

HOME ECONOMICS: DRESSMAKING (ENTREPRENEURSHIP)

Learner's Material

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.

**Department of Education
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EXECUTIVE SUMMARY

The need to respond to the increasing demand for human involvement is evident. The demand in terms of manpower is increasing considerably everywhere in the world where the quest for global competitiveness is ongoing. Manpower is needed in order to do the tasks to make the nation capable of supplying the needs and demands of the community. A community where a strong and powerful participation of everyone is beheld, where everybody has the desire to do his share in helping the country uplift its economy and prove that the potential and skills instilled within are the major factors to achieve the nation's mission and vision.

No one is exempted from this demand and the corresponding effort. The Department of Education with the K to 12 Program foresees to gear us towards the attainment of the country's goals and objectives. Through this learning material every learner will be equipped with necessary knowledge, skills and attitudes to fulfill the responsibility given to them.

This learning material in Dressmaking for Grade 9 is a response to help the country realize its goals. The authors and experts in the field of Dressmaking collaborate to share the knowledge, skills and attitudes to the learners. It is designed in accordance with the learning competencies identified by the K to 12 Program of the Department of Education. It is intended to prepare the learners for entry into specific occupational activities. It presents in-depth discussion of the basic concepts about dressmaking and provides practical work experiences. Certain assessments or activities with rubrics for evaluation are also provided. The use of pre and post testing allows each learner to grow at their own pace. Each can grasp at his individual level the concept this learning material offers. Thus, for a specialization class, it is a self-contained procedural guidebook.

INTRODUCTION

Technology and Livelihood Education (TLE) is one nomenclature in the implementation of the K to 12 Basic Education Program (BEP). It is composed of four components, namely, Agri-Fishery Arts, Home Economics, Industrial Arts and Information and Communication Technology. This module focuses on a Home Economics course – **Dressmaking**.

In this course, varied and relevant activities and opportunities are provided to demonstrate your understanding of concepts and core competencies as prescribed in TESDA Training Regulation in Dressmaking. It deems eventually to provide quality service to target clients. This will also be a venue for you to assess yourself and identify aspects of business that you need to strengthen and safeguard before you become a part of the workforce.

Today, in the world of work, the number of available jobs has become scarce. Accordingly, the Department of Education is revitalizing its resources to lead the young people and to prepare them skillfully as future dressmaker experts. It is in honing the skills that learners can be assured to have an edge in surviving the daily needs of the self and others. It seeks to provide students with the knowledge, attitude, values and skills in the field of Dressmaking.

This module is specifically crafted to focus on the different activities that will assess your level in terms of skills and knowledge that you are expected to demonstrate after going through the learning materials. Learning procedures are divided into different sections - *What to Know, What to Process, What to Reflect and Understand, and What to Transfer*. Go over the suggested tasks and accomplish them to practice developing a sustainable program, prioritizing needs and building vision.

So, explore and experience the K to 12 TLE Dressmaking module and be a successful sewer/dressmaker/ and even a dress designer.

After finishing all the activities in this module, expect job opportunities and experience to set up a business enterprise which will generate jobs for others.

CONCEPT REVIEW

At the start of your journey in learning Dressmaking, the Personal Entrepreneurial Competencies and entrepreneurial mindsets are introduced. In this concept review, you will be reminded of these lessons and you get to assess the competencies you have as found among entrepreneurs. In addition, a brief lesson on the Business Environment and Idea Generation is provided to help contextualize your skills for a useful entrepreneurial venture. Read on to find out!

PERSONAL ENTREPRENEURIAL COMPETENCIES

Entrepreneur

An entrepreneur is comprehensively defined by Zimmerer & Scarborough (2005) as someone who “creates a new business in the face of risk and uncertainty for the purpose of achieving profit and growth by identifying significant opportunities and assembling the necessary resources to capitalize on them” (p.3). Entrepreneurs are the ones who act on their business ideas.

Personal Entrepreneurial Competencies

There have been many studies to characterize “the entrepreneurial personality”. Although there is no isolated set of traits that guarantee success, there were identified behaviors found common to most successful entrepreneurs. There is a well-known research on human behavior done by McClelland and McBer which identified 10 behavioral patterns organized into three general clusters: the achievement, planning, and power clusters (SERDEF, 2007; 1998). It was found out that these behaviors were also typical entrepreneurial behaviors. The entrepreneurial qualities, more known as the Personal Entrepreneurial Competencies (PECs) are as follows:

Achievement Cluster

- Opportunity seeking – Entrepreneurs have a good eye for spotting business opportunities and act on these opportunities appropriately.
- Persistence - Entrepreneurs do not easily give up in the face of obstacles. They will take repeated or different actions to overcome the hurdles of business. This includes making a personal sacrifice or extraordinary effort to complete a job.

- Commitment to work contract - Entrepreneur do their best to satisfy customers and to deliver what is promised. They accept full responsibility for problems when completing a job for customers.
- Risk-taking - Entrepreneurs are known for taking calculated risks and doing tasks that are moderately challenging.
- Demand for efficiency and quality - Entrepreneur see to it that the business meets or exceeds existing standards of excellence and they exert efforts to improve past performance and do things better. They set high but realistic standards.

Planning Cluster

- Goal setting - Entrepreneurs know how to set specific, measurable, attainable, realistic, and time-bound (SMART) goals. It is easy for them to divide large goals into short-term goals.
- Information seeking - Entrepreneurs update themselves with new information about the customers, the market, suppliers, and competitors. This is rooted in their innate sense of curiosity.
- Systematic planning and monitoring - Entrepreneurs develop and use logical, step-by-step plans to reach their goals. They monitor progress towards goals and alter strategies when necessary.

Power Cluster

- Persuasion and networking - Entrepreneurs know how to use the right strategies to influence or persuade other people. They have naturally established a network of people whom they can turn to in order to achieve their objectives.
- Self-confidence - Entrepreneurs have a strong belief in themselves and their own abilities. They have self-awareness and belief in their own ability to complete a difficult task or meet a challenge.

Let's do this!

Assess your Personal Entrepreneurial Competencies by answering the items below.

Personal Entrepreneurial Competencies (PECs) Self-rating Questionnaire

- | |
|---------------|
| 5 = Always |
| 4 = Usually |
| 3 = Sometimes |
| 2 = Rarely |
| 1 = Never |

Read each statement carefully and answer honestly based on how well it describes you. There are five choices as follows: Please write the number you have selected on the space before each statement. Some statements may be similar but no two are exactly alike. Please go through each statement and answer all the items.

Rating

- _____ 1. When starting a new task or project, I gather a great deal of information before going ahead.
 - _____ 2. I plan a large project by breaking it down into smaller tasks.
 - _____ 3. I get others to support my recommendations.
 - _____ 4. I feel confident that I will succeed at whatever I try to do.
 - _____ 5. No matter whom I'm talking to, I'm a good listener.
 - _____ 6. I do things that need to be done before being asked to by others.
 - _____ 7. I try several times to get people to do what I would like them to do.
 - _____ 8. I keep the promises I make.
 - _____ 9. My own work is better than that of other people work with.
 - _____ 10. I don't try something new without making sure I will succeed.
 - _____ 11. It's a waste of time to worry about what to do with your life.
 - _____ 12. I seek the advice of people who know a lot about the tasks I am working on.
 - _____ 13. I think about the advantages and disadvantages or different ways of accomplishing things.
 - _____ 14. I do not spend much time thinking how to influence others.
 - _____ 15. I change my mind if others disagree strongly with me.
 - _____ 16. I feel resentful when I don't get my way.
 - _____ 17. I like challenges and new opportunities.
 - _____ 18. When something gets in the way of what I'm trying to do, I keep on trying to accomplish what I want.
 - _____ 19. I am happy to do someone else's work if necessary to get the job done on time.
 - _____ 20. It bothers me when my time is wasted.
 - _____ 21. I weigh my chances of succeeding or failing before I decide to do something.
 - _____ 22. I look for things that need to be done.
 - _____ 23. When I am faced with a difficult problem, I spend a lot of time trying to find a solution.
 - _____ 24. I complete my work on time.
 - _____ 25. It bothers me when things are not done very well.
 - _____ 26. I prefer situations in which I can control the outcomes as much as possible.
 - _____ 27. I like to think about the future.
 - _____ 28. When starting a new task or project, I gather a great deal of information before going ahead.
 - _____ 29. I plan a large project by breaking it down into smaller tasks.
 - _____ 30. I get others to support my recommendations.
 - _____ 31. I feel confident that I will succeed at whatever I try to do.
 - _____ 32. No matter whom I'm talking to, I'm a good listener.
 - _____ 33. I do things that need to be done before being asked to by others.
 - _____ 34. I try several times to get people to do what I would like them to do.
 - _____ 35. I keep the promises I make.
 - _____ 36. My own work is better than that of other people work with.
 - _____ 37. I don't try something new without making sure I will succeed.
 - _____ 38. It's a waste of time to worry about what to do with your life.
 - _____ 39. I seek the advice of people who know a lot about the tasks I am working on.
-

- _____ 40. I think about the advantages and disadvantages or different ways of accomplishing things.
- _____ 41. I do not spend much time thinking how to influence others.
- _____ 42. I change my mind if others disagree strongly with me.
- _____ 43. I feel resentful when I don't get my way.
- _____ 44. I like challenges and new opportunities.
- _____ 45. When something gets in the way of what I'm trying to do, I keep on trying to accomplish what I want.
- _____ 46. I am happy to do someone else's work if necessary to get the job done on time.
- _____ 47. It bothers me when my time is wasted.
- _____ 48. I weigh my chances of succeeding or failing before I decide to do something.
- _____ 49. When I don't know something, I don't mind admitting it.
- _____ 50. I am as concerned about meeting my weekly goals as I am for my yearly goals.
- _____ 51. I go to several different sources to get information for tasks or projects.
- _____ 52. If one approach to a problem does not work, I think of another approach.
- _____ 53. I am able to get people who have strong opinions or ideas to change their minds.
- _____ 54. I stick with my decisions even if others disagree strongly with me.
- _____ 55. When I don't know something, I don't mind admitting it.
-

Please proceed to the next section where you may determine your score. The point system will indicate whether you manifest strong tendencies or weak inclinations towards a particular behavior.

Source: Liberal, AE. E. (2007). Appraising and developing yourself for an entrepreneurial career. (Eds.) Maghirnf, T., Librando, P., Esguerra, D., & Recio, D. In *Introduction to Entrepreneurship*. Quezon City: Small Enterprises Research and Development Foundation, Inc. in cooperation with UP-ISSI. pp: 41-43.

PEC's Scoring Sheet

Please enter your ratings in the PECs scoring sheet. The number in parenthesis corresponds to the questionnaire item number. Notice that the item numbers are listed consecutively for each column. Perform the addition and subtraction as indicated in each row to compute for each PEC.

Rating of Statements						Score	PECs						
(1)	+	(12)	+	(23)	-	(34)	+	(45)	+	6	=	_____	Opportunity Seeking
(2)	+	(13)	+	(24)	-	(35)	+	(46)	+	6	=	_____	Persistence
(3)	+	(14)	+	(25)	+	(36)	-	(47)	+	6	=	_____	Commitment to work contract

	+		+		+		-		+	6	=		Demand for Efficiency & Quality
(4)		(15)		(26)		(37)		(48)					
	-		+		+		+		+	6	=		Risk taking
(5)		(16)		(27)		(38)		(49)					
	-		+		+		+		+	6	=		Goal setting
(6)		(17)		(28)		(39)		(50)					
	+		-		+		+		+	6	=		Information seeking
(7)		(18)		(29)		(40)		(51)					
	+		+		-		+		+	6	=		Systematic planning & monitoring
(8)		(19)		(30)		(41)		(52)					
	-		+		+		+		+	6	=		Persuasion & Networking
(9)		(20)		(31)		(42)		(53)					
	-		+		+		+		+	6	=		Self-confidence
(10)		(21)		(32)		(43)		(54)					
	-		-		-		+		+	18	=		Correction Factor
(11)		(22)		(33)		(44)		(55)					

Source: Liberal, AE. E. (2007). Appraising and developing yourself for an entrepreneurial career. (Eds.) Maghirang, T., Librando, P., Esguerra, D., & Recio, D. In *Introduction to Entrepreneurship*. Quezon City: Small Enterprises Research and Development Foundation, Inc. in cooperation with UP-ISSI. pp: 43-44.

The PECs Scoring Sheet with Correction Factor

The Correction Factor is used to provide a more accurate assessment of the PECs of each respondent. If the total score of items 11, 22, 33, 44, and 55 is 20 or greater, then the total score on the ten PECs must be corrected. Use the table below to determine the corrected score.

If the correction factor is:	Subtract the following number from each PECs score:
24 or 25	7
22 or 23	5
20 or 21	3
19 or less	0

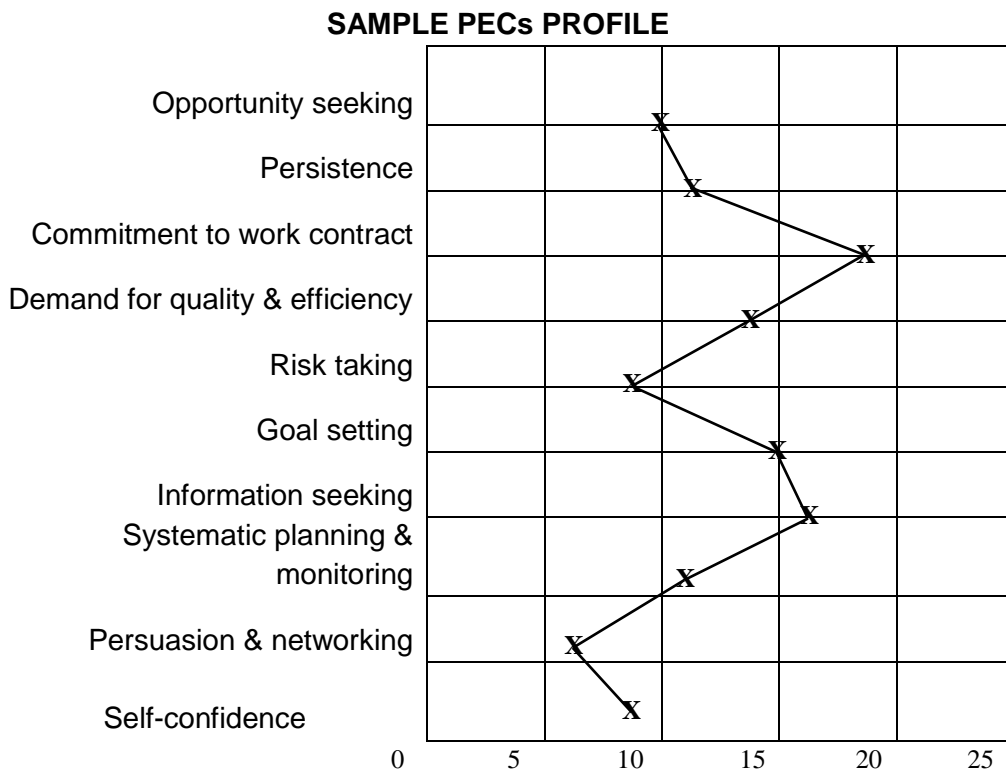
Correct each PECs score before using the Profile Sheet

Corrected Score Sheet			
<i>PECs</i>	<i>Original</i>	<i>Correction</i>	<i>Corrected Score</i>
Opportunity seeking	_____	-	= _____
Persistence	_____	-	= _____
Commitment to work contract	_____	-	= _____
Demand for quality & efficiency	_____	-	= _____
Risk taking	_____	-	= _____
Goal setting	_____	-	= _____
Information seeking	_____	-	= _____
Systematic planning & monitoring	_____	-	= _____
Persuasion & networking	_____	-	= _____
Self-confidence	_____	-	= _____
Corrected Total Score:			_____

Source: Liberal, AE. E. (2007). Appraising and developing yourself for an entrepreneurial career. (Eds.) Maghirang, T., Librando, P., Esguerra, D., & Recio, D. In *Introduction to Entrepreneurship*. Quezon City: Small Enterprises Research and Development Foundation, Inc. in cooperation with UP-ISSI. pp: 44-45.

Personal Entrepreneurial Competencies (PECs) Profile Sheet

Transfer the corrected PECs score to the profile sheet by marking an “X” at the appropriate point on the horizontal line provided for each PEC category. After plotting your PECs score, connect all the “Xs” with a heavy line.



Interpretation

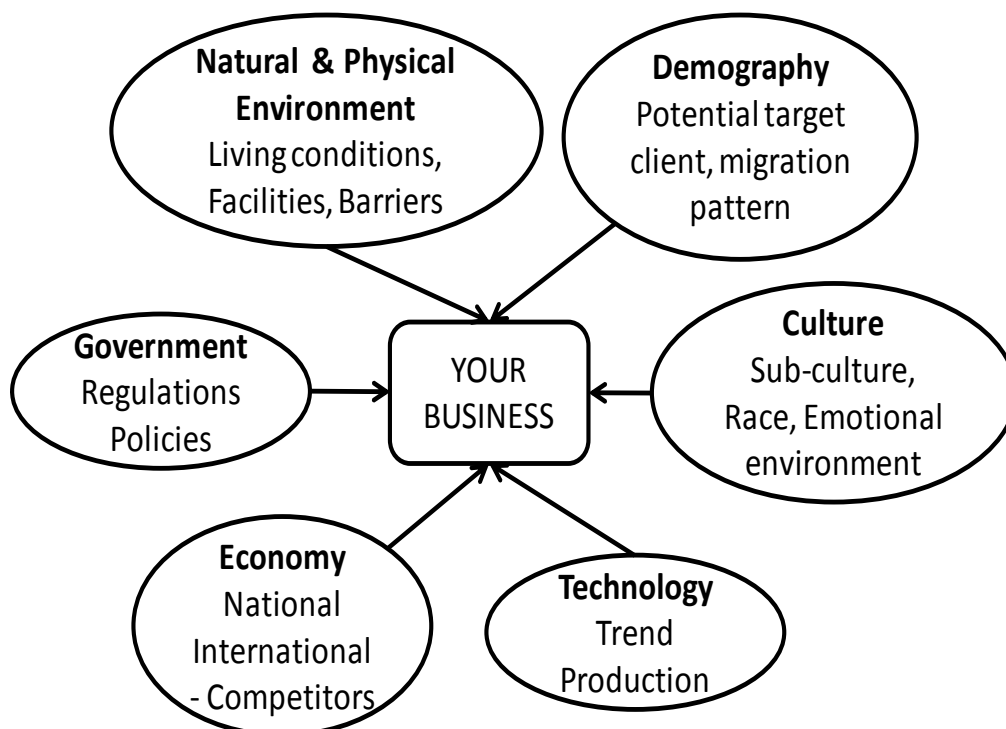
A lower score means a 'weak' performance and a higher score translates to a 'strong' performance on a particular competency. A 'weak' performance should be regarded as a challenge or an opportunity for improvement rather than a cause for worry. Improving a competency entails enough determination, correct practice and strategies, and time for maturation.

Source: Liberal, AE. E. (2007). Appraising and developing yourself for an entrepreneurial career. (Eds.) Maghirang, T., Librando, P., Esguerra, D., & Recio, D. In *Introduction to Entrepreneurship*. Quezon City: Small Enterprises Research and Development Foundation, Inc. in cooperation with UP-ISSI. pp: 45-46.

Business Environment and Market

The study of the business environment in a particular location has far-reaching and long-term effects on a small or micro enterprise's viability. In fact, business ideas and opportunities are partly shaped or determined by the business location. Unless it is possible to migrate to more favorable locations, the ideas and opportunities for business will oftentimes be delimited to the surrounding areas.

The business environment consists of both the tangible and intangible factors that affect either the external or internal business operations. They may include the land area available for economic zones, the physical layout and barriers such as rivers, parks or lakes, and building obstructions as well as the transportation network; all of which are considered tangible factors. They also include the demography of clients and suppliers, the competitors in the locale/area and the available technology for production. The intangible factors, on the other hand, include the sub-culture, industry trends, economic and government activity or the political situations in the area.



Natural and Physical Environment. This concerns the physical location of a business' store. The natural environment also pertains to the natural and man-made structures that may enhance the beauty of the location, such as a park or a sea front view, or serve as barrier to the location, such as a dump site or high rise structures that obstruct a view. The living condition in an area also serves as a standard for the ambience you want to create for your store.

There is also a phenomenon referred to as clustering where a particular type of product is offered within the same area. For instance, most guitar shops are clustered along the intersection of V. Mapa and Aurora Avenue in Metro Manila; Filipino craft stores crowd the area under the Quiapo Bridge; or car accessories are found in Banawe area.

The key word to have in mind when scanning the physical environment is the visibility of your intended store to the potential clients.

Demography. This pertains to the number of people living in the area, their age, gender, socio-economic status, family size, religion and even growth trends. These are invaluable information that can help entrepreneurs in matching their product to the target market, in deciding for the marketing strategy, pricing and product packaging among others.

Culture. Culture or sub-culture, being the totality of the way of life, ideas and customs of a set of people or society, primarily influence the types of products that are acceptable to a particular locality. For example, the influence of the Japanese culture gave rise to minimalist designs. A sub-culture also shapes the 'emotional' environment of an area. For instance, the feeling of 'fear' for a specific location may serve as a barrier for a business; a place where one does not feel safe because of the prevalence of crime will discourage entrepreneurs.

Changes in the lifestyle, which is brought about by changes in the population demography and the economy, also affect a business. These lifestyle changes may be the increase of women's participation in the world of work, change in buying patterns and shift in tastes.

Government Regulations. The laws and policies of the national and local government units also influence the business operations. Some examples of policies that directly affect entrepreneurs are the imposition or removal of taxes for products, the establishment of economic zones and assistance in product labeling and packaging of products. In addition, improvement of facilities and roads improve

Spotting and Identifying Business Opportunities

Spotting business opportunities is one of the most essential aspects of entrepreneurship. An entrepreneur must have a keen eye for identifying opportunities that can potentially turn into a good product or business venture. At the same time, an entrepreneur should also know which opportunities to drop and which ones to develop.

Idea Generation

The first step in identifying a good business opportunity is to look for many opportunities. This is called the idea generation phase (SERDEF, 2007). The following are good sources of business ideas (Hisrich, Peters, & Shepherd, 2008; Looser & Schlapfer, 2001).

1. Personal hobbies and interests
2. Everyday experiences, travel, and adventures
3. Suggestions from family members and friends
4. Problems that need solutions
5. Problems with existing products
6. Books, magazines, news
7. Observing, listening around you

Screening Business Ideas

Once you have generated a number of business opportunities and ideas, the next step is to select and screen these. Though there can be many ways to do this, a good way to proceed is to screen your ideas based on 1) your personality and personal preferences and 2) the characteristics of a good business (SERDEF, 2007). Consider the following criteria:

1. Personality and Personal Preferences
 - a. Personal Preference
 - b. Education, Skills, and Experience
 - c. Work Experience
 - d. Support from family and friends
2. Characteristics of a good business
 - a. Demand for Product
 - b. Availability of skills, raw materials, technology, and capital
 - c. Profitability

SWOT Analysis

Once you have chosen your business idea, the next step is to conduct a SWOT analysis in order to determine the Strengths, Weaknesses, Opportunities and Threats of your potential business. This step will help you improve your business of choice and prepare for challenges. The table below will help you differentiate among these four features.

	Positive	Negative
Controllable Factors	<p>Strengths</p> <p>positive factors that contribute to the favorability of a business opportunity</p> <p>Examples: Cheap raw materials Skilled employees Ease of management Small capital outlay</p>	<p>Weaknesses</p> <p>set of problems, difficulties or shortcomings encountered by the business</p> <p>Examples: Inexperienced owner Lack of working capital Poor location</p>
Uncontrollable Factors	<p>Opportunities</p> <p>positive factors that are not within the control of the business.</p> <p>Examples: Absence of similar products in the market New markets being developed Growing demand for similar products Favorable government policy</p>	<p>Threats</p> <p>negative factors that are beyond the control of the business</p> <p>Examples: Rising costs Raw material shortages Too many competitors</p>

Remember to refer back to these guidelines and tools when you are ready to think of your next business ideas!

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