

HOME ECONOMICS: CAREGIVING (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
Republic of the Philippines**

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Br. Armin A. Luistro FSC
Undersecretary: Dina S. Ocampo, Ph.D.

Development Team of the Learner's Material

Authors: Haydee C. Bueza, Socorro A. Bulic, Jenny A. Da-Anton, Albert Datu, Jeffrey A. De Guzman, Anicita P. Domo, Alvin L. Espiritu, Ellen P. Gonzaga, Girlie F. Guian, Aniceta S. Kong, Dorothy Manalanzan, Lowela P. Margallo, Sandy Montano, Maria A. Roque, Juvy C. Valdemoro

Reviewers: Unina A. Bejarin, Winnie dela Cruz, Annabel Despabiladeras, Jelly Flores, Karen Kate C. Villanueva, Catherine Villaruz

Editors: Merlyn Lee, Betty Puzon, Noel B. Bejo

Illustrator and Layout Artists: Henry Allen M. Arcos, Arlene A. Guiao

Consultant: Eleanor A. Malicdem

Subject Specialist: Cristeta M. Arcos

Management Team: Jocelyn DR Andaya, Jose D. Tuguinayo, Jr.

**Department of Education-Instructional Materials Council Secretariat
(DepEd-IMCS)**

Office Address: 5th Floor Mabini Building, DepEd Complex
Meralco Avenue, Pasig City
Philippines 1600
Telefax: (02) 634-1054 or 634-1072
E-mail Address: imcsetd@yahoo.com

Table of Contents

ENTREPRENEURSHIP

Introduction	1
Objectives.....	2
Diagnostic Assessment	2
Concept Overview	6
Personal Entrepreneurial Competencies.....	6
Entrepreneur.....	6
Personal Entrepreneurial Competencies	6
Business Environment and Business Ideas.....	13
Business Environment and Market	13
Spotting and Identifying Business Opportunities.....	15
Screening Business Ideas.....	15
SWOT Analysis.....	16

HOME ECONOMICS

CAREGIVING

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. In this module, the focus is on a course in Home Economics – **Caregiving**.

The course provides varied and relevant activities and opportunities to determine your understanding of concepts and to demonstrate core competencies as prescribed in TESDA Training Regulation in Caregiving. In all, it aims to provide quality service to target clients. This will serve as a venue for you to assess yourself and identify aspects of business that you may need to strengthen and safeguard before you become a part of the workforce.

The world of work today presents a picture of available jobs getting scarcer. To address this reality, the Department of Education is revitalizing its resources to lead the young minds and prepare them as future skillful Caregiver. It is in honing the skills that learners can have an edge and assure themselves of providing for their daily needs as well as for others. DepEd endeavors to provide the learners with the knowledge, attitude, values and skills in the field of Caregiving.

This module is specifically crafted to focus on the different activities that will assess your level in terms of skills and knowledge as to be demonstrated through the learning materials. The learning procedures are divided into different sections - *What to Know*, *What to Process*, *What to Reflect and Understand*, and *What to Transfer*. Read and understand the suggested tasks. Perform and accomplish them to practice developing a sustainable program while prioritizing needs and building a vision.

So, explore and experience the K to 12 TLE module and become a successful Caregiver or Nursing Aide.

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

OBJECTIVES

At the end of this module, you are expected to:

1. Acquire personal entrepreneurial competencies;
2. Know the environment and identify market;
3. Implementing and monitor infection control policies and procedure;
4. Responding effectively to difficult/challenging behaviour;
5. Applying basic first aid;
6. Maintaining high standard of patient services;
7. Maintaining healthy and safe environment;
8. Cleaning living room, dining room, bedrooms, toilets, bathrooms and kitchen; and
9. Washing and ironing clothes, linens and fabrics.

DIAGNOSTIC ASSESMENT

Home Economics – CAREGIVING

Test I – Multiple Choice

Directions: Read each questions carefully. Choose the letter of the correct answer and write your answer in your answer sheet.

1. What are the most common infection- causing microorganisms?
A. Fungi
B. Viruses
C. Bacteria
D. Parasites
2. Which of the following involves immediate transfer of microorganisms?
A. Air borne transmission
B. Portal host
C. Direct transmission
D. Susceptible host
3. What should be worn in areas where droplet infection of the client is concern?
A. Paper mask
B. Surgical mask
C. Respiration mask
D. Body Mask
4. Which of these hazards account for most normal occurrences in workplaces?
A. Physical Hazards
B. Ergonomic Hazards
C. Biological Hazards
D. Chemical Hazards
5. What apparatus is used in destroying the microorganisms in containers like feeding bottle through boiling?
A. Washing machine
B. Baby Bathtub
C. Bedpan
D. Bottle Sterilizer
6. What equipment must be worn when there is risk of splashing from corrosive materials?
A. Overalls
B. Plastic apron
C. Goggles
D. Safety spectacles

7. Which of the following PPE is worn to reduce harm from noise?
 - A. Hard hat
 - B. Hairnet
 - C. Earplugs
 - D. Ear muffs
8. What is the most important safety procedure to be done after using any appliance?
 - A. Clean the appliance after using
 - B. Unplug the appliance after using
 - C. Put in the proper storage
 - D. Leave it in one place
9. Which of the following refers to the patient's temperature, pulse, breathing, and blood pressure?
 - A. Healthy person
 - B. Weak person
 - C. Body mass index
 - D. Vital signs
10. What kind of thermometer does not display the reading in the LCD?
 - A. Clinical thermometer
 - B. Ear digital thermometer
 - C. Digital thermometer
 - D. Infrared Thermometer
11. Which of the thermometers below uses mercury?
 - A. Clinical Thermometer
 - B. Ear Digital Thermometer
 - C. Digital Thermometer
 - D. Infrared Thermometer
12. Which of the following refers to the balance between heat produced and the heat lost in the body?
 - A. Pulse rate
 - B. Respiratory rate
 - C. Body temperature
 - D. Blood pressure
13. Which of the following procedure is not proper when operating a blender?
 - A. Operating a blender in a dry, flat surface
 - B. Plugging the blender first before putting the pitcher onto the base
 - C. Choosing the setting appropriate for the specific task
 - D. Placing all the parts of the blender in their appropriate places before operating it.
14. What kind of body temperature is needed where the thermometer is place under the armpit?
 - A. Oral temperature
 - B. Auxiliary temperature
 - C. Rectal temperature
 - D. Tympanic temperature
15. What should be checked before ironing some fabrics that need special care instruction?
 - A. Labels of the garment to be ironed
 - B. Collars and sleeves of shirts
 - C. Pleats and pockets of skirts
 - D. Pants' waistbands
16. Which of the following is not the effect of physical hazards?
 - A. Infections
 - B. Fire
 - C. Annoyance
 - D. Fall
17. Which of following is not the effect of the chemical hazards?
 - A. Lung diseases
 - B. Allergy
 - C. Difficulty in breathing
 - D. Depression

18. What causes harm to an individual, such as chemicals, electricity, open drawers, and inadequate ventilation?

- A. Risk
- B. Hazard
- C. Danger
- D. Safety

19. Which of the following is not the effect of psychological hazard?

- A. Depression
- B. Anxiety
- C. Loss of Confidence
- D. Verbal Abuse

20. Which of the following is not the best description of what a caregiver?

- A. He/ She have the ability to demonstrate openness, warmth, and acceptance.
- B. He / She are equipped with practical and basic knowledge and skills of nursing.
- C. He / She create mutual trust relationship with the child or patient.
- D. He / She treats patient with carefulness.

TEST II – Fill in the blanks

Direction: Write the correct word/words to complete the sentence. Write your answers in your answer sheet.

1. The first aider must be _____ in handling the patient or victim to avoid pain.
2. The first aider must keep a _____ in dealing the situation of dangers and examining the student and victim of signs of injuries.
3. The first aider must be _____ in availability of using materials.
4. The first aider must be _____ and not sympathetic in comforting the patient or victim's family in dealing the situation.
5. The first aider must be _____ in manner of giving care, not discriminatory of the patient or victim's age, culture, race, social status, beliefs and victim's danger.
6. The first aider must be _____ which should not alarm the victim.
7. The common disinfectant for the hands, skin, and instrument is _____.
8. The strength of alcohol used as disinfectant is _____%.
9. If the axilla temperature taken is 38.7 °C, the actual body temperature is _____.
10. To prevent osteoporosis among the aged, a glass of _____ daily will help.
11. _____ means the part is above another or closer to head (cranial)
12. _____ means the part is below another or towards the feet (caudal).
13. _____ means towards the head.
14. _____ means towards the tail.
15. _____ means front of the body.

TEST III. Matching Type

Directions: Match the words from Column A to the description in Column B.

A.	B.
1. Bathroom	a. It is a method of cleaning which is done with water and liquid soap.
2. Sweeping	b. This is an area of the house which is used for recreation, entertainment and entertaining guest.
3. Dining Room	c. This is a method of cleaning which is done for smooth and rough surfaces.
4. Wiping	d. This is the private part of the house. A place for relaxation and sleep.
5. Kitchen	e. A method of cleaning which should be done in a forward backward motion.
6. Mopping	f. This is the working center of the house where meal preparation takes place.
7. Bedroom	g. This is a cleaning procedure done with dry cloth or rug in circular motion.
8. Brushing	h. This is an area or part of the house in which principal or main meal is eaten or taken.
9. Living room	i. A cleaning method which is done by starting from the farthest part of the house.
10. Washing	j. It is the part of the house where personal hygiene and elimination of body wastes is being done.

IV. TRUE OR FALSE

Directions: Write TRUE if the statement is correct, or FALSE if it is incorrect.
Write your answer on a piece of paper.

- _____ 11. Caregivers almost never face changes in their caregiving role that are beyond their control.
- _____ 12. Whenever a change occurs, a transition follows.
- _____ 13. Most caregivers experience difficult emotions at one time or another.
- _____ 14. When you lose precious parts of your life, grief is a natural response.
- _____ 15. Guilt is a rare and unnatural emotion in the caregiving situation.

CONCEPT REVIEW

At the start of your journey in learning Caregiving, 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 have been many studies to characterize “the entrepreneurial personality, though there is no isolated set of traits that guarantee success, there were identified behaviours found common to most successful entrepreneurs. There is a well-known research on human behaviour done by McClelland and McBer which identified 10 behavioural patterns organized into three general clusters: the achievement, planning, and power clusters (SERDEF, 2007; 1998). It was found out that these behaviours were also typical entrepreneurial behaviours. 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.

Assess your Personal Entrepreneurial Competencies by answering the items in the next page. 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 each statement and write your answers in your answer sheet.

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

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. In the past, I have had failures.
- _____ 34. I prefer activities that I know well and with which I am comfortable.
- _____ 35. When faced with major difficulties, I quickly go on to other things

- _____ 36. When I am doing a job for someone, I make a special effort to make sure that person is happy with my work.
- _____ 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 my goals in life.
- _____ 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 behaviour.

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

PECs 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)	$\frac{+}{(12)}$	$\frac{+}{(23)}$	$\frac{-}{(34)}$	$\frac{+}{(45)}$	$\frac{+}{6}$	$=$	Opportunity Seeking
(2)	$\frac{+}{(13)}$	$\frac{+}{(24)}$	$\frac{-}{(35)}$	$\frac{+}{(46)}$	$\frac{+}{6}$	$=$	Persistence
(3)	$\frac{+}{(14)}$	$\frac{+}{(25)}$	$\frac{+}{(36)}$	$\frac{-}{(47)}$	$\frac{+}{6}$	$=$	Commitment to work contract
(4)	$\frac{+}{(15)}$	$\frac{+}{(26)}$	$\frac{+}{(37)}$	$\frac{-}{(48)}$	$\frac{+}{6}$	$=$	Demand for efficiency and quality
(5)	$\frac{-}{(16)}$	$\frac{+}{(27)}$	$\frac{+}{(38)}$	$\frac{+}{(49)}$	$\frac{+}{6}$	$=$	Risk taking
(6)	$\frac{-}{(17)}$	$\frac{+}{(28)}$	$\frac{+}{(39)}$	$\frac{+}{(50)}$	$\frac{+}{6}$	$=$	Goal setting
(7)	$\frac{+}{(18)}$	$\frac{-}{(29)}$	$\frac{+}{(40)}$	$\frac{+}{(51)}$	$\frac{+}{6}$	$=$	Information seeking
(8)	$\frac{+}{(19)}$	$\frac{+}{(30)}$	$\frac{-}{(41)}$	$\frac{+}{(52)}$	$\frac{+}{6}$	$=$	Systematic planning and monitoring
(9)	$\frac{-}{(20)}$	$\frac{+}{(31)}$	$\frac{+}{(42)}$	$\frac{+}{(53)}$	$\frac{+}{6}$	$=$	Persuasion and networking
(10)	$\frac{-}{(21)}$	$\frac{-}{(32)}$	$\frac{-}{(43)}$	$\frac{+}{(54)}$	$\frac{+}{6}$	$=$	Self-confidence
(11)	$\frac{-}{(22)}$	$\frac{-}{(33)}$	$\frac{-}{(44)}$	$\frac{+}{(55)}$	$\frac{+}{18}$	$=$	Correction factor

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 that follows 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

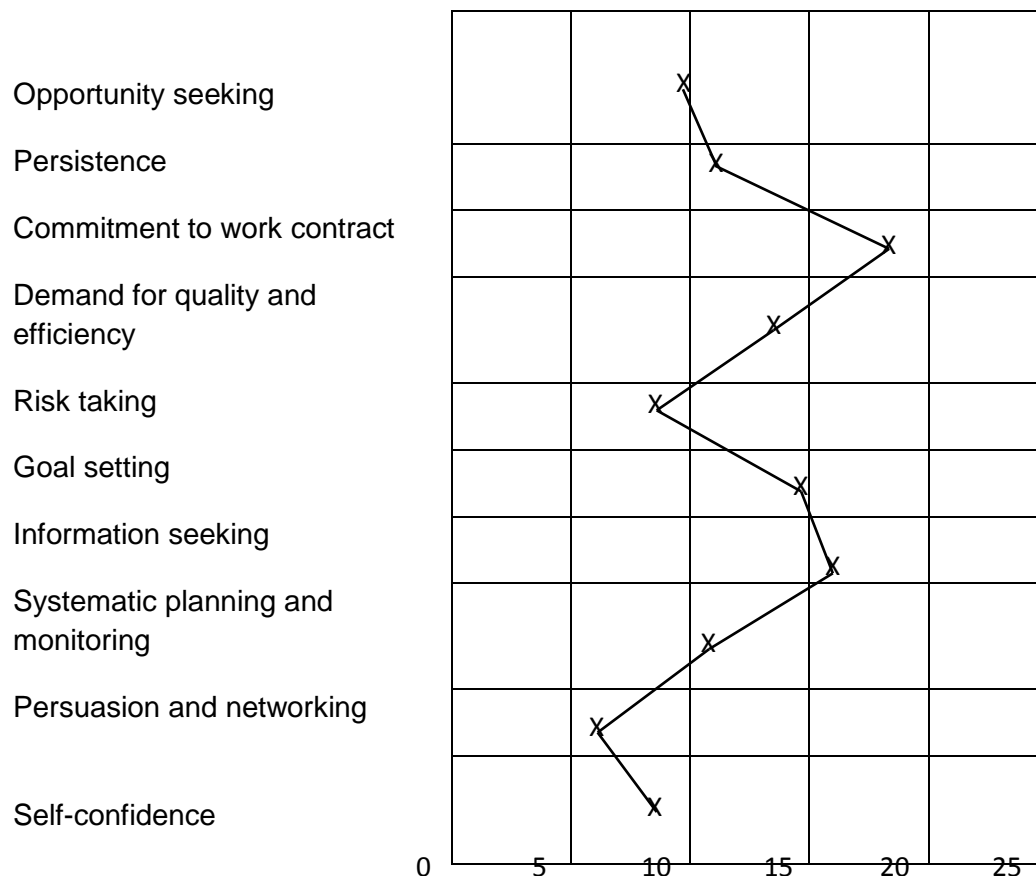
Corrected Score Sheet			
PECs	Original	Correction	Corrected Score
Opportunity seeking		-	=
Persistence		-	=
Commitment to work contract		-	=
Demand for quality & efficiency		-	=
Risk taking		-	=
Goal setting		-	=
Information seeking		-	=
Systematic planning& monitoring		-	=
Persuasion & networking		-	=
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., *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.

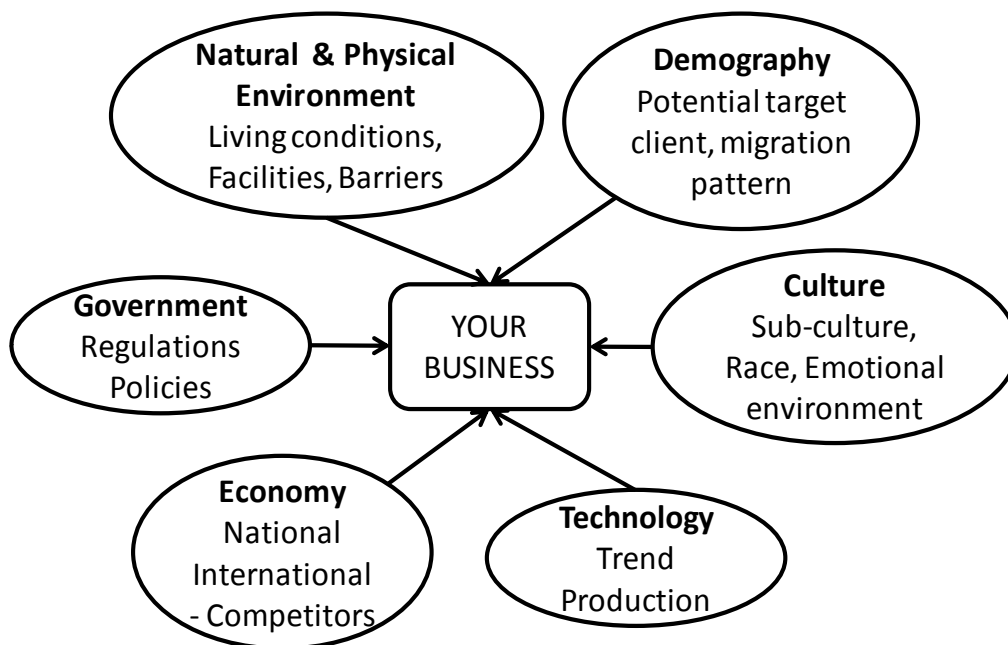
Source: Liberal, AE. E. (2007). Appraising and developing yourself for an entrepreneurial career. (Eds.) Maghirang, T., Librando, P., Esguerra, D., & Recio, D. In *Introduction to Entrepreneurship*. Quezon City: Small Enterprises Research and Development Foundation, Inc. in cooperation with UP-ISSI.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

BUSINESS ENVIRONMENT & 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 influences 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 lifestyle, which are 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 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 labelling and packaging of products. In addition, improvement of facilities and roads improve transportation network that facilitates transfer of products from one area to another and 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 following:

- (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.

The existing enterprises, who are either direct or indirect competitors, are also part of the business environment. It is important to scout for products or services that answer a similar need to what you intend to provide. Think of how you can create a niche that will differentiate your product from the other businesses – either in specifying a target market or in differentiating your product quality or price. The key concept to think about is acquiring a reasonable market share despite of the competition.

Technology - Technological changes are inventions based on the application of science that creates 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 messages through e-mail provides a cheaper and faster means compared to hand-delivered mail (snail mail). 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 scan 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 is 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 (Hisrich, Peters, & Shepherd, 2008; Looser & Schlapfer, 2001).

- Personal hobbies and interests
- Everyday experiences, travel, and adventures
- Suggestions from family members and friends
- Problems that need solutions
- Problems with existing products
- Books, magazines, news
- Observing, and listening

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:
 - Personality and personal preferences
 - Personal preference

- Education, skills, and experience
- Work experience
- Support from family and friends
- Characteristics of a good business
- Demand for product
- Availability of skills, raw materials, technology, and capital
- Profitability

Strength, Weaknesses, Opportunities and Threats (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 them and 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!