

# HOME ECONOMICS: HANDICRAFT (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](mailto:action@deped.gov.ph).

**We value your feedback and recommendations.**

**Department of Education  
Republic of the Philippines**

**Technology and Livelihood Education – Grade 9**  
**Home Economics – Handicraft**  
**Learner’s Material**  
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## EXECUTIVE SUMMARY

This Learning Module on **Handicraft (Needlecraft)** course is designed for a Grade 9 student to develop the basic competencies in needlecraft. It covers the major needlecraft techniques, namely:

- (1) Embroidery (special lesson on *Calado* and Smocking),
- (2) Crocheting,
- (3) Knitting, and
- (4) Quilting.

Each lesson is organized starting with a brief description of the needlecraft technique; including a brief history as documented. Then, the tools and materials are provided together with tips or factors to consider for beginners. The bulk of each lesson contains the step-by-step procedure for stitches and techniques aided with pictures to facilitate your learning. It then proceeds to project planning as each lesson will require learners to create a product.

Along with the knowledge and skills that the learners will obtain from needlecrafts, a concept review of the Personal Entrepreneurial Competencies (PECs) and Environment and Market is also included. This review aims to reinforce the development of entrepreneurial qualities and characteristics as well as the learner's positive work habits.

After taking all the learning sessions from this module, it is expected that the learners will be able to plan and create articles from needlecraft. In addition, learners will also be prepared to generate business ideas and identify opportunities and evaluate these ideas according to the strengths, opportunities, weaknesses and even threats. These competencies will enable them not only to achieve personal confidence and appreciation in the arts and their cultural importance but also to become economically productive citizens of the society and country at large.

## INTRODUCTION

Technology and Livelihood Education (TLE) is one of the nomenclatures in the implementation of the K to 12 Basic Education Program (BEP) composed of four components, namely: Agri-Fishery Arts, Home Economics, Industrial Arts and Information and Communication Technology. In this module, the focus is on Home Economics course – Needlecrafts.

In this course, varied and relevant activities and opportunities are provided to demonstrate your understanding of concepts and core competencies. This will be also provide 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 is scarce and the Department of Education is revitalizing its resources to lead the young minds and to prepare them skillfully as future needlecraft expert. It is in honing the skills that learners can be assured to have an edge of surviving the daily needs of oneself and of others. It seeks to provide the learners with the knowledge, attitude and skills in the field of Needlecraft.

This module is also crafted with a focus on the different activities that will assess the skills and knowledge that learners are expected to demonstrate after going through this learner's materials. To evaluate students' learning, assessment instruments such as pre-test, posttest and other relevant activities and exercises in each lesson are given. Read and answer the suggested tasks and accomplish them to practice developing a sustainable program, prioritizing needs and building a vision.

So, explore and experience the K to 12 TLE module and be a successful needlecraft maker.

### **CONCEPT REVIEW**

At the start of your journey in learning handicrafts (Exploratory Module on Handicraft), the Personal Entrepreneurial Competencies and entrepreneurial mindsets were introduced. In this concept review, you will be reminded of these lessons and you get to assess whether or not you have the competencies found among entrepreneurs. In addition, a brief lesson on the Business Environment and Idea Generation is provided to help

contextualize how your skills might be useful for an 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). They are the ones who act on their business ideas.

### ***Personal Entrepreneurial Competencies***

There has 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 acts 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 - Entrepreneur 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 exerts efforts to improve past performance and do things better. They set high but realistic standards.

### Planning Cluster

- Goal setting - Entrepreneur knows 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 - Entrepreneur update themselves with new information about her customers, the market, suppliers, and competitors. This is rooted to 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 to 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 who 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 in the next page.

### **Personal Entrepreneurial Competencies (PECs) Self-rating Questionnaire**

Read each statement carefully and answer honestly based on how well it describes you.

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

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. I look for things that need to be done.
- \_\_\_\_\_ 2. When I am faced with a difficult problem, I spend a lot of time trying to find a solution.
- \_\_\_\_\_ 3. I complete my work on time.
- \_\_\_\_\_ 4. It bothers me when things are not done very well.
- \_\_\_\_\_ 5. I prefer situations in which I can control the outcomes as much as possible.
- \_\_\_\_\_ 6. I like to think about the future.
- \_\_\_\_\_ 7. When starting a new task or project, I gather a great deal of information before going ahead.
- \_\_\_\_\_ 8. I plan a large project by breaking it down into smaller tasks.
- \_\_\_\_\_ 9. I get others to support my recommendations.
- \_\_\_\_\_ 10. I feel confident that I will succeed at whatever I try to do.
- \_\_\_\_\_ 11. No matter whom I'm talking to, I'm a good listener.
- \_\_\_\_\_ 12. I do things that need to be done before being asked to by others.
- \_\_\_\_\_ 13. I try several times to get people to do what I would like them to do.
- \_\_\_\_\_ 14. I keep the promises I make.
- \_\_\_\_\_ 15. My own work is better than that of other people work with.
- \_\_\_\_\_ 16. I don't try something new without making sure I will succeed.
- \_\_\_\_\_ 17. It's a waste of time to worry about what to do with your life.
- \_\_\_\_\_ 18. I seek the advice of people who know a lot about the tasks I am working on.
- \_\_\_\_\_ 19. I think about the advantages and disadvantages or different ways of accomplishing things.
- \_\_\_\_\_ 20. I do not spend much time thinking how to influence others.
- \_\_\_\_\_ 21. I change my mind if others disagree strongly with me.
- \_\_\_\_\_ 22. I feel resentful when I don't get my way.
- \_\_\_\_\_ 23. I like challenges and new opportunities.
- \_\_\_\_\_ 24. When something gets in the way of what I'm trying to do, I keep on trying to accomplish what I want.
- \_\_\_\_\_ 25. I am happy to do someone else's work if necessary to get the job done on time.
- \_\_\_\_\_ 26. It bothers me when my time is wasted.
- \_\_\_\_\_ 27. I weigh my chances of succeeding or failing before I decide to do something.
- \_\_\_\_\_ 28. The more specific I can be about what I want out of life, the more chances I have to succeed.
- \_\_\_\_\_ 29. I take action without wasting time gathering information.
- \_\_\_\_\_ 30. I try to think of all the problems I may encounter and plan what to do if each problem occurs.
- \_\_\_\_\_ 31. I get important people to help me accomplish my goals.
- \_\_\_\_\_ 32. When trying something challenging, I feel confident that I will succeed.
- \_\_\_\_\_ 33. I prefer activities that I know well and with which I am comfortable.
- \_\_\_\_\_ 34. When faced with major difficulties, I quickly go on to other things.
- \_\_\_\_\_ 35. When I am doing a job for someone, I make a special effort to make sure that person is happy with my work.
- \_\_\_\_\_ 36. In the past, I have had failures.
- \_\_\_\_\_ 37. I am never entirely happy with the way things are done; I always think there must be a better way.
- \_\_\_\_\_ 38. I do things that are risky.
- \_\_\_\_\_ 39. I have a very clear plan for my life.
- \_\_\_\_\_ 40. When working on a project for someone, I ask many questions to be sure I understand what that person wants.
- \_\_\_\_\_ 41. I deal with problems as they arise, rather than spend time trying to anticipate them.
- \_\_\_\_\_ 42. In order to reach my goals, I think of solutions that benefit.

- \_\_\_\_\_ 43. I do very good work.
- \_\_\_\_\_ 44. There have been occasions when I took advantage of someone.
- \_\_\_\_\_ 45. I try things that are very new and different from what I have done before.
- \_\_\_\_\_ 46. I try several ways to overcome things that get in the way of reaching my goals.
- \_\_\_\_\_ 47. My family and personal life are more important to me than work deadlines I set for myself.
- \_\_\_\_\_ 48. I find ways to complete tasks faster at work and at home.
- \_\_\_\_\_ 49. I do things that others consider risky.
- \_\_\_\_\_ 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
	+		+	-	+	6 =	Opportunity Seeking
(1)	(12)	(23)	(34)	(45)			
	+		+	-	+	6 =	Persistence
(2)	(13)	(24)	(35)	(46)			
	+		+	+	-	6 =	Commitment to work contract
(3)	(14)	(25)	(36)	(47)			
	+		+	+	-	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

<b>Corrected Score Sheet</b>			
<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	_____	- _____	= _____

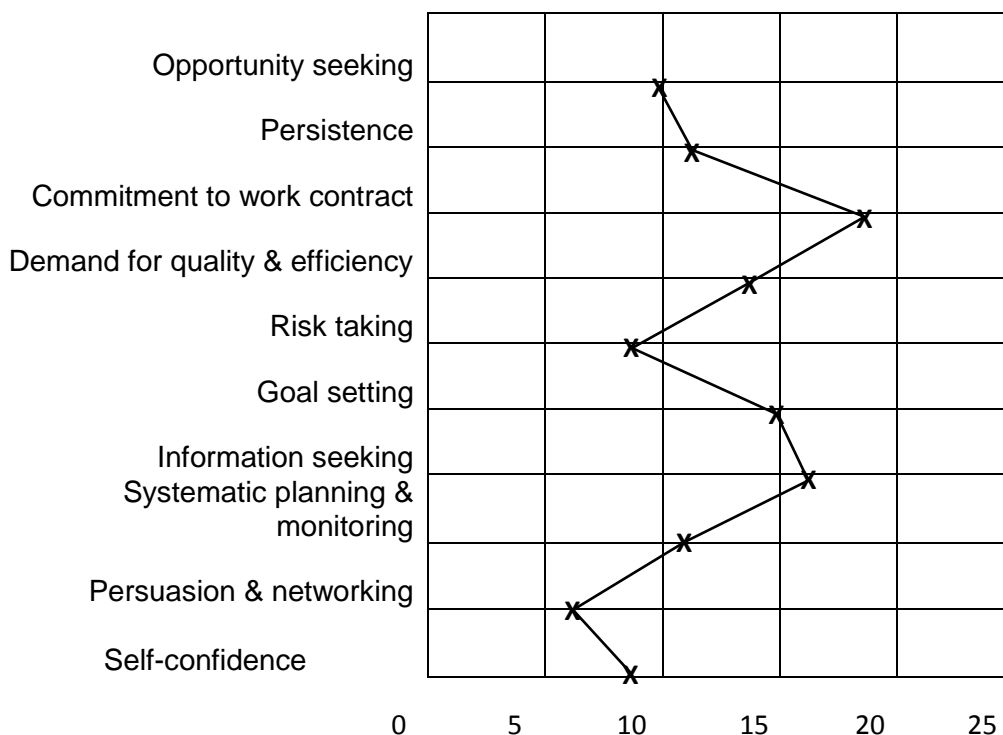
Information seeking	_____	-	_____	=	_____
Systematic planning & monitoring	_____	-	_____	=	_____
Persuasion & networking	_____	-	_____	=	_____
Self-confidence	_____	-	_____	=	_____
Corrected Total Score:					

**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.

#### SAMPLE PECs PROFILE



#### 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.

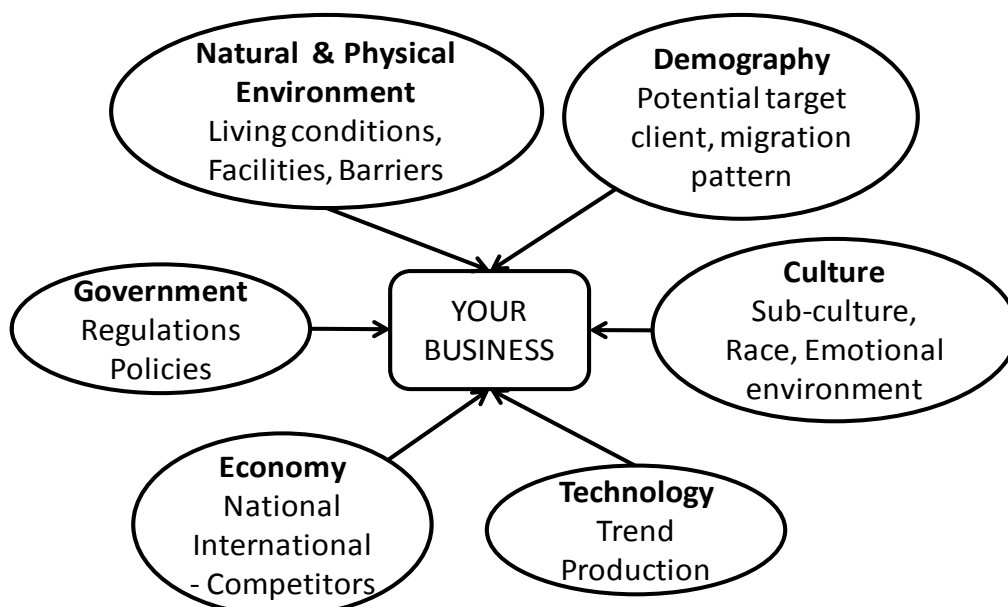
**Source:** Liberal, AE. E. (2007). Appraising and developing yourself for an entrepreneurial career. (Eds.) Maghirang, T., Librando, P., Esguerra, D., & Recio, D. In *Introduction to Entrepreneurship*. Quezon City: Small Enterprises Research and Development Foundation, Inc. in cooperation with UP-ISSI.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

## BUSINESS ENVIRONMENT AND BUSINESS IDEAS

### 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 transportation network that facilitates transfer of products from one area to another or promotes accessibility for consumers.

Economy. This pertains to the management of resources and study of the system of production, distribution, and consumption of goods and services. A country's economy

influences both the entrepreneurs and consumers as it relates to the financial matters of business like taxes and interest rates and to the quality of life, cost of utilities and services, among others. Even small scale entrepreneurs must learn to study economic indicators to improve business forecasts, such as when to buy certain materials and supplies, when to open a store or introduce new products based on consumer spending, or when to hire employees. Some examples of economic indicators include the (a) Gross Domestic Product (GDP) which increases when a country's economy is doing good; (b) Unemployment rate which indicates that more unemployed people usually signal an economy getting worse; and (c) Price Indexes and Inflation rates which determine the buying power of consumers.

*Technology.* Technological changes are inventions based on the application of science that create new product or process improvements. Some examples of technological changes are mobile tools that enable online connection, new business tools for analysis and database, social networks and modern, digital equipment. These advances in technology result to efficiency and productivity at a lesser cost. It can be observed that sending message through e-mail provides a cheaper and faster means compared to hand-delivered mails (snail mails). An entrepreneur can benefit from technological changes by identifying the appropriate technological solution available in the area or locale.

At this point, it must be quite clear why an environment scanning of an area considered as business site is helpful for the entrepreneur. In fact, the impact of the factors in the business environment does not only include the business operation but is even relevant at the start of the venture – during the business idea generation and opportunity identification stage. A concise guide on how to spot and identify business opportunities are provided in the following section. Keep reading!

### ***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 (Histrich, Peters, & Shepard, 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 will help you differentiate among these four features.



Table 1 SWOT Analysis

	Positive	Negative
Controllable Factors	<p><b>S</b>trengths</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><b>W</b>eaknesses</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><b>O</b>pportunities</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><b>T</b>hreats</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!