of your talent is exciting: singing, dancing, sports and group competition, cheering, model cadet, extemporaneous speaking, debate, etc. JBLFMU cadets have all the opportunities to explore their talents.

Explain the statements:

With self-discipline you have power.

Without self-discipline you surrender your power.



EXERCISE 1:

Your friend has not studied for a quiz. He asks to copy your answers.

1. In this situation, how do you exercise self-discipline?
2. Explain this statement “If you allow your friend to copy your answers you have surrendered your power to him.”

EXERCISE 2:

The security guard did not allow you to enter the campus because you were not in proper uniform.

1. Did you exercise self discipline?
2. Explain how you surrendered your power to the security guard?

EXERCISE 3:

Your friend asks you to join a party. You have an examination the next day.

1. How do you exercise self discipline in this situation?
2. How are you able to exercise your power over your friends in this situation?



LOYALTY



Loyalty is a virtue that shows one's allegiance, attachment or faithfulness to another person, an institution, association or company, or an ideal.

To be loyal means to be able “to operate within a certain framework of caring seriously about the well-being of...” (W. Bennett) another person, institution, or ideal. Bennett further explains that, like courage, loyalty best shows itself when one is “operating under stress,” and that true loyalty “endures inconvenience, withstands temptation, and does not cringe under assault.”

Loyalty comes with reciprocity between two parties in terms of trust, confidence, support, commitment and the like. For instance, it is easier for cadets to be loyal to their institution if they feel that loyalty is deserved, i.e., if they see that the institution shows dedication and sincerity in the delivery of services such as instruction.



The Case of Julius

I shall always remember Julius, a young engine OIC, who was happy with his status and well on his way to a meaningful career when suddenly he found himself in a dilemma over some of his disgruntled senior officers' leaving the company and cajoling him to do the same. Julius feared that, like them, he would have to leave the company if the rumors about the company turned to be true.

Since back at JBLFMU Julius had been taught to think things very well and to be loyal to his company, the senior officers were not able to prevail upon him; instead he asked advice from his mentors at JBLFMU on the matter.

His mentors advised him to not let the situation bother him and to go on doing his best in his job, and when he had the chance, to inform the shipping representative about the rumors.

Julius followed his mentors. The company assured him that, while there was some disputed point, everything was under control and the company was in a healthy condition.

Julius stayed put in the company where he still remains today, happy with the work conditions and very well adjusted, as a management level officer.



For the loyalty he has shown to his company, Julius has endeared himself to the company officials who foresee a very bright future for him as “one of the brightest chief engineers.”

EXERCISE 1:

A group of students loitering in the campus are asked why they are not in their class. They reason that their teacher is always absent anyway.

1. How could the faculty show loyalty to the institution?

- Inform the dean when he/she will be absent and why
- Ask the dean to have someone monitor the class for him / her
- Send classroom exercises
- Assign other activities for the students
- Assign a CBT / videotaped instruction for the class

2. How could the students show loyalty to the faculty and the institution?

- Inform the Dean's Office that their teacher is absent
- Stay in the classroom and study for the next subject
- Wait for instructions from the Dean's Office



- Go to the library and read the newspapers, magazines and CBT's if there are no instructions from the Dean's Office.
- All of the above

EXERCISE 2:

The policy on school uniform:

“WEAR YOUR SCHOOL UNIFORM WITH PRIDE.”

There are many students who do not wear their uniform properly.

- Why do we consider these students disloyal?
- Name at least five other values violated when students do not wear their uniform properly. Explain.
- What could teachers and students do in order that proper values could be learned and practiced especially in the wearing of the uniform with pride?



THE VALUE OF GRATITUDE

(Condensed from GRATITUDE AT WORK by Dr. Charles Kerns)

GRATITUDE has been defined as “a warmly or deeply appreciative attitude for kindnesses or benefits received.” When it comes to organizational setting, gratitude is not just a “feel good” emotion. It is an attitude, a virtue, or a character strength which is largely responsible for a person’s abundance and happiness.

Authors have identified THREE PARTS of GRATITUDE. - These are:

- A person experiences a warm sense of appreciation toward a person who performs a generous or desired kind act.
- Appreciation and goodwill are expressed toward the person who performed the desired act.
- The person to whom gratitude is expressed, sensing the goodwill, is inclined to act positively and / or appreciatively toward the person expressing gratitude.

GRATITUDE is usually interactive and seems to have the capacity to enhance the sense of well-being and goodwill among individuals and groups throughout an organization.



WHAT ARE THE BENEFITS OF BEING GRATEFUL?

Some BENEFITS of BEING GRATEFUL have been observed and reported. These are:

- Grateful behavior can facilitate positive interpersonal and community relationships that may in turn influence other key outcomes. Applied in the workplace, gratitude may positively impact such factors as job satisfaction, loyalty and citizenship behavior, while reducing employee turnover and increasing organizational profitability and productivity.
- Grateful individuals generally have higher levels of life satisfaction and optimism and greater energy and connections with other people.
- There is also increasing evidence indicating that the expression of gratitude can also improve a person's physical health and functioning.
- Grateful individuals are reported to adapt to life's challenges. Vaillant's work underscores that effective adaptation to life involves the capacity to substitute bitterness and resentment toward an offender with gratitude and acceptance.
- Grateful individuals tend to live longer lives.



HOW DO WE NURTURE GRATEFULNESS?

Gratitude research has identified three proven tools to help enhance gratitude. These are:

- Reflect on three good things – Identify three things that happened during the day for which you are grateful. Write these in your journal and tell why these are good. This daily exercise of counting your blessings has been found to increase and sustain happiness.
- Want what you have - This four-step approach will help you appreciate more of what you already have. The steps are:
 1. Identify your non-grateful thought(s).
 2. Formulate grateful, supportive thoughts to counter your ungrateful thoughts.
 3. Substitute the grateful, supportive thought in Step 2 for the non-grateful thought in Step 1.
 4. Translate your inner feeling of appreciation into outward action.

This approach helps reduce the tendency to engage in non-productive comparisons between what you and others possess and can help change your focus from coveting another's blessings to counting your blessings. It helps you appreciate what you have now.

- Communicate gratitude – You may write or arrange



a face-to-face meeting with the person to express your gratitude or appreciation.

The aforementioned strategies have been found to enhance gratitude behavior and increase the general happiness, optimism and feelings of goodwill among the individuals involved. Using these strategies may help increase gratitude levels in individuals both personally and in the place of work.

WHAT ARE THE BARRIERS OF BEING GRATEFUL

It is also important to be aware of certain behavior patterns that can limit one's capacity to be grateful. These are:

- A passive victim attitude coupled with a feeling of entitlement can reduce gratitude. For example, if you think that you are entitled to most things, then you will grateful for very little.
- A preoccupation with materialism can reduce gratefulness.
- A lack of self-reflection on how blessed you are, or taking things for granted, can be a barrier to gratefulness.
- A lack of prior deprivation may make it difficult to recognize blessings. When you have not



experienced what it is like to be in want, you may not be able to recognize blessings.

- Self-centeredness can reduce gratefulness.

Here is one most recent example of gratitude and its effect.

The Gratefulness of E/C Ereck John Parreñas.

Nikos Koulouris of Euronav Ship Management (Hellas) Ltd. must have been so impressed by E/C Parrenas' attitude that he not only wrote him back but shared with the Company President Captain Rolando Ramos his response.

Ereck's letter to Nikos Koulouris of Euronav Ship Management(Hellas) Ltd.

Good Day!

Dear Sir:

I am E/C Ereck John Parreñas already signed off from M/T Cap Lara last July 18, 2010. I would like to thank you and the Euronav Company for assisting us on our onboard training for the period of one year. I have learned a lot and I do like to extend my sincere thanks for (sic) all the crew and officers on board M/T Cap Lara for supporting me and creating such a harmonious and safe working



environment. In addition to the Unisea Phils. Inc. for assisting us on (sic) our paper works.

As of now I am processing my Bachelors Degree of Marine Engineering at John B. Lacson Foundation Maritime University, prior in (sic) taking the Professional Regulation Commission-Board Examination for Marine Engineering.

I am looking forward in (sic) rendering my services to Euronav Shipmanagement Ltd. (Hellas)

More power and Godspeed

Nikos Koulouris' letter

Dear Ereck John,

Yours below noted with great pleasure.

Pleasure because;

-what we have promised you and your colleagues at your school JBLFMU (a supportive working environment, career development path, etc.) have been implemented on board M/T Cap Lara.

-of your confidence and respect towards your superiors and colleagues on board M/T Cap Lara

-of your confidence to the company

-of your successful training on board Cap Lara



-you are ready to be hired as 4th Engineer upon your licensing, as UNISEA has been advised by the undersigned, basis of your performance evaluation reports.

Enjoy now your vacation and advise our representatives in Philippines/Manning Agency Messrs UNISEA, date of your availability for your proper planning taking into consideration that contact, coordination etc. will be effected through UNISEA, unless there is a personal issue for which you wish to contact this office.

Please have in mind that you have to learn a lot and the success has to do only with continuous effort and improvement on a daily basis.

Best regards

Nikos Koulouris

Euronav Ship Management (Hellas) Ltd.

Fleet Personnel Manager



THE VALUE OF RESPONSIBILITY, COMMITMENT AND DUTY

A JBLFMU cadet is trained for a career at sea as a seaman, eventually leading him to the peak as a merchant marine officer.

Upon the very first imprint of his shoes on board his first ship, he must respond to his responsibility as a seafarer. It is his first step of his career and the first step toward the success of his profession. Furthermore, the ship is a huge piece of property that must be protected in the same way he protects his home.

He must be committed to do his best, for lives depend on his performance. He has a duty to keep the ship in “shipshape condition” for his own safety and that of the rest of his crew.

It is expected that he shall be accountable for the performance of his assigned task, to be able to act with little or no guidance, to make moral and rational decisions on his own. As a responsible person with a good judgment, he can be depended upon.

As a responsible person he has a sense of duty, accepting it as a moral obligation to do his best to the satisfaction of his immediate supervisor and others including himself. Self-satisfaction for a job well done is



the key to his advancement in his profession. It takes a well-disciplined person to be responsible and committed.

Rodel's sense of responsibility not only on board his ship but also in his personal life is admirable. At such a young age, he was the major source of his family's financial successes. He did not get married till he had seen to it that his three younger sisters had finished college.

He built his parents and siblings a decent home as well as established for them several businesses to augment the allotment he sent them.

Rodel's family is now out of the poverty level, and lives a secure, content and happy life.

When he decided to get married recently, he had his own house built. Rodel's sense of responsibility was not only demonstrated in the provision he gave to his family, but also in his own personal discipline. He did not rush into marriage and when he thought that it was time to settle down he chose a wife who is well-bred and well-educated, and who is a professional. They make a beautiful couple together and both exude confidence, security and maturity without the "nouveau riche" syndrome as some seafarers' wives have.

At 28 and already with a master mariner license, Rodel is proud of his loyalty to his company which he has served since he was a cadet.





RODEL'S WEDDING

EXERCISES:

There are many things that need to be accomplished for the day. You realize that it may not be possible to complete all activities.

As a JBLFMU cadet, what should you do?

- Talk to my immediate supervisor and complain
- Discuss matters with my immediate supervisor and suggest approaches to carry out activities
- Delegate all activities to other cadets and free myself of the task.



SELF-CONFIDENCE



SELF-CONFIDENCE is positive self-image, a belief in one's self-worth. A self-confident individual is honest, friendly, optimistic, dynamic, tolerant, unassuming, funny, well-groomed, open-minded, creative and respectful of his own limits.

The JBLFMU helps build self-confidence among its cadets by providing opportunities ranging from academic enhancement to values development, from individual preparedness to societal responsiveness. The value of owning up to not only one's personal achievements but also those of the collective efforts of the other cadets translates into an esprit de corps that helps build the enduring bond among Lacsonians. In time, the school earned and continues to earn, a reputable image resulting from graduates who bring to their workplace an admirable work ethic and personal integrity. This culture that put JBLFMU in its enviable position today is the same culture that is being passed on to every young student who gets accepted in the University. His membership in the University, symbolized by the pin he receives during orientation week, entitles him to the honor of belonging to a prestigious maritime university but with an accompanying responsibility, i.e., to uphold the virtues the



university has built and lives by. Hence, by the same token that built the good reputation of JBLFMU, a cadet's self-confidence is bolstered.

There is one special activity in the University that every Lacsonian looks forward to every year, the Model Cadet Selection - a classic example of an activity that develops confidence and leadership. A tradition that dates back to 1972, the Model Cadet Selection makes students go through three screening stages, i.e., the first in July, followed by the second and the third screenings within the year before one is chosen the model cadet of his Unit, making a total of three model cadets representing the three units. The three finalists go through a final process as they vie for the title System Model Cadet.

The principle behind the Model Cadet Selection is "the primary concern of JBLFMU in the development of all aspects of the human individual... also, the belief that given the right opportunity, man with his natural endowments could excel in his environment to a level he wishes to attain." The highest achievement of a student at JBLFMU is to be chosen as the Model Cadet. It means that such a student has shown leadership and excellence in both academic and co-curricular endeavors, including community services.

There are a considerable number of curricular and co-curricular activities in school in which students are



encouraged to participate. It is by joining activities that they are able to discover and develop their talents, building their self-confidence in the process.

EXERCISES:

Cadet Jose continues to get low marks in his subjects. He thinks that although he continues to study, he will not make it. He is slowly losing self-confidence.

As a cadet yourself, what will you do to help Jose?

- Advise Jose to quit in order to make life simpler.
- Advise Jose to never give up, to continue studying and persevere to help him regain his self-confidence.



INTEGRITY/HONESTY

Integrity



Doing what is right
even when it is
difficult.

The dictionary defines INTEGRITY as uprightness of character, the state of being of sound moral principle. Unimpaired honesty, moral soundness, virtue, decency, self-respect, trustworthiness, probity, righteousness, incorruptibility and goodness define a person with integrity.

Integrity includes sincerity of good intentions. Purity of intentions; a JBLFMU cadet will have it if he seeks “goodness.”

A JBLFMU cadet:

- never thinks badly of anyone
- never speaks badly of others, not even if the words or conduct of the person in question gives one reason to do so
- never makes “negative” criticism but “constructive” criticism
- never backbites
- never despairs



It's hard! Yes. But forward! No one receives the reward except those who fight bravely. That's a trait of a JBLFMU cadet.

Integrity of character is learned. The home is the starting point, with the parents, foremost, living and preaching the virtues in the day to day affairs of the family. The school is another powerful influence especially during the formative years, and in the Filipino psyche the church is looked up to for guidance in righteous living.

By virtue of our ability to distinguish right from wrong, good from evil, guided by that small voice, our conscience, we can will ourselves to progress in our journey towards becoming better persons in the midst of contradictions along the way.

Understanding what is right and what is wrong alone is not sufficient to develop the virtues. Knowledge should be accompanied by the will or desire to live these virtues in the ordinariness of life, and this will or desire ought to be translated into making decisions and taking action. Underlying all this process is a person's self-discipline to remain focused and steadfast in living what he believes to be true and good.

Character being of paramount importance, JBLFMU puts premium on the acquisition of virtues through teaching these virtues, modeling, and constantly reminding them of the need to acquire and live them.



For instance, cadets are made to understand the horrible consequences of dishonesty, on the one hand, and the rewards of honesty, on the other. They are made to see that “dishonesty steals away the worthiness of a person.”

Posters with the following maxims are constant reminders of the importance of the virtue of honesty:



- “We can do our share against corruption in our government by being honest ourselves.”
- “Be honest even if others are not, even if others cannot, even if others will not.”
- “A dishonest person loses his power and surrenders it to guilt which eventually demeans his self-esteem.”

The Case of Anibert (Boyet) Oriel

Anibert Oriel, a young cadet from JBLCF-Bacolod, worked in a small restaurant at Nayong Filipino as an all-around waiter / bus boy and janitor while waiting for a placement as an apprentice.

One late night while he was doing his usual cleaning chores after the restaurant had closed, he found a clutch bag with \$30,000 U.S. dollars inside. Despite the fact that he was very poor and in dire need of money, it



did not occur to Boyet to keep the money. Instead he sought the owner of the restaurant to whom he turned over the money for safekeeping.

The next day, a Japanese national came to the restaurant to ask if someone had found a clutch bag. Boyet directed him to the restaurant-owner who returned to him the clutch bag with the money - intact. Overjoyed and full of gratefulness to Boyet, he recommended Boyet to a friend, a Japanese shipowner, who promptly took him in.

It is said that good karma is rewarded by good karma. Boyet's honesty paid off and continues to pay off for him to this day.

Today he is a chief mate and well on his way to becoming a master mariner.

ACTIVITY

Reflect on your JBLFMU cadet life experiences that made you practice "INTEGRITY".

Once you have a sense of where you are, ask yourself the following questions:

- What are my obstacles?
- What must I overcome?
- How can I further improve?



THE VALUE OF HONOR AND DIGNITY

HONOR is defined as “esteem paid to worth and is associated with reverence, dignity, distinction, reputation, good name and a good sense of what is right, just and true.” Essentially, honor results from one’s being virtuous in thought, in word and in deed; the virtues are manifested in respecting oneself and others. Virtues of honesty, simplicity, sincerity, self-discipline, compassion, responsibility, loyalty, courage, and faith lived in the day-to-day circumstances of one’s life make one a person of honor.

My personal philosophy in life is that we were created with inherent nobility and worth, hence we should think and conduct ourselves in a manner deserving of that gift. Let me share with you my philosophy in life through this verse I wrote:

“God created us, each with a noble heart
Our intentions are constantly put to task
In this journey called life
Our less than noble intentions go through grinding pain
It is how we survive profound obstacles
And how we conduct ourselves
That makes us equal to that noble heart
In the eyes of God.”



The importance of honor or reputation or good name may be summed up in the following truism: “when money is lost, something is lost; when health is lost, something is lost; when character is lost, everything is lost.”

Like people, institutions too acquire honor or good name by espousing what is good, just and true. The long and hard work that JBLFMU, individually and collectively, has invested is now rewarded with the good reputation that is enjoyed by every Lacsonian.

The respect and honor attributed to JBLFMU is passed on to its corp of midshipmen and all the students of JBLFMU. This good name and reputation of JBLFMU was long and laboriously earned by the corp of midshipmen since 1948. This distinction should be preserved so that all members of the JBLFMU shall continue to maintain its good name and walk with dignity and self-esteem and confidence.

If one does not do his/her share in upholding the good reputation of JBLFMU, and instead become a “pain”, then the rest of the members of JBLFMU must work harder and fiscalize itself from that “grinding pain” to continue its legacy to be noble, for that is our personal legacy to the institution.



Dignity and honor do not belong only to the rich and famous, the powerful in offices or those of high financial status. Honor and dignity can be possessed by everyone regardless of their status in life. In fact, we find more virtuous people among the poor.

There are people, who, although not leaders of their community, are actually more dignified and honorable because of the virtuous lives they live.

Whenever I have a chance to talk about an individual, I never hesitate to speak of how I hold David as an ideal man. Who is David?

David used to be one of the maintenance personnel of JBLFMU. A carpenter by profession, he did his work well and with pride. He is honest, hardworking, very mild-mannered, but assertive in his principle in life which basically is second nature to him.

He and his wife have three girls and four boys. With seven children life was not easy for David with his meager salary as a carpenter, but David would go home to Guimaras everyday to guide his children and give support to his fragile and often ailing wife.

What is admirable about David is his accomplishment in life. All his eight children are professionals. When David got his optional retirement



benefits after 35 years of service at JBLFMU, he built for himself a home and a hardware store which he has since expanded into a hardware and furniture store, the biggest at Buenavista, Guimaras.

He is happy in his retirement with all his children financially stable and happily married. Most noteworthy is that all of David's children have imbibed David's values. All the married children have married professionals as well.

Five of David's children studied at JBLFMU and married JBLFMU graduates as well. David's family is a family of seamen, four of whom are still on board.



MORAL HUMANENESS

HUMANENESS is having the best qualities of a human being - of being kind, compassionate, warmhearted, merciful, charitable, sympathetic, tender, good-willed, magnanimous, and selfless.

To be humane is to be able “to see the reality of other persons, their inner lives, their emotions, as well as their external circumstances. It is an active disposition toward fellowship and sharing, toward supportive companionship in distress and woe.” (Bennett)

As human beings we have the “seeds of compassion” planted into our very nature, and it is this compassion that rushes us without contemplation to rescue one who is in distress. According to Jean Jacques Rousseau “compassion is a natural feeling, which, by moderating the violence of love of self in each individual, contributes to the preservation of the whole species.”

Compassion that brings us to alleviate the pain of another is moral awareness, that of seeing in a neighbour our own selves. It is a divine quality that pleases God immensely because the very nature of God is love and compassion. As human beings and as Christians, we are our “brothers’ keepers.” Emily Dickinson, a 19th century poet, says of kindness and compassion:



*"If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain."*

Everyday, wherever we are, there are opportunities, big and small, to practice kindness and compassion, moments that we should not pass: a "thank you" to the driver of the jeepney or car who takes us to school, to the househelp who prepares breakfast; a greeting to the guard who keeps us safe in school; sharing our food with a less fortunate person; holding back our tongue from speaking ill of another; etc.

EXERCISES:

- 1) What have you done in the past week that eased the pain or burden of another?
- 2) What can you do in the next few days to show compassion to a person/s?

COMMUNITY & SOCIAL RESPONSIBILITY

Our responsibility begins with ourselves and our family and moves outward to the community and society at large. To possess COMMUNITY and SOCIAL RESPONSIBILITY is to be aware of and attentive to the needs of our immediate community and society large. Individually and collectively, we can do our share in helping build the community and the world into the kind that answers our individual and collective needs.

The nature of humans is one where “people need people”, where “no one lives or can live in an island”, where each one is “his brother’s keeper.”

Building people in a community means helping them become:

- self reliant
- productive
- responsible
- useful members of the community by giving / teaching them opportunities to provide for themselves through education and training
- values that will cultivate character

Our responsibility to the community and society does not mean “**giving** people fish for a day but **teaching** them to fish so that they can eat for a lifetime.” (from a Chinese proverb).



Here at JBLFMU, we recognize the importance of doing our part in helping build communities, and so the Community Extension Services, the System and those of the three units (JBLFMU-Arevalo, JBLFMU-Molo, JBLCF-Bacolod) and of the Training Center have adopted barangays, Day Care Centers, and schools with which they partner for that purpose. To date these CES offices have instituted in their partner communities and schools programs for the following concerns:

- Education
 - Tutorial classes in math science, and English to prepare Grade VI pupils for the National Achievement Test
 - Book Donation Drive
 - Reading campaign
 - Scholarships
- Livelihood Enhancement
 - Training for livelihood skills, i.e., metal arc welding, sewing, culinary arts, food processing and others
 - Cooperatives
 - Projects including pig fattening, canteen
 - Sewing project of JBLFMU in cooperation with C'bastian Tailoring
- Environment Protection and Awareness
 - Clean-up Drive
 - Seminars on solid waste management, firefighting



- Tree and mangrove planting
 - Seagrass monitoring
 - Marine Sanctuary
- Health
 - Medical-Dental Mission
 - Blood-letting
 - First-Aid training
 - Feeding project for school children

EXERCISES:

- 1) What activities of the University address community and social responsibility?
- 2) Are you involved in any of these activities? If yes, what is your participation? If you are not involved in any, state your reason for your non-involvement.
- 3) Community and Social Responsibility (CSR) is one of the agenda of JBLFMU. In what concrete ways can you help build your community/the world?
- 4) As a future merchant marine officer, how could you apply the eight habits in fostering community/ social responsibility on board your ship and in your own community?





TOLERANCE

TOLERANCE is the ability to bear and to suffer, the capacity to resist, and the power to endure; it is having an understanding attitude; it is being broadminded and without prejudice. The more universal forms of tolerance include cultural or societal, religious, and political tolerance. People don't have to argue as to which culture (western or eastern), or religion (Catholicism or Protestantism), or political group (Nationalista or Liberal; Democrat or Republican) is better.

Tolerance is being able to accept another person's manner of doing things, i.e., study habits, eating preferences, movie / book partiality, etc. Of course there's a limit to one's manner of doing things. For example, you may like loud music, but if it disturbs your neighbor's peace and quiet, then you have to be considerate and play it down.

It is said, "One's freedom ends when the right of another begins." You may have the freedom to play loud music, but it ends when your neighbour's right to peace and quiet is violated.

People who are tolerant possess power, the power over themselves. Tolerance entails self-control, and the self being the most difficult to control, one who controls oneself has indeed mastered oneself and therefore has power.



EXERCISES:

- 1) Point out the things people in your home or in school do that you can tolerate, and those that have exceeded the limit and therefore must be curbed or checked. Explain.
- 2) Revisit the Eight Habits. Which one/s apply here?

FLEXIBILITY / ADAPTABILITY

FLEXIBILITY or ADAPTABILITY is shown in such traits as being open-minded, accommodating, obliging, unrigid, pliant, and adjustable to change. The attitude of a flexible person is one that shows openness to and acceptance of diversity and uniqueness in people and situations.

People who are flexible do not view the people and things of the world as black or white, good or bad, as extremes or opposites, but rather as a continuum between one extreme and the other. As such, they accept the potentials of people and situations, and are open to possibilities within the perimeters that are defined by the people and situations themselves.

Flexibility or adaptability may be tested in such situations as the following:

- A.** When there is a change in the schedule of an air flight because of inclement weather.



- B. When you have to cancel a dinner appointment because of an urgent meeting called by your boss.
- C. When your ward/son/daughter fails in the board exams.

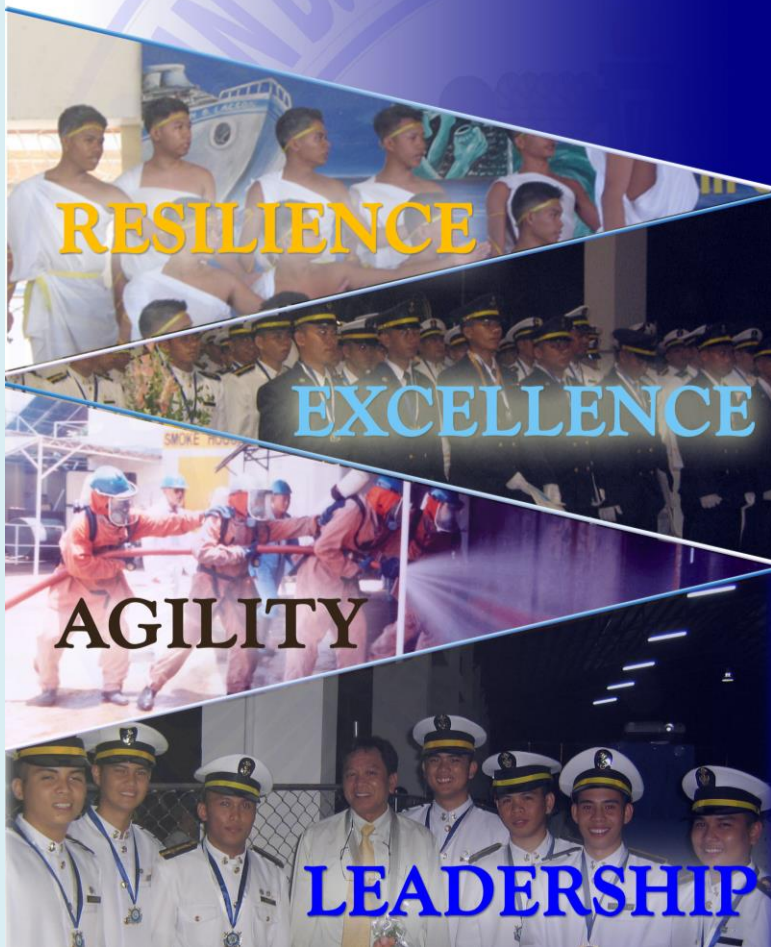
EXERCISES:

- 1) How would you react in situations A, B and C?
- 2) Revisit the Eight Habits of Effective People. Which one/s apply in these situations?





JOHN B. LACSON FOUNDATION MARITIME UNIVERSITY CULTURE



LEADERSHIP

They say “leaders are born”. Some say “leadership is acquired”.

What are the qualities of an effective leader?

1. Know yourself, your talents and skills, your strengths and weaknesses
2. Continue to develop and hone your strengths
3. Overcome your weaknesses
4. Get to know people around you
5. Focus on what is positive in your self and of other people
6. Help eliminate the negative by suggesting the positive
7. Learn from every situation you encounter, from both successes and failures
8. Learn from others’ successes and failures
9. Be open to feedbacks
10. Regard each one you meet as a potential friend
11. Learn to listen and not just “hear”



12. Acknowledge when someone has done well
13. Encourage synergy in your relationships and at work.
14. Share your knowledge and skills with others
15. Guide and coach others
16. Be transparent. Let others know who you are.
17. Be communicative
18. Leadership by example is still the most effective leadership model
19. Set clear and attainable expectations and goals.
20. Expect inevitable changes and be prepared for these changes
21. Develop the ability to inspire
22. Remain highly motivated and inspire others
23. Be creative and innovative. Do not be afraid of failures
24. Learn from your failures



EXERCISES:

- 1) What kind of leader are you? From the aforementioned list, how many qualities do you possess?
- 2) How many qualities can you still develop?
- 3) Start developing them now!!

LEADERSHIP TRAINING

At JBLFMU, leadership training is taken seriously among other activities.

On student governance, no student can run for Student Council position without undergoing the leadership seminar course conducted for students who wish to run for office.

The following are leadership courses for students:

- 1) The Peer Mentoring course for students is a major leadership training course.
- 2) The Model Cadet Selection is a highly traditional leadership event where leadership by example is highly demonstrated.
- 3) In-campus and off-campus leadership seminars are given.



- 4) Students participate in in-campus, inter-campus, national and international events.
 - 5) Extension service activities.
 - 6) Numerous club activities such as Math Club, Science Club, English Club, Publication, etc.
 - 7) ROTC Officers Course
- True leadership is a responsibility, a commitment, a consecration of self to lead by example.

EIGHT HABITS OF HIGHLY EFFECTIVE PEOPLE

(Condensed from Principle-Centered Leadership
by Stephen R. Covey)

1. Be Proactive

Principles of *Personal Vision*



2. Begin With The End in Mind

Principles of *Personal Leadership*



3. Put First Things First

Principles of *Personal Management*



4. Think Win/Win

Principles of *Interpersonal Leadership*



THE 8 HABITS OF HIGHLY EFFECTIVE AND CREATIVE PEOPLE

5. Seek First to Understand, Then To Be Understood

Principles of *Empathic Communication*



6. Synergize

Principles of *Creative Cooperation*



7. Sharpen The Saw

Principles of *Balanced Self-Renewal*



8. Find Your Voice And Inspire Others To Find Theirs



HABIT 1: BE PROACTIVE THE PRINCIPLE OF PERSONAL VISION

Self-awareness is to know yourself and knowing your own ability to choose your responses to any given situation. To be a proactive individual you need to accept that you are the creative force of your life and the awareness that you are not the victim of conditions or conditioning but you are free to choose your response to any situation or person. Between what happens to you and your response is a degree of freedom, which when exercised more often can become larger till gradually you will stop being a “hot reactor” (meaning there’s little separation between stimulus and response) and start being a cool responsible chooser – no matter what your genetic makeup, no matter how you were raised, what your childhood experiences were, or what the environment is. You are your own person.

JBLFMU cadets are encouraged to be proactive, to cultivate the freedom to make their own decisions based on carefully selected principles and values this freedom should subordinate feelings to values while recognizing and accepting feelings, such as “I’m frustrated, I’m angry, etc. I accept these feelings,” and to use the principles of good values, to know what needs to be done. In making the decision, “you make yourself RESPONSIBLE”, owning and exercising the power within you.



EXERCISES:

As a young cadet, love, desire and active hormones are natural teenage and human feelings, but getting involved in a serious relationship can distance you from your studies and getting a girl pregnant would mean you will stop your studies. How would you handle this situation as a proactive and principled individual?

HABIT 2:
BEGIN WITH THE END IN MIND
THE PRINCIPLE OF PERSONAL LEADERSHIP

You are endowed with imagination and conscience and the freedom to decide what you are going to do with the time, talent, and tools you have to work with: “Within that small circle of influence you are to decide.”

With a good sense of hope and purpose you can create the future in your mind. You can see it, and you can imagine what it will be like since you have the capability to imagine a new course of action and pursue it conscientiously.

CONSCIENTIOUSLY comes from the word conscience meaning the recognition between right and wrong regarding one’s own conduct.

Why conscience? To be highly effective, your conscience must monitor all that you imagine, envision, and engineer, otherwise it may lead you to a destructive



end. Following good values and principles such as self-discipline and self-control will make you a good leader of your own self and the master of your own fate.

EXERCISES:

- 1) See yourself going to school and you find out that you are the only one excluded in a classroom activity that you want to participate in and that this activity has an implication to your enhancement for future placement. You feel left out and discriminated against.

Now, imagine yourself responding to that reality in a mature, wise, self-controlled manner. How would you address the situation?

HABIT 3: PUT FIRST THINGS FIRST WILL POWER

The endowment of WILLPOWER is the ability to Put First Things First.

As a highly disciplined individual, you will need a strong sense of control and will power to succeed by making right choices toward your goals in life.



EXERCISES:

As a student, how can you develop your willpower to your advantage? Explain by several examples.

HABIT 4:**THINK WIN-WIN****THE PRINCIPLE OF INTERPERSONAL LEADERSHIP**

“Think Win/Win” is the principle of interpersonal leadership. This is so because your security comes from principles. When someone makes a mistake, you’re not accusatory; instead, you look with compassion. Why? Because as a principle-centered individual, you know that recognition for your own self is not as fulfilling as recognition for the whole team and to share recognition and power makes for a more abundant result and creates more power and recognition for everybody.

EXERCISES:

Explain the win/win principle and why it produces more power for yourself than to settle for individual recognition.



HABIT 5:
SEEK FIRST TO UNDERSTAND,
THEN TO BE UNDERSTOOD
THE PRINCIPLE OF EMPATHIC COMMUNICATION

“Seek First to Understand, Then to be Understood” is the endowment of courage balanced with consideration.

The root cause of almost all people’s problem is basic communication – people do not listen with empathy. They listen from within their autobiography. They need approval; they lack courage.

The ability to listen first requires restraint, respect, and reverence.

The ability to make yourself understood requires courage and consideration.

EXERCISES:

- 1) What do you mean by empathy?
- 2) How do you empathize with someone who has a different view from you?
- 3) What is meant by “listening with restraint, respect, and reverence?”



HABIT 6: SYNERGIZE THE PRINCIPLE OF CREATIVE COOPERATION

SYNERGY is the principle of creative cooperation through two respectful minds communicating, producing solutions that are far better than what either proposed originally.

“Two heads are better than one.”

You can only “compromise” if you communicate and understand basic underlying needs and interests and find solutions to satisfy both needs.

One of the most important commitments in a family or in school is never to bad-mouth anyone. Always be loyal to those who are absent, if you want to retain those who are present. And if you have a problem with someone, go directly to the person involved to resolve them.

However, if there is no meeting of the minds between two deeply rooted individualities, a third person trusted by the two parties may need to come into the picture.



EXERCISES:

- 1) Why is bad-mouthing another person especially when he / she is not around a poor way to resolving conflicts?
- 2) Give an example of bad-mouthing another person.
- 3) When you cannot resolve a conflict between you and a friend, who would be a responsible party to help the conflict? Define an issue and name the most responsible party to intervene.
- 4) Why should an issue be resolved? What is the effect of unresolved issues?

HABIT 7:**SHARPEN THE SAW****THE PRINCIPLE OF BALANCED RENEWAL**

“Sharpen the saw” is the unique endowment of continuous improvement and self-renewal. Progress is best achieved when it is dynamic and progressive.

EXERCISES:

How can you continuously improve yourself?



HABIT 8: FIND YOUR VOICE AND INSPIRE OTHERS TO FIND THEIRS

It is important to express yourself especially in a class, in the workplace or within your circle of family and friends.

People will know and understand you only if you allow them through constant communication.

It is also very important to encourage others to express themselves. Expressing one's opinion respectfully and with clarity is important in reaching good teamwork in attaining effective and efficient performance.

More importantly, a good leader will find that allowing others to express their opinion and contribute toward their objective makes his leadership more dynamic.



CHARACTERISTICS OF PRINCIPLE-CENTERED LEADERS

(Condensed from *Principle-Centered Leadership*
by Stephen R. Covey)

Stephen Covey identified eight clear and recognizable characteristics of people who are principle-centered leaders, which characteristics also serve as signs of progress for all. These characteristics are:

- ***They are Continually Learning*** - Principle-centered people are constantly educated by their experiences. They make practically every experience an opportunity to learn. They take conscious effort to move from little learning to much learning through reading, training, attending classes, listening to others, developing new skills, new interests; and yet only for them to discover that the more they know, the more they realize they don't know, and that as their circle of knowledge grows, so does its outside edge of ignorance.

You develop your abilities faster if you learn to make and keep promises or commitments following these steps:

- Start by making a small promise to yourself; continue fulfilling that promise until you have a little more control over yourself.
- Then make yourself a promise and keep it until you have established control at that level.



- Finally, make the promise and keep it.

When you do this, your sense of personal worth, self-mastery, confidence increases and grows. However, be sure to be consistent and persistent because if you break your commitment to yourself, your self-esteem will be weakened and your capacity to make and keep another promise will be decreased.

Discussion: What learning opportunities do you have each day of your life?

- ***They are service-oriented*** - To be principle-centered is to see life as a mission (a calling) rather than as a career (livelihood). When you see life as a mission you invariably think of others and how you can serve them.

The principle of service is emphasized because to become principle-centered without a load to carry will not work. What is important is to have a sense of responsibility, of service, of contribution, something to be pulled or pushed.

Discussion: As a student / a young man / a son, brother, etc. / how do you make your life one that is a mission? Think forward and see yourself as a seaman. How do you make your life as a seaman a mission, rather than as a career?



- ***They radiate positive energy*** – Principle-centered people exude a disposition that is cheerful, pleasant, happy, optimistic, positive, encouraging, and a spirit that is enthusiastic, hopeful, and believing. Such a disposition and spirit create around the person an aura that attracts and magnifies smaller positive energies, turning the environment into a generally positive one.

When surrounded by negative energy, the principle-centered person tends to neutralize the situation by striving to be a harmonizer, a peacemaker; or he walks away from it when the negative energy becomes too strong.

Discussion: What is the difference between a peacemaker and a peace lover? Which one are you? How do you radiate positive energy in your home, school, place of work?

- ***They believe in other people*** – Principle-centered people are aware of weaknesses in people, hence they do not overreact to negative behaviors, criticisms, and human weaknesses.

They realize that behavior and potential are two different things and believe that there is an unseen potential in each person.



They are grateful for their blessings and feel naturally to compassionately forgive and forget the offenses of others.

They seek to believe in the unseen potential of each person, and such a stance creates a climate for growth and opportunity. Principle-centered people believe that the answer lies in them, in their way of doing “their thing” to others.

Discussion: What kind of environment will you produce when you exude understanding, compassion and forgiving attitude towards people at home, among friends, and in your work place?

- ***They lead balanced lives*** – People-centered people have varied interests and pursue stimulating avocations. They read good literature and keep abreast of current affairs and events. They are active intellectually and physically. They enjoy themselves and have a healthy sense of humor.

They know their selfworth and they conduct themselves with confidence, bereft of a need to brag, to drop names, to show off possessions and credentials, or past achievements.

They are not extremists – they don’t make things all or nothing, don’t see things as either good



or bad. They think in terms of continuums, priorities, and hierarchies. They have the power to discriminate and recognize absolutes and have the courage to condemn the bad and advocate the good.

Their actions and attitudes are proportionate to the situation – balanced, temperate, moderate, wise. They are not workaholics, religious zealots, political fanatics, diet crashers, pleasure addicts, or fasting martyrs. They don't condemn themselves for every mistake they make, nor brood about yesterday and daydream about tomorrow.

They live sensibly in the present, carefully plan the future, and adapt to changing circumstances.

They don't manipulate people or situations through intimidating anger or self-pitying martyrdom.

Their self-honesty is shown in their sense of humor and in their ability to admit and forget mistakes.

They take both praise and blame proportionately without headtrips or overreactions.

Discussion: Why are such traits as workaholic, fanatic, and martyrs not reflective of a balanced life?



- ***They see life as an adventure*** - Principle-centered people take delight in life. They don't have a need to predict and make certain everything in life. They go through life and look upon it as an adventure, expecting it to be exciting as they discover new climes.

Their confidence lies in their stamina, creativity, willpower, courage, initiative, resourcefulness, and native intelligence rather than in the safety of their comfort zones.

Discussion: Why is it good to look upon life as an adventure? Discuss the traits upon which principle-centered people's confidence lies, as mentioned above.

- ***They are synergistic*** – Principle-centered people are synergistic. They believe that the whole is more than the sum of the parts. They improve almost any situation they find themselves in. They are amazingly productive, but in new and creative ways.

When working with a team, they build on their strengths and complement their weaknesses with the strengths of others. They delegate tasks since they believe in others' strengths and abilities, and because they are not threatened by the fact that others are better, they don't feel the need to supervise them closely.

When negotiating in a conflict situation, principle-



centered people separate the people from the problem, focusing on the other persons' interests and concerns rather than fight over positions.

Discussion: How do you separate the people from the problem when negotiating a conflict situation?

- ***They exercise for self-renewal*** – Principle-centered people believe in renewing themselves, hence they regularly exercise the four dimensions of the human personality: physical, mental, emotional, and spiritual.

They stay physically fit by getting into balanced, moderate, regular program of aerobic exercise.

They exercise their mind through reading, creative problem-solving, writing, and visualizing.

They train their emotions by trying their best to be patient, to listen to others with empathy, to show unconditional love, and to accept responsibility for their own lives, decisions, and reactions.

They develop their spirituality through prayer, scripture study, meditation, and sacrifice.

Discussion: How do you develop the four dimensions of your personality: physical, mental, spiritual, and emotional? Cite specific activities.



PART III INSTRUCTION AND TRAINING

ABOUT THE AUTHOR



DR. EDA C. TICA
JBLFMU Research Director

Dr. Eda C. Ticao is a teacher with more than 30 years experience teaching English, literature, research and education subjects in college and in the graduate school. She also has experience in administrative work as head of the English Department, Dean of the College of Arts and Sciences, and Vice President for Academic Affairs at West Visayas State University. Upon retirement from the state university in 2007, she joined John B. Lacson Foundation Maritime University where she is presently the director for Research and Extension.

Dr. Ticao obtained her B.S. in Education degree major in English, cum laude, at Sta. Isabel College, Manila, M.A. in Education major in English at the University of San Agustin, and Doctor of Education major in Curriculum, Instruction and Evaluation at West Visayas State University. She attended special courses in English Phonetics at University College London and Teaching English as a Second Language at the Davies's School of English, London. She trained in the Program for Executive Development at the Development Academy of the Philippines, Development Theater at the Philippine Educational Theater Association (PETA), and Theater Arts at the Royal Shakespeare Company in Stratford-upon-Avon.

She has authored/co-authored several books including Speech, English Plus, English Grammar, Introduction to Literature, and English and American Literature and has conducted several research studies which were presented in national and international conferences.



Teaching and learning remain to be the center of concern of all schools at all levels of education. Many sound principles and theories on teaching and learning have helped teachers and students around the globe maximize their responsibility to teach and to learn. It helps to know some basic principles given by authorities and be guided accordingly. Some of these basic principles are outlined under the following headings:

- Seven Principles for Good Practice in Undergraduate Education by Arthur W. Chickering and Zelda F. Gamson
- Ten Principles of Learning by Lea Edwards
- General Classroom Management
- Enhancing Teaching Effectiveness (source unknown)
- Good Teaching: The top Ten Requirements by Richard Leblanc
- Motivating Students: 8 Simple Rules for Teachers by Lana Becker and Kent N. Schneider



SEVEN PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION

By Arthur W. Checkering and Zelda F. Gamson

Apathetic students, illiterate graduates, incompetent teaching, impersonal campuses – so rolls the drumfire of criticisms of higher education . . . responding by holding out carrots and beating with sticks seem to not work.

There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduates' education depends.

How can students and faculty members improve undergraduate education? Based on research on good teaching and learning in colleges and universities, the following are the guidelines for faculty members, students and administrators to improve teaching and learning. These principles seem like good common sense, and they are – because many teachers and students have experienced them and because research supports them:

A good teacher:

- 1) encourages contact between students and faculty;
- 2) develops reciprocity and cooperation among students;



- 3) encourages active learning;
- 4) gives prompt feedback;
- 5) emphasizes time on task;
- 6) communicates high expectations;
- 7) respects diverse talents and ways of learning.

While each practice can stand alone on its own, when all are present their effects multiply. Together they employ **six powerful forces in education:**



Activity

Interaction

Expectations

Diversity

Cooperation

Responsibility



TEN PRINCIPLES OF LEARNING

By Lea Edwards

- 1) We learn to do by doing.
- 2) We learn to do what we do and not something else.
- 3) Without readiness, learning is inefficient and may be harmful.
- 4) Without motivation there can be no learning at all.
- 5) For effective learning, responses must be immediately reinforced.
- 6) Meaningful content is better learned and longer retained than less meaningful content.
- 7) For the greater number of transfer learning, responses should be learned in the way they are going to be used.
- 8) One's response will vary according to how one perceives the situation;
- 9) An individual's responses will vary according to the learning atmosphere;
- 10) One does the only thing one can do given the physical inheritance, background and present acting forces.



GENERAL CLASSROOM MANAGEMENT

- 1) Circulate around the class as you talk or ask questions. This movement creates a physical closeness to the students. Avoid standing behind the lectern or sitting behind the desk for the entire period. Do not allow the classroom to set up artificial barriers between you and the students.
- 2) Give each student a mid-term grade and indicate what each student must do to improve.
- 3) Tell the students (orally and in writing) what your attendance policy is. Make them aware of your deep concern for attendance and remind them periodically of the policy and the concern.
- 4) Conduct a full instructional period on the first day of classes. This activity sets a positive tone for the learning environment you want to set. Engage in some of the interpersonal activities listed elsewhere.
- 5) List and discuss your course objectives on the first day of classes. Let students know how your course can fit in with their personal career goals. Discuss some of the fears, apprehensions that both you and students have. Tell them what they should expect of you and how you will contribute to their learning.
- 6) Let students know that the learning resources you use in class (slides, tapes, films) are available to them outside of class. Explain the procedures to secure the material and them to the area.



- 7) Have students fill out an index card with name, address, telephone number, goals and other personal information you think is important.
- 8) If the subject matter is appropriate, use a pre-test to determine their knowledge, background, expertise, etc.
- 9) Return tests, quizzes, and papers as soon as possible. Write comments (+ and -) when appropriate.
- 10) Vary your instructional techniques (lecture, discussion, debate, small groups, films, etc.).
- 11) When you answer a student's question, be sure he/she understands your answer. Make the student repeat the answer in his/her own records.
- 12) Get to class before the students arrive; be the last one to leave.
- 13) Use familiar examples in presenting materials. If you teach rules, principles, definition, and theorems, explicate these with concrete examples that students can understand.
- 14) If you had to miss a class, explain why and what you will do to make up the time and/or materials.
- 15) Clarify and have students understand what is acceptable and unacceptable behavior in a classroom. Be consistent in enforcing your rules.
- 16) Good eye contact with students is extremely important both in and out of class.
- 17) Allow students to switch classes if work schedule changes or other salient reasons develop.



Cooperate with colleague if he/she makes such a request.

- 18) Be prepared to use an alternate approach if the one you've chosen seems to bug down. You should be confident enough with your own material so that student interests and concerns, not lecture notes, determine the format of instruction.
- 19) Throughout the course, but particularly during the crucial first class sessions:
 - a. stress a positive "you can handle it" attitude.
 - b. emphasize your willingness to give individual help.
 - c. point out the relevancy of your subject matter to the concern and goals of your students.
 - d. capitalize on opportunities to praise the abilities and contributions of students who status in the course is in doubt; well-timed encouragement could mean the difference between retention and attrition.
 - e. utilize a variety of instructional methods, drawing on appropriate audio-visual aids as much as possible.
 - f. urge students to talk to you about problems, such as changes in work schedule, before dropping your course. Alternate arrangements can often be made.
- 20) Distribute an outline of your lecture before the class starts. This approach assists students in organizing the material you are presenting.



- 21) If you require a term paper or research paper, you should take responsibility of arranging a library orientation. Librarians would be happy to cooperate.
- 22) Have the counselors visit your classes to foster an awareness of counseling.

ENHANCING THE TEACHER'S TEACHING EFFECTIVENESS

Source: Unknown

Seize the moment

Teaching is most effective when it occurs in quick response to a need the learner feels. So even though you are elbow deep in something else, you should make every effort to teach the student when he or she asks. The student is ready to learn. Satisfy that immediate need for information now, and augment your teaching with more information later.

Involve the student in planning

Just presenting information to the student does not ensure learning. For learning to occur, you will need to get the student involved in identifying his learning needs and outcomes. Help him to develop attainable objectives. As the teaching process continues, you can further engage him or her by selecting teaching strategies and materials that require the student's direct involvement, such as role playing and return demonstration. Regardless of the teaching strategy you choose, giving the student the chance to test his or her ideas, to take risks, and to be creative will promote learning.



Begin with what the student knows

You will find that learning moves faster when it builds on what the student already knows. Teaching that begins by comparing the old, known information or process and the new, unknown one allows the student to grasp new information more quickly.

Move from simple to complex

The student will find learning more rewarding if he has the opportunity to master simple concepts first and then apply these concepts to more complex ones. Remember, however, that what one student finds simple, another may find complex. A careful assessment takes these differences into account and helps you plan the teaching starting point.

Accommodate the student's preferred learning style

How quickly and well a student learns depends not only on his or her intelligence and prior education, but also on the student's learning style preferences. *Visual* learners gain knowledge best by *seeing* or *reading* what you are trying to teach; *auditory* learners, by *listening*; and *tactile* or *psychomotor*, by *doing*.

You can improve your chances for teaching success if you assess your students' preferred learning



style, then plan teaching activities and use teaching tools appropriate to that style. To assess a student's learning style, observe the student, administer a learning style inventory, or simply ask how he or she learns best.

You can also experiment with different teaching tools, such as printed material, illustrations, videotapes, and actual equipment, to assess learning style. Never assume, though, that your student can read well – or even read at all.

Sort goals by learning domain

You can combine your knowledge of the student's preferred learning style with your knowledge of learning domains. Categorizing what the students need to learn into proper domains helps identify and evaluate the behaviors you expect them to show.

Learning behaviors fall in three domains: cognitive, psychomotor, and affective. The *cognitive* domain deals with intellectual abilities. The *psychomotor* domain includes physical or motor skills. The *affective* domain involves expression of feeling about attitudes, interests, and values. Most learning involves all three domains



Make material meaningful

Another way to facilitate learning is to relate material to the student's lifestyle – and to recognize incompatibilities. The more meaningful material is to a student, the quicker and easier it will be learned.

Allow immediate application of knowledge

Giving the student the opportunity to apply his or her new knowledge and skills reinforces learning and builds confidence. This immediate application translates learning to the “real world” and provides an opportunity for problem solving, feedback, and emotional support.

Plan for periodic rests

While you may want the students to push ahead until they have learned everything on the teaching plan, remember that periodic plateaus occur normally in learning. When your instructions are especially complex or lengthy, your students may feel overwhelmed and appear unreceptive to your teaching. Be sure to recognize these signs of mental fatigue and let the students relax. (You too can use these periods – to review your teaching plan and make any necessary adjustments.)



Tell your students how they are progressing

Learning is made easier when the students are aware of their progress. Positive feedback can motivate them to greater effort because it makes their goal seem attainable. Also, ask your students how they feel about what they are doing. They probably want to take part in assessing their own progress toward learning goals, and their input can guide your feedback. You will find their reactions are usually based on what “feels right”.

Reward desired learning with praise

Praising desired learning outcomes or behavior improves the chances that the students will retain the material or repeat the behavior. Praising your students’ success associates the desired learning goal with a sense of growing and accepted competence. Reassuring them that they have learned the desired material or technique can help them retain and refine it.



PART IV

ON TEACHING AND LEARNING

We have included in this manual some notes on teaching and learning since it is intended for teachers (the mentors) and students (mentees) who will remain as such in one way or another. We all remain to be teachers and students for the rest of our lives.

Teaching and learning are a dynamic and inseparable pair – that is, in the school setting. Studies point to their evolution giving many sound principles and theories that have helped teachers and students around the globe. It helps to know the basic principles given by authorities and be guided accordingly in order to maximize teaching and learning. Some of these basic principles are outlined under the following headings:

1. Approach, Method, and Technique Differentiated
2. Classification of Teaching Methods Based on the Nature of the Teaching–Learning Activity
3. Guidelines in Using Teaching Methods
4. General Classroom Management
5. Motivating Students
6. Principles of Learning
7. Multiple Intelligences
8. Learning Styles



APPROACH, METHOD AND TECHNIQUE DIFFERENTIATED

For purposes of clarity of intentions and efficient procedural delivery of instruction, we need to distinguish among these three terminologies that are often used interchangeably, thus resulting in some confusion.

According to Allen and Campbell, an *approach* is a set of correlative assumptions dealing with the process of teaching. It is axiomatic, meaning a principle or fundamental law is accepted to be true; being axiomatic, it describes the nature of the subject matter to be taught, states a point of view, philosophy, an article of faith – something which one believes but cannot necessarily prove. Often, it is beyond question except the methods that stem from it.

Example of an approach: The viewpoint in teaching which is to help students to discover knowledge by themselves.

A *method*, on the other hand, is an overall plan for the orderly presentation of a lesson, no part of which contradicts, and all of which is based upon the selected approach. While an approach is axiomatic, a method is procedural. A method therefore consists of a series of actions arranged logically for the smooth operation of a particular teaching task (Allen and Campbell).



Example of a method: The inductive method best fits the viewpoint which is to help students discover knowledge by themselves. In the inductive method, students form the expected generalization toward the end of the lesson. It also recommends the use of the activity method where “learning by doing” takes place. In the activity method, students engage in such tasks as observing, experimenting, investigating, and others.

A *technique* is implementational (with a prompt applicability in the classroom owing to its preciseness, practicability, and convenience of the teacher in using it). It is a skilled act or a scheme used to accomplish an immediate objective. It is compatible with a method and in harmony with an approach. A technique is a procedural variation of a method; it may also be a personalized style of executing a specific step of a method.

Examples of a technique: (a) As a procedural variation of a method – In an investigatory method of teaching, the teacher may use any of the following techniques: problem-solving, field study, research, laboratory, and experimenting; (b) as a personalized style of executing a specific step of a method – In motivating students, the teacher may use such techniques as storytelling, making students talk about their experiences, and presenting a demonstration.



CLASSIFICATION OF TEACHING METHODS

Teaching methods may be classified according to certain criteria (Manuel B. Garcia):

1. The criterion that is based on whether the teacher is addressing a whole class, or a group of students, or individual students – The lecture method is suited to a whole class; the group discussion method fits a group of students; modular method is for individualized instruction.
2. The criterion that is based on whether certain methods are highly cognitive, highly psychomotor, or highly affective – The reporting method is knowledge-oriented; the project method is for psychomotor subjects or lessons; role-playing method, simulation, sensitivity training are for highly affective subjects.
3. The criterion that is based on whether certain methods are teacher-monopolized, student-monopolized, or teacher-student collaborated. The lecture method is an example of the first mode; the field trip, of the second; and the socialized classroom discussion method, an example of the third.
4. The criterion that is based on whether the teacher provides new or additional information to students in a number of ways, i.e., by lecturing, showing a film or filmstrip, or taking a field trip (direct teaching), or the teacher structures activities in which the learner is



active and involved in various situations, such as playing games, group role playing, inquiry, research, and laboratory work (indirect teaching). The student's involvement in direct teaching is one that is passive while in indirect teaching his/her involvement is active.

5. The criterion that is based on methods that emphasize the acquisition of knowledge, i.e., on whether the methods are convergent or divergent. The convergent mode of teaching is one in which students accept an idea or a set of ideas such as the one when making generalizations. In this mode, only ideas that are given or expected are accepted. In the divergent mode, students are allowed to explore different ideas. Students justify or support a point, reason, criticize certain ideas.
6. The criterion that is based primarily on the nature of teaching-learning activity such as the teacher-student involvement in the teaching-learning process.

Categories of Teaching Methods as Based on the Nature of the Teaching-Learning Activity: (Manuel B. Garcia)

- a. Inductive and Deductive Methods
- b. Lecture Method
 - a. Outlining technique
 - b. Component technique
 - c. Sequential technique
 - d. Relevance technique
 - e. Transitional technique

- c. Discussion Method
 - a. Small group discussion technique
 - b. Socialized classroom discussion technique
 - c. Direct instruction
 - d. Panel discussion technique
 - e. Recitation technique
 - f. Interview technique
- d. Reporting Method
 - a. Unit or Morrison technique
 - b. Individual and group techniques
 - c. Reading and story-telling techniques
 - d. Schematic technique
 - e. Symposium
- e. Investigatory Method
 - a. Laboratory technique
 - b. Problem-solving technique
 - c. Research technique
 - d. Field Study technique
 - e. Experimenting
- f. Activity Method
 - a. Project technique
 - b. Field trip technique
 - c. Dramatization technique
 - d. Role-playing technique
 - e. Simulation technique
 - f. Brainstorming technique
 - g. Debate



- g. Demonstration Method
 - a. Teacher-directed
 - b. Student-directed
 - c. Teacher-student-directed
 - d. Invited resource speaker
- h. Self-pacing Method
 - a. Programmed instruction-modules self-learning kits, correspondence course, distance study
 - b. Mastery learning technique
- i. Integrated Method
 - a. Lecture-discussion
 - b. Demonstration-lecture
 - c. Film-showing-discussion
 - d. Reporting-discussion
 - e. Inductive-deductive
- j. Traditional Method
 - a. Textbook technique
 - b. Rote learning technique
 - c. Teacher's full directed technique
 - d. Memorization technique



GUIDELINES IN THE USE OF TEACHING METHODS

It has been said that there are no bad methods; methods become good or bad depending on how and in what subject matter a teacher uses them. Clearly, a teacher must have sound judgment in using the right method at the right situation and at the right time. By so doing, he/she will greatly enrich his/her teaching effectiveness.

The following guidelines (Manuel B. Garcia) might help teachers understand better the role of teaching methods in their work as teachers:

- 1) Teaching methods are means to an end; they are not the end of teaching.

It is not so much the method itself as how that method is used effectively to achieve certain specific goals of teaching.

- 2) There is no such thing as the “best teaching method” – one method may work well in one class but may not work equally well in another. There are distinct factors both inherent in and external of them that influence the learning process. The following conditions may be taken into account when considering the applicability of a teaching method:



- a. Its responsiveness to the psychology of students (Does the method work well considering their peculiar abilities, needs, and interests?).
 - b. Its suitability to the nature of the lesson itself (Is the lesson best taught by individual experimentation or teacher's demonstration?).
 - c. The readiness of the teacher to use it (Has the teacher attained proficiency in its use?).
 - d. The permissiveness of certain constraints to enable the teacher to carry it out successfully (Are certain problems like lack of facilities stumbling blocks to its smooth implementation?).
- 3) Teachers should not overuse any single teaching style. By using a variety of teaching methods, the teacher may be able to overcome the limitations of one method.
- 4) A change of teaching method should be done with caution. The teacher must consider the applicability of the method to a particular classroom situation, i.e., the kind of students, the kind of lessons, and the kind of learning environment.
- 5) The teacher's repertoire of teaching methods should provide all three types of learning experiences – (1) actual, (2) contrived, and (3) vicarious. Actual is real; contrived is an imitation; and vicarious is unreal and



indirect experience. Although actual, real-life situations are considered the best materials for learning, often it is impossible to provide this kind of learning experience, hence teachers resort to other types or a combination of several types.

GENERAL CLASSROOM MANAGEMENT

1. Move around the class as you talk or ask questions. This action will create a closeness between you and your students. Refrain from sitting behind your desk or standing behind a podium for the entire class session.
2. Orient your students about the school's attendance policy and the need to comply with it.
3. Clarify and have students understand what is acceptable and unacceptable behaviour in the classroom. Be consistent in enforcing your rules.
4. Good eye contact with students is extremely important both in and out of class.
5. Give each student a prelim and/or midterm grade and inform what each student must do to improve.
6. Utilize fully the first day of classes to introduce the subject or course – its coverage, objectives and requirements -, your expectations as well as those of your students; introduce yourself and get some information about your students too. Let your students know the relevance of your subject/course to the career they are preparing for. This activity will set a positive tone for the learning environment you want to set.



7. Let the students know where learning resources you use in class (slides, tapes, films) are available.
8. If the subject matter is appropriate, use a pretest to determine their knowledge, background, expertise, etc.
9. Use familiar examples in presenting materials. When you teach rules, principles, definitions and theorems, explicate these with concrete examples that students can understand.
10. Be prepared to use an alternate approach if the one you've chosen does not work.
11. Return quizzes, tests, and papers as soon as possible. Write comments where appropriate.
12. Vary your teaching techniques (lecture, discussion, debate, small groups, films, etc.)
13. Get to class before the students arrive; be the last one to leave.
14. When you answer a student's question, make sure he/she understands your answer. Ask the student to repeat the answer in his/her own words.
15. If you had to miss a class, explain why and what you will do to make up for the time and/or materials.



16. Throughout the course,

- a. stress a positive “you can handle it” attitude;
- b. emphasize your willingness to give individual help;
- c. point out the relevancy of your subject matter to the goals of your students;
- d. capitalize on opportunities to praise the abilities and contributions of status whose status in the course is in doubt.

17. Distribute an outline of your lecture before the class starts. This approach will help students in organizing the material you are presenting.



MOTIVATION

MOTIVATION is a force or a combination of forces that make us do what we do. These forces “initiate, direct, and sustain behaviour toward a goal” (Lindsley). The theory of motivation is based on Thorndike’s Law of Readiness. The greater the readiness, the greater intensity will be given to the work at hand and the sooner will the result be accomplished. As applied to teaching, motivation stimulates a student to learn. No significant learning takes place when motivation is absent. The fundamental ingredients for a student to learn are needs, goals, response potential, and effect of the response. When he/she perceives a need, a student strives for those objects, knowledge, or skills that he/she believes will satisfy that need. Behavior is goal directed or purposive. For learning to occur, a response potential that will allow a number of behaviour is required and the student gets some satisfaction, reward, or reduction of tension for his/her efforts without which learning cannot be complete.

Since it may be surmised that motivation is the beginning of all learning taking place, the teacher should understand its importance and teach his/her students to motivate themselves. Motivation is a personal decision that compels one to learn. Persistent motivation is needed for learning to be effective. When the learner is



motivated to learn, there is hardly any limit to what he/she can accomplish.

To make teaching and learning effective, the following aspects about motivation should be taken into account (Gregorio):

1. The principle of motivation states that the learner must be motivated before learning takes place. The teacher must help the learner see the connection between the problem and his needs or goals.
2. Motivation should be made an integral part of the teaching and learning processes. Learner motivation is necessary for learning. Without motivation no learning can take place.
3. Motives and incentives are potent factors in motivation. Motives (physiological, psychological, or habit motives) are dynamic forces that energize behaviour.
4. Learning is more efficient when it is energized and directed by strong motivational forces. The principle of individual differences plays an important part in the motivation of learning.
5. Motivation is more effective if positive motivation such as praise or reward is given rather than negative stimulation such as blame and punishment. Positive motivation enhances a learner's feelings of worth and capability.



6. Competition and rivalry as a means of motivation should be minimized in class since these may lead to selfishness, hatred and other personality tension if not properly used.
7. Continuous motivation is essential in developing concentration of attention.
8. Motivation is more effective if it is based on immediate goals rather on remote ones.
9. Motivation is effective if it is self-initiated. Self-propelled and self-responsible learning is mature learning – the kind of learning that will continue even after school is over.
10. Motivation is effective if it employs a variety of motivational devices and techniques and instructional materials.



THE PRINCIPLES OF LEARNING

(Gaudencio Aquino)

The acquisition and development of knowledge, understanding, skills, ideals, attitudes, and interests by the students depend to a great extent on how the teacher promotes and the students utilize the basic principles of learning. Some of these principles are as follows:

1. The Principle of Activity, Use, Frequency, Exercise, or Repetition – It is imperative for the learner “to be active in some way with respect to what is to be learned, whether it be information, a skill, an understanding, a habit, an ideal, an attitude, an interest, or the nature of a task.” Repetition of an activity, when done under favourable conditions and with desirable spacing, tends to result in permanent learning of skills and habits.
2. The Principle of Recency, Disuse, and Relearning – Learning is about remembering and putting to use the knowledge, skills, attitudes learned for a considerably long period of time. With the passage of time, however, forgetting sets in. After a period of disuse, a fact may be forgotten. Skills and habits may not be forgotten as quickly as facts. If a skill or knowledge is to be relearned, the time needed to restore it is often less than when it was learned for the first time. The greater the learner’s understanding and importance



for him/her of the subject matter, the faster the relearning.

3. The Principle of Effect, Satisfaction, or Annoyance – One remembers well those experiences that were particularly unpleasant or particularly pleasant. One tries to avoid repeating unpleasant situations. Rewards and punishments have been found to be effective in conditioning learning, but the principle of effect is influenced by other principles as well. Studies have shown that, insofar as the extent of the effects of learning is concerned, “rewards and punishments are effective and that naturally pleasant and unpleasant effects condition learning.” It is believed that “one of the most desirable and powerful types of pleasurable effects is the knowledge of progress or achievement or praise discreetly bestowed.”
4. Knowledge of Success and Failure – Results of studies that determine the effects of knowledge of progress or lack of progress upon learning progress seem to indicate that “knowledge of success improves learning more than lack of information on progress.” Students respond differently to knowledge of failure, according to circumstances. Knowledge of failure is often harmful to many. It seems to not affect as much those who have made no effort in their studies. It is also beneficial if focus is made on the aspect/s where a



student fails and what caused it, and ending in a positive note that he/she can still do better.

People respond differently to adverse criticism and to praise. Criticism is comparatively more effective with more intelligent and extrovert students, often more so than praise. On the other hand, criticism is usually harmful with less capable and sensitive students.

5. The Principle of Association - Recognized as important since the time of Aristotle, the principle of association in learning states that “ideas which can be associated in the mind with other ideas tend to be recalled more readily than ideas not so associated.” The more associations a particular idea forms in the mind of the learner, the more readily the idea is recalled. The types of association are association in time, contiguity in space, and contiguity in meaning. This is to say that when two or more experiences occur at the same time, the “subsequent presence of one in mind tends to bring into consciousness the other or others.” Similarly, when ideas, associated by space, have been in the mind of the learner, they develop the property of association thereby when one idea is recalled the other is brought into consciousness. Moreover, ideas associated in meaning in the mind of the learner gravitate toward each other in future consciousness.



This principle is applied in learning in different ways particularly in the sequence in the formation of habits, the development of skills, and memorizing.

6. The Principle of Apperception of Mind and Emotional Set – In psychology, apperception is “the process by which new experience is assimilated to and transformed by the residuum of past experience of an individual to form a new whole” (Dictionary of Philosophy). It is to perceive new experience in relation to past experience. Apperception refers to all mental processes in which a presentation is brought into connection with an already existent and systematized mental conception and thereby understood. The whole intelligent life of man is consciously or unconsciously a process of apperception, inasmuch as every act of attention involves the apperceptive process (Dictionary of Philosophy).

Hence in education, the teacher should know fully the mental development of the learner so that he/she may be able to make maximum use of what the learner already knows.

Mind set is the degree of absorption of the mind at any particular moment and the content of consciousness at that time – the ideas, thoughts, and purposes of the moment. This is to say that teaching



of a subject matter must be done in consideration of the background vocabulary and previous experience of the learners thus putting them in an “appropriate frame of mind.”

Three principles of teaching stem from this principle of learning:

- a. the approach to new learning activities should utilize previous mind sets;
 - b. the teacher should set the stage through discussions, reviews, observation trips, and others to prepare the learners for learning experiences;
 - c. the effect of a learning stimulus upon the learners must be considered in light of what he already knows or does not know, his interests, concepts, abilities, and tastes.
7. The Principle of Readiness - This principle is derived from one of Thorndike’s primary laws of learning: the Law of Readiness or the Law of Action Tendency. This law states that learning takes place when an action tendency is aroused through preparatory adjustment, set, or attitude. Readiness means a preparation of action.

When a learner is ready to learn, to do so is satisfying.



When a learner is ready to learn, not to do so is annoying.

An interference of goal-directed behavior causes frustration and making him/her do something he/she does not want to do is frustrating.

MULTIPLE INTELLIGENCES

The theory of Multiple intelligences, developed by Dr. Howard Gardner in 1983, is a breakthrough in learning and teaching. The traditional concept on intelligence of humans relied heavily, if not solely, upon linguistic and logical mathematical intelligence, which became the basis of I.Q. testing and which Dr. Gardner finds “too limited.” He theorized that there are other human potentials (intelligences) in people, in all different stages in life, that is, from the very young children through adulthood. Dr. Howard identifies eight different intelligences as follows:

- **Linguistic intelligence** ("word smart" – Learners possessing linguistic intelligence have highly developed auditory skills and often think in words. They like to read, play word games, write stories and poems.)
- **Logical-mathematical intelligence** ("number/reasoning smart"- These are the learners who love to reason and calculate, think conceptually and abstractly and see patterns and relationships.)



- **Spatial intelligence** ("picture smart" – They think in terms of physical space and are very aware of their environments. They like to draw, read maps, do jigsaw puzzles.)
- **Bodily-Kinesthetic intelligence** ("body smart" – They have a keen awareness of their body and can use their body effectively. They like movement and can communicate well through body language.)
- **Musical intelligence** ("music smart" – They are sensitive to sound and rhythm. They love music and can study better with music in the background.)
- **Interpersonal intelligence** ("people smart" – They like to interact with others and learn through interaction. They have many friends and are street smart.)
- **Intrapersonal intelligence** ("self smart"- They have an understanding of their own interests and their own inner feelings and tend to stay away from others. They are strong in intuition, have wisdom and strong will.)
- **Naturalist intelligence** ("nature smart" – They love nature and the world at large.)

Dr. Gardner says that our schools and culture dwell too much on linguistic and logical-mathematical intelligence, often with little attention to other abilities. We give premium to the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on



individuals who with gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts are not given reinforcement in school. Many of these children are labelled "learning disabled," or "underachievers," when their unusual ways of thinking and learning do not conform to the heavily linguistic or logical-mathematical classroom which for so long a time was the norm for intelligence. The theory of multiple intelligences proposes a major change in our school system, suggesting among other things that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and more. The theory of multiple intelligences has caught the attention of many educators and many schools are now using its philosophy to redesign the way it educates children. However, there are still more schools that teach in the same old dull way, through boring lectures and textbooks. The challenge is to get more teachers, school administrators, and others who work with children informed, so that each child has the opportunity to learn in ways that are compatible with their own interests and style of learning.



The theory of multiple intelligences also has strong implications for adult learning and development. There are many adults who find themselves stuck in jobs that do not make optimal use of their intelligences. The theory of multiple intelligences gives adults a new way to look at their lives, looking into potentials that they gave up when they went to regular schools (such as a love for nature or art) but now have the opportunity to develop through courses, hobbies, or other programs of self-development.

How to Teach or Learn Anything in Different Ways

An outstanding feature of the theory of multiple intelligences is how it provides eight different potential approaches to learning. If a student cannot learn using the more traditional linguistic or logical ways of instruction, the teacher may try other ways of presenting material as suggested by the theory of multiple intelligences. Whatever you are teaching or learning and whatever level you are in, see how you might use

- words (linguistic intelligence)
- numbers or logic (logical-mathematical intelligence)
- pictures (spatial intelligence)
- music (musical intelligence)
- self-reflection (intrapersonal intelligence)
- a physical experience (bodily-kinesthetic intelligence)



- a social experience (interpersonal intelligence), and/or
- an experience in the natural world. (naturalist intelligence)

For example, if you are teaching or learning about the culture of a particular country, you could read about it (linguistic), study how the culture evolved from its beginnings to the present (logical), study a graphic chart showing how the culture developed (spatial), watch a film showing how the people of that country live or visit the country (naturalist), invite some friends or citizens from that country to ask them about their way of life (interpersonal), examine their ways and see how you can relate with them (intrapersonal).

You don't have to teach or learn something in all eight ways. Just see which particular approach or approaches you best fit in and follow them. The theory of multiple intelligences widens our range of available teaching/learning tools beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.).



LEARNING STYLES

Kolb Learning Styles

David Kolb's learning styles model and experiential learning theory (ELT)

David Kolb developed his learning styles model over a period of many years and published his model in 1984 that gave rise to his experiential learning theory (ELT) and his learning styles inventory (LSI). Kolb recognizes in his published works the early work on experiential learning in the 1900's by psychologists Jung, Piaget, and Rogers among others. Today, Kolb's learning styles and experiential learning theory are themselves accepted as formative and creative works that provide "fundamental concepts towards our understanding and explaining human learning behaviour, and towards helping others to learn."

Kolb's experiential learning theory (learning styles) model

Kolb's learning theory identifies four distinct learning styles (or preferences), which are based on a four-stage learning cycle (also described as a "training cycle."). Kolb's model has "both a way to understand individual people's different learning styles, and also an explanation of a cycle of experiential learning that applies to us all."

Considered by Kolb as a central principle in his experiential learning theory, the "cycle of learning" is set forth as a four-stage cycle of learning, where "immediate or concrete experiences" serve as basis for "observations and reflections" that are absorbed and distilled into "abstract



concepts” giving rise to “new implications for action” that can be “actively tested,” resulting in the creation of new experiences.

Kolb says that ideally this process represents a learning cycle or spiral where the learner “touches all the bases”, ie., a cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences.

Kolb's model therefore works on two levels - a four-stage cycle:

1. Concrete Experience - (CE)
2. Reflective Observation - (RO)
3. Abstract Conceptualization - (AC)
4. Active Experimentation - (AE)

and a four-type definition of learning styles, (each representing the combination of two preferred styles, like a two-by-two matrix of the four-stage cycle styles, as illustrated below), for which Kolb used the terms:

1. Diverging (CE/RO)
2. Assimilating (AC/RO)
3. Converging (AC/AE)
4. Accommodating (CE/AE)



JBLFMU HYMN

*We look back to the humble beginning
Of John B. Lacson Maritime University
Whose Founder's dream that of providing
Brave sailors and leaders of the nation.*

*Oh, John B. of our hearts
Our hope is in your sound philosophy
Time-tested values, let the youth uphold
To serve, and honor God and country.*

*Our ships may sail over the ocean
The tide may sweep us to shore and sea
Around the globe to lands and nations
Your flag unfurl, oh JBLFMU.*

*Around the globe to lands and nations
Your flag unfurl, oh JBLFMU.*



ACKNOWLEDGMENT

We give thanks to the characters in our short narratives in this manual. They are real living people of JBLFMU who touched our lives just as we have touched theirs.

There are thousands more of Lacsonians out there who have their own stories to tell, stories worthy of emulation.

Some stories are sad, probably even tragic. Life is a consequence of both our own choices and those not of our own making, thus making it an interplay of the acquired and the inherent.

I would be remiss in my function if I did not acknowledge with appreciation certain people for their priceless contributions: Ms. Angie Friginal for her ideas; Ms. Annie Juaneza for taking care of the details of production; Ms. Christine Lumogda for her artistic design, Dr. Eda Ticao, Research Director, the community of JBLFMU, the faculty and staff of JBLFMU-Molo, JBLFMU-Arevalo, JBLCF-Bacolod and JBLF who actively participated in the numerous seminars conducted to improve this manual and make it their own. God bless them.

I am blessed to have the inspiration of my family.

MARY LOU LACSON ARCELO, Ph.D.

Chairman, JBLFMU



ABOUT THE AUTHOR



DR. MARY LOU L. ARCELO
CHAIRMAN BOARD OF TRUSTEES

Dr. Mary Lou Lacson - Arcelo is a holder of a Ph.D. degree major in Administration and Supervision. In 1972, she succeeded her father, Captain John B. Lacson, as President of the then Iloilo Maritime Academy, which in 1986, was converted into a Foundation named after her father, and in 2007, became a university, the John B. Lacson Foundation Maritime University. Both transformations of the institution were accomplished under her leadership.

She was named President Emeritus of the institution in 1995. After her retirement as CEO of JBLFMU, Dr. MLA, as she is often referred to, continued to be Chairman of the Board of Trustees, a position she holds to this day. Her other present pre-occupations include writing this manual, literary writing, and artistic endeavors. A creative writer, she has written a coffee table book 'Ripples' containing a collection of her poems and paintings and a novel 'Less Than Noble Intentions' where she weaves the story of the bright days and dark nights of the remarkable Lacson family. Among her many legacies are making quality education a continuing reality and helping underprivileged but deserving students through her Balangaw scholarship projects.

For her tenacious efforts and outstanding achievements in promoting quality education, Dr. MLA was recognized by the Philippine Society of Quality when she was bestowed the internationally acclaimed award as "Juran Medal Awardee for 2011".

She was conferred in 2011 the Royal Norwegian Order of Merit by his Royal Highness, the King of Norway through Norway's Ambassador his Excellency Knut Solem.

